

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Turnaround School Leaders Program

CFDA # 84.377B

PR/Award # S377B140009

Grants.gov Tracking#: GRANT11653080

OMB No. , Expiration Date:

Closing Date: May 23, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example. e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/22/2014"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
--	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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B. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="North Carolina State University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="566000756"/>	* c. Organizational DUNS: <input type="text" value="0420921220000"/>

d. Address:

* Street1:	<input type="text" value="2701 Sullivan Drive"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Admin Services III; MS7514"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NC: North Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="27695-7514"/>

e. Organizational Unit:

Department Name: <input type="text" value="Leadership Policy & Adult & Hi"/>	Division Name: <input type="text" value="College of Education"/>
---	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Jeffrey"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Cheek"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Associate Vice Chancellor"/>

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="919-515-2444"/>	Fax Number: <input type="text" value="919-515-7721"/>
---	---

* Email: <input type="text" value="sps@ncsu.edu"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.377

CFDA Title:

School Improvement Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-032814-001

* Title:

Office of Elementary and Secondary Education (OESE):: Turnaround School Leaders Program CFDA Number 84.377B

13. Competition Identification Number:

84-377B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

The Northeast Leadership Academy-District and School Transformation's (NELA-DST) Pipeline for Developing, Incentivizing, and Sustaining Effective Turnaround Leaders for Rural High-Need Schools

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,996,726.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,996,726.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Congressional Districts- The Northeast Leadership Academy-District and School Transformation's (NELA-DST): Pipeline for Developing, Incentivizing, and Sustaining Effective Turnaround Leaders for Rural High-Need Schools

1: Halifax, Warren

13: Edgecombe

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Beth Cassedy	Director, Research Development/CED
APPLICANT ORGANIZATION	DATE SUBMITTED
North Carolina State University	05/22/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="School Improvement Grants"/> CFDA Number, if applicable: <input type="text" value="84.377"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
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10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S377B140009

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_427.pdf

Add Attachment

Delete Attachment

View Attachment

NELA-DST GEPA 427

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), North Carolina State University and its partner organizations in the 2014 Turnaround School Leaders Program proposal (NELA-DST) will ensure equitable access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered in its federally assisted program. NC State is committed to providing equal access to educational programs, services and activities.

In regards to disability, NC State University's Disability Services Office (DSO), collaborates with students to determine reasonable accommodations to ensure equal opportunity. The DSO works with departments throughout the University to assure that the programs and facilities are accessible to every student at NC State and provides services that promote independence and allow equal access to the North Carolina State University experience.

In regards to race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability, the College of Education is committed to providing students with a welcoming, inclusive environment where students of all backgrounds feel respected, supported and encouraged. To that end, the College of Education seeks to provide our students with opportunities to explore their heritage, celebrate their cultural differences *and* similarities, and engage in open discussion about how they can become better educators in a diverse world. The College of Education creates opportunities for students, faculty, and administrators to collaborate on issues of diversity. The College sponsors and supports a variety of student clubs, academic committees, events, and programs that celebrate our diverse population and the contribution of each group to our campus and our community. For example, COMID (Council on

Multicultural Initiatives & Diversity) supports a climate that nurtures and values diversity in the College of Education; builds and maintains a diverse faculty, staff, administrator, and student community; and prepare educators as citizens of the world. The group is comprised of faculty, administrators, deans and student representatives. This committee serves as a sounding board for diversity issues and concerns within the College.

The NELA-DST project focuses on delivery of services to historically disadvantaged populations. Among these are African American, Latina/o, and Native American adults who are also underrepresented in school leadership positions. The North Carolina State University NELA-DST Aspiring SIG Leaders Academy will make identification and recruitment of African Americans, Latina/os, and Native Americans a priority; with a target of 60% minority students enrolled in the cohort of students admitted into the Aspiring Leaders Academy. Such diversity efforts will greatly enhance the leadership pipeline for members of groups historically underrepresented in school leadership positions. Also, open and equitable access to program components will be provided to all who participate and we will provide open and equitable access to all materials produced by the project.

Finally, the targeted beneficiaries of the components of the proposal are “majority-minority” SIG schools with large numbers of impoverished, at-risk students. In an effort to better serve students with disabilities and English Language Learners, strategic recruitment efforts for the NELA-DST Aspiring SIG Leader Academy will specifically target individuals with high leadership potential, who have successfully worked with students from historically underserved populations (i.e., effective teachers of exceptional children/special education and/or teachers of English Language Learners, Reading Support Specialists, etc.). Thus, maximizing the potential benefits to individuals with special needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
North Carolina State University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Beth"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Cassedy"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director, Research Development/CED"/>	
* SIGNATURE: <input type="text" value="Beth Cassedy"/>	* DATE: <input type="text" value="05/22/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

**The Northeast Leadership Academy-District and School Transformation's (NELA-DST):
Pipeline for Developing, Incentivizing, and Sustaining Effective**

Turnaround Leaders for Rural, High-Need Schools

The goal of the Northeast Leadership Academy-District and School Transformation (NELA-DST) project is to increase student achievement by utilizing strategic partnerships to enhance and implement a leadership pipeline that selects, prepares, places, supports, and retains school leaders for School Improvement Grant (SIG) schools in rural, high-poverty, hard-to-staff, historically low-performing schools in northeast North Carolina (NC). NELA-DST creates a comprehensive leadership development and succession plan for the consortium of three high-needs school districts **servicing eight (8) rural SIG schools**. The districts and schools include: (a) Edgecombe County Public Schools (NCES ID# 3701320): Coker-Wimberly Elementary, NCES# 370132000553, Rural Code (RC): 42; (b) Halifax County Schools (NCES District ID# 3701950): (1). Dawson Elementary, NCES# 370195000859, RC: 42; (2). Everetts Elementary, NCES# 370195000862, RC: 42; (3). Inborden Elementary, NCES# 370195000864, RC: 42; (4). Enfield Middle School, NCES# 370195000861, RC: 42; (5). William R. Davie Middle School, NCES: 370195000872, RC: 42; (6). Southeast Halifax High School, NCES# 370195002157, RC: 42; and (c) Warren County Schools (NCES ID#3704740): Warren County High School, NCES# 370474002189, RC: 43. NELA-DST taps the experience of the partners and **builds upon the successes** of other funded projects among the partners as part of a comprehensive initiative to increase student achievement in northeast NC. Each component of NELA-DST is anchored in research-based best practices in leadership preparation and continuing support and is designed to meet the specific leadership needs of SIG schools in rural, northeast NC - with a specific focus on instructional leadership and school management strategies that build strong learning cultures.

Thus, NELA-DST meets ***Absolute Priority 2: Rural Turnaround School Leadership Selection, Preparation, Placement, Support, and Retention Program***. NELA-DST also meets ***both Competitive Preference Priorities 1 & 2*** as will be described and supported in the narrative. In brief, NELA-DST meets ***Competitive Preference Priority 1: Existing Policy Conditions that can be Leveraged to Ensure Success and Sustainability of a Turnaround Leadership Pipeline***, by having in place policies that: a) empower school leaders by providing decision-making autonomy regarding staffing, schedules and budgets, and b) provide for preparation and support through a state-authorized and locally adopted alternative preparation program for high-needs leaders (NELA/NELA-DST). Consortium LEAs have maximum flexibility in the selection, preparation, placement, support and retention of SIG school leaders. For ***Competitive Preference Priority 2: Record of Preparing and Supporting Turnaround School Leaders who have Demonstrated Success in Graduation Rates and Academic Growth***, the partner agencies (NCSU's NELA and NCDPI's DST) have proven records of improving student achievement outcomes that will be described in the narrative. With the overarching goal of dramatic improvement in student academic achievement, NELA-DST will utilize the following strategies: 1. ***Specialized Preparation: Innovative Leaders Academy for Aspiring SIG Leaders***. Recruit and rigorously select 15 exemplary teachers (with preference Special Education and/or Language Instruction Education teachers) for participation in a context specific, field-based preparation program designed to prepare innovative leaders for rural, high-need, hard-to-staff SIG schools in northeastern NC. At the end of the two-year experiential program, participants earn a school principal license (certification) and a Master's degree in School Administration. Graduates make a three-year post degree commitment to lead SIG/SIG eligible schools in Northeast NC.

2. ***Purposeful Hiring of the Best Leaders for SIG Schools***: Develop and implement a plan for

hiring the best leaders for SIG schools that includes local adoption of competencies to guide hiring committees. Superintendents, School Board members, and other stakeholders will receive training through W. K. Kellogg Foundation' Community Learning Exchange process. Competencies will be utilized in making hiring, incentive, and retention decisions for SIG school leaders. As reflected in existing policies and our MOUs, SIG/ principals will be granted maximum autonomy in staffing, scheduling, and school budgets and financial incentives will be provided to attract and retain effective SIG school leaders. 3. ***SIG Turnaround Leaders Academy: On-Going Individualized Supports for SIG Leaders.*** Enhance and provide a differentiated professional development and executive coaching program for SIG leaders with a focus on instructional leadership and school management strategies that build strong learning cultures. Through the SIG Turnaround Leaders Academy, NELA-DST will support the SIG principals' development as instructional leaders by strengthening their capacity to provide targeted, corrective feedback to teachers. It will provide an induction and early career support program for new principals customized to address the immediate needs of the SIG principals and should result in more rapid improvements in student outcomes. The 8 current SIG principals and their leadership teams, as well as the 15 aspiring SIG leaders will receive coaching and participate in 15 sessions of the SIG-differentiated professional development series. All SIG school leaders in NC will be served by the SIG-specific professional development series, which will be refined and delivered across the state. 4. ***Retaining the Best SIG Leaders in Challenged Rural Communities.*** NELA-DST will develop and implement processes, based on locally adopted competencies and based on the NC Standards for School Executives, that use designated data points to inform selection, placement, retention, and incentive decisions for principals in SIG schools. NELA-DST will help establish district processes to retain effective school leaders.

Project Narrative File(s)

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**The Northeast Leadership Academy-District and School Transformation's
Pipeline for Developing, Incentivizing, and Sustaining Effective
Turnaround Leaders for Rural, High-Need Schools**

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**The Northeast Leadership Academy-District and School Transformation's
Pipeline for Developing, Incentivizing, and Sustaining Effective
Turnaround Leaders for Rural, High-Need Schools**

The goal of the Northeast Leadership Academy-District and School Transformation (NELA-DST) project is to increase student achievement by utilizing strategic partnerships to enhance and implement a leadership pipeline that selects, prepares, places, supports, and retains school leaders for School Improvement Grant (SIG) schools in rural, high-poverty, hard-to-staff, historically low-performing schools in northeast North Carolina (NC). NELA-DST creates a comprehensive leadership development and succession plan for a consortium of three high-needs school districts serving eight (8) rural SIG schools. Each component of NELA-DST is anchored in research-based best practices in leadership preparation and continuing support and is designed to meet the specific leadership needs of SIG schools in rural northeast NC -with a specific focus on instructional leadership and school management strategies that build strong learning cultures. Thus, this comprehensive project meets *Absolute Priority 2: Rural Turnaround School Leadership Selection, Preparation, Placement, Support, and Retention Program*. The following narrative describes the key components of NC's SIG school leader pipeline with the criteria for the Turnaround School Leaders Program in brackets after the section or subsection title. Please note, some sections address more than one criteria and each criteria may be addressed in more than one section. NELA-DST also meets *both Competitive Preference Priorities 1 & 2* as will be described and supported in the narrative.

Introduction and Background to the Partnership and Its Work [Quality of Project Design]

NELA-DST brings together a land-grant university, North Carolina State University, the North Carolina Department of Public Instruction's Division of District and School

Transformation, and a consortium of three rural, high-needs school districts to increase student achievement by preparing and retaining school leaders to serve as instructional leaders in the consortium's SIG schools. NELA-DST **builds upon the successes** of other funded projects among the partners and is part of a comprehensive initiative to increase student achievement in northeast NC. NELA-DST builds on, refines, and expands the work of an aspiring leaders academy called NELA (and NELA 2.0). The new NELA-DST program will enhance this work by allowing for the expansion of targeted supports and incentives for SIG school leaders including additional professional development and coaching that further develops and sustains the leadership pipeline for the region with the ultimate goal of increasing student achievement by achieving the following objectives:

1. ***Specialized Preparation: Innovative Leaders Academy for Aspiring SIG Leaders*** [Quality of Project Design: Providing Comp. & Diff. PD to Prepare SIG School Leaders]: Recruit and rigorously select 15 exemplary teachers with high leadership potential for participation in a context specific field-based preparation program (NELA-DST Innovative Leaders Academy for Aspiring SIG Leaders) designed to prepare new 21st century school leaders for rural, high-need, hard-to-staff schools in northeastern NC. At the end of the two-year program, 15 participants will earn a school principal license (certification) and a Master's degree in School Administration. Graduates make a three-year post degree commitment to lead SIG/SIG eligible schools in Northeast NC.

2. ***Purposeful Hiring of the Best Leaders for SIG Schools*** [Quality of Project Design: Selecting and Placing School Leaders Using Locally Adopted Competencies]: Develop and implement a plan for hiring the best leaders for SIG schools that includes developing consensus for competencies to guide local hiring committees. Superintendents, school board members, and

other stakeholders will receive training through a process from the W. K. Kellogg Foundation called a Community Learning Exchange on utilizing competencies in making hiring, incentive, and retention decisions. As reflected in existing policies and in our MOUs, SIG/SIG eligible principals will be granted maximum autonomy in staffing, scheduling, and school budgets and financial incentives will be provided to attract and retain effective SIG school leaders.

3. On-Going Individualized Supports for SIG Leaders: SIG Turnaround Leaders Academy

[Quality of Project Design: Providing Comp. & Diff. PD to Support SIG School Leaders]:

Enhance and provide a high-quality continuing professional development and individual executive coaching program differentiated for SIG principals with a focus on instructional leadership and school management strategies that build strong learning cultures. Through the SIG Turnaround Leaders Academy, NELA-DST will support the SIG principals' development as instructional leaders by strengthening their capacity to provide targeted, corrective feedback to teachers. It will provide an induction and early career support program for new principals that includes the development of a network of support through leadership Professional Learning Communities (PLCs) established through periodic "just-in-time" seminars customized to address the immediate needs of SIG principals. The combination of continued professional development designed to help principals solve individual school issues combined with the on-site, regular support of an experienced executive coach to provide reflection and guidance should result in rapid improvements in student outcomes.

4. Retaining the Best SIG Leaders in Challenged Rural Communities **[Quality of Project**

Design: Using Data to Inform Professional Development, Retention, and Incentive Decisions]:

NELA-DST will develop and implement processes that use designated data points to inform selection, placement, retention, and incentive decisions for principals in SIG schools. NELA-

DST will establish district processes to retain effective school leaders by providing incentives based on performance on locally adopted competencies. These competencies will be based on the NC Standards for School Executives and in leadership practices that research has identified as essential for effective turnaround principals. These practices will be described in a later section.

In districts where many school board employment decisions have historically been based on micro-political reasons the adoption of objective measures of effectiveness should lead to employment decisions aligned with the best interests of students and student learning.

Investing in Human Capital [Quality of Project Design: Strong Theory]: Investing in human capital is a strategy successful organizations employ to build their leadership “bench strength.” While a common practice in successful corporations, leadership succession planning is virtually non-existent in U.S. public education systems, despite decades of research indicating that quality leadership is essential to high performing schools (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Waters, Marzano, & McNulty, 2003).

Quality leadership matters and is second only to teaching in its impact on student learning (Hallinger & Heck, 1998; Leithwood, Seashore-Louis, Anderson, & Wahlstrom, 2004). Research indicates that *principals have more of an impact on student achievement in the most challenging schools* – specifically, high-poverty, high-minority, low-performing schools (like those identified for SIG) than principals in less challenging schools (See Appendix A). The impact of principals, as measured by value-added student test scores, is nearly twice as large in high-poverty schools as in low-poverty schools (Branch, Hanushek & Rivkin, 2012). High-poverty, low-achieving districts, which need the very best principals, often have great difficulty attracting high quality applicants (Winter & Morgenthal, 2002). Therefore, a targeted investment in building leadership capacity is a strategy that promises to yield significant returns in improved

student outcomes. In this narrative, we describe a research-based strategy to strengthen NC's principal pipeline to recruit, prepare, and retain individuals capable of leading school improvement efforts that significantly improve student achievement in NC's neediest schools.

History Between NC State University, NC Department of Public Instruction's District and School Transformation and the Partnering LEAs (NELA-DST Districts) [Significance of the

Project; Capacity to Implement the Project; Quality of Project Design: Strong Theory]: North Carolina State University (NCSU), the NC Department of Public Instruction (NCDPI) through its Division of District and School Transformation and three rural, high-need districts participating in this consortium have a well-established history of working together to improve outcomes for students. NCSU is a research-extensive, comprehensive, land-grant university known for its leadership in education and research. NCSU is consistently ranked among the nation's top 50 public universities and ranked by *Princeton Review* as a best value for students. Land-grant universities have a unique mission to serve the educational needs of residents by providing access to continuing education and professional development opportunities to underserved populations. NCSU has committed to providing a 28% reduction in tuition and fees for the NELA-SIG degree program and agreed to allow NELA-SIG to deliver coursework off campus in northeast NC; thus increasing accessibility to underserved populations and fulfilling its land-grant mission.

The District and School Transformation (DST) of NCDPI has as its mission the improvement of student achievement in the lowest 5% of schools and the bottom 10% of districts in NC. The districts of Edgecombe, Halifax, and Warren fall within that scope of work. DST has successfully supported the turnaround of struggling schools, including both the NC High School Turnaround initiative and the Turning Around the Lowest Achieving Schools (TALAS) portion

of the NC Race to the Top (RttT) grant. DST currently provides support to TALAS schools, low-performing schools under state definition, SIG schools, and ESEA waiver priority schools. DST works closely with its sister division that administers federal programs, including SIG.

DST also works closely with NCSU's Northeast Leadership Academy (NELA) for aspiring school leaders. DST works with NELA's Leadership Team to identify outstanding potential candidates for the leadership academy. DST leaders volunteer as evaluators on NELA's Candidate Assessment and Formative Assessment Days, and provide relevant SIG-related training to NELA Fellows. DST's Director regularly consults with NELA's Director to identify NELA graduates who are the right fit for leadership openings in SIG/TALAS schools. Today, there is seamless alignment of DST and NELA's collective work - all focused on improving the schools in northeast NC and thus the life chances of NC's most vulnerable students.

A planning grant from The Bill and Melinda Gates Foundation and NCDPI supported the original design of the pre-service preparation component of NELA. NELA became the pilot leadership preparation program for NC's proposal for the U.S. Department of Education's Race to the Top (RttT) program. As referenced above, DST was the Turning Around the Lowest Achieving Schools (TALAS) component of the same RttT initiative. NELA-DST enhances and expands these strategic partnerships and is designed to tap into and build on local strengths to bolster both human capital and systemic capacity. By doing so, NELA-DST has re-conceptualized leadership preparation and continuing support - taking it from focusing on deficits to focusing on assets; from "I" to "we"; from on-campus to on-site; from the state agency or the university to the field; from school leadership to community leadership; from superhero to servant leaders; from solely "course" focus to "just-in-time, needs-based" topical preparation and support; and from a lone wolf to a "Wolfpack."

As we developed NELA and refined, enhanced, and expanded it for NELA-DST, we utilized research-based, best-practices in leadership development (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Cheney, Davis, Garrett, & Holleran, 2010; Orr & Orphanos, 2011); however, we rejected deficit models of leadership preparation. Instead we utilize appreciative inquiry to dig deeply into the causes of poverty and low student achievement. As such, preparation is anchored in liberation, first by understanding the root causes of poverty and low academic achievement and then by harnessing community assets to begin a new narrative of high expectations and hope (McKenzie & Scheurich, 2004; Theoharis, 2010).

Since 2010, three cohorts of rigorously selected students have completed a context-focused preparation program and made a three-year, post-degree commitment to work in high-need schools in northeast NC, thus, reducing leadership turnover. Since May 2012, 62 leaders have graduated from NELA. Currently, 11 graduates are principals, 29 are assistant principals, and 3 are in district level leadership positions (20 Fellows graduated on May 9, 2014: 7 of whom have already secured leadership positions). NELA's first year leadership placement rate is 90% - nearly three times higher than the national average for traditional school leadership preparation programs. Combined, the 3 NELA-DST districts have ***hired 7 NELA graduates as principals since 2012*** (4 in Halifax, 1 in Warren, and 2 in Edgecombe) and another four (4) graduates in other school leadership positions. This high placement rate is one indicator of the commitment the districts have made to utilize highly trained individuals to fill their leadership openings.

Through our work, we came to realize that to sustain this much needed change in leadership perspective and practice requires ongoing and intensive ***high-quality continuing professional development***. Therefore, in 2013, NCSU's NELA applied for and was awarded funds (through the USDOE School Leadership Program) for NELA 2.0 to provide ***both*** quality pre-service and

in-service professional development for rural school leaders. A component of this work is in partnership with DST and this NELA-DST proposal requests funds from the Turnaround School Leaders Program to enhance, implement, and expand the leadership pipeline for NC's rural, high-need schools.

NELA-DST's SIG Turnaround Leaders Academy plans to refine, enhance, and implement a cycle of 15 professional development seminars differentiated for SIG/SIG eligible school leaders, the NELA-DST Aspiring SIG Leaders Academy Fellows, and their mentor principals. The professional development series was developed specifically to address the unique needs of SIG/SIG eligible leaders and was originally delivered using NC's RttT TALAS resources. This SIG-specific program received extremely positive feedback from the participants and its positive impact is noted in the external evaluation of NC's RttT initiative. The convergence of the lessons learned from the development and delivery of NELA and the implementation of both NC Turnaround and TALAS make the partnership between the university and state agency unique and powerful and provides a strong foundation on which to continue to grow and refine the NELA-DST ongoing collaborative effort.

Through a "train-the-trainer" model, NELA-DST will leverage the partnerships between NELA, DST, and consortium districts to build a critical mass and network of like-minded, well-prepared, and well-supported leaders who will continue to lead rural high-need schools and drive significant improvements in student achievement well after the grant funding ends.

The Need for NELA-DST: Great School Have Great Leaders [Significance of the Project]

As you read this proposal, it may be helpful to picture in your mind's eye, a child whom you love – your son, daughter, niece, or nephew. Picture this child as an 8-year-old third grader, walking into an aging school building. It is a rural school, where 92% of the students are eligible

for free or reduced lunch, two-thirds (63%) of your child's 3rd grade classmates are below grade level in reading, and one-third of the teachers had turned over from the year before. This describes a typical SIG school in the consortium districts. The children in this region deserve better schools - schools capable of helping them reach their full potential. Ask yourself: What type of leader would you want for your child in this school? How would you want the principal prepared? What dispositions, competencies, and orientations would you want the leader to have? What continuing professional learning would you want for the principal? Addressing these questions and preparing the right kind of leader for this context is the work of the NELA-DST leadership preparation and continuing professional development model and thus **meets [Absolute Priority 2: Rural Turnaround School Leadership](#)**.

Northeast North Carolina: The National Center for Education Statistics (2012) notes that nearly one-third (32.3%) of schools in the U.S. are located in rural areas. NC ranks second in the nation in both the absolute number (685,409) and highest percentage (47.2%) of rural students. Over half (52%) of NC's schools serve rural communities. Northeast NC is a geographically isolated rural region with low-density population. Our district partners in Northeast NC (Edgecombe, Halifax, and Warren) suffer from issues related to abject, inter-generational poverty, and racial segregation. NC's lowest performing schools are disproportionately clustered in this region. The vestiges of racial segregation remain distinctive in these communities and their institutions and students experience stark racial and socioeconomic isolation. For example, Halifax County is 39% White overall; however, Halifax County Public Schools are 95% non-White (only 4.4% of students are White). The school districts' free and reduced lunch percentages are over 92% and the percent of students identified with disabilities far exceeds the state average. As part of the NC Supreme Court's ruling in *Leandro v. State*, the court described

the schools in Halifax County as “failing to provide the children with the equal opportunity to receive a sound basic education,” and declared them guilty of “*academic genocide*.”

As briefly shown in Table 1 (& by subgroup in Appendix B), with student performance composites substantially below the state average and very poor performance among student subgroups, these districts fail to provide a quality education for many of their students. Also, the vast majority of the students in the SIG schools live in poverty and it will require a highly skilled principal to turnaround these schools and make significant improvements in student outcomes. To that end, the superintendents and school boards in the NELA-DST consortium districts have committed to utilizing a comprehensive approach to improving the quality of school leadership and improving student educational outcomes for their SIG schools (See MOUs).

Table 1: NELA-DST Partner LEAs: 2012-2013 Data

NELA-DST DISTRICTS & SIG SCHOOLS <i>Student Population</i>	Low SES (Poverty)	Perform. Composite
EDGECOMBE COUNTY: 6,599 students: NCES District #: 3701320	81.6%	21.9
Coker-Wimberly Elem., 409 students, NCES#: 370132000553:RC: 42	100%	18.9
HALIFAX COUNTY: 3,406 students: NCES District# 3701950	93.5%	17.1
Dawson Elementary: 165 students: NCES#: 370195000859: RC: 42	100%	17.0
Everetts Elementary: 331 students: NCES ID# 370195000862: RC: 42	100%	13.8
Inborden Elementary: 363 students: NCES#: 370195000864: RC: 42	100%	10.3
Enfield Middle School: 350 students: NCES# 370195000861: RC: 42	91.1%	9.0
William R. Davie Middle: 448 students: NCES#: 370195000872: RC: 42	88.4%	18.7

Southeast Halifax High: 392 students: NCES#: 370195002157: RC: 42	88.0%	16.3
WARREN COUNTY: 2380 students: NCES District #: 3704740	86.0%	27.6
Warren County High: 430 students: NCES#: 370474002189: RC: 43	77.7%	29.3

* Performance Composite is % students meeting or exceeding expected level of achievement on all assessments. In Halifax County, for example: 82.9% of students failed 1 or more assessment.

In preparation for this submission, NELA-DST consulted with the consortium districts' Superintendents, Associate Superintendents, and Human Resources Directors to identify and discuss the school leadership needs for the region. We discussed the strengths and weaknesses of recently hired NELA graduates (individuals newly credentialed to be a principal) as well as current principals. The superintendents and other district leaders were overwhelmingly positive about the quality and skill sets of NELA graduates. (See Appendix C: External Evaluator's Memo on current project & Appendix D: Key Stakeholder Comments). Indeed, our graduates have made significant improvements in the schools they lead in a very short period of time. Warren Early College, which is led by a NELA Cohort 1 graduate, was recently named as a **Top Ten School for African American Male Student Performance**. Other schools led by NELA graduates are listed in the top 5% of the schools in NC for student growth (See Appendix E). NELA has documented success in preparing and supporting school leaders of high-need schools as evidenced on state assessments of academic growth. Thus, [NELA-DST meets Competitive Preference Priority 2: Record of Preparing and Supporting Turnaround Leaders who have Demonstrated Success in Increased Graduation Rates and Academic Growth](#). Further documentation that NELA-DST meets Competitive Preference Priority 2 will be provided in later sections of this narrative.

Noting that they anticipate leadership vacancies and need continuing professional development for their current principals, the superintendents encouraged us to seek additional funding to continue the aspiring leaders preparation program and develop and deliver a professional development program for SIG/SIG-eligible schools. Therefore, NELA-DST will support both the SIG-specific refinement and implementation of an aspiring leader’s academy and the refinement, enhancement, and implementation of a SIG Turnaround Leaders Academy that will include targeted individualized supports and incentives for current principals and high-impact professional development for leaders in SIG schools. The goals and objectives to be achieved by NELA-DST are clearly specified in the sections below.

Overarching Goal: The goal of NELA-DST is to increase student achievement by preparing and retaining principals and assistant principals to serve as instructional leaders in historically low-performing, rural, high- need, hard-to-staff SIG schools.

Table 2: NELA-DST Goal & Objectives

<p><i>Specialized Preparation</i> [NELA-DST Aspiring SIG Leaders Academy]: Rigorous selection & differentiated contextual training to produce Outcome: 15 New SIG School Leaders</p>
<p><i>Purposeful Hiring of the Best Leaders for SIG Schools:</i></p> <p>Local consensus for competencies to guide local hiring committees. Training through Community Learning Exchange. Outcome: Competency-Based Hiring</p>
<p><i>On-Going Individualized Supports for SIG Leaders</i> [NELA-DST SIG Turnaround Leaders Academy]: Professional development & executive coaching program differentiated for SIG principals. Outcome: SIG Principals Supported & Continuously Improve</p>

Retaining the Best SIG Leaders in Challenged Rural Communities: Data-informed removal of ineffective leaders. Data-informed incentives to attract, reward, & retain effective leaders. Financial & workplace incentives (autonomy in staffing, scheduling, & school budgets). Outcome: **Retention of Effective Leaders.**

NELA-DST creates a comprehensive leadership development and succession plan for the consortium of 3 high-poverty rural districts by achieving the 4 objectives previewed above.

I. Strong Capacity to Develop and Implement a Leadership Pipeline System [Capacity to Implement Proposed Project: System in Place to Determine Teacher and Leader Effectiveness]: All the *requisite components are in place* for NC to implement a highly impactful leadership pipeline. Thus, as will be described in the following sections, *NELA-DST meets Competitive Preference Priority 1: Existing Policy Conditions that can be Leverages to Ensure Success and Sustainability of a Turnaround Leadership Pipeline.* In brief, NELA-DST meets Competitive Preference Priority 1, by having in place policies that grant school leaders decision-making autonomy regarding staffing, schedules and budgets, and through the NELA-DST partnership, policies for the provision of training and support through a state-authorized and locally adopted alternative program for high-needs leaders (NELA/NELA-DST). As a result, the consortium LEAs have maximum flexibility in the selection, preparation, placement, support, and retention of SIG school leaders.

Existing Evaluation System for Teachers and Leaders [Capacity to Implement: System in Place to Determine Teacher and Leader Effectiveness]: NC created a set of nationally recognized standards, the NC Standards for School Executives and its accompanying rubric, based on research supporting “the practices of leadership that impact student achievement.” The Interstate School Leader Licensure Consortium and work by the Wallace Foundation, and others

influenced the creation of the NC standards. The standards are: Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, External Development Leadership, and Micro-political Leadership. An 8th element, Inclusion of Student Growth, was recently added. NC also has 21 Competencies (knowledge, experience, and skills) for School Executives. A rubric created for NC by McREL rates a principal's performance as either: Developing, Proficient, Accomplished, Distinguished, or Not Demonstrated. Training has been provided to school boards, superintendents, principals, and assistant principals and all NC principals and assistant principals are evaluated annually using this process (Appendix F and G).

In a similar manner, teachers in NC are also evaluated using research-based standards and an accompanying rubric. In October 2008, the NC State Board of Education approved the policy adopting the Rubric for Evaluating North Carolina Teachers and the Teacher Evaluation Process developed by McRel. The purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and design a plan for professional growth. The instruments are designed to encourage growth and promote effective leadership, quality teaching, and student learning while enhancing professional practice leading to improved instruction (NC Teacher Evaluation Process, 2012). (Appendix H).

Commitment to Implement [Capacity to Implement: Decision-making Autonomy to SIG School Leaders; MOUs and Committed Partners]: The three consortium districts have existing strong partnerships and memorandums of understanding (MOUs) with NELA-DST. The superintendents have witnessed the positive impact of the work from the existing partnerships and have enthusiastically supported the new NELA-DST proposal. Their commitment is outlined in a new NELA-DST MOU (with a focus on principal preparation for SIG schools and supports

and incentives for SIG principals) signed by the superintendent, the school board chair, the Director of NELA, and the Director of DST (See MOUs).

Beyond the districts, NELA-DST has letters of letters of commitment from state-level educational leaders including: Dr. June Atkinson, State Superintendent of Public Instruction; Eric Guckian, Education Advisor for NC Governor Pat McCrory, and former director for New Leaders; and Mark Sorrells, Senior Vice President of The Golden LEAF Foundation, a nonprofit and grantsmaking organization that administers NC's share of the Master Settlement Agreement with cigarette manufacturers. Golden LEAF is committed funding projects with the most potential for bolstering NC's long-term economy (i.e., education), especially in tobacco-dependent, economically distressed, rural communities – like the NELA-DST districts. (See: Letters of Support). Also included is a letter of commitment from Dr. Jayne Fleener, Dean of NCSU's College of Education, committing to allocate resources (including a discounted tuition rate [28% discount], faculty time, and delivery of program in northeast region) to support NELA-DST. Finally, a letter of support is included from Robyn Fehrman, Executive Director of NC's Teach for America (TFA). TFA will continue to be a strong partner in helping identify outstanding TFA alumni who want to remain in northeast NC and enter into school leadership. These energetic, driven, and compassionate individuals have been excellent participants in NELA's principal preparation program, as we know they will be for NELA-DST's preparation program for SIG school leaders.

Multiple Opportunities for Informative Public Feedback [Capacity to Implement: Opportunities for Feedback]: To ensure the NELA-DST proposal reflected input from and had the broad support of local education stakeholders, multiple opportunities were provided for public feedback on the proposal and its various components. A consultation survey that elicited

input on each NELA-DST program objective was sent to stakeholders who rated the importance, need, and their level of support for each component of NELA-DST. The superintendents were asked to ensure that the survey was distributed electronically to all district personnel and central office personnel and principals forwarded the survey to parents/guardians and other stakeholders. Paper copies were also available in the NELA-DST districts. The responses received from 49 individuals (Respondents: 38% parents, 30% leaders, 28% teachers, and 4% other) were overwhelmingly supportive of pipeline plans and its components (See Appendix I).

We held public forums to provide opportunities for feedback from all community members. First, NELA –DST was discussed at the **school board meeting** for Halifax County Schools. During this meeting, time was provided for a public comment period (See Appendix J). Since Warren and Edgecombe School Board meetings were not held in a timeframe that allowed for a similar process (the timing of the release of the guidelines for the Turnaround School Leaders grant did not align with the School Board meeting calendars), we provided further opportunity for public input at a **public forum** held on May 13, 2014 at the Gateway Technology Center, which is located centrally between the three districts. Dr. Bonnie Fusarelli, Principal Investigator for NELA-DST, facilitated the session and was available to answer all questions (See Attestation of Consultation). We incorporated this feedback into the NELA-DST design so that we could ensure that the proposal has the support of the communities it will serve.

Indeed, it was after careful consideration of local context and our consultation with local stakeholders/community leaders about how to best infuse performance-based orientations into institutions with limited experience with accountability cultures, that we were able to determine the appropriate strategies for the leadership pipeline and dollar amounts for the incentives for SIG school leaders. NELA-DST's performance-based incentives for SIG principals are

structured in a manner determined by stakeholder to be acceptable to the local community and easily sustainable post award.

Sustainability of the Proposed Project After the Award Period Ends:

Sustaining the Leadership Pipeline [Sustainability of the Project After the Award Period Ends]

A. Data for Continuous Improvement [Plan to Identify and Use Data to Inform Continuous Improvement of Leadership Pipeline During the Award Period]: A variety of data will be used to inform continuous improvement of NELA-DST after the grant ends. Data sources will include longitudinal student achievement data, review of Indistar data, which is NC's process for supporting and monitoring SIG progress, as well as feedback from participants, district leaders, and coaches. In order to identify individual areas of needed growth and to identify any potential gaps in preparation, as part of the coaching process, participants will be asked to share their NC School Executive Evaluation annual summative evaluation with their executive coach. In addition, evaluations by the NELA-DST participants will be used to analyze strengths and weaknesses of each component of the program. This information will then be used to revise the program for future NELA-DST candidates. Finally, data regarding a number of factors that may impact retention will be collected from NELA-DST participants. These data will be analyzed to identify any trends among participants who experience greater success and will be used to refine and enhance the program and thus increase sustainability and success of NELA-DST.

Furthermore, the inquiry and action cycle that we utilize to collect and implement changes based on feedback and make just-in-time improvement to the program as it is being delivered will continue to be utilized after the grant period to continuously improve the program as we are confident that continuing funding for NELA-DST will be secured by that time.

B. Plan for Continuation: Budget Narrative for Sustainability [Sustainability of the Project

After the Award Period Ends & Adequacy of Budget to Align Resources to Sustain the Pipeline & Sustaining Stakeholder Support After the Federal Funding Ends]: NELA-DST has developed a comprehensive, multifaceted plan to ensure that the work of preparing and supporting SIG school leaders continues long after the funding ends. Each component has a sustainability plan imbedded in its design. A visual overview of the sustainability plan is included in Appendix K.

NC has a plan to sustain the work of NELA-DST. Over the last year, state-level education leaders have reviewed Race-to-the-Top (RttT) funded projects to determine which projects the state might consider funding after RttT ends in August 2014. During this time, the work of NELA has been formally presented to the NC State Board of Education two times, presented to the NC House Study Committee on Educational Innovation, and to the NC Joint Legislative Education Oversight Committee. The external evaluations found that *NELA has strengthened NC's principal pipeline for rural, high-need schools* and there is broad consensus that it is desirable to continue the program (See Appendix C).

For the May 2014 "Short Session," the NC State Board of Education *recommended that funding for NELA be included in the Governor's education budget*. The funding of an innovative program to purposefully prepare leaders for the specific contexts in which they will work is very exciting, but due to tight fiscal times, the funding is not enough to fully support NELA. Instead, matched funds must be secured if the state support makes it through the legislative process. Nevertheless, this is a potential watershed moment in that it is the first time that NC has recognized the importance of having a highly specialized, intensive program to develop and sustain leaders for NC's high-need schools. We have confidence that the line item will survive the legislative budget process and that when coupled with other funds – including funding from the Turnaround School Leaders Program, from philanthropic organizations such

as Golden LEAF, and local district funds – will form a broad, *deep foundation on which to sustain this work into the foreseeable future*. This is especially true because the NC State Board of Education has recently set five goals as part of the Board’s long-range plan. The reduction in the number of low-performing schools is one of the five goals. The work of NELA and the work of DST are both essential to this endeavor. By working more closely together, the NELA-DST partnership will serve to accelerate the pace of school improvement and quicken the timeline to reach the NC State Board’s goals.

A clear indicator of NC’s support for the high-quality preparation of aspiring school leaders is that the *state of NC will fully fund the internship salaries* for full-time principal interns. By having a state mechanism in place to fund the internships (at the same salary as assistant principals), we have overcome a major hurdle to providing high-quality preparation for SIG principals. Research clearly indicates that a high-quality internship is essential to building the skills and competencies for principals to be able to “hit the ground running” and immediately engage in the challenging work of turning around low performing schools. NC continuing to fund full-time school leader internships will enable the important work of NELA-DST’s SIG-specific preparation and support of SIG principals to continue post grant award.

Furthermore, in a similar process to the external review of NELA, the RttT-funded work of DST was also fully evaluated. DST was applauded for the improvements in student achievement in the schools in which DST works. Students **gained +7.9% points more in DST schools than other schools**. Graduation rates (4-year cohort) also improved in DST-assisted districts and schools. From 2008-2009 (pre-RttT) to 2012-2013, Warren’s rate improved +7.3%; Edgecombe’s improved +19.2%; and Halifax’s **graduation rate improved an impressive +20%** (Southeast High School, a SIG school, improved **+24.3%** with DST’s support). To

continue to make the impressive gains in student achievement, NCDPI has committed to continue to provide SIG/SIG eligible schools and school leaders enhanced support through DST, including individual executive coaching and continuing professional development on topics that are “just-in-time” or immediately applicable for SIG leaders. Also, all NELA-DST participants will have access to an open online forum that will provide a space for developing, nurturing, and sustaining electronic professional learning communities.

To ensure continuity over time, NELA-DST will provide on-going training in competencies, criteria, and data based employment decisions to consortium superintendents and school boards as their membership periodically turns over. Further, school boards and community members will be trained in a collaborative process developed by the W. K. Kellogg Foundation called the Community Learning Exchange (described later and in Appendix L) that will help ensure broad stakeholder support for the use of competencies and data (NC Standards for School Executives and other measures of leader effectiveness) for employment and incentive decisions.

In sum, NELA-DST will take NC beyond monitoring and oversight of SIG schools and funds. The systemic change in district orientation to employment practices (to competency and data-based selection and retention decisions) developed and infused through NELA-DST, will strengthen the sustainability of the effective principal selection and placement component.

III. NC’s Leadership Pipeline for NE SIG Schools [Quality of Project Design]

A. Purposeful Selection of SIG School Leaders [Quality of Project Design: Selecting, Placing, Incentivizing, & Removing or Retaining SIG Leaders Using Locally Adopted Competencies]

To build a successful, sustainable leadership pipeline for NC’s SIG schools, NELA-DST will “begin with the end in mind,” by rigorously selecting into the preparation academy highly effective teachers who have the desire and dispositions necessary to be prepared to lead school

turnaround efforts. The preparation component of NELA-DST is described in further detail in Section III B. Once prepared through a SIG-specific preparation program, it is imperative that SIG-prepared leaders are matched to leadership jobs at the appropriate school. It is also important that individuals hired in the interim (before the students in the NELA-SIG preparation program graduate) are *selected based on competencies* identified to be critical to successful school turnaround efforts. Therefore, NELA-DST will utilize a framework from the W. K. Kellogg Foundation called the *Community Learning Exchange* (CLE) (See Appendix L) to help local education stakeholders (including school board members and superintendents) develop and adopt or refine local competencies for hiring SIG school leaders.

The competencies will be anchored in research-based best practices and aligned to the NC Standards for School Executives. Utilizing a CLE Framework for building consensus and support for the use of local competencies for hiring, retention, and incentive decisions will help district leaders understand their importance and help build broad community support for reform. DST staff will provide any needed follow-up training (primarily to school board members and superintendents) on operationalizing the competencies in the hiring and evaluation process.

Finally, the NELA-DST Memorandum of Understanding (MOU) with the LEAs (See MOUs) includes a commitment that to the maximum extent possible, the district will *utilize NELA-SIG graduates as the first line of replacements for the principal and assistant principal openings in SIG schools* - thus completing the leadership pipeline process from input to output. The MOU also includes *provisions for incentives* (financial and autonomy in budgets, schedules, and staffing which are described in a later section) for SIG principals as well as a commitment to use standardized measures of effectiveness to evaluate and, if necessary, remove ineffective principals. We expect to see significant improvements in student achievement as these processes

are fully implemented with fidelity.

B. Comprehensive and Differentiated Preparation to Facilitate Rigorous Selection of SIG

School Leaders [Quality of Project Design: Comp. & Diff. PD to Prepare SIG Leaders]

Innovative Leaders Academy to Prepare Aspiring SIG School Leaders: NELA-DST will recruit and rigorously select 15 exemplary teachers with high leadership potential for participation in a context specific field-based preparation program designed to develop 21st Century school leaders for rural, high-need, hard-to-staff SIG schools in northeastern NC. At the end of the two-year program, participants will earn a school principal license (certification) and a Master's degree in School Administration. Graduates make a three-year post degree commitment to lead high-need schools in Northeast NC. Graduates sign a promissory note for the amount of the tuition fellowship with the proviso that one-third of the obligation will be forgiven at the end of each year of subsequent employment in the partner districts. If the graduate fails to obtain a leadership position (because of lack of openings or other considerations), a tuition forgiveness deferment will be enacted.

Needs Addressed by the Innovative SIG Leaders Academy: SIG schools in the NELA-DST districts *struggle to recruit and retain high quality leaders*. Creating great leaders starts by rigorously selecting the very best people. However, in this era of high-stakes accountability, rural, historically low performing, hard-to-staff schools struggle to identify individuals willing to take on the challenge of leading school turnaround. Potential leadership candidates know that the geographic isolation, low pay, and poor general working environment will make it difficult to staff schools with great teachers. To Address These Needs: NELA-DST *taps into new pools of talent* to identify and focus resources on energized, committed, passionate locally based individuals who want to help students achieve academic success. To recruit a large pool of

potential candidates for the aspiring leaders academy, we will use two strategies: 1. Ask principals, superintendents, and DST coaches working in the districts to identify excellent teachers who have strong leadership potential with a particular focus on *strategically recruiting individuals who have successfully worked with students from historically underserved populations* (i.e., teachers of exceptional children/special education and/or teachers of English Language Learners, Reading Support Specialists, etc.); and 2. Partner with Teach for America (TFA) to create a pipeline for their alumni who have remained in education beyond their commitment period and who want to become school leaders. This structured process will create a mix of veteran teachers, lateral entry teachers (individuals from other fields), and Teach for America alumni committed to becoming leaders of high-need schools.

Another barrier to placing high-quality leaders in low-performing schools is that many of the teachers in the northeast are the first in their families to graduate from college. Most are burdened by undergraduate student loans and do not have the financial means to fund a graduate degree – especially for a position with less job security than they already have as a tenured teacher. By providing a *fully-funded degree and licensure program*, we create opportunities for such individuals to become *home-grown leaders*. Research clearly demonstrates that home-grown leaders with ties to the community are far less likely to “take the degree and run” than others (Darling-Hammond, Mayerson, LaPointe, & Orr, 2009). The fellowships also continue to open possibilities for a different pool – TFA alumni who want the opportunity to be part of a program that delivers contextualized training in the region they hope to continue their careers.

Appropriate Design in Principal Preparation for Rural, High-Need SIG Schools

[Significance of the Project]: Scholars who study leadership preparation programs note their weakness: a lack of alignment to strong, established standards; a lack of robust authentic

experiential learning; and a lack of meaningful internship and field experiences (Hess & Kelly, 2005; Levine, 2005). In the original version of NELA we addressed these issues. In NELA-DST we will build on the lessons we learned through NELA and NELA 2.0 to further refine the program to build the leadership skillsets that research has identified as specifically needed by SIG school leaders (See Appendix M).

Integration of Research and Professional Knowledge [Significance of the Project & Capacity to Implement the Project; Quality of Management Plan: Qualifications of Key Personnel]:

Research suggests that certain practices in leadership preparation should produce higher quality school leaders. Programs yield more highly effective leaders when they utilize: (a) research-based content focused on instruction, change management, and organizational practice, (b) coherent curriculum that links the preparation experience around a set of shared values, beliefs, and knowledge about effective organizational practice, (c) rigorous selection process that gives priority to underserved groups, particularly racial/ethnic minorities, (d) cohort structures that foster collaborative learning and support, (e) LEA-university collaborations, (f) field-based internships to apply new knowledge and skills under the guidance of expert leaders, (g) systematic process for evaluating and improving programs and coursework, (h) low student-faculty ratio (i.e., 15-1) and active, (i) student-centered instruction (Darling-Hammond, et al., 2007; Levine, 2005; Orr, 2007). NELA-DST's Innovative Leaders Academy for Aspiring SIG Leaders exemplifies research-based best practices in leadership preparation (Orr & Orphanos, 2011; Young, Crow, Murphy, & Ogawa, 2009).

The design of NELA-DST's Innovative Leaders Academy for Aspiring SIG Leaders also reflects the director's own experiences with highly effective leader development programs. The project director was a Co-Principal Investigator (Co-PI) (along with PI Tricia Brown-Ferrigno)

on a federally funded, innovative leadership preparation project in rural Kentucky. Drawing from her experiences as an educator in rural Texas, Dr. Bonnie Johnson Fusarelli helped craft a specialized program, the Principals Excellence Program (PEP), addressing the unique challenges of school leadership in poor, rural, Appalachian schools. The grant funded a new model of leadership preparation: one infused with authentic experiences in which participants solved real school problems. USDOE research identified and recognized PEP in its publication, *Innovative Pathways to School Leadership*. Out of 60 potential models, PEP was identified as one of six that offered "promising practices for others who aim to develop innovative solutions to our schools' urgent demand for greater numbers of effective school leaders" (See: http://www2.ed.gov/admins/recruit/prep/alternative_report.pdf). NELA's design was initially informed by the work of PEP and the empirical research on best practices in leadership development refined to tightly align with the needs of northeast NC. Further, a set of nationally recognized leadership standards anchor NELA-DST's preparation program. The NC Standards for School Executives clearly identify the areas upon which an effective school leader must focus (See Appendices F & G).

Since 2010, NELA has received numerous accolades both locally and nationally. Locally, NELA has a 90% first year leader placement rate, a rate nearly three times the national average of traditional principal preparation programs. Nationally, NELA has been highlighted in reports by the Center for American Progress, The University Council for Educational Administration, and The American Association of Colleges of Teacher Education, as well as being featured in research articles in *The International Journal of Learning and Planning and Changing*. Presentations at the American Educational Research Association, the National Association of Secondary School Principals, and the University Council for Educational Administration

highlighted the design and impact of the program. A further indicator of the quality is that in 2013, NCSU's NELA was awarded a USDOE School Leadership Program grant for NELA 2.0. Building upon the successes of our previous projects and partnerships, NELA-DST seeks to refine and target our work through funding a program to prepare, incentivize, and support leaders for the SIG schools in the consortium districts.

NELA-DST Aspiring Leaders Academy Anchoring Beliefs and Core Competencies [Quality of Project Design: Strong Theory]: In addition to recognized standards and competencies, NELA grounds its work in the following research-based principles. Effective principals: a) lead by modeling; b) help make possible what they require others to do; c) establish agreement on the school's purpose and goals and then create processes to meet these goals; d) select, reward, and retain teachers willing to work to achieve school goals; e) are leaders of learning in the school (there is a laser-like focus on academic achievement and all decisions and resources are aligned to the goal of improving student outcomes) and establishes a sense of urgency; f) develop the staff and cultivate a culture of continuous, reflective professional learning; g) cultivate shared leadership so that authority and accountability are linked; h) are reflective systems-thinkers; i) utilize leverage points within the system to push change efforts that improve school outcomes; j) understand, read, predict, and prevent challenges to a positive school climate; k) use multiple forms of data to inform all decisions; and l) understand that a central aim of their work is creation of a socially just school organization so that all students can be academically successful.

Developing effective educational leaders is fundamentally and irrevocably an interpersonal, relational process – one that requires face-to-face human contact, deep thought, deliberation, reflection, engagement, and interaction. Every significant leadership theory of the past 60 years has emphasized that effective, transformative leadership is a relational process between leaders

and followers. If education is to be a transformative experience, it must be just that – a set of contemplative, rigorous, interactive experiences that enhances personal growth and development. Effective educational leadership requires cultivation of the habits of heart, mind, and soul and is a “people” process that requires preparation through sustained interactions not only with course instructors but also with peers, colleagues, and other stakeholders.

NELA-DST Innovative SIG Leaders Academy Framework and Theory of Action [Quality of Project Design: Strong Theory]: The NELA-DST theory of action and framework is a result of years of study and experience, built on research-based best practices, and contextualized for rural, Northeast NC (See Appendix II: Logic Model). This theory of action has incorporated elements of design and evaluation (formative and summative), along with reflection. What results is a fluid praxis that all preparation programs should incorporate. It is grounded in standards and a research-based vision of what an effective principal does to lead instructional improvement. The aspiring SIG leaders preparation model includes:

***Strategic Recruitment and Rigorous Selection* [Quality of Project Design: Address the Needs of Traditionally Underserved Populations by Recruiting & Incentivizing & Selecting Special Education & Language Instruction Teachers to be School Leaders]:** We strategically recruit highly effective teachers who have excellent leadership potential, strong pedagogical skills and deep content knowledge, with a particular focus on recruiting teachers successful with historically underserved populations (special education, ELL). Candidates engage in a multi-phase selection process. The process is highlighted by a full-day Candidate Assessment Day that helps us select Fellows who reflect the vision of the program (Appendix N).

Individualized Leader Development Plans: We personalize the program by using a comprehensive 360-degree on-going, real-time assessment of each Fellow’s knowledge, skills,

and practices. Multiple diagnostic tools are used to identify areas for improvement and create comprehensive action plans for targeted improvement and measurable growth.

Cohorts and Adult Learning Theory: NELA-DST utilizes closed cohorts as a strategy to build trusting relationships, expand collegial networks, and develop high-performing school leadership teams. Cohorts are brought together for cross-cohort experiences each year. NELA-DST taps the wealth of adult experience and knowledge and scaffolds learning experiences to build readiness and provide a gracious space to make mistakes and thus foster deep learning. Therefore, instruction is based on adult learning theory, authentic learning experiences, and personal sense-making/reflection.

Instructional Leadership Skills/Building a Teacher Coaching Toolkit: Teachers in NELA-DST districts generally lack a deep understanding of quality teaching and learning. Through a series of interactive seminars, and field-based applications, Fellows learn and apply context specific, research-based teaching strategies (pedagogy) and processes, which are documented as effective in improving academic achievement of rural, poor, high-minority schools. Participants apply and practice these skills in their own classrooms during the first year of the program and share them with other teachers during their internship year.

SIG Principals as Literacy Leaders: Among other literacy related topics, the Fellows learn what leaders need to know about how children learn to read. They learn how to lead literacy data gathering and analysis and how to design, implement, and monitor literacy interventions.

On-Site, Daytime Courses/Learning Experiences: Beginning in the second semester, Fellows are released for full day sessions so they can experience and apply their leadership learning during the daily flow and action of a school that is in session.

Authentic, Reflective Learning Experiences: NELA-DST courses are grounded in theory but

we also recognize that the principalship is action-based. Fellows practice and live the lessons by experiencing facilitative, experiential teaching, delving into case studies, and role playing authentic scenarios with video cameras recording the session for reflective practice (We call these “Operation NELAs”). All course assignments are relevant, linked to our theory of action and the NC Standards, and are focused on solving real school issues.

Full-Year School Internship: Fellows are released from teaching duties for a fulltime, yearlong internship. Interns are accountable for instructional leadership responsibilities and must document these in a detailed weekly log and reflection exercise. Interns complete an authentic problem of practice project to address an issue identified from an analysis of school data (See Appendix O). Funding for NELA-DST internship salaries will come from the state of NC and thus illustrates an initial willingness to invest in leadership development that we hope will grow over time as outcomes of the investment are made known and visible in improved school outcomes.

Full-Time Summer Community Internship: The summer internship is a focused experience in the community that surrounds the Fellow’s internship school. Fellows write grants proposals to receive funding to connect a community agency to their internship school. Experience is co-constructed with The Rural School and Community Trust and NCSU’s 4H Extension.

Specialized Training: A truly unique feature of NELA-DST is that Fellows experience a variety of specialized trainings that are beyond a set of anchor courses yet enhance their coursework (e.g., Common Core, Crucial Conversations, Facilitative Leadership©, Conflict Resolution, curriculum design/mapping, digital learning, local and federal educational policy). (See Appendix P for Scope and Sequence including Specialized Trainings).

Rural SIG Context and Turnaround Principles: Program experiences are customized to the

context -rural, low-performing, high-poverty SIG schools and their communities.

Spiraling Curriculum: We utilize a spiraling curriculum to facilitate continuous improvement of essential skills and knowledge sets. Fellows revisit and repeatedly practice essential skills of effective leaders (teacher coaching and evaluation, crucial conversations, conflict resolution).

Developmental and Cognitive Psychology: Each semester, Fellows engage in a grade spanning developmental project. Fellows participate in school visits, conduct interviews with teachers and children, and gather data to learn about developmentally appropriate teaching and learning practices. Developmental projects are completed for elementary, middle and high school levels. (See: go.ncsu.edu/nela for a description of key learning experiences).

Learning Exchanges: Fellows and their mentor principals (and other SIG related individuals as appropriate -such as the DST coach) visit high-poverty, high-performing schools in and out of state. Based on identified areas of needed growth for each individual Fellow, NELA-DST participants may participate in or travel to education conferences to learn about or experience promising or best practices for SIG school leaders.

Principal Mentors: Fellows are paired with an internship principal mentor who is carefully vetted and trained. Mentors provide advisement in the daily functions of the internship.

Executive SIG Turnaround Coaching: For the NELA-DST cohort we will tightly focus NELA's coaching model on SIG school leadership by utilizing a coach who has successfully turned around low-performing schools. The NELA-DST SIG coach will provide support to Fellows during preparation, internship, and for early career induction. As a component of our sustainability plan, it is our intent that the coach will remain a fulltime employee of DST whose work will be intertwined with NELA-DST graduates through continuing to provide early career supports after the grant award period.

Embedded, Interactive Technologies: Fellows learn multiple technologies to prepare them to be instructional leaders in digital learning environments. (See Appendices Q & R).

Digital Storytelling: We work closely with the Llano Grande Center for Research and Development, which pioneered digital storytelling as a pedagogy. NELA-DST Fellows use digital stories to craft artifacts about self, community, and their development as a leader. (See Appendix S and www.llanogrande.org).

Social Justice Advocacy: We have purposefully woven social justice advocacy into our preparation through readings and case studies and is a main tenant of our induction program.

Transitional and Early Career Support: Graduates come together in a seminar setting post-job placement. We also intend to provide NELA-DST SIG coaching to first year school leaders to address immediate problems of practice. (See Appendix T).

Electronic Portfolio Assessment and Learning in Public: Each course or learning experience has an accompanying artifact that is linked to the NC Standards for School Executives. Fellows create and post digital artifacts on a webpage (shared publically) to demonstrate and articulate their competencies on the NC Standards.

Frequent and Varied Feedback Loops: Each Fellow's performance is closely monitored and they receive formal and informal, formative and summative feedback across the program and during the induction program. Fellows participate in a daylong ***formative assessment*** experience each semester then have individual meetings with the Project Director where they receive specific feedback, review and revise their Individual Leadership Learning Plans, and co-construct a comprehensive action plan for targeted improvement and measurable growth. (See Appendix U).

Learning with Principal Mentor: DST SIG Professional Development: Fellows ***and their***

principal mentors will go through DST's SIG Turnaround Leaders Academy's Professional Development series. By delivering training to both mentor and mentee, this program strengthens the skills of practicing school leaders simultaneously with aspiring leaders to leverage strategic school improvement. Mentor principals will also have opportunities to participate in learning exchanges with Fellows.

C. Executive Coaching for Rural, High-Need SIG Schools and Support for New SIG

Leaders [Significance of the Project]: Developing effective principals must continue beyond completion of pre-service preparation programs, placement as school leaders, and support during novice practice years (Browne-Ferrigno, 2004; Browne-Ferrigno & Fusarelli, 2005; Daresh, 2002). School leaders often experience professional isolation and may not have experiences or resources to draw from to *navigate the challenges* of turning around low-performing rural schools. For example, excellent principals have crucial conversations with their teachers about their performance and what they need to do to improve student learning. In these close-knit, insular districts, the lowest performing teacher could be the preacher's wife or the school board member's husband, and having crucial conversations about performance expectations can be personally challenging and take an emotional toll. Through role-playing and case studies, NELA-DST participants will be trained to handle such situations, and effective coaching can bolster their continuing commitment to do whatever it takes to improve student performance.

Having a coach to call on to support the leader (especially novice leaders) when navigating politically delicate situations will help *prevent leader burnout* (which research identifies turnaround leaders as highly at-risk for (Doyle & Iyengar, 2013; Maslach, 1982). The coach will be carefully selected and will follow the cohort of NELA-DST Fellows from induction into successful professional practice.

Researchers have begun to recognize that leaders cannot fully develop the capacity to lead anywhere but in the "action" of the school (Donaldson, 2001). Leaders can only master the interpersonal and intrapersonal lessons of leadership by leading in a highly supportive and reflective environment. The transfer of learning from training programs into *leadership practice dramatically increases with individualized coaching* - from 5 to 10 percent when presented or modeled in training to 80-90 percent when coaching is provided (Colling, 1997; Joyce & Showers, 1995). We have learned from the business model that effective executive coaching must be both strategic and individualized. The executive coaching model resolves some of the long-standing problems with typical principal mentor programs. For example, in a traditional mentor program the mentors are senior organizational insiders, often in job-alike positions. The supervisory nature of the relationship means that it may be difficult for mentees to share confidences – especially when they are struggling. Further, informal mentors have their own demanding jobs, and though they may have the best of intentions, they are usually not fully available to their protégés.

In designing the coaching program for NELA-DST, we created a refined model of coaching built around the particular needs of SIG school leaders and meant to move from single to *double-loop learning* - moving from the what to the why – the reasoning behind the behavior (Argyris, 1976 - See Appendix V). Drawing from research by Bloom, Castagna, and Warren (2003), NELA-DST's coaching program is designed around the following precepts: (a) The coach's fundamental commitment is to student success, and the coach will direct the "coachee" to that end; (b) The coaching relationship is based upon trust; (c) The coach moves between instructional and facilitative coaching strategies based upon assessment of the coachee's needs and in pursuit of agreed-upon goals; and (d) Professional standards (NC Standards for School

Executives) are the framework for goal-setting and ongoing formative assessment. Therefore, the *coach will be vetted and trained* for the coaching work.

Continuing Professional Development for SIG Leaders and Aspiring SIG Leaders [Quality of Project Design: Providing Comp. & Diff. PD to Support SIG School Leaders]: NC's RttT funding targeting improving the bottom 5% of NC's schools (118 schools). The model, a modification of the NC Turnaround model, helped schools successfully implement one of the four USDOE reform models - Transformation, Turnaround, Closure, or Restart. The goal was to raise student achievement and help schools develop and sustain strategies to improve student achievement. DST developed and conducted a professional development series to help existing principals and leadership teams of the bottom 5% schools increase their capacity and dramatically improve student achievement. The trainings focused on: a) Understanding the components of the USDOE's reform models and creating an environment to support change; b) High impact strategies for improving student achievement; c) Best practice in recruiting and retaining effective teachers; d) Using data to drive decision-making; e) Strategies for diverse learners; f) Developing literacy programs; g) The impact of poverty; h) Meeting the needs of Exceptional Children, English Language Learners, and African-American males; and i) conducting site visits to observe effective practices in turnaround schools. Based on this work, NELA-DST plans to refine and deliver a series of five SIG-specific professional development sessions each year of the grant.

Executive Coaching for SIG Leaders and Aspiring SIG Leaders [Quality of Project Design: Providing Comp. & Diff. PD to Support SIG School Leaders]: In addition to the professional development series, DST hires former exemplary principals who have effective interpersonal skills, to be School Transformation Coaches (STCs). The STCs are assigned as coaches to

principals of SIG schools to help develop the principals as instructional leaders and help them successfully implement school improvement plans.

As referenced previously, the STCs helped make significant improvements in student outcomes. Schools supported by DST through STCs **gained +7.9% points** on average during the first two years of support and graduation rates dramatically improved (by more than 20% in some schools). Therefore, NELA-DST will utilize a STC (referred to as NELA-DST coach) to coach SIG principals and provide coaching to aspiring SIG leaders both during their internship and during their first year as a leader. DST's documented success in supporting school leaders and leadership teams in SIG schools provides *further evidence that NELA-DST meets*

Competitive Preference Priority 2.

D. Attract the Best Leaders, Evaluate Them, and Retain Only Great Leaders [Quality of Project Design: Selecting, Placing, Incentivizing, & Removing or Retaining SIG School Leaders Using Locally Adopted Competencies]

Being the principal of a SIG school has been described as the “toughest job in America.” Therefore, financial and other incentives will be used to recruit and retain effective leaders in NELA-DST consortium districts. While money is not a primary motivator for individuals who are drawn to service professions like education, we recognize that by providing financial incentives we publically acknowledge the personal commitment of individuals willing to take on the challenge of school turnaround work. Therefore, NELA-DST financial incentives serve to both *attract principal applicants* who have the right dispositions and competencies for the work and *serve as a signal* to both the public and to the principal that the district and the community appreciate the leader's willingness to set high expectations and engage in turnaround work.

First, as an incentive to become a school leader through NELA-DST, all NELA-DST Aspiring

Leaders Academy Fellows who are hired as principals in the consortium’s SIG schools during the grant period will receive a \$5,000 *signing bonus*. Furthermore, to assist current principals, in Year 1 all eight SIG/SIG-eligible school principals in the consortium districts will receive \$5,000 that they can use at their discretion to address the unique needs of the staff and students at their school. To further assist SIG principals in their school improvement efforts, NELA-DST superintendents have committed to give SIG school leaders the incentives of *autonomy and flexibility in staffing, budgeting, and scheduling decisions*. (See MOUs). This autonomy should help SIG principals make decisions aligned with what is needed to significantly improve student performance.

As an additional incentive, current SIG principals will receive a \$2,000 *performance bonus* each year that the school “exceeds growth” on NC assessment of student growth, and to be able to recognize that a school is on the right trajectory but not yet exceeding expectations, the principal will receive \$1,000 if the school “meets growth.” The NC School Executive evaluation tool will be used to determine the effectiveness of the leader and their eligibility for the performance will be based on student performance measures (meets or exceeds growth). To an outside observer, the bonus amounts might seem modest. However, they reflect NELA-DST’s careful consideration of local context and our consultation with local stakeholders and community leaders about how to best infuse performance-based orientations into institutions with limited experience with accountability cultures. NELA-DST’s performance-based incentives for SIG principals are structured so that they will be more readily accepted locally and in a manner determined by stakeholder to be easily sustainable post award.

Finally, just as it is important to recognize and reward effective leaders, it is imperative that ineffective leaders are expeditiously removed and replaced with leaders who have the skills to

dramatically improve student performance. Therefore, any leader earning an overall rating of “not demonstrated” should result in the principal being fired. The superintendent and school board will be able to clearly justify the removal of the ineffective principal because the individual failed to meet the locally adopted competency standards. Importantly, the school board will then be able to utilize those same competencies in selecting a potentially highly effective principal to hire as a replacement.

IV. Determining Leadership Effectiveness [Quality of Project Design: Selecting, Placing, Incentivizing, & Removing or Retaining SIG Leaders Using Locally Adopted Competencies]

As described in previous sections, NELA-DST assists districts in determining the effectiveness of leaders. In the NELA-DST model the first step in hiring effective school leaders is to ensure quality people enter the preparation pipeline. NELA-DST helps districts to build their “bench-strength” of leadership so there is a deeper pool of candidates ready to take on leadership roles. District leadership also increases its capacity to identify and hire effective leaders and conversely, identify and terminate ineffective leaders. By adopting community supported local competencies for hiring and terminating principals, the caliber of the leaders in SIG schools should improve. The NC School Executives evaluation instrument will be utilized to select, place, retain, and incentivize (financial and workplace incentives) effective leaders (defined as meeting or exceeding growth).

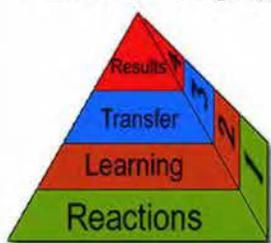
V. Continuous Project Improvement [Quality of Project Design: Data for Continuous Improvement During Award Period]

We have a holistic plan for continuous project improvement. We collect and monitor data on our effectiveness beginning at Candidate Assessment Day and continue with a number of Formative Fellow Assessment Days. During these days we collect and analyze data on Fellow

performance and later provide in-depth individual feedback sessions with each Fellow, followed by a program staff debrief on any areas that need improvement. Some additional strategies we use are outlined below and described in more detail in Appendix U.

Competencies and Standards Documentation and Proficiency on E-Portfolio: Each Fellow creates an individual webpage at the beginning of NELA-DST that are living, electronic portfolios of the Fellows’ work. The project directors use them to determine growth and monitor progress. Additional formative and summative feedback components for continuous program improvement include: Fellow’s Weekly Activity Log and Reflection, Fellow’s Monthly Report and Reflection, Coach’s Reports, Principal Mentor Reports, Semester Formative Assessment Days for Fellows (Experiential), Semester One-on-One Targeted Feedback Sessions with Director, “Operation NELA’s/Role Plays,” and “Tickets-Out-the-Door,” and others. In addition, the coach provides feedback on Fellows that will be analyzed to determine strategies for individual support and support for continuous project improvement.

NELA-DST project outcomes depend on delivering high-quality professional development.



A proven model for evaluating training and professional development involves the four-level model developed by Donald Kirkpatrick (1998) and refined by Thomas Guskey (2000). Information gathered from

evaluations at each level informs the evaluation and outcomes of the current level as well as the previous and next level. With this model in mind, the improvement plan includes a Plus/Delta and survey at the end of each session to provide immediate feedback to trainers, to identify any areas that need further clarification, and to make just-in-time adjustments to content and delivery to improve future training sessions and coaching.

VI. Autonomy to SIG School Leaders [Capacity to Implement the Project: MOUs and

Committed Partners]

Autonomy for school leaders is a key component in increasing school achievement.

Innovative solutions can only be found when effective leaders are given the flexibility to develop and nurture creative ideas to address long-standing problems. Districts have committed to the maximum extent possible to grant autonomy over staffing assignments, scheduling, and budgeting to NELA-DST graduates and these commitments are written into the MOU. They have flexibility to make changes to staff assignments that will increase student achievement and create over staffing assignments, scheduling, and budgeting, flexible schedules that increase the effectiveness of human capital, enhance the quality of instruction students receive, and maximize instructional time.

Quality of Management Plan [Quality of Management Plan]: Please note that more detailed timelines to milestones and the qualifications of key personnel can be found in Appendix III & IV and in the description of key personnel included in the mandatory support documents. NELA-DST's management plan and timeline of activities represent a through and thoughtful plan to achieve the project goals and objectives (as described in previous sections), on time and within budget as well as providing clearly defined responsibilities, timelines, and milestones. Based on our successful management of NELA, and NELA 2.0 will replicate a highly effective management strategy of holding regularly scheduled meetings with all project stakeholders. Convenings include: 1. Weekly Leadership Team Meetings; 2. Monthly Project Meetings with all stakeholders including instructors and DST representatives; 3. Superintendent Council Meetings three times a year to solicit feedback, make just-in-time program adjustments, and inform.

The Management Tables (Appendix III & IV) provide evidence of a thoughtful plan to complete tasks and reach project goals. The individuals who will complete those tasks are

briefly described below. Resumes of key project personnel are provided in the Mandatory Support Documents. Dr. Bonnie Fusarelli, Associate Professor of Educational Leadership and Principal Investigator (PI)/Project Director for NELA and NELA 2.0 and will serve as the PI/Project Director for NELA-DST. She has developed leaders for high-need rural schools since 2001 and has received over \$14 million in grants to support the leadership preparation programs she directs. She is responsible for ensuring that project activities are implemented according to the prescribed time line and will devote 20% of her time in the academic year and .5 summer months. Dr. Lance Fusarelli, Professor of Educational Leadership, will serve as Co-Principal Investigator and devote 1 summer month to the project. He is a nationally recognized scholar in the field and will utilize his vast experience in directing graduate students through rigorous preparation programs to oversee the summer components of the Aspiring SIG Leader Academy and monitor Fellow's progress. Dr. Lesley Wirt, currently the Associate Director for NELA/NELA 2.0, will serve in a similar capacity for NELA-DST, devoting 10% of her effort to NELA-DST. Dr. Wirt will hire and direct the work of a part-time Program Manager and a part-time graduate research assistant. Ms. Dianne Griffiths will serve as the Program Coordinator. She currently works for NELA/NELA 2.0 in a similar capacity. She will devote 10% of her time to NELA-DST. *NELA-DST's innovative design will prepare leaders for SIG schools, provide them incentives to assume SIG leadership positions, provide continuous executive coaching and differentiated professional development, and help educational stakeholders adopt local competencies that will guide the selection and rewarding of great leaders or the remove of ineffective leaders. NELA-DST will support principals who serve in rural, high-needs SIG schools who have the drive, passion and skillsets to rapidly improve low-performing schools, and the life chances of the students entrusted to their care.*

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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BONNIE C. JOHNSON FUSARELLI, PH.D.

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EMAIL: BONNIE_FUSARELLI@NCSSU.EDU
PROJECT SITES: go.ncsu.edu/nela
go.ncsu.edu/nela.2.0

BRIEF BIOGRAPHY:

Dr. Fusarelli's research focuses on educational leadership and policy, the politics of school improvement, educational equity, and organizational change, with a particular focus on state-level education reform and leadership development for high-need schools. To support her work, Dr. Fusarelli has received over \$14 million in grant funding from various organizations including the U.S. Department of Education, the National Science Foundation, the Bill and Melinda Gates Foundation, and the North Carolina Department of Public Instruction.

Dr. Fusarelli is the recipient of numerous teaching awards at both the K-12 and university level, including being an inductee into NC State's Academy of Outstanding Teachers.

Her current work is primarily focused on her role as Principal Investigator for and Director of the Northeast Leadership Academy, an initiative to prepare innovative school leaders for high-need, rural schools (<http://go.ncsu.edu/nela>).

Education

Ph.D. in Educational Administration, Pennsylvania State University. 2001.

Dissertation: *Coordinated Services and Urban School Reform: A Comparative Study of Three School Districts*. Under the direction of Dr. William L. Boyd.

M.A. in Educational Leadership, University of Texas at San Antonio. 1998. 4.0 GPA.

Texas Teacher Certification from St. Edward's University. Austin, TX. 1991. 4.0 GPA.

B.A. in Government with a minor in Sociology, University of Texas at Austin. 1989.

University-Level Experience

ASSOCIATE PROFESSOR. Department of Leadership, Policy and Adult and Higher Education in the College of Education at North Carolina State University. Raleigh, NC. 2009 – present. The Educational Leadership program in the department offers on and off campus Master of School Administration degrees, an Ed.D. in Educational Administration and Supervision, and a Ph.D. in Educational Research and Policy Analysis. Related honors: *University Faculty Scholar; Research Fellow at The Friday Institute for Educational Innovation; North Carolina State University's Academy of Outstanding Teachers; College of Education's NCSU Alumni Distinguished Graduate Professor Award Nominee 2012, 2011, & 2009; North Carolina State University's College of Education Outstanding Teacher Award Nominee*. Since 2009, PI or Co-PI on over \$13.5 million in grant funding (of which over \$10.2 million is administered through NCSU's SPARCS). Principal Investigator for and Director of the Northeast Leadership Academy, a Race to the Top funded initiative to prepare innovative school leaders for rural schools. Courses taught: ELP 595: Special Topics in Educational Leadership; ELP 550: Principles of

Educational Administration; ELP 651: Internship in Educational Leadership and Program Evaluation; ELP 736: Introduction to Qualitative Research; ELP 737: Advanced Qualitative Research; ELP 735: Policy Research in Education; ELP 820: Special Problems in Education; ELP 891: Problems of Research Design in Education; ELP 895: Doctoral Dissertation Research.

ASSISTANT PROFESSOR. Department of Leadership, Policy and Adult and Higher Education in the College of Education at North Carolina State University. Raleigh, NC. 2003-2009. Related honors: North Carolina State University's Academy of Outstanding Teachers, 2008 Induction; North Carolina State University's College of Education Outstanding Teacher Award, 2008; Nominee for North Carolina State University's College of Education Outstanding Teacher Award: 2005, 2006 & 2007. Courses taught: ELP 550: Principles of Educational Administration; ELP 736: Introduction to Qualitative Research; ELP 737: Advanced Qualitative Research; ELP 735: Policy Research in Education; ELP 820: Special Problems in Education; ELP 891: Problems of Research Design in Education; ELP 895: Doctoral Dissertation Research.

ASSISTANT PROFESSOR. Department of Administration and Supervision in the College of Education at the University of Kentucky. Lexington, KY. 2001 – 2003. Related honors: Acknowledged in *Teachers Who Make a Difference*. PI or Co-PI on over \$503,000 in external grant funds. Courses taught: EDA 631: Leadership for School Program Collaboration and Collaborative Practices for Community Involvement; EDA 771: Visionary Practices for Educational Success; EDA 632: Administration of Educational Reform; EDA 771: Social Justice and Educational Leadership; EDA 625: School Safety and Discipline Leadership; EDA 770: Clinical Practicum in Elementary School; EDS 613: Legal and Parental Issues in Special Education for School Administrators.

Honors and Awards (Since 2008)

- 2013 *Ranked in Edu-Scholar Public Presence Rankings (in Education Week. Top scholars nationally). Ranking of academics who are contributing most substantially to public debates about K-12 and higher education.*
- 2013 *Nominated for the O. Max Gardner Award. (Award for Consolidated University of North Carolina faculty member who, during the current scholastic year, made a great contribution to human welfare).*
- 2012 *University Faculty Scholar at NCSU. (Award for "significant achievements in scholarship, teaching and/or service").*
- 2012 *Ranked in Edu-Scholar Public Presence Rankings (in Education Week. Top scholars nationally).*
- 2012, *NCSU Alumni Association Distinguished Graduate Professorship*
2011, 2009 *Award, Nominee.*
- 2011 *Faculty Research Fellow. Friday Institute for Educational Innovation. (2011-2013).*

- 2008 *North Carolina State University's Academy of Outstanding Teachers.*
Induction
- 2008 *North Carolina State University's College of Education Outstanding
Teacher Award Winner. (Nominee in 2005-2010).*
- 2005- 2013 *Who's Who in American Education.*

Research Focus

My research examines school leadership on three levels: the building level (school principals and effective models of leadership preparation); the district level (superintendents and the preparation of superintendents in both traditional and non-traditional ways); and at the state level. I focus on the politics of school improvement, educational equity, and organizational change, with a particular focus on leadership development for rural schools. (Nearly half (47%) of students in North Carolina attend rural schools). Effective leadership preparation is critical to school improvement efforts and is subject to intense interest by policy makers. My work in this area centers around developing more effective ways to train school leaders, particularly those working in rural schools, which often have disproportionate numbers of poor, minority students, have high rates of teacher and administrator turnover, and face difficulties with teacher retention. In keeping with the land grant mission of NC State, my research in this area is intended to address the significant leadership challenges in such schools.

Recent Publications (Since 2008)

Note 1: An asterisk* indicates a student co-authored and/or co-presented.

Note 2: Author order is from most significant to least significant unless otherwise noted.

BOOKS (EDITED)

- Marshall, J., Brooks, J., Brown, K., Bussey, L., **Fusarelli, B.**, Gooden, M., Lugg, C., Reed, L., & Theoharis, G. (Eds. *Lead editor first, co-editors in alphabetical order*). (2012). *Juggling flaming chainsaws: Academics in educational leadership try to balance work and family*. Charlotte, NC: Information Age Publishing.
- Fusarelli, B. C.**, & Cooper, B. S. (Eds.). (2009). *The rising state: How state power is transforming our nation's schools*. Albany, NY: State University of New York Press.

BOOK CHAPTERS

- Fusarelli, B.**, & Williams, C.* (2014). The politics of community collaboration. In J. Lindle (Ed.), *Political contexts of educational leadership: ISLLC Standard 6*. New York, NY: Routledge.
- Fusarelli, L. D., & **Fusarelli, B. C.** (in press). Federal education policy from Reagan to Obama: Convergence, divergence, and "control". In B. S. Cooper, J. G. Cibulka & L. D. Fusarelli (Eds.), *Handbook of education politics and policy* (revised ed.). New York: Routledge.
- Fusarelli, B. C.** (2012). Mommy guilt and chicken coops: Work/life balance on the tenure track. In J. Marshall, J. Brooks, K. Brown, L. Bussey, B. Fusarelli, M. Gooden, C. Lugg, L. Reed, & G. Theoharis (Eds., *Lead editor first, co-editors in alphabetical*

order), *Juggling flaming chainsaws: Academics in educational leadership try to balance work and family* (pp. 215-221). Charlotte, NC: Information Age Publishing.

Fusarelli, B., Militello, M., Alsbury, T., Price, C.E.*, & Warren, T.* (2010). Translational leadership: New principals and the theory and practice of school leaders in the twenty-first century. In A. Shoho, B. Barnett, & A. Tooms (Eds.), *The challenge of 1st generation principals in the 21st Century: Developing leadership capabilities through professional support* (pp. 1-27). Charlotte, NC: Information Age Publishing.

Cooper, B. S., & **Fusarelli, B. C.** (2009). Setting the stage: Where state power and education meet. In B. C. Fusarelli and B. S. Cooper (Eds.), *The rising state: How state power is transforming our nation's schools* (pp. 1-6). Albany: SUNY Press.

Fusarelli, B. C. (2008). The politics of coordinated services for children: Inter-institutional relations and social justice. In B.S. Cooper, J. G. Cibulka, & L. D. Fusarelli (Eds.), *Handbook of education politics and policy* (pp. 350-373). New York, NY: Routledge.

REFEREED ARTICLES

Porter, R.*, **Fusarelli, B. C.**, & Fusarelli, L. (accepted pending revisions). Understanding Common Core implementation: How educators intuit, interpret, and begin to integrate curriculum reform. *Educational Policy*.

Militello, M., Mattingly, A.*, Warren, T.*, & **Fusarelli, B.** (in press). We do what we're told: How current assistant principals practice leadership and how they wish they could. *Journal of School Leadership*.

Annetta, L. Vallett, D., **Fusarelli, B.**, Lamb, R., Cheng, M.T.*, Holmes, S.Y., Folta, E.*, & Thurmond, B.* (in press). Investigating science interest in a game-based learning project. *Journal of Computers in Mathematics and Science Teaching*.

Militello, M., **Fusarelli, B.**, Alsbury, T., & Warren, T.* (2013). How professional standards guide practice for school principals. *International Journal of Educational Management*, 27(1), 74 – 90.

Militello, M., & **Fusarelli, B.** (2013). We make the road by walking: How principal preparation can get beyond poverty to community. *UCEA Review*, 54(2), 11-12.

Fusarelli, B. C., & Militello, M. (Spring, 2012). Racing to the top with leaders in rural, high poverty schools. *Planning and Changing*, 43(1,2), 46-56.

Fusarelli, B. C. (Spring, 2011). Policy lifeboats for anticipated (and continuing) storms: The politics of education in turbulent economic times. *Peabody Journal of Education*, 86 (3), 352-358.

Fusarelli, B. C., & Eaton, L. E.* (2011). A day of silence, a day of truth, and a lawsuit. *Journal of Cases in Educational Leadership*, 14(2), 8-14.

Fusarelli, B. C., & Eaton, L. E.* (2011). Transgender day of remembrance and a prospective student open house: How one student inspired a school to do both. *Journal of Cases in Educational Leadership*, 14(2), 35-48.

Fusarelli, B. C., & Lindle, J. C. (2011). The politics, problems, and potential promise of school-linked social services: Insights and new directions from the work of William Lowe Boyd. Special Issue: A fifty-year retrospective on education politics and policy: Examining the intellectual leadership of William Lowe Boyd. *Peabody Journal of Education*, 86(14), 402-415.

Fusarelli, B. C., & Young, T. (2011). Preserving the "public" in public education. *The Journal of Thought*, 46(1&2), 85-96.

Young, T., & **Fusarelli, B. C.** (Spring, 2011). The politics of education and equity in turbulent times: Crisis or opportunity? *Peabody Journal of Education*, 86(3), 211-214.

Fusarelli, B. C., Alsbury, T., Bitting, P., Brady, K., Brinson, K., Fusarelli, L., & Militello, M. (2010). Preparing transformational leaders for 21st century skills. *Academic Exchange Quarterly*, 14(3), 70-76.

Fusarelli, B. C. (2008). The changing nature of leadership preparation in education. *Academic Exchange Quarterly*, 12(2), 13-20. (This article was selected for special recognition as Editor's Choice).

Grants & Research

AWARDED GRANTS: \$14, 134,126.

Funders include: US Department of Education, North Carolina Department of Public Instruction Bill & Melinda Gates Foundation Lumina Foundation, the William and Flora Hewlett Foundation, and National Science Foundation (ITEST).

Teaching, Mentoring and Advising

GRADUATE STUDENT ADVISING:

Since 2003, I have been an advisor to over 100 graduate students at NC State. I currently advise 42 Doctoral and Masters students (2013-2014).

INVITED SCHOLAR MENTOR: The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy and The National Educational Politics Workshop (NEPW): W.L. Boyd Mentor Workshop and The Barbara Jackson Scholar Program, whose mission is to provide a system of support for students of color.

CHAIR FOR DOCTORAL GRADUATES: 2013: **Judith Stover*** (*Award-Winning Dissertation: Received Delta Kappa Gamma's International Doctoral Scholarship and Received NC's 2013 State Doctoral Scholarship for Delta Kappa Gamma (\$4000); **Rachael Porter*** Award-Winning Dissertation: Received NCSU's LPAHE Outstanding Dissertation Award, ERPA K-12); **Bryan Brander**; 2012: **James Ellerbe**; 2011: **Susanne Killian**; **Colleen Paeplow**; **Cathy Williams**; **Diann Kearney**; 2008: **Lori M. Carlin**; **Nancy J. Carolan**; 2005: **Lucille Eaton**.

Recent Service

NCSU College of Education Reappointment, Promotion, and Tenure (CRPT) (Elected);

President, Politics of Education Association (Nationally elected office);

UCEA, Master Professor Award Selection Committee;

Editorial Board, Journal of School Public Relations;

Advisory Board for Southern Methodist University College of Education, Dallas, TX;

Advisory Board Member for The Hill Center School, Durham, NC.

Lance D. Fusarelli

Professional Preparation

The University of Texas at Austin, Department of Educational Administration
Specialization: Educational Politics & Policy Studies, Ph.D., 1998

The University of Texas at Austin, Department of Government
Specialization: Public Policy, M.A., 1994

Case Western Reserve University, Majors: History, American Studies, B.A., 1988

Current Position

Professor	8/09-present
Associate Department Head	8/13-present
Director of Graduate Programs	8/09-present
Associate Professor	8/03-7/09
Program Coordinator, Educational Leadership Department of Leadership, Policy, and Adult and Higher Education North Carolina State University	8/03-7/08, 08/11-07/13

Administrative Responsibilities: As Director of Graduate Programs and Associate Department Head, I oversee graduate programs in the department. I am responsible for student admission; conducting the daily administration of departmental graduate programs; providing students with information and advice including but not limited to course selection and scheduling, faculty interests, procedural matters, and University resources; approving students' plans of work; assisting the Graduate School in conducting the 10-year review of graduate programs, by initiating and leading a self-study upon notification by Graduate Dean; handling student issues with faculty and with other university departments; and other duties as assigned.

Courses Taught: Planning, Management, and Evaluation (master's); Leadership for School Improvement (master's); Seminar in Leadership Studies (doctoral); Policy Research (doctoral); Politics of Education (doctoral); Qualitative Research Methods (doctoral – intro and advanced methods)

University Service: University Standing Committee on O. Max Gardner Award (2005-2008, chair: 2007); University Faculty Scholars Committee (2013-2014); Advisory Committee on the Faculty Center for Teaching and Learning (2005-2008); member, search committee – Assistant Director for Instructional Technology (FCTL, 2006); University Council on Teacher Education (2006-2009); Graduate Studies Committee (2006- present; chair: 2007, 2008); Administrative Board of the Graduate School (2008-2013)

Previous Teaching Experience

Visiting Professor	Spring 2014
Department of Public Policy, University of North Carolina-Chapel Hill	

Taught freshman seminar, "High School Reform," in the Department of Public Policy. Presented a guest lecture titled "School Reform in a Vacuum" in Lora Cohen-Vogel's Educational Policy class.

Assistant Professor 8/98-6/03
Division of Educational Leadership, Administration & Policy, Fordham University

Duties: Responsible for teaching graduate-level courses in educational leadership and administration. Also responsible for advising doctoral students, chairing doctoral dissertation committees, serving on university committees, and conducting field research.

Policy Analyst & Staff Developer 8/97-8/98
Charles A. Dana Center
The University of Texas at Austin

Duties: Responsible for assisting in the development and implementation of secondary curriculum reforms in math and science, such as the AVID (Advancement Via Individual Determination) program, with particular emphasis on program implementation in urban schools. Also involved in the TEKS (Texas Essential Knowledge & Skills) for Leaders project – responsible for the development and implementation of a professional development program for administrators linking administrator preparation to recent curriculum reforms. Projects involved extensive consulting with teachers, administrators, and curriculum specialists at the secondary level as well as state-level specialists at the Texas Education Agency.

Research Experience

Research Assistant 8/94-8/95
Texas Border Schools Initiative
Dept. of Educational Administration
The University of Texas at Austin

Duties: Responsible for assisting Principal Investigator with a research project on school governance and leadership in effective schools along the Texas border ("Texas Border Schools Initiative"). Project required extensive fieldwork in schools along the border consulting with administrators, teachers, curriculum specialists, parents, and students. Activities included conducting a pilot study, design of questionnaire, field research design, data collection & analysis, and preparation of the final report.

Grants (Funded)

"The Northeast Leadership Academy 2.0: Developing and Sustaining Effective Leaders for High-Need Rural Schools" (Co-PI). U.S. Department of Education - \$4.7 million for 5 years – 2013-2018 (project ID: (1316) 2014-0050)

"Educational Leadership Graduate Student Recruitment Proposal," North Carolina State University, \$1,000 (2006)

"Diverse Leaders for Diverse Schools," North Carolina State University, \$8,000 (2005)

"Diverse Leaders for Diverse Schools," North Carolina State University, \$2,000 (2004)

Grant Writer, P.S. 81 (Brooklyn-Bedford Stuyvesant) – responsible for obtaining \$250,000 grant to expand natural science, laboratory, and library facilities in an elementary school

Awarded 2 Fordham University research grants totaling \$7,000.

Service to Schools

Program Evaluator/Professional Developer, Passaic (NJ) Schools
 Program Evaluator, Valley Stream Central HS District (NY)
 Program Evaluator, Dobbs Ferry School District (NY)

Media Relations/Interviews (Recent Only)

Interviewed March 11, 2014 – *The Hill: Chapel Hill Political Review* –
 “Measuring Merit” (April 2014, volume 13, issue 5, p. 7)

Interviewed August 14, 2013 – NC Newschannel 14 – topic: school choice in NC

Fusarelli, L. D. (2012, September 29). Superintendent search: What Wake schools need now. *The News & Observer*, p. A15 (op ed).

Scholarship

Publications: Books

Cooper, B. S., Cibulka, J. G., & Fusarelli, L. D. (Eds.). (2008). *Handbook of education politics and policy*. New York: Routledge.

Bulkley, K. E., & Fusarelli, L. D. (Eds.). (2007). *The politics of privatization*. Thousand Oaks, CA: Sage. (2007 *Politics of Education Association Yearbook* published as a special double issue of *Educational Policy*, 21(1), 1-307.)

Kowalski, T. J., Petersen, G. J., & Fusarelli, L. D. (2007). *Effective communication for school administrators: A necessity in an information age*. Lanham, MD: Rowman & Littlefield Education.

Petersen, G. J., & Fusarelli, L. D. (Eds.). (2005). *The politics of leadership: Superintendents and school boards in changing times*. Greenwich, CT: Information Age Publishing.

Cooper, B. S., Fusarelli, L. D., & Randall, E. V. (2004). *Better policies, better schools: Theories and applications*. Boston: Allyn and Bacon.

Fusarelli, L. D. (2003). *The political dynamics of school choice: Negotiating contested terrain*. New York: Palgrave Macmillan.

Cooper, B. S., & Fusarelli, L. D. (Eds.). (2002). *The promises and perils facing today's school superintendent*. Lanham, MD: Scarecrow Press.

Publications: Articles, Book Chapters & Monographs (Recent Only)

- Fusarelli, L.D. & Petersen, G.K. (2014). The politics of district-level decision making. In J.C. Lindle (Ed), *Political contexts of educational leadership: ISLLC standard 6*. New York, NY: Routledge.
- Fusarelli, L. D., & Fusarelli, B. C. (in press). Federal education policy from Reagan to Obama: Convergence, divergence, and “control”. In B. S. Cooper, J. G. Cibulka, & L. D. Fusarelli (Eds.), *Handbook of education politics and policy* (revised, 2nd ed.). New York, NY: Routledge.
- Cooper, B. S., Fusarelli, L. D., & Muth, R. (2012). School boards: Member roles, relationships, and changes. *UCEA Review*, 53(3), 9-11.
- Fusarelli, L. D. (2011). Treading water: K-12 educational attainment in the South and North Carolina. In D. P. Gitterman and P. A. Coclanis (Eds.), *A way forward: Building a globally competitive South* (pp. 54-56). Chapel Hill: Global Research Institute, University of North Carolina at Chapel Hill.
- Fusarelli, L. D. (2011). School reform in a vacuum: Demographic change, social policy, and the future of children. *Peabody Journal of Education*, 86(3), 215-235.
- Fusarelli, L. D., Kowalski, T., & Petersen, G. J. (2011). Distributive leadership, civic engagement, and deliberative democracy as vehicles for school improvement. *Leadership and Policy in Schools*, 10(1), 43-62.
- Fusarelli, L. D. (2011). Politics of education. In S. Tozer, B. P. Gallegos, A. M. Henry, M. B. Greiner, and P. G. Price (Eds.), *Handbook of research in the social foundations of education* (pp. 94-102). New York: Routledge.
- Lewis, W. D., & Fusarelli, L. D. (2010). Leading schools in an era of change: Toward a “new” culture of accountability? In S. D. Horsford (Ed.), *New perspectives in educational leadership: Exploring social, political, and community contexts and meaning* (pp. 111-125). New York: Peter Lang.
- Fusarelli, B.C., Alsbury, T., Bitting, P., Brady, K., Brinson, K., Fusarelli, L., & Militello, M. (2010). Preparing transformational leaders for 21st century skills. *Academic Exchange Quarterly*. 14(3).

Professional Activities: Reviewer

American Educational Research Journal
American Journal of Education
 Brookings Institution Press
Educational Administration Quarterly
Educational Evaluation and Policy Analysis
Educational Researcher
Encyclopedia of Social Measurement
Equity & Excellence in Education
International Journal of Qualitative Studies in Education
Journal of Cases in Educational Leadership (Editorial Board, 2004-2009)

Journal of Curriculum & Supervision
Journal of Research in Rural Education
Journal of Research on Christian Education
Journal of Research on Leadership Education
Journal of School Leadership
Journal of School Public Relations

- Book Series, Co-Editor, with Rick Hess and Martin West
Palgrave Macmillan – *Series in Education Policy*
- Editorial Board, *Educational Researcher*
- Member at Large, Politics of Education Association SIG, AERA
- Member, National Advisory Board, UCEA Center for Research on the Superintendency and School Governance

Professional Service Activities (National)

Member, Advisory Board, The Hill Center (2012-)
 Member, Advisory Board, Our Lady of Lourdes Catholic School (2013-)
 Member, Academic Excellence Strategic Planning Subcommittee, Our Lady of Lourdes Catholic School (2013-2014)
 Member, K-12 At-Large, Home and School Association, Our Lady of Lourdes Catholic School (2011-2012)
 Member, Paul Silver Award Committee for the Best Case in the *Journal of Cases in Educational Leadership* (2006)
 Member, Editorial Review Board (2005-2009), *Journal of Research on Leadership Education*
 Member, Editorial Review Board (2004-2007), *Journal of Cases in Educational Leadership*
 Member, Editorial Review Board (2004-2009), *Journal of School Public Relations*

Honors and Awards

College of Education recipient of the 2014 Board of Governors Award for Excellence in Teaching
 North Carolina State University – Academy of Outstanding Teachers Award (2011)
 Who's Who Among America's Teachers (2005)
 Outstanding Dissertation Award – Politics of Education Association
 Phi Beta Kappa

Qualifications & Duties for NELA-DST Key Personnel

Principal Investigator - Bonnie Fusarelli, Ph.D.

Qualifications & Duties: Dr. Bonnie Fusarelli is an Associate Professor in Educational Leadership. She has worked in developing leaders for high-need rural schools since 2001. She has received over \$14 million to support the leadership preparation programs she directs. **Duties:** She will be responsible for ensuring that all project activities are developed and implemented according to the prescribed time line. She will oversee the development and delivery of the project curriculum and will be responsible for recruiting, hiring and supervising the GRA, and other project personnel. She will also: Co-coordinate mentor principal and coach selection, training, and oversight; Collaboratively recruit and rigorously select Aspiring SIG Leaders cohort members; Collaboratively developing and delivering preparation and professional development curriculum and specialized trainings; Conduct formative assessments; Write and deliver reports including writing and disseminating research findings on best-practices in journals, and regional, national and other professional conferences; Oversee budget; Co-preparing the annual and final reports and plan and participate in weekly project work sessions.

Co-Investigator - Lance Fusarelli, Ph.D.

Qualifications & Duties: Dr. Lance Fusarelli is a Professor of Educational Leadership and has worked in school leadership development since 1998. He is a nationally recognized scholar in the field and has vast experience in directing graduate students through rigorous preparation programs. **Duties:** He will be responsible for developing and delivering components of the Aspiring SIG Leaders Academy. He will also develop and deliver specialized trainings on data use in decision-making (and the use of technology for this purpose). He will use feedback from participant to make just-in-time adaptations for the content and delivery of trainings. He will oversee the summer components of the Aspiring SIG Leader Academy, monitor Fellow's progress on mastering NC Standards for School Executives and the related competencies as well as organizing the cohort orientation and semester individual feedback meetings during the preparation program. He will contribute to project reports.

Associate Director - Lesley Wirt, Ed.D.

Qualifications & Duties: Dr. Lesley Wirt has extensive experience successfully managing large federal grants, assisting graduate students in navigating the preparation program requirements, and serving as a liaison between the partner agencies. **Duties:** Under the direction of the PI, Dr. Lesley Wirt will serve as liaison between project personnel, DST, and personnel in participating school districts including school principals, superintendents, and district central office staff; Work with the College of Education Business Office on fiscal management of the project budget - co-managing the budget; Assist with the recruitment and monitoring of project mentors, graduate students, and consultants; Prepare for and attend weekly project work sessions; Assist with school year internship placements; Assist with recruiting and rigorously selecting Aspiring SIG Leaders cohort members. She will contribute to project reports.

Program Manager – To Be Named

Qualifications: The ideal candidate will be someone who has experience managing large

budgets or federal grants with experience turning around low performing schools. We envision someone with a record of excellence as a principal who now only wants to work part-time.

Additional Qualifications:

- Someone who can develop and sustain a work environment that fosters continuous growth and great working relationships.
- Evidence of sound financial management and responsibility for operating budgets.
- Proven ability to effectively communicate with varied audiences, specifically including education practitioners, policy makers, and community members.
- Excellent time-management skills and ability to meet deadlines.
- Ability to travel throughout the year to domestic locations and stay in those locations as needed.
- Strong organizational, presentation, and writing skills.
- Must be meticulous, self-directed, conscientious, good listener, quick learner.
- Must enjoy having fun while working hard on a project that is making a difference in the lives of at-risk kids!

Duties: Under the direction of the PI and Associate Director, the Program Manager will Create, update, and maintain project Moodle and Web/Wiki sites; Assist in production of participant e-portfolios and materials for project activities and coursework; assist with monitoring participant progress and providing weekly updates to the NELA-DST Leadership Team; Archive all project activities/work (including maintaining electronic and paper records of all project activities); Assist with compiling, summarizing and updating NELA-DST Leadership Team on reports from project participants and project employees/consultants; Assist in the creation of e-surveys for project data collection; Assist in collection of data for program evaluation; Help coordinate regular meetings with NELA-DST Mentors and Coach; Prepare for and attend weekly work sessions; Assist with the coordination of placements for community and school year internship placements; Plan travel for PI and Fellows; Work with payroll/post award office to process grant stipends, reimbursements, and reconcile accounts; Communicate with and provide updates to superintendent's offices in NELA-DST districts; Assist with the learning activities during training sessions; Work with the PI to develop and submit schedules with NCSU Distance Education office and draft and secure contracts for offsite teaching facilities; Assist in production of materials for project activities and coursework; co-coordinate mentor principal selection, training, and oversight, provide some oversight of the work of the GRA.

Program Coordinator-Dianne Griffiths

Qualifications & Duties: Ms. Griffiths has extensive experience in providing support to large federal grant programs. She has excellent communication and technology skills. **Duties:** Under the direction of the PI and Associate Director, Ms. Griffiths will assist with the creation, updating, and maintaining of the project Moodle and Web/Wiki sites; Assist in production of materials for project activities and coursework; Assist with monitoring participant progress and providing weekly updates to the NELA Leadership Team; Assist with compiling, summarizing and updating NELA Leadership Team on reports from project participants and project employees/consultants; Help coordinate regular meetings with NELA Mentors/Coaches; prepare for and attend weekly NELA work sessions; Assist with the coordination of placements for NELA community and school year internship placements.

Graduate Research Assistant (GRA) (To Be Named)

Qualifications & Duties: A GRA will assist with all aspects of the project. We will seek to hire a graduate student with high-need school leadership experience who can contribute to facilitating the sessions. **Duties:** Across Years 2 & 3, the GRA will assist with all aspects of the project including data collection, feedback, and analysis. They will assist with the preparation of materials for training and help facilitate certain training sessions. They will also participate in weekly work sessions and support the overall execution of the project.

NELA-DST SIG Executive Coach (To Be Named)

Qualifications:

The ideal candidate will be someone who is a known leader and expert in turning around low performing schools. We envision someone with a record of excellence as a principal who has both successfully turned around a low performing school(s) and who can effectively coach others so that they can learn similar skill sets. Additional Qualifications:

- A visionary thinker who can develop and sustain a climate that fosters growth in mentees' capabilities and leadership excellence while maintaining a great working relationship.
- An organizational development mindset with the ability to cultivate innovation and thought leadership.
- Documented success in leading a low performing school through a successful turnaround.
- Evidence of sound financial management and responsibility for operating budgets.
- A diplomatic and effective problem solver. Ability to identify and resolve issues in a proactive and timely manner.
- Excellent skills in communications, negotiation, compromise, and building consensus within and between groups.
- Proven ability to effectively communicate with varied audiences, specifically including education practitioners, policy makers, and community members.
- Decision-making and judgment skills are very important. We seek a candidate who is a good listener, solicits input, and can build consensus, but also does not shy away from making difficult decisions when there is a lack of consensus.
- Proven track record of inspiring respect and trust; foster quality focus in others.
- Diplomatic and effective coaching and feedback skills.
- Ability to assertively act on disciplinary actions as needed.
- Excellent time-management skills and ability to meet deadlines.
- Ability to travel throughout the year to domestic locations and stay in those locations as needed.
- Strong organizational, presentation, and writing skills.
- Must be meticulous, self-directed, conscientious, good listener, quick learner.
- Must enjoy having fun while working hard on a project that is making a difference in the lives of at-risk kids!

Duties: Across Years 2-3, the NELA-DST Coach will provide support and coaching to the Aspiring SIG Leaders Academy Fellows (and mentor principals in SIG schools) that complements and expands the Fellows' work with faculty and mentor principals. The coach will help Fellows live their learning. They can walk Fellows through difficult processes. Activities

may include joint observations of teaching, role-playing crucial and critical conversations with underperforming teachers, and other tasks that challenge novice leaders. The NELA-DST coach will also deliver some of the SIG Principal Academy professional development sessions. Other basic expectations for the NELA-DST Coach include: Review with the Fellow their Individual Leadership Plan (ILP). Direct the revision of the ILP as needed and at least once per semester; Weekly contact with their assigned Fellow (virtual, Skype, email, phone, or in-person); Contact with the Mentor Principal every other week (twice a month); Regular school site visits (face-to-face) to shadow the intern. One of these visits each month should include a joint observation of teaching and/or the post-observation conference; Provide detailed feedback on the Fellow's progress (monthly report); Provide feedback and advice to both the Fellow and the Mentor SIG Principal as they experience the NELA-DST SIG Turnaround Academy activities. The NELA-DST SIG Coach will also provide comprehensive on-site technical assistance to help build school leaders to lead and sustain all SIG initiatives.



Northeast Leadership Academy-District and School Transformation SIG Leadership Pipeline (NELA-DST) Memorandum of Understanding

Dear Dr. Frederick:

We congratulate you on Halifax County School's decision to participate in the partnership among your district, the NC State University's Northeast Leadership Academy, and NCDPI's District and School Transformation Division. NELA-DST is an innovative leadership pipeline development program designed to help participating districts plan for the future by building a deep pool of highly qualified 21st Century school leaders for SIG schools in three northeastern North Carolina school districts (Edgecombe County Public Schools, Halifax County Schools, and Warren County Schools).

NELA-DST deepens existing partnerships among NC State University (NCSU), NC Department of Instruction (NCDPI), and NC LEAs in creating a unified approach to selecting, developing and supporting leaders for SIG schools.



The NELA-DST program requires a strong commitment from all partners in order to be successful. The purpose of this Memorandum of Understanding (MOU) is to outline these commitments that include the following:

Innovative Leaders Academy for Aspiring SIG School Leaders (NELA-SIG)

- **Cohorts:** NCSU will offer a two-year distance-education specialized MSA cohort in northeast North Carolina. The site for program delivery will primarily be at the Gateway Technology Center in Rocky Mount, NC.
- **Selection:** Preparing effective principals begins with districts working to identify and endorse high-quality individuals with strong leadership potential. Each applicant must secure his/her superintendent's endorsement. Applicants must complete an enhanced NCSU Graduate School application, pass a background screening and reference check, and participate in NELA's Candidate Assessment Day. (For a description, please see: go.ncsu.edu/nela) The NELA Leadership Team will then complete a comprehensive review of all materials, consult with district leaders, and make final admission decisions. Selected participants will be called NELA-SIG Fellows.
- **Tuition and Fees:** NCSU will offer the program as a distance-education degree which decreases the tuition and fees. (Currently, these are approximately 28% less than on-campus rates.) All tuition and fees for admitted NELA-SIG Fellows will be paid by the grant.
- **Specialized and SIG-Specific Trainings:** An essential component of the NELA-DST program is the context-specific specialized trainings for school leaders. One component of this expanded partnership is that all aspiring leaders in the program will also participate in NCDPI DST's Professional Development for School Leaders that targets SIG schools. A list of proposed trainings and their delivery dates (subject to change) will be provided at the start of each new cohort. The district agrees to allow NELA-SIG Fellows release time to attend trainings. Substitutes will be paid by the grant during Year 1.

- **Release Time:** The district will provide release time for the NELA-SIG Fellows during the first year of their program: 1) Up to six days in the fall and 2) Tuesdays and possibly other special events from January to early May. The district will also identify and place a dedicated substitute teacher (ideally a retired master teacher) who will agree to teach in the same Fellow's classroom each Tuesday from January to early May. The grant will pay up to \$100/day for a substitute.
- **Internship:** NELA-SIG Fellows will participate in a full-time internship in the second year of the program. The district will release Fellows from their regular work assignments during Year 2. The Fellows will remain employees of their home district. Through grant funds, NCSU will provide the sponsoring district up to \$44,800 to pay the Fellow's salary and benefits during his/her internship year. The district can choose to provide additional funds if the Fellow was earning a higher salary in order to match the salary the Fellow was earning when he/she began the program. Any amount above \$44,800 is optional, but, if provided, the difference must be provided through district funds. The internship year will count towards years of service.
- **Mentor Principal:** The district will work with NCDPI and NELA leadership to place Fellows with exemplar mentor principals during their internship year. The mentor principal will commit to providing the Fellows with a meaningful principal internship experience. To acknowledge their additional work to build aspiring leaders, the grant will provide a \$500 honorarium per Fellow to the mentor principals for their work with NELA-SIG Fellows.
- **Executive Coaching:** Individualized executive coaching will be provided to Fellows based on specific needs from their Individualized Leadership Development Plans. The coach, provided by DST is an external source of confidential and expert support. The Fellow will have an Executive Coach for both his/her internship year and for one year of early career support (in Year 2 of the program and for the first year a Fellow is in a leadership role).
- **Access:** The district agrees to provide Fellows access to the central office and individual schools so NELA-SIG can create meaningful internships and field experiences.
- **Fellow's Commitment to Sponsoring District:** It is agreed that the NELA-SIG Fellows will remain employees of their home school district for a minimum of three years following their internship. The Fellows will commit to working as an assistant principal or principal in their sponsoring district's SIG/SIG eligible schools.
- **District's Commitment to Utilize NELA-SIG Fellows:** The district will commit to utilizing NELA-SIG graduates, to the maximum extent possible, as principals in the district's SIG/SIG eligible schools or, secondarily, as assistant principals in the district's SIG/SIG eligible schools.
- **Inter-District Agreement:** The participating districts commit to utilizing the leaders that they sponsored through NELA-DST. The districts mutually agree to not hire NELA-SIG Fellows who other districts sponsored before the Fellow has completed his/her three-year commitment. A district may decide to allow another district to hire a Fellow it sponsored before he/she completes his/her three-year commitment. Such an agreement should be discussed and decided between the superintendents of the districts. NCSU will not play a role in the inter-district agreements.
- **Successful Progress:** All of the above is prefaced on the district's initial endorsement of the candidate and the NELA-SIG Fellow's successful completion of NELA-SIG related work as assessed by NELA's Director (and may include consultation with NCSU faculty, NCDPI, Executive Coaches, Mentor Principals, and the Superintendent).

Principals in SIG Schools

The district will commit to providing excellent school leaders for students in SIG/SIG eligible schools. The district will accomplish this by removing ineffective principals identified using locally adopted competencies and the NC School Executives Evaluation Instrument.

- **Purposeful Selection of Principals for SIG/SIG Eligible Schools:** The Superintendent, School Board, and other stakeholders will, to the extent possible, be well-informed about the competencies, skill-sets, dispositions, and knowledge-sets that research has determined to be essential to be a successful turnaround principal. Hiring committees and the School Board will utilize these competencies in their selection process to help ensure the best candidate is selected to lead SIG/SIG eligible schools. Since NELA-SIG Fellows will have completed a rigorous training program aligned to these competencies and the NC Standards for School Executives they will provide NELA-SIG Fellows with an opportunity to interview for principalships in SIG/SIG eligible schools. To the maximum extent possible, the district will utilize NELA-SIG graduates as the first line of replacements for principal and assistant principal openings in the district's SIG/SIG eligible schools.
- **Incentives for SIG/SIG Eligible Principals:** Being a principal trying to turnaround a low-performing school has been described as the "toughest job in America." Therefore, to help provide incentives for excellent leaders to take on the challenge, the district agrees to support the following incentives for NELA-DST principals in SIG/SIG eligible schools:
 - The NELA-DST principal will have autonomy in staffing, scheduling, and school budget.
 - The grant will provide \$5,000 per year for each NELA-DST principal leading a SIG/SIG eligible school. \$3,500 will be paid as additional compensation and the remaining \$1,500 will be paid to principals who have demonstrated improvements on school performance measures as indicated by an increase in school performance composite or by meeting or exceeding the NC growth model. Other indices may include an increase in 4-year graduation rate, student attendance, teacher performance and attendance, parental involvement, and other indicators of positive impact as determined by locally-adopted, research-based competencies.
 - During the grant period, funding will be provided for the discretionary use of the NELA-DST principal in a SIG/SIG eligible school for the implementation of the principal's vision and the school's turnaround plan.

Memorandum of Understanding

I have read all pertinent documents, understand my role, and agree to fulfill my responsibilities to the best of my abilities.

<i>Elisea Frederick</i> Superintendent	5-7-2014 Date
(b)(6)	5-7-2014 Date
Board Chair	5/16/14 Date
(b)(6)	5-15-14 Date
NELA Director	
(b)(6)	
NCDPI District and School Transformation	



Northeast Leadership Academy-District and School Transformation SIG Leadership Pipeline (NELA-DST) Memorandum of Understanding

Dear Dr. Spain:

We congratulate you on Warren County School's decision to participate in the partnership among your district, the NC State University's Northeast Leadership Academy, and NCDPI's District and School Transformation Division. NELA-DST is an innovative leadership pipeline development program designed to help participating districts plan for the future by building a deep pool of highly qualified 21st Century school leaders for SIG schools in three northeastern North Carolina school districts (Edgecombe County Public Schools, Halifax County Schools, and Warren County Schools).

NELA-DST deepens existing partnerships among NC State University (NCSU), NC Department of Instruction (NCDPI), and NC LEAs in creating a unified approach to selecting, developing and supporting leaders for SIG schools.



The NELA-DST program requires a strong commitment from all partners in order to be successful. The purpose of this Memorandum of Understanding (MOU) is to outline these commitments that include the following:

Innovative Leaders Academy for Aspiring SIG School Leaders (NELA-SIG)

- **Cohorts:** NCSU will offer a two-year distance-education specialized MSA cohort in northeast North Carolina. The site for program delivery will primarily be at the Gateway Technology Center in Rocky Mount, NC.
- **Selection:** Preparing effective principals begins with districts working to identify and endorse high-quality individuals with strong leadership potential. Each applicant must secure his/her superintendent's endorsement. Applicants must complete an enhanced NCSU Graduate School application, pass a background screening and reference check, and participate in NELA's Candidate Assessment Day. (For a description, please see: go.ncsu.edu/nela) The NELA Leadership Team will then complete a comprehensive review of all materials, consult with district leaders, and make final admission decisions. Selected participants will be called NELA-SIG Fellows.
- **Tuition and Fees:** NCSU will offer the program as a distance-education degree which decreases the tuition and fees. (Currently, these are approximately 28% less than on-campus rates.) All tuition and fees for admitted NELA-SIG Fellows will be paid by the grant.
- **Specialized and SIG-Specific Trainings:** An essential component of the NELA-DST program is the context-specific specialized trainings for school leaders. One component of this expanded partnership is that all aspiring leaders in the program will also participate in NCDPI DST's Professional Development for School Leaders that targets SIG schools. A list of proposed trainings and their delivery dates (subject to change) will be provided at the start of each new cohort. The district agrees to allow NELA-SIG Fellows release time to attend trainings. Substitutes will be paid by the grant during Year 1.

- **Release Time:** The district will provide release time for the NELA-SIG Fellows during the first year of their program: 1) Up to six days in the fall and 2) Tuesdays and possibly other special events from January to early May. The district will also identify and place a dedicated substitute teacher (ideally a retired master teacher) who will agree to teach in the same Fellow's classroom each Tuesday from January to early May. The grant will pay up to \$100/day for a substitute.
- **Internship:** NELA-SIG Fellows will participate in a full-time internship in the second year of the program. The district will release Fellows from their regular work assignments during Year 2. The Fellows will remain employees of their home district. Through grant funds, NCSU will provide the sponsoring district up to \$44,800 to pay the Fellow's salary and benefits during his/her internship year. The district can choose to provide additional funds if the Fellow was earning a higher salary in order to match the salary the Fellow was earning when he/she began the program. Any amount above \$44,800 is optional, but, if provided, the difference must be provided through district funds. The internship year will count towards years of service.
- **Mentor Principal:** The district will work with NCDPI and NELA leadership to place Fellows with exemplar mentor principals during their internship year. The mentor principal will commit to providing the Fellows with a meaningful principal internship experience. To acknowledge their additional work to build aspiring leaders, the grant will provide a \$500 honorarium per Fellow to the mentor principals for their work with NELA-SIG Fellows.
- **Executive Coaching:** Individualized executive coaching will be provided to Fellows based on specific needs from their Individualized Leadership Development Plans. The coach, provided by DST is an external source of confidential and expert support. The Fellow will have an Executive Coach for both his/her internship year and for one year of early career support (in Year 2 of the program and for the first year a Fellow is in a leadership role).
- **Access:** The district agrees to provide Fellows access to the central office and individual schools so NELA-SIG can create meaningful internships and field experiences.
- **Fellow's Commitment to Sponsoring District:** It is agreed that the NELA-SIG Fellows will remain employees of their home school district for a minimum of three years following their internship. The Fellows will commit to working as an assistant principal or principal in their sponsoring district's SIG/SIG eligible schools.
- **District's Commitment to Utilize NELA-SIG Fellows:** The district will commit to utilizing NELA-SIG graduates, to the maximum extent possible, as principals in the district's SIG/SIG eligible schools or, secondarily, as assistant principals in the district's SIG/SIG eligible schools.
- **Inter-District Agreement:** The participating districts commit to utilizing the leaders that they sponsored through NELA-DST. The districts mutually agree to not hire NELA-SIG Fellows who other districts sponsored before the Fellow has completed his/her three-year commitment. A district may decide to allow another district to hire a Fellow it sponsored before he/she completes his/her three-year commitment. Such an agreement should be discussed and decided between the superintendents of the districts. NCSU will not play a role in the inter-district agreements.
- **Successful Progress:** All of the above is prefaced on the district's initial endorsement of the candidate and the NELA-SIG Fellow's successful completion of NELA-SIG related work as assessed by NELA's Director (and may include consultation with NCSU faculty, NCDPI, Executive Coaches, Mentor Principals, and the Superintendent).

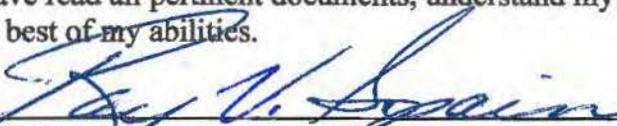
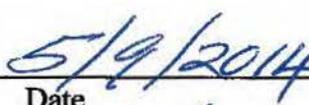
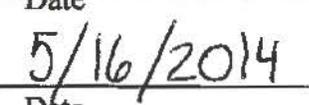
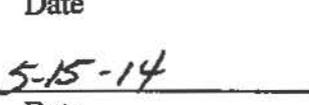
Principals in SIG Schools

The district will commit to providing excellent school leaders for students in SIG/SIG eligible schools. The district will accomplish this by removing ineffective principals identified using locally adopted competencies and the NC School Executives Evaluation Instrument.

- **Purposeful Selection of Principals for SIG/SIG Eligible Schools:** The Superintendent, School Board, and other stakeholders will, to the extent possible, be well-informed about the competencies, skill-sets, dispositions, and knowledge-sets that research has determined to be essential to be a successful turnaround principal. Hiring committees and the School Board will utilize these competencies in their selection process to help ensure the best candidate is selected to lead SIG/SIG eligible schools. Since NELA-SIG Fellows will have completed a rigorous training program aligned to these competencies and the NC Standards for School Executives they will provide NELA-SIG Fellows with an opportunity to interview for principalships in SIG/SIG eligible schools. To the maximum extent possible, the district will utilize NELA-SIG graduates as the first line of replacements for principal and assistant principal openings in the district's SIG/SIG eligible schools.
- **Incentives for SIG/SIG Eligible Principals:** Being a principal trying to turnaround a low-performing school has been described as the "toughest job in America." Therefore, to help provide incentives for excellent leaders to take on the challenge, the district agrees to support the following incentives for NELA-DST principals in SIG/SIG eligible schools:
 - The NELA-DST principal will have autonomy in staffing, scheduling, and school budget.
 - The grant will provide \$5,000 per year for each NELA-DST principal leading a SIG/SIG eligible school. \$3,500 will be paid as additional compensation and the remaining \$1,500 will be paid to principals who have demonstrated improvements on school performance measures as indicated by an increase in school performance composite or by meeting or exceeding the NC growth model. Other indices may include an increase in 4-year graduation rate, student attendance, teacher performance and attendance, parental involvement, and other indicators of positive impact as determined by locally-adopted, research-based competencies.
 - During the grant period, funding will be provided for the discretionary use of the NELA-DST principal in a SIG/SIG eligible school for the implementation of the principal's vision and the school's turnaround plan.

Memorandum of Understanding

I have read all pertinent documents, understand my role, and agree to fulfill my responsibilities to the best of my abilities.

 _____ Superintendent	 _____ Date
(b)(6) _____ Board Chair	 _____ Date
(b)(6) _____ NELA Director	 _____ Date
(b)(6) _____ NCDPI District and School Transformation	 _____ Date



Northeast Leadership Academy-District and School Transformation SIG Leadership Pipeline (NELA-DST) Memorandum of Understanding

Dear Superintendent Farrelly:

We congratulate you on Edgecombe County Public School's decision to participate in the partnership among your district, the NC State University's Northeast Leadership Academy, and NCDPI's District and School Transformation Division. NELA-DST is an innovative leadership pipeline development program designed to help participating districts plan for the future by building a deep pool of highly qualified 21st Century school leaders for SIG schools in three northeastern North Carolina school districts (Edgecombe County Public Schools, Halifax County Schools, and Warren County Schools).

NELA-DST deepens existing partnerships among NC State University (NCSU), NC Department of Instruction (NCDPI), and NC LEAs in creating a unified approach to selecting, developing and supporting leaders for SIG schools.



The NELA-DST program requires a strong commitment from all partners in order to be successful. The purpose of this Memorandum of Understanding (MOU) is to outline these commitments that include the following:

Innovative Leaders Academy for Aspiring SIG School Leaders (NELA-SIG)

- **Cohorts:** NCSU will offer a two-year distance-education specialized MSA cohort in northeast North Carolina. The site for program delivery will primarily be at the Gateway Technology Center in Rocky Mount, NC.
- **Selection:** Preparing effective principals begins with districts working to identify and endorse high-quality individuals with strong leadership potential. Each applicant must secure his/her superintendent's endorsement. Applicants must complete an enhanced NCSU Graduate School application, pass a background screening and reference check, and participate in NELA's Candidate Assessment Day. (For a description, please see: go.ncsu.edu/nela) The NELA Leadership Team will then complete a comprehensive review of all materials, consult with district leaders, and make final admission decisions. Selected participants will be called NELA-SIG Fellows.
- **Tuition and Fees:** NCSU will offer the program as a distance-education degree which decreases the tuition and fees. (Currently, these are approximately 28% less than on-campus rates.) All tuition and fees for admitted NELA-SIG Fellows will be paid by the grant.
- **Specialized and SIG-Specific Trainings:** An essential component of the NELA-DST program is the context-specific specialized trainings for school leaders. One component of this expanded partnership is that all aspiring leaders in the program will also participate in NCDPI DST's Professional Development for School Leaders that targets SIG schools. A list of proposed trainings and their delivery dates (subject to change) will be provided at the start of each new cohort. The district agrees to allow NELA-SIG Fellows release time to attend trainings. Substitutes will be paid by the grant during Year 1.

- **Release Time:** The district will provide release time for the NELA-SIG Fellows during the first year of their program: 1) Up to six days in the fall and 2) Tuesdays and possibly other special events from January to early May. The district will also identify and place a dedicated substitute teacher (ideally a retired master teacher) who will agree to teach in the same Fellow's classroom each Tuesday from January to early May. The grant will pay up to \$100/day for a substitute.
- **Internship:** NELA-SIG Fellows will participate in a full-time internship in the second year of the program. The district will release Fellows from their regular work assignments during Year 2. The Fellows will remain employees of their home district. Through grant funds, NCSU will provide the sponsoring district up to \$44,800 to pay the Fellow's salary and benefits during his/her internship year. The district can choose to provide additional funds if the Fellow was earning a higher salary in order to match the salary the Fellow was earning when he/she began the program. Any amount above \$44,800 is optional, but, if provided, the difference must be provided through district funds. The internship year will count towards years of service.
- **Mentor Principal:** The district will work with NCDPI and NELA leadership to place Fellows with exemplar mentor principals during their internship year. The mentor principal will commit to providing the Fellows with a meaningful principal internship experience. To acknowledge their additional work to build aspiring leaders, the grant will provide a \$500 honorarium per Fellow to the mentor principals for their work with NELA-SIG Fellows.
- **Executive Coaching:** Individualized executive coaching will be provided to Fellows based on specific needs from their Individualized Leadership Development Plans. The coach, provided by DST is an external source of confidential and expert support. The Fellow will have an Executive Coach for both his/her internship year and for one year of early career support (in Year 2 of the program and for the first year a Fellow is in a leadership role).
- **Access:** The district agrees to provide Fellows access to the central office and individual schools so NELA-SIG can create meaningful internships and field experiences.
- **Fellow's Commitment to Sponsoring District:** It is agreed that the NELA-SIG Fellows will remain employees of their home school district for a minimum of three years following their internship. The Fellows will commit to working as an assistant principal or principal in their sponsoring district's SIG/SIG eligible schools.
- **District's Commitment to Utilize NELA-SIG Fellows:** The district will commit to utilizing NELA-SIG graduates, to the maximum extent possible, as principals in the district's SIG/SIG eligible schools or, secondarily, as assistant principals in the district's SIG/SIG eligible schools.
- **Inter-District Agreement:** The participating districts commit to utilizing the leaders that they sponsored through NELA-DST. The districts mutually agree to not hire NELA-SIG Fellows who other districts sponsored before the Fellow has completed his/her three-year commitment. A district may decide to allow another district to hire a Fellow it sponsored before he/she completes his/her three-year commitment. Such an agreement should be discussed and decided between the superintendents of the districts. NCSU will not play a role in the inter-district agreements.
- **Successful Progress:** All of the above is prefaced on the district's initial endorsement of the candidate and the NELA-SIG Fellow's successful completion of NELA-SIG related work as assessed by NELA's Director (and may include consultation with NCSU faculty, NCDPI, Executive Coaches, Mentor Principals, and the Superintendent).

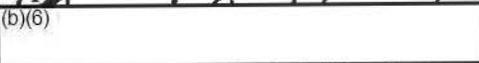
Principals in SIG Schools

The district will commit to providing excellent school leaders for students in SIG/SIG eligible schools. The district will accomplish this by removing ineffective principals identified using locally adopted competencies and the NC School Executives Evaluation Instrument.

- **Purposeful Selection of Principals for SIG/SIG Eligible Schools:** The Superintendent, School Board, and other stakeholders will, to the extent possible, be well-informed about the competencies, skill-sets, dispositions, and knowledge-sets that research has determined to be essential to be a successful turnaround principal. Hiring committees and the School Board will utilize these competencies in their selection process to help ensure the best candidate is selected to lead SIG/SIG eligible schools. Since NELA-SIG Fellows will have completed a rigorous training program aligned to these competencies and the NC Standards for School Executives they will provide NELA-SIG Fellows with an opportunity to interview for principalships in SIG/SIG eligible schools. To the maximum extent possible, the district will utilize NELA-SIG graduates as the first line of replacements for principal and assistant principal openings in the district's SIG/SIG eligible schools.
- **Incentives for SIG/SIG Eligible Principals:** Being a principal trying to turnaround a low-performing school has been described as the "toughest job in America." Therefore, to help provide incentives for excellent leaders to take on the challenge, the district agrees to support the following incentives for NELA-DST principals in SIG/SIG eligible schools:
 - The NELA-DST principal will have autonomy in staffing, scheduling, and school budget.
 - The grant will provide \$5,000 per year for each NELA-DST principal leading a SIG/SIG eligible school. \$3,500 will be paid as additional compensation and the remaining \$1,500 will be paid to principals who have demonstrated improvements on school performance measures as indicated by an increase in school performance composite or by meeting or exceeding the NC growth model. Other indices may include an increase in 4-year graduation rate, student attendance, teacher performance and attendance, parental involvement, and other indicators of positive impact as determined by locally-adopted, research-based competencies.
 - During the grant period, funding will be provided for the discretionary use of the NELA-DST principal in a SIG/SIG eligible school for the implementation of the principal's vision and the school's turnaround plan.

Memorandum of Understanding

I have read all pertinent documents, understand my role, and agree to fulfill my responsibilities to the best of my abilities.

 Superintendent (b)(6)	Date 5/9/14
 Board Chair (b)(6)	Date 5/9/14
 NELA Director (b)(6)	Date 5/16/14
 NCDPI District and School Transformation	Date 5-15-14

Attestation of Consultation

NELA-DST's Multiple Opportunities for Informative Public Feedback

To ensure the NELA-DST proposal reflected input from and had the broad support of local education stakeholders, multiple opportunities were provided for public feedback on the proposal and its various components.

One component of that feedback was a **consultation survey** that elicited input on each program objective as outlined in the grant proposal. Stakeholders rated the importance, need, and their level of support for each component of NELA-DST. The consortium superintendents were asked to ensure that the survey was distributed electronically to all district personnel and central office personnel and/or principals were instructed to forward the survey to parents/guardians and other stakeholders. Paper copies were also available to principals, teachers, and parents in the NELA-DST districts. (A copy of the survey is in the Appendix).

We also held public forums to provide opportunities for feedback from all community members. First, NELA –DST was discussed at the **school board meeting** for Halifax County Schools. During this meeting, time was provided for a **public comment period**. (See the Appendix for the Halifax School Board Meeting Minutes). Since Warren and Edgecombe School Board meetings were not held in a timeframe that allowed for a similar process, (the timing of the release of the guidelines for the Turnaround School Leaders grant did not align with the School Board meeting calendars), we provided further opportunity for public input at a **public forum** held on May 13, 2014 at the Gateway Technology Center, which is located centrally between the three districts. Dr. Bonnie Fusarelli, Principal Investigator for NELA-DST, facilitated the session and was available to answer all questions. We incorporated this feedback

into the NELA-DST design so that we could ensure that the proposal has the support of the communities that it will serve.

Indeed, it was after careful consideration of local context and our consultation with local stakeholders/community leaders about how to best infuse performance-based orientations into institutions with limited experience with accountability cultures, that we were able to determine the appropriate strategies for the leadership pipeline and dollar amounts for the incentives for SIG school leaders. NELA-DST's performance-based incentives for SIG principals are structured in a manner determined by stakeholder to be acceptable to the local community and easily sustainable post award.

Attestation of Consultation Statement

"As the Principal Investigator for the NELA-DST project, I attest that to the maximum extent possible, the public, including teachers, and school leaders, were involved and were provided multiple opportunities to provide feedback on the proposed NELA-DST SIG leadership pipeline plan."

(b)(6)

5/17/14

Bonnie C. Fusarelli, Ph.D., Principal Investigator for NELA-DST

Date

The Following Individuals Provided Letters of Support for NELA-DST

	<p>DR. JUNE ST. CLAIR ATKINSON, <i>North Carolina Superintendent of Public Instruction</i>. As State Superintendent, Dr. Atkinson organizes and manages the North Carolina Department of Public Instruction (DPI), and is secretary and Chief Administrative Officer of the North Carolina State Board of Education. She is also an ex officio member of the North Carolina Council of State. Dr. Atkinson worked for the North Carolina Department of Public Instruction for nearly 28 years (1976–2004) as a chief consultant and director in the areas of business education, career and technical education, and instructional services. Dr. Atkinson has observed NELA/NELA-DST in action and has participated in training sessions with the previous 3 NELA Cohorts. She is a strong and outspoken supporter of NELA’s innovative program to prepare leaders for high-need schools.</p>
	<p>ERIC GUCKIAN, is <i>Senior Education Advisor to Governor Pat McCrory</i>. Guckian understand the hard work of developing leaders for high-need schools. He spent almost five years in charge of Charlotte’s New Leaders principal recruitment program and prior to that worked with Teach for America. As a “plumber’s kid,” who earned a Master’s degree from Harvard, Guckian notes: “If you want to know what I care about, it’s our highest-need kids in North Carolina.” Guckian works to build stronger connections between all the levels of education to help get young people ready for successful adult lives. Guckian has reviewed the NELA program and observed our work. He has gone on record at NC State Board of Education Meetings as strongly endorsing the work of NELA/NELA-DST.</p>
	<p>MARK SORRELLS, is the <i>Senior Vice President for Golden LEAF</i>, a nonprofit and grantsmaking organization that administers North Carolina’s share of the Master Settlement Agreement with cigarette manufacturers. Golden LEAF is committed to using the funds entrusted to it for projects with the most potential for bolstering North Carolina’s long-term economy (i.e., education), especially in tobacco-dependent, economically distressed, rural communities – like the NELA-DST districts. Golden LEAF supports improving the school leadership pipeline and will be an important local partner to sustain NELA-DST after the award period.</p>
	<p>ROBYN FEHRMAN, <i>Executive Director of Teach for America (TFA)</i>. TFA will continue to be a strong and active partner in helping identify outstanding TFA alumni who want to remain in northeast NC and enter into school leadership. TFA helps NELA/NELA-DST recruit potential applicants, provides evaluators to participate in Candidate Assessment Day and Formative Assessment Days and helps provide various training and experiences for Fellows.</p>
	<p>DR. JAYNE FLEENER, <i>Dean, NCSU College of Education</i>. As Dean of a College of Education at a land-grant university whose mission is to serve historically underserved population, Dr. Fleener committed to allocating the resources (including a discounted tuition rate, faculty time, and the delivery of program in northeast region) to support NELA-DST.</p>



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

May 7, 2014

To Whom It May Concern:

As the State Superintendent for the Public Schools of North Carolina, I am pleased to offer my full support for the Turnaround School Leaders Program grant application entitled Northeast Leadership Academy-District and School Transformation School Improvement Grant Leadership Pipeline (NELA-DST). This project is a collaborative effort among North Carolina State University, the North Carolina Department of Public Instruction's District and School Transformation Division, and three rural high-needs school districts (Edgecombe County Public Schools, Halifax County Schools, and Warren County Schools).

NELA-DST builds upon the successes of other funded projects among the partners and is part of a comprehensive initiative to increase student achievement in North Carolina's northeast region. Funding would further support North Carolina's comprehensive plan to improve the educational outcomes for our most at-risk students in SIG/SIG-eligible schools in the northeast region of the state.

The NELA-DST program refines and expands the work of an aspiring leader academy known as the Northeast Leadership Academy, integrating the NCDPI District and School Transformation Division's successful leadership coaching and Professional Development for School Leaders program. The work will target eight SIG schools in three rural districts.

NELA-DST creates a leadership pipeline for SIG/SIG-eligible schools with the ultimate outcome of dramatically increasing student achievement by utilizing the following strategies:

- enhance and provide a highly selective and rigorous preparation program for rural SIG/SIG-eligible school leaders
- provide ongoing targeted and intensive executive coaching for rural SIG/SIG-eligible school leaders
- provide financial and other incentives for NELA graduates to lead school turnaround efforts in SIG/SIG-eligible schools, including autonomy in staffing, scheduling, and budgeting
- provide training and support to help districts select, place, and retain effective principals for SIG/SIG-eligible schools

Based on the proven record of these partners to successfully turnaround persistently low-performing schools, I am confident that these strategies implemented by NELA-DST will provide strong leadership for our highest-needs schools and ensure that all of our students are college and career ready.

I look forward to hearing that NELA-DST has been selected as a grant recipient.

Sincerely,

June St. Clair Atkinson

JSA/bl

OFFICE OF THE STATE SUPERINTENDENT

June St. Clair Atkinson, Ed.D., *State Superintendent* | june.atkinson@dpi.nc.gov
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR

PAT McCrory
GOVERNOR

May 9, 2014

To Whom It May Concern,

As the Governor's Senior Education Advisor, I am pleased to offer my full support for the Turnaround School Leaders Program grant application entitled Northeast Leadership Academy-District and School Transformation School Improvement Grant Leadership Pipeline (NELA-DST). This project is a collaborative effort among North Carolina State University, the North Carolina Department of Public Instruction's District and School Transformation Division, and three rural high-needs school districts (Edgecombe County Public Schools, Halifax County Schools, and Warren County Schools).

NELA-DST builds upon the successes of other funded projects among the partners and is part of a comprehensive initiative to increase student achievement in North Carolina's northeast region. Funding would further support North Carolina's comprehensive plan to improve the educational outcomes for our most at-risk students in SIG/SIG-eligible schools in the northeast region of the state.

The NELA-DST program refines and expands the work of an aspiring leader academy known as the Northeast Leadership Academy, integrating the NCDPI District and School Transformation Division's successful leadership coaching and Professional Development for School Leaders program. The work will target eight SIG schools in three rural districts.

NELA-DST creates a leadership pipeline for SIG/SIG-eligible schools with the ultimate outcome of dramatically increasing student achievement by utilizing the following strategies:

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- provide training and support to help districts select, place, and retain effective principals for SIG/SIG-eligible schools

Based on the proven record of these partners to successfully turnaround persistently low-performing schools, I am confident that these strategies implemented by NELA-DST will provide strong leadership for our highest-needs schools and ensure that all of our students are college and career ready.

Thank you for your time and consideration. We look forward to hearing from you regarding grant selections.

Sincerely,

(b)(6)

Eric Guckian
Senior Advisor on Education
Office of Governor Pat McCrory



(LONG-TERM ECONOMIC ADVANCEMENT FOUNDATION)

JOHNATHAN L. RHYNE, JR.
CHAIRMAN OF THE BOARD

May 12, 2014

DAN GERLACH
PRESIDENT

To Whom It May Concern:

I am pleased write a letter of support for the Turnaround School Leaders Program grant application entitled Northeast Leadership Academy-District and School Transformation School Improvement Grant Leadership Pipeline (NELA-DST). It is my understanding that this project is designed to be a collaborative effort among North Carolina State University, the North Carolina Department of Public Instruction's District and School Transformation Division, and three rural high-need school districts (Edgecombe County Public Schools, Halifax County Schools, and Warren County Schools) in rural, northeastern NC which has the highest number of economically distressed counties in the state.

The proposed NELA-DST project is complementary to and builds upon prior investments by the Golden LEAF Foundation in these school districts through digital learning and STEM Education investments. In addition, this initiative would extend the successes of other previous projects initiated by the partners and represents a comprehensive approach to increasing student achievement in North Carolina's northeast region. Support from this grant would further support North Carolina's comprehensive plan to improve the educational outcomes for our most at-risk students in SIG/SIG-eligible schools in this distressed region of the state.

The NELA-DST program would further refine and expand the work of an aspiring leader academy known as the Northeast Leadership Academy by integrating the NCDPI District and School Transformation Division's successful leadership coaching and Professional Development for School Leaders program. The work will target eight SIG schools in three rural districts.

NELA-DST creates a leadership pipeline for SIG/SIG-eligible schools with the ultimate outcome of dramatically increasing student achievement by utilizing the following strategies:

- enhance and implement a highly selective and rigorous preparation program for rural SIG/SIG-eligible school leaders
- provide ongoing targeted and intensive executive coaching for rural SIG/SIG-eligible school leaders
- offer financial and other incentives for NELA graduates to lead school turnaround efforts in SIG/SIG-eligible schools, including autonomy in staffing, scheduling, and budgeting
- deliver training and support to help districts select, place, and retain effective principals for SIG/SIG-eligible schools

Based on the proven record of these partners to successfully turnaround persistently low-performing schools, I am confident that the strategies proposed by NELA-DST will provide strong leadership for our highest-needs schools so that all students have equal access to high quality leaders and educational programs to be fully prepared for college and career.

As a prior funder in these school districts I am confident that the partnership will lead to successful outcomes for students and offer strong support for the initiative. I am also very familiar with both NELA and DST programs and staff and can attest to the exceptional work these groups are able to accomplish.

With kindest regards,

(b)(6)

Mark A. Sorrells
Senior Vice President

PR/Award # S377B140009

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

May 15, 2014

Bonnie C. Fusarelli, Ph.D.
Associate Professor • NCSU Faculty Scholar
North Carolina State University
Friday Institute for Educational Innovation
1890 Main Campus Drive • Campus Box 7249
Raleigh, North Carolina 27606

Dear Dr. Fusarelli:

As the Executive Director of Teach For America – Eastern North Carolina, I am pleased to offer this letter of support for your Northeast Leadership Academy-District and School Transformation SIG Leadership Pipeline (NELA-DST) grant application with the U.S. Department of Education. I fully support this collaborative effort which is designed to develop highly-skilled school leaders in rural high needs northeastern North Carolina school districts.

In my organization's work partnering with high-needs schools and communities in northeastern North Carolina for the last 24 years, the need for exceptional leadership at the school level is very apparent. We have observed that the most successful, transformational schools in rural and low-income areas have one thing in common: an extremely strong school leader. NELA's proven ability to build a leadership pipeline and train and develop effective school leaders is a critical to providing all students in North Carolina with an excellent education that prepares them for college and careers.

In addition to providing schools with exceptional leaders, NELA is a lever for retaining teacher talent, particularly Teach For America corps members, in rural northeastern North Carolina beyond their two-year commitment. Our research indicates that corps members are more likely to remain in their rural placement community when, coupled with other factors, they work for a strong principal and/or when school leadership opportunities for the corps members exist in the region. Not only does NELA provide schools with exceptional leaders, it also provides an opportunity for Teach For America corps members to pursue leadership opportunities in the region. We believe both of these opportunities will reduce teacher turnover, bringing us closer to our joint vision of success for all students.

I am very committed to the vision and goals of NELA and look forward to hearing that North Carolina State University's Northeast Leadership Academy has been selected as a grant recipient so NELA's critical work in northeastern North Carolina can continue. Good luck in the selection process.

Sincerely,

(b)(6)

Robyn Fehrman
Executive Director, Eastern North Carolina



AN AMERICORPS PROGRAM

PR/Award # S377B140009

NC STATE UNIVERSITY

May 16, 2014

208 Poe Hall
Campus Box 7801
Raleigh, NC 27695-7801

919.515.5900
919.515.5901(fax)

Dr. Bonnie Fusarelli
NC State University
College of Education
Leadership, Policy, Adult and Higher Education
Campus Box 7801
Raleigh, NC 27695-7801

Dear Bonnie:

On behalf NC State University's College of Education, I am pleased to express our strong commitment to the proposal for the USDOE's Turnaround School Leaders Program grant application entitled Northeast Leadership Academy-District and School Transformation SIG Leadership Pipeline (NELA-DST). This project is a collaborative effort among NC State University, the NC Department of Public Instruction's District and School Transformation Division, and three rural high-needs school districts (Edgecombe County Public Schools, Halifax County Schools, and Warren County Schools).

NELA-DST builds upon the successes of other funded projects (NELA and NELA 2.0) and is part of a comprehensive initiative to increase student achievement in NC's northeast region. Funding would further support North Carolina's comprehensive plan to improve the educational outcomes for our most at-risk students in SIG/SIG eligible schools in the northeast region of the state.

The primary goal of this innovative proposal is to increase student achievement by preparing and retaining principals and assistant principals to serve as instructional leaders in rural high-poverty, hard-to-staff schools. NELA-DST creates a comprehensive leadership development and succession plan for the consortium districts. In addition to the refinement and expansion of the principal preparation program NELA currently delivers, the project will also provide a high quality, professional development program for current principals focused on instructional leadership in SIG schools.

NC State is a research-extensive, comprehensive, land-grant university known for its leadership in education and research, and globally recognized for its science, technology, engineering and mathematics leadership. NC State is consistently ranked among the nation's top 50 public universities and ranked by Princeton Review as a best value for students. Land-Grant universities have a unique mission to serve the educational needs of people by providing access to continuing education and professional development opportunities to previously underserved populations. NELA plays a critical role in the formation and continuation of NC State's inter-organizational partnerships with our partner districts.

When I speak with colleagues, students, alumni and leaders in the educational community, the accomplishments of the Northeast Leadership Academy (NELA) are always on the forefront of my mind. I am proud of your leadership, the work of the committed educational leaders in the program and of the positive feedback from the superintendents about the impact the current program is making in their schools. I am certain that a refinement and expansion of NELA will help create a tipping point for northeast NC in that by the end of the proposed project, the districts will have significant numbers of leaders who were trained by NELA-DST and have the commitment and skills to turnaround historically low performing SIG schools. I am committed to supporting this grant proposal because NELA serves the University's land-grant mission and the College's mission to: Educate, Innovate, and Inspire.

Educate: NELA's leaders, students, principal mentors and coaches are passionate about improving educational outcomes in rural North Carolina. By helping district "grow their own" excellent school leaders, the program helps reduce the high principal turnover rate that undermines long-term improvement initiatives in the partner districts. The hope is that by developing leaders who are both school and community leaders, these rural communities will have improved educational outcomes for their children.

Innovate: NELA utilizes an innovative curriculum that is tailored for leadership in rural schools. Program participants learn new strategies to address enduring problems and are given a strong skill-based foundation on which to base their work. Furthermore, NELA graduates are a professional learning community where they continue to collaborate and support each other. The extensive experience gained from coursework, community and school internships, and mentoring from a principal and executive coach is what truly sets NELA apart from other principal preparation and continuing professional development programs. By partnering with NCDPI's DST, the impact of the SIG focus work has great potential to make lasting improvements in schools.

Inspire: "Changing the heart and soul of northeastern, North Carolina." When former Governor, Beverly Perdue, had the first graduating class of the program celebrate their accomplishments with a reception at NC's Executive Mansion, she addressed the group by saying, "Here are 21 people who had the courage and audacity to say 'I want to do this,' not just 'I can do this,' but 'I want to do this so I can make a difference.' What you are going to do is changing the fabric, the heart and soul, of northeastern North Carolina. I'm counting on you." I agree with Governor Purdue and am counting on NELA's ability to inspire and prepare educational leaders to make a difference in the lives of at-risk children.

I understand that NELA-DST creates a leadership pipeline for SIG/SIG eligible schools with the ultimate outcome of dramatically increasing student achievement by utilizing the following strategies:

- Enhance and provide a highly selective and rigorous preparation program for rural SIG/SIG eligible school leaders;

Dr. Bonnie Fusarelli

May 16, 2014

Page 3

- Provide ongoing targeted and intensive executive coaching for rural SIG/SIG eligible school leaders;
- Provide financial and other incentives for NC SIG graduates to lead school turnaround efforts in SIG/SIG eligible schools, including autonomy in staffing, scheduling, and budgeting; and
- Provide training and support to help districts select, place, and retain effective principals for SIG/SIG eligible schools.

As Dean of the College of Education, I pledge my full support toward the accomplishment of the proposed objectives of the project. Funding the NELA-DST grant application will let us continue this journey so that every school has an outstanding leader who is able to recruit, develop, and retain outstanding teachers and thus allow all children to reach their full potential.

Sincerely,

(b)(6)

M. Jayne Fleener, Ph.D.

Dean

NELA-DST

North Carolina State University

NORTHEAST LEADERSHIP ACADEMY



NC STATE UNIVERSITY
go.ncsu.edu/nela

N E L A - D S T P R O P O S A L

A P P E N D I C E S

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ASPIRING SIG LEADER ACADEMY STRATEGIES

Coursework

Leadership
School Law
School Finance
Teacher Supervision & Development
School and Community Engagement
Grant Writing
Action Research and Evaluation
School Change
Transforming School Culture

Specialized Trainings

Leadership Trainings
Crucial Conversations/Conflict Resolution
Distinguished Leadership in Practice
Excellent School Visits
Facilitative Leadership
SIG Leadership
Instructional Trainings
Common Core, Literacy and Math
Curriculum Mapping
Positive Behavioral Interventions and Supports
Special Education
Community/Micro-political Trainings
Digital Storytelling
Social Justice
Policy Institute

Field Experiences

Yearlong Administrative Internship
Summer Community Internship
Developmental Projects

Ongoing Support

Mentor Principals
Executive SIG Coach
Targeted Professional Development

OBJECTIVES

NC Standards for School Executives

1. Strategic Leadership
2. Instructional Leadership
3. Cultural Leadership
4. Human Resource Leadership
5. Managerial Leadership
6. External Development Leadership
7. Micro-Political Leadership
8. Student Achievement Leadership

School Turnaround

Aspiring SIG leader graduates will be able to turnaround low-performing schools, specifically through diagnosing effective teaching and learning as well as employing effective leadership and management skills.

Rural Community Engagement

Aspiring SIG leader graduates will be able to develop the relationships necessary to effectively engage families and community members in rural areas.

Social Justice

Aspiring SIG leader graduates will be able to work closely with people of diverse backgrounds to ensure equal access to an excellent education for all students

Instructional Leadership for Digital Learning Environments Web 2.0 Tools

ULTIMATE VISION

Highly Effective SIG School Leaders who will:

- Turnaround low-performing schools by significantly increasing student achievement
- Lead in a rural context and digital learning environment
- Develop community partnerships that benefit students and add capacity to the broader community
- Build socially just communities

NELA-DST Pipeline for SIG School Leaders

II. Logic Model

SIG TURNAROUND PRINCIPAL ACADEMY STRATEGIES

Differentiated Intensive Professional Development

- Teacher Evaluation
- Excellent School Visits
- Understanding USDOE's reform models
- Creating environments to support change
- High impact strategies for improving student achievement
- Recruiting and retaining effective teachers
- Using data to drive decision-making
- Strategies for diverse learners
- Leading literacy programs
- Impact of poverty
- Meeting the needs of Exceptional Children, English Language Learners, and African-American males)
- Leading Digital Learning Environments

School Based Support

Yearlong Executive Coaching

Ongoing Support for NELA-DST Grads

Mentor Principals
Executive Coaches
Post-Degree Induction Support

CONTENT OBJECTIVES

NC Standards for School Executives

9. Strategic Leadership
10. Instructional Leadership
11. Cultural Leadership
12. Human Resource Leadership
13. Managerial Leadership
14. External Development Leadership
15. Micro-Political Leadership
16. Student Achievement Leadership

Instructional Leadership for Digital Learning Environments Web 2.0 Tools

School Turnaround

Diagnosing effective teaching and learning as well as employing effective leadership and management skills.

Rural Community Engagement

Develop the relationships necessary to effectively engage families and community members in rural areas.

Social Justice

Work closely with people of diverse backgrounds to ensure equal access to an excellent education for all students

AUTONOMY, INCENTIVE, AND REWARD STRUCTURES FOR SIG LEADERS

SIG Principals receive flexible funding to support school goals.

SIG Principals receive signing bonus

SIG Principals have autonomy in staffing, budgets, and schedules

SIG Principals receive rewards or are removed based on locally adopted competency measures.

ULTIMATE VISION

Highly Effective School Leaders who will:

- Turnaround low-performing schools by significantly increasing student achievement
- Lead in a rural context and digital learning environment
- Develop community partnerships that benefit students and add capacity to the broader community
- Build socially just communities

III. NELA DST Project Timeline

Year 1: September, 2014-August, 2015	Year 2: September, 2015-August, 2016	Year 3: September, 2016-August, 2017
<p>September 2014 *Convene members of advisory team that will include NCSU faculty, exemplary school leaders, & experts in school turnaround</p>	<p>September 2015 *Deliver Aspiring Leaders curriculum and experiences (See Scope and Sequence for details).</p>	<p>September 2016 * Fellows full-time internship and continue coursework. *Turnaround Principal Academy PD *Coach works with their coachees</p>
<p>October *Develop and distribute Turnaround Principal Academy promotional materials and hold informational meetings. *Hold informational meetings for Innovative Aspiring SIG Leaders Academy *Superintendents & principals identify individuals with strong leadership potential and encourage them to apply to Innovative SIG Leaders Academy (target SPED and ELL teachers)</p>	<p>October *Turnaround Principal Academy PD. * Deliver Innovative Leaders curriculum and experiences (See Scope and Sequence for details).</p>	<p>October *Fellows continue full-time internship and continue coursework. * Coach works with their coachees</p>
<p>November *Deliver Differentiated Turnaround Principal Academy PD</p>	<p>November * Deliver curriculum and experiences (See Scope and Sequence for details). *Presentation at UCEA</p>	<p>November * Fellows continue full-time internship and continue coursework. *Turnaround Principal Academy PD *Presentation at UCEA *Coach works with their coachees</p>
<p>December * Review applications to Innovative Aspiring SIG Leaders Academy and select finalist for Candidate Assessment</p>	<p>December *Begin to identify and select mentor principals for Innovative Leaders Fellows</p>	<p>December *Coach works with their coachees *Innovative Leaders Fellows Formative Assessment Day</p>

<p>Day</p>	<ul style="list-style-type: none"> * Deliver Innovative Leaders curriculum and experiences (See Scope and Sequence for details). *Innovative Leaders Fellows Formative Assessment Day Individual feedback meetings with Innovative Leaders Fellows to set growth targets and refine Individual Leadership Learning Plan. 	<ul style="list-style-type: none"> *Individual feedback meetings with Innovative Leaders Fellows to set growth targets and refine Individual Leadership Learning Plan. * Fellows continue full-time internship and continue coursework.
<p>January</p> <ul style="list-style-type: none"> *Hold Innovative SIG Leaders Assessment Day and make final selection of Innovative Aspiring SIG Leaders Fellows. 	<p>January</p> <ul style="list-style-type: none"> * Collect and analyze post-program result from Turnaround Principal Academy participants. *Deliver Aspiring Innovative Leaders curriculum and experiences (See Scope and Sequence for details). *Identify Community Internship sites for Summer Internship for Aspiring Innovative Leaders Fellows. 	<p>January</p> <ul style="list-style-type: none"> *Coach works with their coachees *Individual feedback meetings with *Refine Turnaround Principal Academy Curriculum
<p>February</p> <ul style="list-style-type: none"> *Reconvene members of the Principal Academy advisory team and solicit feedback on Turnaround Principal Academy curriculum and make refinements. *Develop website to house Turnaround Principal Academy materials/resources. * Develop Turnaround Principal Academy manual and post to website. *Develop and collect data from pre-program/baseline measures for Turnaround Principal Academy 	<p>February</p> <ul style="list-style-type: none"> *Reconvene members of the Principal Academy advisory team and solicit feedback on Turnaround Principal Academy curriculum and make refinements. 	<p>February</p> <ul style="list-style-type: none"> *Coach works with their coachees *Convene NCSU faculty for retreat on how to infuse lessons learned from the Innovative Leaders experience could be used in university program. *Reconvene members of the Principal Academy advisory team and solicit feedback on Turnaround Principal Academy curriculum and make refinements. *Deliver PD

<p>evaluation.</p> <ul style="list-style-type: none"> *Hold orientation for Innovative Aspiring SIG Leaders Fellows. *Collect baseline data on SIG Innovative Aspiring SIG Leaders Fellows * Aspiring Leaders begin program and specialized trainings 		
<p>March</p> <ul style="list-style-type: none"> *Deliver Turnaround Principal Academy PD *Develop website cohort of Innovative SIG Leaders Academy *Plan Community Learning Exchange 	<p>March</p> <ul style="list-style-type: none"> *Innovative Leaders Fellows Formative Assessment Day *Deliver Turnaround Principal Academy PD 	<p>March</p> <ul style="list-style-type: none"> *Coach works with their coachees *Continue internship & coursework
<p>April</p> <ul style="list-style-type: none"> *Cohort Innovative Aspiring SIG Leaders begins fall courses (See detailed Scope and Sequence for curriculum and activities). *Use feedback from Turnaround Principal Academy participants to make improvements to the program. *Continue to Plan Community Learning Exchange 	<p>April</p> <ul style="list-style-type: none"> *Use feedback from Turnaround Principal Academy participants to make improvements to the program. *Present work on NELA-DST at the American Educational Research Association Conference. *Deliver Turnaround Principal Academy PD 	<p>April</p> <ul style="list-style-type: none"> *Coach works with their coachees *Use feedback from Turnaround Principal Academy participants to make improvements to the program. * Present work on NELA-DST at the American Educational Research Association Conference. * Assist Fellows with job placement and transition support. *Deliver Turnaround Principal Academy PD
<p>May</p> <ul style="list-style-type: none"> *Deliver Turnaround Principal Academy PD *Deliver Innovative Aspiring SIG Leaders curriculum (See Scope and Sequence for details) *Continue to Plan Community Learning 	<p>May</p> <ul style="list-style-type: none"> * Fellows continue coursework. *Train Mentor Principals for Innovative SIG Leaders Fellows. 	<p>May</p> <ul style="list-style-type: none"> *Coach works with their coaches *Innovative SIG Leaders Fellows poster presentations on problems of practice. *Innovative SIG Leaders Fellows graduate with Masters degree and earn

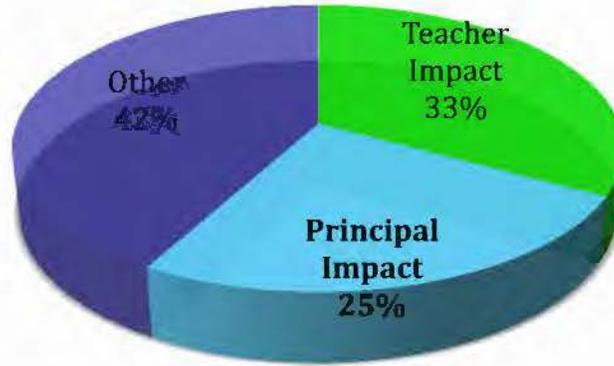
Exchange		principal license. *Assist Fellows with job placement and transition support.
June * Innovative Aspiring SIG Leaders curriculum and experiences (See Scope and Sequence for details) *Hold Community Learning Exchange	June * Fellows continue coursework. *Principal Academy Coaches work with their coachees (B) *Community Internship Innovative SIG Leaders Fellows.	June *Hold follow-up/refresher mini-CLE * Coaches works with their coaches to assist Fellows with job placement and transition support.
July *Deliver Innovative Aspiring SIG Leaders curriculum and experiences (See Scope and Sequence for details). * Innovative Aspiring SIG Leaders Fellows Formative Assessment Day	July * Fellows Formative Assessment Day *Fellows continue coursework. *Turnaround Principal Academy PD *Community Internship Innovative SIG Leaders Fellows.	July *Solicit feedback and refine the curriculum and experiences in Innovative Leaders program. *Assist Fellows with job placement and transition support.
August *Turnaround Principal Academy PD *Deliver Innovative Aspiring SIG Leaders curriculum and experiences (See Scope and Sequence for details). *Individual feedback meetings with Fellows to set growth targets and refine Individual Leadership Learning Plan. *Complete annual report	August *Individual feedback meetings with Innovative Leaders Fellows to set growth targets and refine Individual Leadership Learning Plan. * Fellows continue coursework.	August * Individual feedback meetings with graduates to set growth targets and refine Individual Leadership Learning Plan. * Coach works with their coaches to assist Fellows with job placement and transition support.

An activity report will be completed on the first of each month to reflect the previous month's activities.

IV. NELA-DST Project Milestones

Year	1	2	3
Convene members of the NELA-DST Advisory Team	✓		
Develop marketing plan & promotional materials; hold informational meetings	✓		
Recruit Aspiring SIG Principal Academy participants (target SPED & ELL teachers)	✓		
Hire and train coach for Turnaround Principal Academy		✓	
Develop and collect data from pre-program/baseline measures for aspiring leaders	✓		
Refine Turnaround Principal Academy differentiated PD curriculum and manual; update as necessary	✓	✓	✓
Deliver differentiated PD portion of Turnaround Principal Academy	✓	✓	✓
Provide Executive Coaching to participants		✓	✓
Use feedback from participants to make improvements to the program and curriculum	✓	✓	✓
Hold Candidate Assessment Day for Aspiring SIG Leaders Academy	✓		
Select Aspiring SIG Leaders Academy participants	✓		
Hold orientation for Aspiring SIG Leaders Academy participants	✓		
Collect baseline data for Aspiring Leaders (pre-program and at start of job)	✓		✓
Solicit feedback and refine curriculum and experiences	✓	✓	✓
Develop web-sites for Turnaround Principal Academy and Aspiring SIG Leaders Academy; update as necessary	✓	✓	✓
Deliver Aspiring SIG Leaders curriculum and experiences (including post-degree support)	✓	✓	✓
Aspiring SIG Leaders Formative Assessment Days and Individual Feedback Meetings	✓	✓	✓
Identify Community Summer Internship for Aspiring Leaders		✓	
Train principal mentors for Aspiring SIG Leaders	✓		
Full-time year long internship for Aspiring SIG Leaders		✓	
Provide Executive Coaching to Aspiring SIG Leader Academy participants		✓	✓
Aspiring Leaders poster presentations on problem of practice; graduation			✓
Provide early career support seminars for Aspiring Leader graduates			✓
Obtain feedback from Coach to assess Fellows' progress	✓	✓	✓
Conduct presentations and papers on program for dissemination	✓	✓	✓
Provide replicable resources on web-site	✓	✓	✓
Hold Community Learning Exchange (and a follow-up mini-CLE) to build support for locally adopted competencies for SIG principals	✓		✓
Provide autonomy to SIG leaders in budgets, schedules, and staffing	✓	✓	✓
Provide incentives to SIG leaders	✓	✓	✓
Provide signing bonus to new SIG leaders			✓
Provide performance bonus to high-achieving SIG leaders	✓	✓	✓

Appendix V.A. Principals Impact on Student Achievement



Great Teachers are Irreplaceable and Great Principals Retain Great Teachers

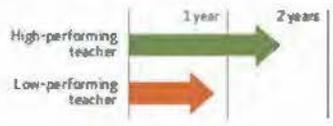
OUTSTANDING TEACHERS

➤

GETTING GREAT RESULTS



IRREPLACEABLES
Top 20% of teachers in studied districts, as gauged by district data



STUDENT IMPACT
Generate 5 to 6 more months of student learning each year than a poor performer

AVERAGE SCHOOL
When a top teacher leaves only 1 in 6 potential replacements will be of similar quality



LOW-PERFORMING SCHOOL
When a top teacher leaves only 1 in 11 potential replacements will be of similar quality



When a great teacher leaves a school, the school is almost guaranteed to hire a less effective replacement.

Estimates based on teachers with value-added or growth data. Low performing schools include schools in the lowest quintile of proficiency by school level. Percentage of high-performing potential replacements in all schools--District A: 12%, District B: 17%, District C: 15%, District D: 15%. Low-performing schools--District A: 12%, District B: 10%, District C: 3%, District D: 9%. Source: District data from SY 2008-09 and SY 2009-10.

Sources: Leithwood, K., Louis, K. S., Anderson, S., and Wahlstrom, K. (2004) Review of Research: How Leadership Influences Student Learning. Wallace Foundation; and Marzano, R. J., Waters, T., and McNulty, B. (2005) School Leadership That Works: From Research to Results. Alexandria, VA: Association for Supervision and Curriculum Development. The Irreplaceables: Understanding The Real Retention Crisis in America's Urban Schools. (2012). The New Teacher Project.

Appendix V. B. NELA-DST Partner Districts: 2012-2013 Data

NELA-DST DISTRICTS & SIG SCHOOLS <i>Student Population</i>	% Low SES (Poverty)	Performance Composite %	Subgroups	Student Ethnicity	Reading*	English II*	Mathematics*	Math I*
EDGECOMBE COUNTY PUBLIC SCHOOLS <i>6,599 students</i> <i>NCES District ID#:</i> <i>3701320</i>	81.6 %	21.9 % <i>(or 78.1% of students failed to reach minimum proficiency in tested subjects)</i>	Overall		19.8	37.3	20.3	22.9
			White	31.7	32.7	56.3	33.0	34.4
			Black	58.8	12.7	24.9	12.2	14.4
			Hispanic	9.1	23.3	40.6	28.4	35.0
			LEP		10.2	<5%	18.4	7.1
			SWD		<5%	6.9	<5%	<5%
Coker-Wimberly Elementary School <i>409 students</i> <i>NCES ID#:</i> <i>370132000553</i> <i>Rural Code: 42</i>	100 %	18.9 %	Overall		16.3		20.3	
			White	11.6	33.3		50.0	
			Black	64.1	11.6		12.3	
			Hispanic	24.3	24.4		33.3	
			LEP		18.5		22.2	
			SWD		<5%		<5%	
HALIFAX COUNTY SCHOOLS <i>3,406 students</i> <i>NCES District ID#</i> <i>3701950</i>	93.5 %	17.1 % <i>(or 82.9% of students failed to reach minimum proficiency in tested subjects)</i>	Overall		16.2	22.7	16.2	10.6
			White	4.4	34.7	n/a	29.7	28.6
			Black	86.4	14.4	22.6	14.3	9.7
			Hispanic	3.0	21.7	n/a	26.1	12.5
			LEP		<5%	n/a	19.0	n/a
			SWD		8.9	<5%	7.2	<5%
Dawson Elementary School <i>165 students</i> <i>NCES ID #:</i> <i>370195000859</i> <i>Rural Code: 42</i>	100 %	17.0 %	Overall		19.8		15.8	
			White	1.2	n/a		n/a	
			Black	84.5	16.5		12.9	
			Hispanic	14.3	38.5		30.8	
			LEP		n/a		n/a	
			SWD		36.4		18.2	
Everetts Elementary School <i>331 students</i> <i>NCES ID#</i> <i>370195000862</i> <i>Rural Code: 42</i>	100 %	13.8 %	Overall		15.8		13.3	
			White	12.2	36.8		31.6	
			Black	84.9	11.5		9.4	
			Hispanic	2.9	n/a		n/a	
			LEP		n/a		n/a	
			SWD		<5%		<5%	
Inborden Elementary School	100 %	10.3 %	Overall		7.8		14.4	
			White	0.8	n/a		n/a	

<i>NCES ID#:</i> 370195000864 363 students <i>Rural Code: 42</i>			Black	98.1	7.5		14.4			
			Hispanic	1.1	n/a		n/a			
			LEP		n/a		n/a			
			SWD		5.0		5.0			
Enfield Middle School <i>NCES ID#</i> 370195000861 350 students <i>Rural Code: 42</i>	91.1 %	9.0%	Overall				9.0	5.2	23.1	
			White	1.7	<5%		<5%	n/a		
			Black	92.9	9.4		5.0	21.7		
			Hispanic	5.4	<5%		7.1	n/a		
			LEP		<5%		14.3	n/a		
			SWD		5.3		<5%	n/a		
William R. Davie Middle School 448 students <i>NCES ID#:</i> 370195000872 <i>Rural Code: 42</i>	88.4 %	18.7%	Overall				18.7	17.5	18.8	
			White	6.3	38.5		28.6	n/a		
			Black	92.1	16.6		15.5	16.7		
			Hispanic	1.7	50.0		50.0	n/a		
			LEP		n/a		n/a	n/a		
			SWD		8.6		6.9	n/a		
Southeast Halifax High School 392 students <i>NCES ID#:</i> 370195002157 <i>Rural Code: 42</i>	88.0 %	16.3%	Overall				21.6		12.2	
			White	1.3			n/a	n/a		
			Black	96.2			21.4	11.6		
			Hispanic	2.5			n/a	n/a		
			LEP				n/a	n/a		
			SWD				7.1		13.3	
WARREN COUNTY SCHOOLS <i>NCES District ID#:</i> 3704740 2380 students	86.0 %	27.6% (or 72.4% of students failed to reach minimum proficiency in tested subjects)	Overall				27.5	42.9	21.0	25.9
			White	17.9	45.3		60.0	30.2	34.7	
			Black	68.3	22.1		42.6	16.3	23.1	
			Hispanic	6.6	30.7		12.5	33.3	35.7	
			LEP		8.7		n/a	17.4	n/a	
			SWD		6.9	10.0	8.2	<5%		
Warren County High School 430 students <i>NCES ID#:</i> 370474002189 <i>Rural Code: 43</i>	77.7 %	29.3%	Overall				37.7		22.0	
			White	16.8			63.6		22.2	
			Black	80.4			36.8		24.4	
			Hispanic	2.8			n/a		<5%	
			LEP				n/a		n/a	
			SWD			12.5		<5%		

NOTE: The Performance Composite consists of all End of Grade (EOG) and End of Course (EOC) assessments. The assessments are as follows: EOG English Language Arts/Reading and Mathematics at grades 3–8, EOG Science at grades 5 and 8; EOC assessments in Math I (formerly Algebra I/Integrated I), English II, and Biology; and the alternate assessments for all EOG and EOC assessments (*NCEXTEND1* and *NCEXTEND2*). *NCEXTEND2* will not be available beginning in 2014-15.

For accountability reporting purposes, a school's Performance Composite is the percent of students identified as proficient on all assessments administered in the school. Proficiency is defined as a student meeting or exceeding the expected level of achievement on the assessment. The EOG and EOC

assessments have 4 academic achievement levels (Level 1, Level 2, Level 3, and Level 4) with Level 3 and Level 4 being proficient.

Appendix V.C.

TO: USDOE
From: Kathleen M. Brown, Ed.D., NC Race-to-the-Top Evaluator for District and School Turnaround/Transformation (DST) and Regional Leadership Academies (RLA)
Date: June 24, 2013
RE: School Leadership Program
Northeast Leadership Academy (NELA) is Preparing Turnaround Principals for NC

Developing school leaders who are equipped with the knowledge, skills, and dispositions needed to effectively lead low-performing schools has become a critical goal for local education agencies (LEAs) intent on dramatically improving student outcomes. North Carolina's Race to the Top (RttT) plan acknowledges the pressing need for high-quality leadership in low-achieving schools; the component of the plan that focuses on ensuring equitable distribution of high-quality teachers and leaders identifies, among other things, a need for "increasing the number of principals qualified to lead transformational change in low-performing schools in both rural and urban areas" (NCDPI, 2010, p.10).

The policy objective of North Carolina's Regional Leadership Academies (RLA) initiative is to increase the number of principals qualified to lead transformational change in low-performing, high-need schools in both rural and urban areas (i.e., prepare approximately 185 "turnaround principals" over three years). To meet this need, part of the state's Race-to-the-Top (RttT) funds (approximately \$17.5 of \$400 million) support three RLAs, each of which has laid out a clear set of principles about leadership in general, leadership development in particular, and leadership development for high-need schools most specifically. These programs "provide a new model for the preparation, early career support, and continuous professional development of school leaders" and serve collaboratives of partnering LEAs.

Northeast Leadership Academy (NELA) was established in 2010 (one year before RttT funding was available) as a 2-year program based at the North Carolina State University (NCSU), it leads to NC Principal Licensure and an MSA degree, and serves 14¹ LEAs in Northeast NC (total of 70,348 students served).

NELA was created independently to meet the school leadership needs of a very distinct region of North Carolina (i.e., poor, rural, northeast counties of the state). As such, NELA is a unique program with its own partnerships, program philosophy, curriculum, coursework, and fieldwork.

According to UCEA (2012), the three most essential features of effective leadership preparation programs are: (1) having a program philosophy that clearly articulates a theory of action, (2) having a strong curriculum focused on instruction and school improvement, and (3) having well-designed and integrated coursework and field work.

- Observational data and document analyses provide converging, consistent evidence that NELA has utilized these central program features as organizing principles in designing,

¹ NELA currently serves 14 districts. NELA 2.0 will serve the 13 lowest performing districts in NC.

delivering, and deliberating its individual principal preparation program, and that the fidelity of the implementation of its program design has been strong.

- Data also indicate that NELA has been designed so that its content (i.e., core concepts to be taught), pedagogy (i.e., the means by which learning is facilitated), and experiences (i.e., the nature of coursework and fieldwork) reflect best practices for developing candidates into leaders who can facilitate high-quality teaching and learning for all children.
- Even though data on the long-term and distal outcomes of NELA are not yet available, findings indicate that NELA has been deliberate, effective, and successful in developing and incorporating critical, research-based features into its program (rigorous recruitment and selection; cohort-based experiences; an action-research, case-study curriculum focus; full-time, year-long clinical residency experience; weekly full-cohort, continued learning during the residency year; multifaceted support structure; job placement and induction support; and dynamic feedback and improvement loops).

Recent Cohort 1 graduates describe NELA as a life-changing journey. They've learned to "think quickly and strategically," use "data in every decision we make," have "crucial conversations with teachers," "pay it forward," and move their schools from "PLCs in name to PLCs in action!" They also recognize and appreciate NELA's Directors, Mentors, and Coaches as invaluable resources of information and support.

NELA affected our hearts and our minds. We are applying what we learned. We are removing the blinders, one kid at a time ... giving voice, impacting and changing the way kids see and interact with the world. It's not all about test scores. (NELA graduate)

Last year, when I messed up, I was just the intern. No more. This year is for real! I'm on information overload. I'm rolling with the punches, handling multiple Operation NELAs at the same time! Through NELA I learned how to deal with things, how to manage my time and hone my organizational skills. This [the work last year] has prepared me the most for my new role as AP. All of the sayings and advice from our instructors and coaches keeps flooding back to my mind daily! I am building relationships. I am rebuilding the culture. I am smiling, even in adversity. I so appreciate NELA's extended coaching support. I am finding my job description and living within it. (NELA graduate)

Our NELA Directors have consistently given me constructive feedback and extended all possible support that they can offer to help me. From top to bottom, everyone expects to establish a culture of high academic expectations. Everyone involved inculcated us to the very important role and responsibility that is placed on our shoulders when we were chosen to be NELAs? (NELA graduate)

Generally speaking, Cohort 1 participants in NELA found internship placements in targeted schools and LEAs (i.e., struggling, low-performing schools, including several Turnaround schools). In addition, Cohort 1 graduates (n=21) also landed jobs (approximately 76% as educational leaders ... either as principals, assistant principals, coaches, and/or facilitators) in target schools and LEAs. On average, their employing schools (including eight Turnaround schools) hosted student bodies in which: More than two-thirds (67.6%) receive free or reduced-price lunch; English I/Reading scores below 60%; and Algebra I/Math scores below the 65%

mark. As of June 24, 2013, of the Cohort 2 participants who graduated in May 2013, 19 have been hired – a 90% placement rate only one month after graduation. As such, the Northeast Leadership Academy is to be highly commended for helping to prepare principals qualified to lead transformational change in low-performing, high-need schools.

Appendix V.D.

Key Stakeholder Comments on the Success of the Current Aspiring Leaders Program

Chairman of the State Board of Education, Dr. Bill Harrison: *“This program and partnership with N.C. State will help us put highly trained teachers and administrators in the leadership positions in our most needy school districts. NELA serves as a model for preparing principals to meet the challenges of today. It is a true collaboration between higher education and local school systems resulting in fellows having experiences that are closely aligned with that they will face when they assume leadership roles. Graduates of the program are already having a positive impact in schools and districts in the northeastern part of the state.”*

At a meeting of the Governor’s Education Transformation Committee: **Governor Beverly Purdue** about the current program: *“I can promise you that the educational eyes of America are on you. Training and retaining new leaders at North Carolina’s most underperforming school districts is crucial for the success of the students who live there. NELA provides pathways to not only develop 21st century school leaders, but to also keep them in these districts.”* The Governor also hosted a graduation reception at the Executive Mansion for Cohort 1. See video at: <http://vimeo.com/edutrope/nelagov>

NELA is highly regarded by the superintendents we work with. Dr. Anthony D. Jackson, **Superintendent** of Nash Rocky Mount Public Schools commented: *“The administrative preparation program provided by NELA represents a major game changer for the Nash-Rocky Mount Public Schools as we prepare an internal pipeline of future leaders. The interns are well prepared, well trained and bring a wealth of knowledge, understanding and tangible skills which allows each of them to immediately add value to the school communities they are assigned. The NRMPS fully supports the NELA program and looks forward to our continued relationship.”*

NELA is also highly regarded by **NCDPI’s District and School Transformation Division**. Director, Dr. Pat Ashley noted: *“I have observed NELA candidates in both their internships and in their new roles as school leaders. I know from first-hand experience the difference their presence can make in a district that has previously struggled to simply find one sufficient well-qualified candidate when a principal vacancy has occurred. I am hopeful that NELA will be sustained after its original funding from the NC Race to the Top grant is no longer available, because the importance of a well-qualified principal is essential to turnaround or sustain the turnaround of any highly challenged school.”*

Appendix V.E.: Recent NELA in the News Updates

Ryan Hurley, Principal Warren Early College (Warren County)

His school was recently named a Top Ten school for black student performance!

See: http://carolinacan.org/sites/carolinacan.org/files/report_cards/Carolina_Top_10-2013.pdf

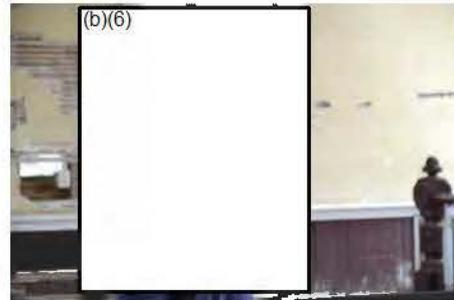
Larry Hodgkins, Assistant Principal, South Creek Middle School (Martin County)

His school was #102 out of more than 2405 schools in the state last year = (top 5%) in terms of their growth composite. Their growth composite was 6.5. There was only one other school in Martin County that had a positive growth number (0.4).

<https://ncdpi.sas.com/schoolComparison.html?as=c&wD=1&w4=93&x9=6&ww=183122&yb=125&x7=2&xd=-3>

Reenactment of Civil Rights March

Tonya Little and NELA colleagues recently organized an event that brought together elementary through high school students, parents, and community members to tell the story of local Civil Rights leaders and activists. They retraced march routes and returned to the courthouse where African-Americans were jailed for their roles in local protests. Mr. Bond had not set foot in the old courtroom since his arrest at a sit-in 50 years ago, listening to his story was a powerful experience. Current students Ross and Chelsea spoke of how they were not aware of these stories and how they now had a newfound sense of pride in their community and level of respect for their elders. Through NELA's high expectations and regional focus our Fellows realized the importance of and had the expertise to organize an event like this. They have a vested interest in the success of students and schools in the Northeast.



Lego Robotic Competition Regional Winners!

Gonzolo Pitpit (NELA Cohort 1) started a program at his schools and recently they did really well in their first competition! Pitpit was also highlighted for his 4-H extension work in a PBS video. To view the video, go to:

<http://video.pbs.org/video/2365228433/>



Appendix V.F.:

NC School Executive Standards

Standard 1: Strategic Leadership

- 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.
- B. Leading Change: The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.
- 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.
- D. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school.

Standard 2: Instructional Leadership

- A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive 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.
- B. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive 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.

Standard 3: Cultural Leadership

- A. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school's culture.
- B. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.
- C. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.
- D. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.

Standard 4: Human Resource Leadership

- A. Professional Development/ Learning Communities: The school executive ensures that the school is a professional learning community.
- 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.
- C. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus student achievement.

Standard 5: Managerial Leadership

- A. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result, in improved student achievement.
- B. Conflict management and Resolution: The school executive effectively and efficiently manages the complexity of human interaction so that the focus of the school can be on improved student achievement.
- C. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

- D. School Expectation for Student and Staff: The school executive develops and enforces expectations, structures, rules and procedures for students and staff.

Standard 6: External Development Leadership

- A. Parent and Community Involvement and Outreach: The school Executive designs structures and processes which result in parent and community engagement, support and ownership for the school.
- B. Federal, State and District mandates: The school executive designs executive protocols and processes in order to comply with federal, state and district mandates.

Standard 7: Micro-Political Leadership

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

NC School Executive Competencies

These 21 competencies are listed in the NC Standards for School Executives.

1. Communication – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives.
2. Change Management – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.
3. Conflict Management – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.
4. Creative Thinking – Engages in and fosters an environment for others to engage in innovative thinking.
5. Customer Focus – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.
6. Delegation – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.
7. Dialogue/Inquiry – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance.
8. Emotional Intelligence – Is able to manage oneself through self awareness and self management and is able to manage relationships through empathy, social
9. awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.
10. Environmental Awareness – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.
11. Judgment – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.
12. Organizational Ability – Effectively plans and schedules one's own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.
13. Personal Ethics and Values – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.
14. Personal Responsibility for Performance – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one's own achievements.
15. Responsiveness – Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.
16. Results Orientation – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt

action as issues emerge. Resolves short-term issues while balancing them against long-term goals.

17. Sensitivity - Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds.
18. Systems Thinking - Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team.
19. Technology - Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.
20. Time Management - Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings.
21. Visionary - Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

North Carolina School Executive:
PRINCIPAL
EVALUATION PROCESS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Rubric for Evaluating North Carolina Principals and Self-Assessment Form (Required)

This form **must** be completed by the principal as a part of the self-assessment process and by the superintendent or designee in preparation for the summary evaluation conference.

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 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	. . . and <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 <input type="checkbox"/> Maintains a focus on the vision and strategic goals throughout the school year	. . . and <input type="checkbox"/> Creates with stakeholders a vision for the school that captures peoples' attention and imagination <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	. . . and <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"/> 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	. . . and <input type="checkbox"/> Systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process	. . . and <input type="checkbox"/> Adapts/varies leadership style according to the changing needs of the school and community <input type="checkbox"/> Is comfortable with major changes in implementing processes and accomplishing tasks <input type="checkbox"/> Routinely and systematically communicates the impacts of change processes to all stakeholders	. . . and <input type="checkbox"/> Is a driving force behind major initiatives that help students acquire 21 st century skills <input type="checkbox"/> Systematically challenges the status quo by leading change with potentially beneficial outcomes	

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 Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands statutory requirements regarding the School Improvement Plan 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives <input type="checkbox"/> Uses the NC Teacher Working Conditions Survey and other data sources to develop the framework for the School Improvement Plan 	<p>... and</p> <ul style="list-style-type: none"> <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 <input type="checkbox"/> Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates principles of continuous improvement and creative 21st century concepts for improvement into the School Improvement Plan 	

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

<ul style="list-style-type: none"> <input type="checkbox"/> Seeks input from a variety of stakeholder groups, including teachers and parents/guardians <input type="checkbox"/> Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involves parents/guardians, the community, and staff members in decisions about school governance, curriculum and instruction. <input type="checkbox"/> Provides leadership development activities for staff members 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that parents/guardians, community members and staff members have autonomy to make decisions and supports the decisions made as a part of the collective decision-making process <input type="checkbox"/> Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside of the school building <input type="checkbox"/> Incorporates teachers and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers 	
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Comments

Examples of Artifacts:

- 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 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 school's 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 	
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Comments

Examples of Artifacts:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Student drop-out data <input type="checkbox"/> Documented use of formative assessment instruments to impact instruction <input type="checkbox"/> Development and communication of goal-oriented personalized education plans for identified students | <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of team development and evaluation of classroom lessons <input type="checkbox"/> Use of research-based practices and strategies in classrooms <input type="checkbox"/> Master school schedule documenting individual and collaborative planning for every teacher <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
|---|---|

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 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.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<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.				
<ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <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 	
<p>Comments</p>				

Examples of Artifacts:

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> School Improvement Team <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> Evidence of shared decision making and distributed leadership <input type="checkbox"/> Recognition criteria and structure utilized <input type="checkbox"/> Documented use of School Improvement Team in decision making | <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Existence and work of professional learning communities <input type="checkbox"/> Teacher retention data <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
|--|--|

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 Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of developing effective professional learning communities and results-oriented professional development <input type="checkbox"/> Understands the importance of continued personal learning and professional development 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides structures for, and implements the development of effective professional learning communities and results-oriented professional development <input type="checkbox"/> Routinely participates in professional development focused on improving instructional programs and practices 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that professional development within the school is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members 	
b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the school's need to recruit, hire, appropriately place, and mentor new staff members 	<p>... and</p> <p>At the school level, creates and implements processes for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting new teachers and staff <input type="checkbox"/> Hiring new teachers and staff <input type="checkbox"/> Placing new teachers and staff <input type="checkbox"/> Mentoring new teachers and staff 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population <input type="checkbox"/> Ensures that professional development is available for staff members with potential to serve as mentors and coaches 	

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

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Adheres to legal requirements for teacher and staff evaluation	... and <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	... and <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	... and <input type="checkbox"/> Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the school	

Comments

Examples of Artifacts:

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Teacher retention data <input type="checkbox"/> National Board Certification <input type="checkbox"/> Teacher professional growth plans <input type="checkbox"/> Master school schedule documenting individual and collaborative planning for every teacher | <ul style="list-style-type: none"> <input type="checkbox"/> Number of National Board Certified Teachers <input type="checkbox"/> Number of teachers pursuing advanced degrees <input type="checkbox"/> Record of professional development provided staff <input type="checkbox"/> Impact of professional development on student learning <input type="checkbox"/> Mentor records and beginning teacher feedback <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
|---|--|

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 everyday 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 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>... 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>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs transparent systems to equitably manage human and financial resources 	<p>... 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>... 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>... 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>... 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>... 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>... 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>... 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 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	

Comments

Examples of Artifacts:

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> School financial information <input type="checkbox"/> School safety and behavioral expectations <input type="checkbox"/> Master school schedule documenting individual and collaborative planning for every teacher <input type="checkbox"/> Evidence of formal and informal systems of communication | <ul style="list-style-type: none"> <input type="checkbox"/> Dissemination of clear norms and ground rules <input type="checkbox"/> Evidence of ability to confront ideological conflict and then reach consensus <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
|--|--|

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 Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school <input type="checkbox"/> Identifies the positive, culturally-responsive traditions of the school and community 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proactively creates systems that engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements processes that empower parents/guardians and all community stakeholders to make significant decisions 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda 	
b. Federal, State and District Mandates: The principal designs protocols and processes in order to comply with federal, state, and district mandates.				
<ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable of applicable federal, state and district mandates <input type="checkbox"/> Is aware of district goals and initiatives directed at improving student achievement 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs protocols and processes to comply with federal, state and district mandates <input type="checkbox"/> Implements district initiatives directed at improving student achievement 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures compliance with federal, state and district mandates <input type="checkbox"/> Continually assesses the progress of district initiatives and reports results to district-level decision makers. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school <input type="checkbox"/> Actively participates in the development of district goals and initiatives directed at improving student achievement 	

Comments

Examples of Artifacts:

- Parent involvement in School Improvement Team
- NC Teacher Working Conditions Survey
- PTSA/Booster club operation and participation
- Parent survey results
- Evidence of business partners and projects involving business partners
- Plan for shaping the school's image throughout the community

- Evidence of community support
- Number and use of school volunteers
- _____
- _____
- _____

Standard 7: Micro-political Leadership

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

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

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

Comments

Examples of Artifacts:

- NC Teacher Working Conditions Survey
- Teacher retention data
- Evidence of visibility and accessibility
- Evidence of shared decision making and distributed leadership

- _____
- _____
- _____

Scoring the Rubric

The Rubric for Evaluating North Carolina Principals is to be scored for each element within a standard. For example, Standard 1: Strategic Leadership has four elements: a) School Vision, Mission and Strategic Goals; b) Leading Change; c) School Improvement Plan; and d) Distributive Leadership. The rater, whether the principal completing a self-assessment or the evaluator, will score each of the elements separately, and the individual element scores will determine the overall score for the standard.

The rater should begin with the left-hand column and mark each descriptor that describes the performance of the principal during the period for which he or she is being evaluated. If the rater is not able to mark any of the descriptors, then the “Not Demonstrated” column is used. In such a case, the rater must write a comment about why the principal was not able to demonstrate proficiency on the element.

The rating for each element is the lowest rating for which all descriptors are marked. As illustrated in the example on pages 35-48, the principal would be rated as “Proficient” on School Vision, Mission and Strategic Goals even though at least one descriptor for “Accomplished” and “Distinguished” was marked. This is because “Proficient” is the lowest rating for which all descriptors were marked. Likewise, the principal would be rated as “Proficient” on Leading Change, “Developing” on School Improvement Plan, and “Developing” on Distributive Leadership. This would result in an overall rating of “Proficient” for Standard 1 because of the number of marked items in the “Accomplished” and “Distinguished” columns.

When a principal is rated as “Developing” or “Not Demonstrated,” the superintendent or designee should strongly encourage the principal to develop a goal to address the area(s) where proficiency has not been reached.

North Carolina

TEACHER

EVALUATION PROCESS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

STATE BOARD OF EDUCATION

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North Carolina Teacher Evaluation Process

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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 a new set of skills that teachers must use daily in order to help their students learn 21st century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

According to the North Carolina Professional Teaching Standards Commission, the different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following define what teachers need to know and do to teach students in the 21st century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of the work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

North Carolina Educator Evaluation System

In October 2008, the NC State Board of Education approved the policy adopting the Rubric for Evaluating North Carolina Teachers and the Teacher Evaluation Process. In September 2011, the policy was updated to include abbreviated evaluations for Career-Status Teachers. This policy outlines the Teacher Evaluation Process described herein.

The evaluation instruments are based on the Framework for 21st Century Learning and the North Carolina Professional Teaching Standards. The instruments are designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. All of the instruments and processes are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

Purposes of the Evaluation

The teacher performance evaluation process will:

- Serve as a measurement of performance for individual teachers;
- Serve as a guide for teachers as they reflect upon and improve their effectiveness;
- Serve as the basis for instructional improvement;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers;
- Guide professional development programs for teachers;
- Serve as a tool in developing coaching and mentoring programs for teachers;
- Enhance the implementation of the approved curriculum; and
- Inform higher education institutions as they develop the content and requirements for teacher training programs.

Definitions

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

1. *Abbreviated Evaluation* – The annual evaluation requirement for career-status teachers can be met by the evaluator conducting two informal (minimum twenty-minute) observations and rating the teacher only on Standards One, Four, and Six of the Teacher Evaluation Process. (See Teacher Evaluation Process.)
2. *Action Plan* – A plan developed by a principal/supervisor with input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher’s performance. Action plans are developed and administrated under guidelines provided by each LEA.
3. *Artifact* – A product resulting from a teacher’s work. Artifacts are natural by-products of a teacher’s work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used as evidence to support an evaluation rating and when the evaluator and teacher disagree on the final rating, Teachers may use them as exemplars of their work. Examples of artifacts include these:
 - a. *Lesson Plans* – Teacher’s daily plans that demonstrate integration of 21st century skills and coverage of North Carolina’s Standard Course of Study.
 - b. *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 (see www.ncteachingconditions.org). Teachers should demonstrate their active participation in the development and implementation of plans to improve the school’s working conditions.
 - c. *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.
 - d. *Student Achievement Data* – Student achievement/testing data available from the North Carolina School Report Card (see www.ncschoolreportcard.org).
 - e. *Student Dropout Data* – Data about grade 9–12 students who drop out of high school (see www.ncpublicschools.org/research/dropouts/reports/).
 - f. *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. Teachers should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.
 - g. *School Improvement Team documents* – Work of 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. The team’s purpose is to develop a school improvement plan to strengthen student performance.
4. *Beginning Teachers* – Teachers who are in the first three years of teaching and who hold a Standard Professional 1 License.
5. *Career Status Teachers* – Teachers who have been granted Career Status in their current North Carolina school district.
6. *Code of Ethics for North Carolina Educators* – The standards of professional conduct required of educators. (see www.ncptsc.org). See Appendix A.
7. *Code of Professional Practice and Conduct for North Carolina Educators* – The uniform standards of professional conduct for licensed professional educators (see www.ncptsc.org). See Appendix A.
8. *Data* – Factual information used as the basis for reasoning, discussion, or planning.
9. *Evaluator* – The person responsible for overseeing and completing the teacher evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

10. *Evaluation Process* – The Teacher Evaluation Process described in this manual is NC State Board of Education Policy. (See Table of Contents)
11. *Evidence* – Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
12. *Orientation* – Second component of the Teacher Evaluation Process to provide teachers with required documents. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of the school year and/or individually as staff is added throughout the year.
13. *Peer* – A teacher who has been trained on the North Carolina Teacher Evaluation Process.
14. *Performance Rating Scale* – (There are different rating scales for standards 1-5 and standard 6.) The ratings for standards 1-6 will determine a teacher’s overall status for a school year. (See the definition of “status” below.)

Performance Rating Scale For Standards 1-5: A teacher’s overall ratings for standards 1-5 are determined at the end of the year during the Summary Evaluation Conference. The overall ratings for standards 1-5 are as follows:

- **Developing:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- **Proficient:** Teacher demonstrated basic competence on standard(s) of performance.
- **Accomplished:** Teacher exceeded basic competence on standard(s) of performance most of the time.
- **Distinguished:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance.
- **Not Demonstrated:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Principal/Evaluator must comment about why it was used.)

Performance Rating For Standard 6: A teacher’s rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The student growth value places a teacher into one of three rating categories:

- **Does not meet expected growth:** The student growth value for the teacher is lower than what was expected per the statewide growth model.
- **Meets expected growth:** The student growth value for the teacher is what was expected per the statewide growth model.
- **Exceeds expected growth:** The student growth value for the teacher exceeds what was expected per the statewide growth model.

15. *Probationary Teachers* – Teachers who have not yet been granted Career Status in their current North Carolina school district.
16. *Rubric for Evaluating North Carolina Teachers* – A composite matrix of the following standards, elements, and descriptor of the North Carolina Professional Teaching Standards:
 - a. *Performance Standard* – The distinct aspect of teaching or realm of activities which form the basis for the evaluation of a teacher.
 - b. *Performance Elements* – The sub-categories of performance embedded within the performance standard.
 - c. *Performance Descriptors* – The specific performance responsibilities embedded within the components of a performance element.
17. *School Executives* – Principals and assistant principals licensed to work in North Carolina.
18. *Self-assessment* – Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.
19. *Status* – An overall status for a teacher is determined once the teacher has a three-year rolling average of student growth values to populate Standard 6. There are three categories for status:
 - **In Need of Improvement:** A teacher who fails to receive a rating of at least “proficient” on each of the Teacher Evaluation Standards 1-5 or receives a rating of “does not meet expected growth on Standard 6 of the Teacher Evaluation Instrument.
 - **Effective:** A teacher who receives a rating of at least “proficient” on each of the Teacher Evaluation Standards 1-5 and receives a rating of at least “meets expected growth” on Standard 6 of the Teacher Evaluation Instrument.
 - **Highly Effective:** A teacher who receives a rating of at least “accomplished” on each of the Teacher Evaluation Standards 1-5 and receives a rating of “exceeds expected growth” on Standard 6 of the Teacher Evaluation Instrument.
20. *Teacher* – A person who holds a valid North Carolina teaching certificate and is employed to instruct, direct or supervise the instructional program.
21. *Training* – State-approved and sponsored training on the teacher rubric and evaluation process required of all teachers and individuals responsible for their evaluation.

Teacher and Principal Responsibilities

Teacher Responsibilities:

- Know and understand the North Carolina Professional Teaching Standards.
- Understand the North Carolina Teacher Evaluation Process.
- Prepare for and fully participate in each component of the evaluation process.
- 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.

Principal/Evaluator Responsibilities:

- Know and understand the North Carolina Professional Teaching Standards.
- Participate in training to understand and implement the Teacher Evaluation Process.
- Supervise the Teacher Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the teacher's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Teacher Summary Evaluation Report contain accurate information and accurately reflect the teacher's performance.
- Develop and supervise implementation of action plans as appropriate.

North Carolina Professional Teaching Standards

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state (see Appendix B), considered what teachers need to know and be able to do in 21st century schools.

This section contains the first five aligned standards adopted by the North Carolina State Board of Education in June 2007 plus the additional sixth standard adopted in February 2012.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for 21st century teaching and learning. The Standards are provided in the following format so that these pages may be kept in a plan book to guide instruction as we move forward in the 21st century.

A New Vision of Teaching

The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to teach students in the 21st century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

Standard I: Teachers Demonstrate Leadership

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

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

Teachers advocate for schools and students.

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

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

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998 (www.ncptsc.org).

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

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

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

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

Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

Standard III: Teachers Know the Content They Teach

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

In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the North Carolina Standard Course of Study
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

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

Teachers make instruction relevant to students.

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

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

Standard IV: Teachers Facilitate Learning for Their Students

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

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

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short- and long-range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

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

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem-solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions

Standard V: Teachers Reflect on Their Practice

Teachers analyze student learning.

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

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

Teachers link professional growth to their professional goals.

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

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

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

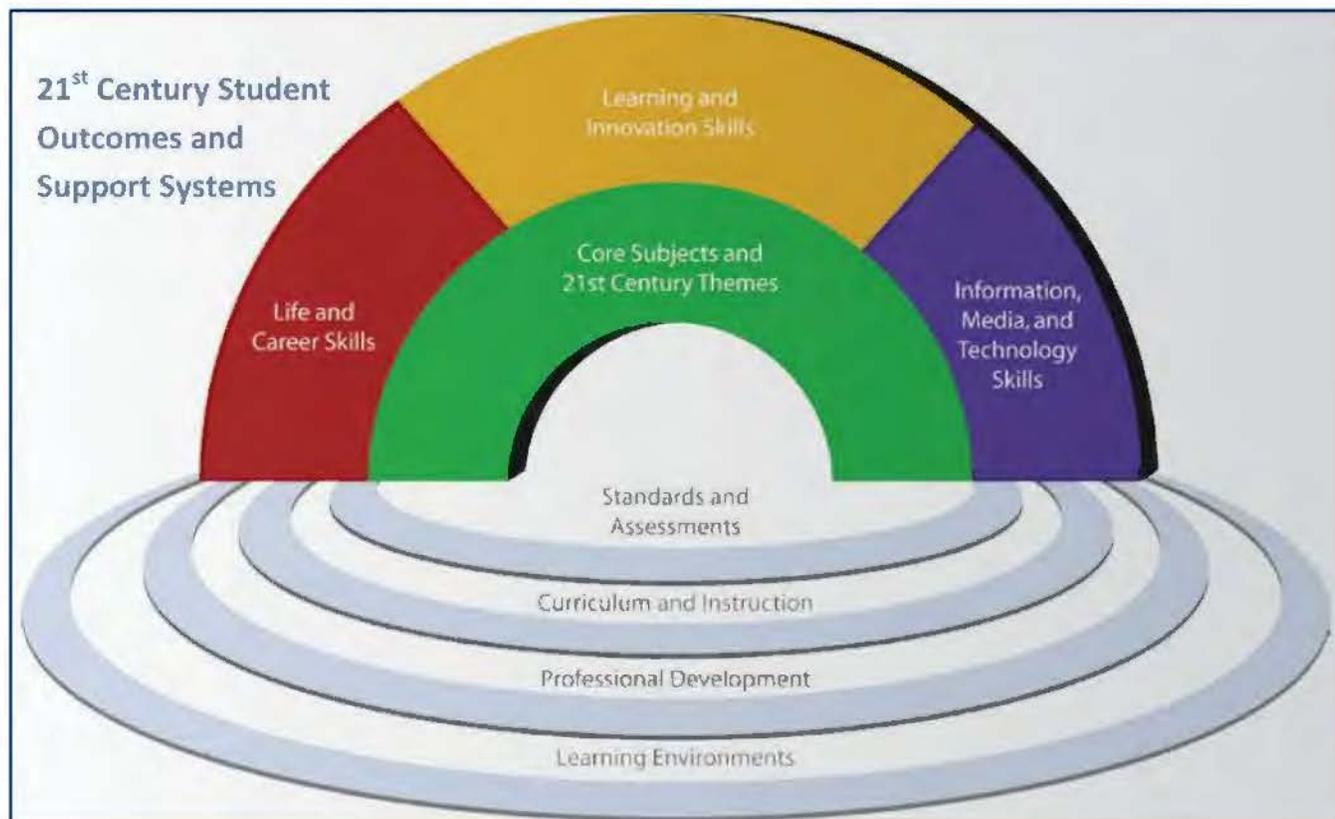
Standard VI: Teachers Contribute to the Academic Success of Students

The work of the teacher results in acceptable, measurable progress for students.

The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for 21st century student success in the new global economy.



21st Century Student Outcomes

The elements described in this section as “21st century student outcomes” (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century.

Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential for students in the 21st century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

21st Century Support Systems

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities required of them in the 21st century. The Partnership has identified five critical support systems that ensure student mastery of 21st century skills:

- **21st Century Standards**
- **Assessment of 21st Century Skills**
- **21st Century Curriculum and Instruction**
- **21st Century Professional Development**
- **21st Century Learning Environments**

For more information, visit the Partnership's Web site at www.21stcenturyskills.org.
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Milestones for Improving Learning and Education

The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21st century skills. The following describes the skills and knowledge required of students in the 21st century. This list was adapted from the 21st Century Partnership's MILE Guide and served as a foundation for the North Carolina Professional Teaching Standards.

Global Awareness

- Using 21st century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy

- Having the ability to access health information and services, navigate health institutions and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
- Demonstrating understanding of national and international health.

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning in understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing and solving problems.

Communication

- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills

- Having the ability to take advantage of education in a variety of contexts both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT literacy

- Using technology in the course of attaining and utilizing 21st century skills.

Life Skills

Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

Accountability

- Setting and meeting high standards and goals for one's self and others.

Adaptability

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and manage workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills

- Working appropriately and productively with others.

Self-Direction

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility

- Acting responsibly with the interests of the larger community in mind.

Teacher Evaluation Process

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher’s performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter “principal”) will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

Process

The North Carolina Teacher Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of a teacher’s first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

- A. The Rubric for Evaluating North Carolina Teachers;
- B. This policy; and
- C. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

Component 3: Teacher Self-Assessment

Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher’s self- assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher’s most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

- A. A formal observation shall last at least forty-five minutes or an entire class period.
- B. Probationary Teachers
 - a. The principal shall conduct at least three formal observations of all probationary teachers.
 - b. A peer shall conduct one formal observation of a probationary teacher.
- C. Career Status Teachers
 - a. Career teachers shall be evaluated annually.
 - b. During the year in which a career status teacher participates in a summative evaluation, the principal shall conduct at least three observations, including at least one formal observation.

During observations, the principal and peer (in the case of a probationary teacher) shall note the teacher’s performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teachers.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Make a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of each Standard in the Rubric;
- D. Provide the teacher with the opportunity to add comments to the Teacher Summary/End-of-Year Rating Form;
- E. Review the completed Teacher Summary/End-of-Year Rating Form with the teacher; and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary/End-of-Year Rating Form.

Component 8: Professional Development Plans

Individual Growth Plans

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary/End-of-Year Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified Standards and Elements.

Monitored Growth Plans

A teacher shall be placed on a Monitored Growth Plan whenever he or she:

- A. Is rated "Developing" on one or more Standards on the Teacher Summary/End-of-Year Rating Form; and
- B. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Directed Growth Plans

A teacher shall be placed on a Directed Growth Plan whenever he or she:

- A. Is rated
 1. "Not Demonstrated" on any Standard on the Teacher Summary/End-of-Year Rating Form; or
 2. "Developing" on one or more Standards on the Teacher Summary/End-of-Year Rating Form for two sequential years: and
- B. Is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as determined by the LEA. A Directed Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Component 9: Effective Dates and Effect on Licensing and Career Status

Effective with the 2008–2009 school year, LEAs may evaluate teachers using this policy.

Effective with the 2010–2011 school year, all teachers in North Carolina will be evaluated using this policy unless a local board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process in which case the local board shall use that instrument.

Beginning Teachers

Effective 2010–2011, beginning teachers must be rated “Proficient” on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary/End-of-Year Rating Form in order to be eligible for the Standard Professional 2 License.

Probationary Teachers

Effective 2010–2011, a principal must rate a probationary teacher as “Proficient” on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary/End-of-Year Rating Form before recommending that teacher for career status.

Process for Abbreviated Annual Evaluations

- The annual evaluation requirement for career-status teachers can be met through the Teacher Evaluation Process set forth above, or an abbreviated evaluation.
- An abbreviated evaluation consists of the evaluator rating only Standards One, Four, and Six of the Teacher Evaluation Process.
- The abbreviated evaluation process for Standards One, Four, and Six remains consistent with the Teacher Evaluation Process described above with the exception of the requirement for observations.
- Teachers receiving an abbreviated evaluation should receive two informal observations of a minimum of twenty minutes each. Observers shall note the teacher’s performance in relationship to Standard One and Four on the Rubric for Evaluating North Carolina Teachers.
- Teachers receiving an abbreviated evaluation may request that the evaluator conduct a formal observation as described above.

Clarification of Evaluation Procedures for Career-Status Teachers

- A career-status teacher participates in a full evaluation process during the teacher’s license renewal year. During a full year of evaluation, the principal shall conduct at least three observations, including at least one formal observation and two other observations either formal or informal. The principal should rate all elements and all standards on the Summary/End-of-Year Rating Form during the year a career-status teacher renews his/her license. (See Appendix C.)
- In school years when a career-status teacher is not renewing his/her license, the principal may choose to conduct an abbreviated evaluation. As set forth in the above policy, the principal conducts at least two informal observations using the abbreviated rubric and the abbreviated Summary/End-of-Year Rating Form. The teacher may request a full evaluation. (See Appendix C.)

Rubric for Evaluating North Carolina Teachers

Explanation of the Rubric and Performance Ratings

The following rubric was developed to align with and exemplify the North Carolina Professional Teaching Standards I-V approved by the North Carolina State Board of Education in June 2007. The rubric should be used in conjunction with the standards descriptions. The rubric will be used by the principal during teacher observations to check descriptors that describe levels of performance and by the teacher during self-assessment. After all observations have been completed, the number of checks per descriptor will guide the principal to determine the performance rating for each element. (See Directions for Scoring the Summary/End-of-Year Rating Form.) Together, these materials form the core of the North Carolina Teacher Evaluation process.

After all observations have been completed, teacher performance will be noted as follows:

Developing: Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

Proficient: Teacher demonstrated basic competence on standard(s) of performance.

Accomplished: Teacher exceeded basic competence on standard(s) of performance most of the time.

Distinguished: Teacher consistently and significantly exceeded basic competence on standard(s) of performance.

Not Demonstrated: Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Principal/Evaluator must comment about why it was used.)

These levels are cumulative across the rows of the rubric. The Developing teacher may exemplify the skills expected of a teacher who is new to the profession or an experienced teacher who is working in a new content area or grade level, or who needs a new skill in order to meet the standard. A Proficient teacher must exhibit the skills and knowledge described under the Developing header as well as those under Proficient. Likewise, a Distinguished teacher exhibits all of the skills and knowledge described for that element across the row. The Not Demonstrated rating should be used when the teacher is performing below expectations and is not making adequate growth toward becoming proficient on the element. This rating is also used when the principal is not able to check any of the descriptors for the element being rated. If a teacher is rated as Not Demonstrated, then a comment must be made as to why.

Rubric for Evaluating North Carolina Teachers (Required for Self-Assessment and for Observations)

This form should be used for the teacher self-assessment, classroom observation, and the summary evaluation.

Name: _____ Date: _____

School: _____ District: _____

Evaluator: _____ Title: _____

Start Time: _____ End Time: _____

Standard I: Teachers Demonstrate Leadership

Observation	Element Ia. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and they create a culture that empowers students to collaborate and become lifelong learners.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Understands how they contribute to students graduating from high school. <input type="checkbox"/> Uses data to understand the skills and abilities of students.	. . . and <input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school. <input type="checkbox"/> Provides evidence of data driven instruction throughout all classroom activities. <input type="checkbox"/> Establishes a safe and orderly classroom.	. . . and <input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century. <input type="checkbox"/> Evaluates student progress using a variety of assessment data. <input type="checkbox"/> Creates a classroom culture that empowers students to collaborate.	. . . and <input type="checkbox"/> Encourages students to take responsibility for their own learning. <input type="checkbox"/> Uses classroom assessment data to inform program planning. <input type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment.	
	Element Ib. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
	<input type="checkbox"/> Attends professional learning community meetings. <input type="checkbox"/> Displays awareness of the goals of the school improvement plan.	. . . and <input type="checkbox"/> Participates in professional learning community. <input type="checkbox"/> Participates in developing and/or implementing the school improvement plan.	. . . and <input type="checkbox"/> Assumes a leadership role in professional learning community. <input type="checkbox"/> Collaborates with school personnel on school improvement activities.	. . . and <input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school. <input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building.	

Observation	Element Ic. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and Contributes to the: <input type="checkbox"/> improvement of the profession through professional growth. <input type="checkbox"/> establishment of positive working relationships. <input type="checkbox"/> school's decision-making processes as required.	. . . and <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	. . . and <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.		
Element Id. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.					
<input type="checkbox"/> Knows about the policies and practices affecting student learning.	. . . and <input type="checkbox"/> Supports positive change in policies and Practices affecting student learning.	. . . and <input type="checkbox"/> Participates in developing policies and practices to improve student learning.	. . . and <input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.		
Element Ie. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the <i>Code of Ethics for North Carolina Educators</i> (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998. (www.ncptsc.org)					
<input type="checkbox"/> Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input type="checkbox"/> Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input type="checkbox"/> Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input type="checkbox"/> Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and encourages others to do the same.		

Comments:

Examples of Artifacts:

- | | | |
|--|--|---|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Class rules and procedures | <input type="checkbox"/> National Board Certification |
| <input type="checkbox"/> Journals | <input type="checkbox"/> Participation in the Teacher Working Condition Survey | <input type="checkbox"/> Discipline Records |
| <input type="checkbox"/> Student handbooks | <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student work | <input type="checkbox"/> Membership in professional organizations | <input type="checkbox"/> _____ |
| <input type="checkbox"/> School improvement planning | <input type="checkbox"/> Formal and informal mentoring | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Service on committees | <input type="checkbox"/> Surveys | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Relevant data | | <input type="checkbox"/> _____ |

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Observation	Element IIa. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Appreciates and understands the need to establish nurturing relationships.	... and <input type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	... and <input type="checkbox"/> Maintains a positive and nurturing learning environment.	... and <input type="checkbox"/> Encourages and advises others to provide a nurturing and positive learning environment for all students.	
	Element IIb. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
✓	<input type="checkbox"/> Acknowledges that diverse cultures impact the world.	... and <input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	... and <input type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	... and <input type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓	<input type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom.	<input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	<input type="checkbox"/> Consistently incorporates different points of view in instruction.	<input type="checkbox"/> Capitalizes on diversity as an asset in the classroom.	
	Element IIc. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.				
✓	<input type="checkbox"/> Holds high expectations of students.	... and <input type="checkbox"/> Communicates high expectations for all students.	... and <input type="checkbox"/> Encourages and values contributions of students, regardless of background or ability.	... and <input type="checkbox"/> Helps students hold high expectations for themselves and their peers.	

Observation	Element IId. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓ <input type="checkbox"/> Recognizes that students have a variety of learning needs. ✓ <input type="checkbox"/> Is knowledgeable of effective practices for students with special needs.	. . . and <input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students. <input type="checkbox"/> Provides unique learning opportunities such as inclusion and research-based, effective practices for students with special needs.	. . . and <input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. <input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	. . . and <input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. <input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.		
Element IIE. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.					
<input type="checkbox"/> Responds to family and community concerns.	. . . and <input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.	. . . and <input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	. . . and <input type="checkbox"/> Promotes trust and understanding throughout the school community.		

Comments:

Examples of Artifacts:

- | | | |
|---|---|--------------------------------|
| <input type="checkbox"/> Student profiles | <input type="checkbox"/> Communications w/parents/community | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student surveys | <input type="checkbox"/> Professional development on cultural attitudes and awareness | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Cooperation with ESL teachers | <input type="checkbox"/> Use of technology to incorporate cultural awareness into lessons | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Lessons that integrate international content | | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Documentation of referral data and use of IEPs | | <input type="checkbox"/> _____ |

Standard III: Teachers Know the Content They Teach

Observation	Element IIIa. Teachers align their instruction with the North Carolina Standard Course of Study. In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓ ✓ ✓	<input type="checkbox"/> Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans. <input type="checkbox"/> <i>Elementary:</i> Begins to integrate literacy instruction in selected lessons. <input type="checkbox"/> <i>Secondary:</i> Recognizes the importance of integrating literacy strategies within the content areas.	... and <input type="checkbox"/> Understands the <i>North Carolina Standard Course of Study</i> and uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant. <input type="checkbox"/> <i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum. <input type="checkbox"/> <i>Secondary:</i> Incorporates a wide variety of literacy skills within content areas to enhance learning.	... and <input type="checkbox"/> Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant. <input type="checkbox"/> <i>Elementary:</i> Evaluates and reflects upon the effectiveness of literacy instruction. <input type="checkbox"/> <i>Secondary:</i> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	... and <input type="checkbox"/> Assists colleagues in applying such strategies in their classrooms. <input type="checkbox"/> <i>Elementary:</i> Makes necessary changes to instructional practice to improve student learning. <input type="checkbox"/> <i>Secondary:</i> Makes necessary changes to instructional practice to improve student learning.	
Element IIIb. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.					
✓	<input type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	... and <input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	... and <input type="checkbox"/> Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	... and <input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	

Observation	Element IIIc. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Understand the links between grade/subject and the <i>North Carolina Standard Course of Study</i> . <input checked="" type="checkbox"/> Displays global awareness.	. . . and <input type="checkbox"/> Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> . <input type="checkbox"/> Promotes global awareness and its relevance to the subjects.	. . . and <input type="checkbox"/> Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i> . Relates content to other disciplines. <input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices.	. . . and <input type="checkbox"/> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. <input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.		
Element III d. Teachers make instruction relevant to students. Teachers incorporate 21 st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21 st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy and health awareness.					
<input checked="" type="checkbox"/> Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21 st century.	. . . and <input type="checkbox"/> Identifies relationships between the core content and 21 st century content.	. . . and <input type="checkbox"/> Integrates core content and 21 st century content throughout lesson plans and classroom instructional practices.	. . . and <input type="checkbox"/> Deepens students' understandings of 21 st century skills and helps them make their own connections and develop new skills.		

Comments

Examples of Artifacts:

- | | | |
|---|--|--------------------------------|
| <input type="checkbox"/> Display of creative student work | <input type="checkbox"/> Content standards | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Use of NC Standard Course of Study | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Standard IV: Teachers facilitate learning for their students

Observation	Element IVa. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ <input type="checkbox"/> Understands developmental levels of students and recognizes the need to differentiate instruction.</p> <p>✓ <input type="checkbox"/></p>	<p>... and</p> <p><input type="checkbox"/> Understands developmental levels of students and appropriately differentiates instruction.</p> <p><input type="checkbox"/> Assesses resources needed to address strengths and weaknesses of students.</p>	<p>... and</p> <p><input type="checkbox"/> Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.</p> <p><input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.</p>	<p>... and</p> <p><input type="checkbox"/> Encourages and guides colleagues to adapt instruction to align with students' developmental levels.</p> <p><input type="checkbox"/> Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.</p>		
Element IVb. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.					
<p>✓ <input type="checkbox"/> Recognizes data sources important to planning instruction.</p>	<p>... and</p> <p><input type="checkbox"/> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.</p>	<p>... and</p> <p><input type="checkbox"/> Monitors student performance and responds to individual learning needs in order to engage students in learning.</p>	<p>... and</p> <p><input type="checkbox"/> Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.</p>		
Element IVc Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.					
<p>✓ <input type="checkbox"/> Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.</p>	<p>... and</p> <p><input type="checkbox"/> Ensures the success of all students through the selection and utilization of appropriate methods and materials.</p>	<p>... and</p> <p><input type="checkbox"/> Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.</p>		

Observation	Element IVd. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Assesses effective types of technology to use for instruction.	. . . and <input type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction.	. . . and <input type="checkbox"/> Integrates technology with instruction to maximize student learning.	. . . and <input type="checkbox"/> Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
Element IVe. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.					
✓	<input type="checkbox"/> Understands the importance of developing students' critical thinking and problem-solving skills.	. . . and <input type="checkbox"/> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.	. . . and Teaches students the processes needed to: <ul style="list-style-type: none"> <input type="checkbox"/> think creatively and critically, <input type="checkbox"/> develop and test innovative ideas, <input type="checkbox"/> synthesize knowledge, <input type="checkbox"/> draw conclusions, <input type="checkbox"/> exercise and communicate sound reasoning, <input type="checkbox"/> understand connections, <input type="checkbox"/> make complex choices, and <input type="checkbox"/> frame, analyze and solve problems. 	. . . and <input type="checkbox"/> Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.	
Element IVf. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.					
✓	<input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	. . . and <input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	. . . and <input type="checkbox"/> Encourages students to create and manage learning teams.	. . . and <input type="checkbox"/> Fosters the development of student leadership and teamwork skills to be used beyond the classroom.	

Observation	Element IVg. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> <input type="checkbox"/> Demonstrates the ability to effectively communicate with students. <input checked="" type="checkbox"/> <input type="checkbox"/> Provides opportunities for students to articulate thoughts and ideas.	. . . and <input type="checkbox"/> Uses a variety of methods for communication with all students. <input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	. . . and <input type="checkbox"/> Creates a variety of methods to communicate with all students. <input type="checkbox"/> Establishes classroom practices which encourage all students to develop effective communication skills.	. . . and <input type="checkbox"/> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. <input type="checkbox"/> Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.		
Element IVh. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21 st century assessment systems to inform instruction and demonstrate evidence of students' 21 st century knowledge, skills, performance, and dispositions.					
<input checked="" type="checkbox"/> <input type="checkbox"/> Uses indicators to monitor and evaluate student progress. <input checked="" type="checkbox"/> <input type="checkbox"/> Assesses students in the attainment of 21 st century knowledge, skills, and dispositions.	. . . and <input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. <input type="checkbox"/> Provides evidence that students attain 21 st century knowledge, skills and dispositions.	. . . and <input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning. <input type="checkbox"/> Provides opportunities for students to assess themselves and others.	. . . and <input type="checkbox"/> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. <input type="checkbox"/> Encourages and guides colleagues to assess 21 st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.		

Comments

Examples of Artifacts:

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Documentation of differentiated instruction | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Display of technology used | <input type="checkbox"/> materials used to promote critical thinking and | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Professional development | problem solving | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Use of student learning teams | <input type="checkbox"/> Collaborative lesson planning | <input type="checkbox"/> _____ |

Standard V: Teachers Reflect on Their Practice

Observation	Element Va. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools; why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<input type="checkbox"/> Recognizes the need to improve student learning in the classroom.	... and <input type="checkbox"/> Provides ideas about what can be done to improve student learning in the classroom.	... and <input type="checkbox"/> Thinks systematically and critically about learning in the classroom; why learning happens and what can be done to improve student achievement.	... and <input type="checkbox"/> Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	
Element Vb. Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21 st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.					
	<input type="checkbox"/> Understands the importance of professional development.	... and <input type="checkbox"/> Participates in professional development aligned with professional goals.	... and <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs.	... and <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development consistent with its intent.	
Element Vc. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.					
	<input type="checkbox"/> Is knowledgeable of current research-based approaches to teaching and learning.	... and <input type="checkbox"/> Considers and uses a variety of research-based approaches to improve teaching and learning.	... and <input type="checkbox"/> Actively investigates and considers alternative, research-based approaches to improve teaching and learning and uses such approaches appropriately.	... and <input type="checkbox"/> Adapts professional practice based on data and evaluates impact on student learning.	

Comments

Examples of Artifacts:

- | | | |
|--|---|--------------------------------|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Completion of professional development | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Formative assessments | <input type="checkbox"/> Participation in professional learning community | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student work | <input type="checkbox"/> Formative and summative assessment data | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Professional Development Plan | | <input type="checkbox"/> _____ |

Rubric for Evaluating North Carolina Teachers

Signature Page

Teacher Signature

Date

Principal/Evaluator Signature

Date

Peer Signature, if applicable

Date

Comments Attached: _____ Yes _____ No

Principal/Evaluator Signature
(Signature indicates question above regarding comments has been addressed).

Date

Peer Signature, if applicable
(Signature indicates question above regarding comments has been addressed).

Date

Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Directions for Completing the Rubric

Completing the Rubric for Self-Assessment

The teacher will complete a self-assessment based on the Rubric for Evaluating North Carolina Teachers in preparation for the Pre-Observation Conference. The self-assessment is a personal reflection about one's professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final, end-of-year ratings. The teacher should complete the rubric by checking descriptors that characterize strengths and consider descriptors that have not been checked as areas for improvement. The teacher shall measure his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Completing the Rubric for Observations

The principal or evaluator will complete the Rubric for Evaluating North Carolina Teachers during teacher observations. A check in the first column (*Observation*) of the rubric form means that the evaluator should be able to observe the items in that row during routine classroom observations. The evaluator checks descriptors that are observed during the lesson and considers evidence of additional performance responsibilities demonstrated by the teacher. If the observer is not able to mark any of the descriptors for an element, then the Not Demonstrated column is used. In such case, the observer must write a comment about what was observed and suggestions for improving performance. During each post-observation conference, the principal and teacher discuss and document on the rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Directions for Scoring the Summary/End-of-Year Rating Form

After all observations have been completed, the number of checks per descriptor should be added together for scoring the elements of each standard. The principal can review completed rubrics from different observations to guide ratings for each element. The rating for an element is the lowest rating for which all descriptors are marked during the evaluation cycle. After the rating for each element is determined, an overall rating for each standard can be scored.

Overall ratings of standards should not be determined until the end of the year during the Summary Evaluation Conference. During the Summary Evaluation Conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Development Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the rubric. The Summary/End-of-Year Rating Form is to be jointly reviewed by the teacher and evaluator during the Summary Evaluation Conference.

When a teacher is rated as Developing or Not Demonstrated, the principal or evaluator should strongly encourage the teacher to develop a goal to address the area(s) where proficiency has not been reached.

Example of How to Complete the Rubric (Self-assessment and observation)

Standard I: Teachers demonstrate leadership

Observation	a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21 st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
	Developing	Proficient	Accomplished	Distinguished	not Demonstrated (comment required)
✓	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understands how they contribute to students graduating from high school. <input checked="" type="checkbox"/> Uses data to understand the skills and abilities of students 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school. <input checked="" type="checkbox"/> Provides evidence of data driven instruction throughout all classroom activities. <input checked="" type="checkbox"/> Establishes a safe and orderly classroom. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century. <input checked="" type="checkbox"/> Evaluates student progress using a variety of assessment data. <input type="checkbox"/> Creates a classroom culture that empowers students to collaborate. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages students to take responsibility for their own learning. <input type="checkbox"/> Uses classroom assessment data to inform program planning. <input checked="" type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment. 	
b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.					
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Attends professional learning community meetings. <input checked="" type="checkbox"/> Displays awareness of the goals of the school improvement plan 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Participates in professional learning community. <input checked="" type="checkbox"/> Participates in developing and/or implementing the school improvement plan. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assumes a leadership role in professional learning community. <input checked="" type="checkbox"/> Collaborates with school personnel on school improvement activities. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school. <input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building. 	

Observation	c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (comment required)
	<input checked="" type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	... and Contributes to the: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> improvement of the profession through professional growth. <input checked="" type="checkbox"/> establishment of positive working relationships <input checked="" type="checkbox"/> school's decision-making processes as required. 	... and <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	... and <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.	
d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.					
	<input checked="" type="checkbox"/> Knows about the policies and practices affecting student learning.	... and <input checked="" type="checkbox"/> Supports positive change in policies and practices affecting student learning.	... and <input type="checkbox"/> Participates in developing policies and practices to improve student learning.	... and <input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)					
	<input checked="" type="checkbox"/> Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	... and <input checked="" type="checkbox"/> Demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	... and <input type="checkbox"/> Knows and upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	... and <input type="checkbox"/> Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct and encourages others to do the same.	

Comments

Examples of Artifacts:

- | | | |
|--|--|--|
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Relevant data | <input type="checkbox"/> Formal and informal mentoring |
| <input type="checkbox"/> Journals | <input type="checkbox"/> Class rules and procedures | <input type="checkbox"/> Surveys |
| <input type="checkbox"/> Student handbooks | <input type="checkbox"/> Participation in The Teacher Working Condition Survey | <input type="checkbox"/> National Board Certification |
| <input type="checkbox"/> Student work | <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Discipline records |
| <input type="checkbox"/> School improvement planning | <input type="checkbox"/> Membership in professional organizations | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Service on committees | | <input type="checkbox"/> _____ |

Example of Scoring the Summary/End-of-Year Rating Form

Summary Rating Form for Teachers	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Standard I: Teachers demonstrate leadership					
A. Leads in the classroom	X				
B. Leads in the school		X			
C. Leads the teaching profession		X			
D. Advocates for the school and students		X			
E. Demonstrates high ethical standards		X			
Overall Rating for Standard I		X			
Standard II: Teachers establish a respectful environment for a diverse population					
A. Provides an environment that is inviting, respectful, supportive, inclusive and flexible		X			
B. Embraces diversity in the school community and in the world				X	
C. Treats students as individuals		X			
D. Adapts teaching for the benefit of students with special needs		X			
E. Works collaboratively with families and significant adults in the lives of their students				X	
Overall Rating for Standard II		X			
Standard III: Teachers know the content they teach					
A. Aligns instruction with the North Carolina Standard Course of Study		X			
B. Knows the content appropriate to the teaching specialty		X			
C. Recognizes the interconnectedness of content areas/disciplines		X			
D. Makes instruction relevant to students				X	
Overall Rating for Standard III		X			
Standard IV: Teachers facilitate learning for the students					
A. Knows the ways in which learning takes place, and the appropriated levels of intellectual, physical, social, and emotional development of students	X				
B. Plans instruction appropriate for students	X				
C. Uses a variety of instructional methods		X			
D. Integrates and utilizes technology in instruction		X			
E. Helps students develop critical-thinking and problem-solving skills		X			
F. Helps students work in teams and develop leadership qualities		X			
G. Communicates effectively	X				
H. Uses a variety of methods to assess what each student has learned		X			
Overall Rating for Standard IV		X			
Standard V: Teachers reflect on their own practice					
A. Analyzes student learning				X	
B. Links professional goals		X			
C. Functions effectively in a complex, dynamic environment		X			
Overall Rating for Standard V		X			

Comments:

- ✓ Teacher demonstrates a willingness to collaborate and participates in the staff development effort to improve instruction to meet the individual needs of students.
- ✓ Teacher's classroom is a safe (physically and emotionally) environment

Recommended actions for improvement:

- ✓ Seek opportunities to be more involved in the committees designed to improve the school environment

Evidence or documentation that supports rating:

- _____ Unit plans and/or lessons plans
- _____ School improvement team membership
- _____
- _____
- _____

Teacher Summary/End-of-Year Rating Form (Required)

This form is to be jointly reviewed by the teacher and evaluator or designee during the Summary Evaluation Conference conducted at the end of the year. Principals are required to complete this form for Initially Licensed Teachers. The principal's designee may complete it for Probationary Teachers who are not Initially Licensed teachers and for Career Teachers.

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Date Completed: _____ Evaluator's Title: _____

_____ Probationary Teacher _____ Career Status Teacher (Please check one)

Standard I: Teachers Demonstrate Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers lead in their classrooms.					
B. Teachers demonstrate leadership in the school.					
C. Teachers lead the teaching profession.					
D. Teachers advocate for schools and students.					
E. Teachers demonstrate high ethical standards.					
Overall rating for Standard I					

<p>Comments:</p> <p>Recommended Actions for Improvement:</p> <p>Resources needed to complete these actions:</p> 	<p>Evidence or documentation to support rating:</p> <p>___ Lesson Plans</p> <p>___ School Improvement Planning</p> <p>___ Teacher Working Conditions</p> <p>___ Surveys</p> <p>___ Journals</p> <p>___ Service on Committees</p> <p>___ Professional Learning Communities</p> <p>___ National Board Certification</p> <p>___ Student Handbooks</p> <p>___ Relevant Data</p> <p>___ Membership in Professional Organizations</p> <p>___ Discipline Records</p> <p>___ Student Work</p> <p>___ Class Rules and Procedures</p> <p>___ Formal and Informal Mentoring</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.					
B. Teachers embrace diversity in the school community and in the world.					
C. Teachers treat students as individuals.					
D. Teachers adapt their teaching for the benefit of students with special needs.					
E. Teachers work collaboratively with the families and significant adults in the lives of their students.					
Overall rating for Standard II					

<p>Comments:</p> <p>Recommended Actions for Improvement:</p> <p>Resources needed to complete these actions:</p> 	<p>Evidence or documentation to support rating:</p> <p>___ Student Profiles</p> <p>___ Documentation of Referral Data and Use of IEPs</p> <p>___ Student Surveys</p> <p>___ Communications with Parents/Community</p> <p>___ Cooperate with ESL Teachers</p> <p>___ Lessons that Integrate International Content</p> <p>___ Use of Technology to incorporate cultural awareness into Lessons</p> <hr/> <hr/> <hr/> <hr/>
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Standard IV: Teachers Facilitate Learning for Their Students

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.					
B. Teachers plan instruction appropriate for their students.					
C. Teachers use a variety of instructional methods.					
D. Teachers integrate and utilize technology in their instruction.					
E. Teachers help students develop critical thinking and problem-solving skills.					
F. Teachers help students work in teams and develop leadership qualities.					
G. Teachers communicate effectively.					
H. Teachers use a variety of methods to assess what each student has learned.					
Overall rating for Standard IV					

<p>Comments:</p> <p>Recommended Actions for Improvement:</p> <p>Resources needed to complete these actions:</p> 	<p>Evidence or documentation to support rating:</p> <p>___ Lesson Plans</p> <p>___ Documentation of Differentiated Instruction</p> <p>___ Display of technology used</p> <p>___ Materials used to promote Critical Thinking and Problem Solving</p> <p>___ Professional Development</p> <p>___ Collaborative Lesson planning</p> <p>___ Use of student learning teams</p> <hr/> <hr/> <hr/> <hr/>
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Standard V: Teachers Reflect on Their Practice

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers analyze student learning.					
B. Teachers link professional growth to their professional goals.					
C. Teachers function effectively in a complex, dynamic environment.					
Overall rating for Standard V					

<p>Comments:</p> <p>Recommended Actions for Improvement:</p> <p>Resources needed to complete these actions:</p> 	<p>Evidence or documentation to support rating:</p> <p>___ Lesson Plans</p> <p>___ Completion of Professional Development</p> <p>___ Formative Assessments</p> <p>___ Participation in Professional Learning Community</p> <p>___ Student Work</p> <p>___ Formative and Summative Assessment Data</p> <p>___ Professional Development Plan</p> <hr/> <hr/> <hr/>
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Teacher Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: ___ Yes ___ No

Principal/Evaluator Signature
(Signature indicates question above regarding comments has been addressed).

Date

Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Standard VI: Teachers Contribute to the Academic Success of Students

The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth. A teacher's rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness.

For the 2011 – 2012 school year, the student growth value is a weighted measure:
70% based on the student growth value for the individual students taught by the educator
30% based on the student growth value for the entire school

For the 2011-2012 school year, the student growth value for a teacher in a currently non-tested grade or subject is 100% based on the student growth value for the entire school.

All local school boards shall use student growth values generated through a method approved by the State Board of Education.

Does not meet expected growth	Meets expected growth	Exceeds expected growth
The student growth value for the teacher is lower than what was expected per the statewide growth model.	The student growth value for the teacher is what was expected per the statewide growth model.	The student growth value for the teacher exceeds what was expected per the statewide growth model.

Note: Standard VI is included in the observation rubric as part of the overall teacher evaluation; however, ratings for this Standard are *not* completed by the evaluator. No further work is needed with Standard VI to complete the observation.

Professional Development Plan (Required)

School Year: _____

Year: 1 2 3 4

Career Status

Lateral Entry: 1 2 3

Name: _____

Position/Subject Area: _____

School: _____

Mentor: _____

Position/Subject Area: _____

(Required in the first three years for all beginning teachers)

School: _____

A. NC Professional Teaching Standards

Standard(s) to be addressed:

1. Teachers Demonstrate Leadership
2. Teachers Establish a Respectful Environment for a Diverse Population of Students
3. Teachers Know the Content They Teach
4. Teachers Facilitate Learning for Their Students
5. Teachers Reflect on Their Practice

Element(s) to be addressed:

B. Teacher's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				

Teacher's Signature: _____

Date: _____

Mentor's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Plan: Individual Monitored Directed

Professional Development Plan—Mid-Year Review

To be completed by (date): _____

Teacher: _____

Academic Year: _____

C. Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

--

D. Narrative

Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
Teacher's Signature:	Mentor's Signature:	Administrator's Signature:
Date:	Date:	Date:

Professional Development Plan—End-of-Year Review

To be completed by (date): _____

Teacher: _____

Academic Year: _____

E. Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

--

F.

Goal 1 was successfully completed.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Goal 2 was successfully completed.	Yes <input type="checkbox"/> No <input type="checkbox"/>

G. Narrative

Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
Teacher's Signature:	Mentor's Signature:	Administrator's Signature:
Date:	Date:	Date:

Record of Teacher Evaluation Activities (Required)

Teacher Name: _____ ID#: _____

School: _____ School Year: _____

Position/Assignment: _____

Evaluator: _____ Title: _____

Teacher Background (Briefly describe the teacher’s educational background, years of experience, teaching assignment, and any other factors that may impact the evaluation):

The North Carolina Teacher Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Teacher Signature	Evaluator Signature
Orientation			
Pre-Observation Conference			
Observation #1			
Post-Observation Conference #1			
Pre-Observation Conference (optional)			
Observation #2			
Post-Observation Conference #2			
Pre-Observation Conference (optional)			
Observation #3			
Post-Observation Conference #3			
Pre-Observation Conference (optional)			
Observation #4 (if required)			
Post-Observation Conference #4 (if required)			
Summary Evaluation Conference			
Professional Development Plan Completed			

Appendix A: Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. To uphold these commitments, the educator:

I. Commitment to the Student

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
- E. When acting in an administrative capacity:
 - a. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - b. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - c. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - d. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

Section .0600 - Code of Professional Practice and Conduct for North Carolina Educators 16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as “educator” or “professional educator,” and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;
Eff. April 1, 1998.

16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators

- A. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- B. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
 1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
 2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
 3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
 - a. Statement of professional qualifications;
 - b. Application or recommendation for professional employment, promotion, or licensure;
 - c. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
 - d. Representation of completion of college or staff development credit;
 - e. Evaluation or grading of students or personnel;
 - f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
 - g. Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
 - h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
 4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local

- superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
 - a. Any use of language that is considered profane, vulgar, or demeaning;
 - b. Any sexual act;
 - c. Any solicitation of a sexual act, whether written, verbal, or physical;
 - d. Any act of child abuse, as defined by law;
 - e. Any act of sexual harassment, as defined by law; and
 - f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
 6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
 7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
 8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
 9. Alcohol or controlled substance abuse. The educator shall not:
 - a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;
 - b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
 - c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
 - d. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
 10. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
 11. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
 12. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998.

Appendix B: Code of Ethics for North Carolina Educators

North Carolina Professional Teaching Standards Commission Members, 2006–2008

Carolyn Williams, Commission Chair, Wake County
David Corsetti, Commission Vice Chair, Wake County
Dianne Jackson, Secretary, Treasurer, Chapel Hill/Carrboro City
Brian Freeman, Member at Large, Robeson County
Diana Beasley, Hickory City Sheree Covey, Dare County Eddie Davis III, NCAE
Felicia Eybl, Charlotte-Mecklenburg
Jack Hoke, Alexander County Sarah Holden, Moore County Tammy Jordan, Bladen County
Allison Ormond, Rockingham County
Dr. Delores Parker, NC Community Colleges Dr. Donna Simmons, Gardner-Webb University Meg Turner, Buncombe County
Ruth Wormald, Wake County
Carolyn McKinney, Executive Director
Connie Barbour, Program Assistant

For More Information:

Carolyn McKinney, Executive Director
6328 Mail Service Center | Raleigh, NC 27699-6328
Phone: 919.807.3423 | Fax: 919.807.3426 | www.ncptsc.org

Appendix C: North Carolina Teacher Evaluation Process With Option for Abbreviated Evaluation for Career-Status Teachers

Category of Teachers	Teacher Self-Assessment	Professional Development Plan	Pre-Observation Conference	Formal Observation (with post-conference)	Formal Observation (with post-conference)	Formal Observation (with post-conference)	Peer Observation (with post-conference)	Informal Observation	Informal Observation	Summative Evaluation Conference	Summary Rating Form
Probationary Teachers	X	X	X	X	X	X				X	X
Career-Status Teachers in License Renewal Year	X	X	X	X	Two additional observations are required beyond the one formal observation. These may be formal or informal observations.			X	X	X	X
Abbreviated Evaluation for Career-Status Teachers	X	X						X On Standards 1 and 4	X On Standards 1 and 4	X On Standards 1, 4, and 6	X On Standards 1, 4, and 6

Not reflected in this table are the training and orientation that are provided to all teachers at the beginning of each school year.

Opportunity to Provide Feedback on Developing Leaders for Turnaround Schools

US DEPARTMENT OF EDUCATION GRANT APPLICATION:

The NC Department of Public Instruction in partnership with NC State University and selected LEAs is applying for a grant to develop a school leadership pipeline of effective principals in the northeast region of the state.

This initiative will include the following:

- recruiting and selecting promising current and prospective school leaders;
- providing high-quality training to selected school leaders to prepare them to successfully lead turnaround efforts;
- placing school leaders in identified schools and provide them with ongoing professional development and other support that focuses on instructional leadership and school management; and
- retaining effective school leaders using incentives.

* Required

Which of the following best describes you? *

- School Leader (school principal or member of the school leadership team)
- Teacher
- Parent/Community Member
- Other:

The following questions are focused on historically high-need and/or under-performing schools.

On a scale of 1-10, how important is it to recruit and select effective school leaders? *

1 2 3 4 5 6 7 8 9 10

Not Important Very Important

On a scale of 1-10, how important is it for school leaders to have high-quality training and preparation? *

1 2 3 4 5 6 7 8 9 10

Not Important Very Important

On a scale of 1-10, how important is ongoing coaching support for a school leader? *

1 2 3 4 5 6 7 8 9 10

Not Important Very Important

On a scale of 1-10, how effective would a financial incentive be in RECRUITING school leaders to your region? *

1 2 3 4 5 6 7 8 9 10

Not Effective Very Effective

On a scale of 1-10, how effective would a financial incentive be in RETAINING school leaders in your region? *

1 2 3 4 5 6 7 8 9 10

Not Effective Very Effective

On a scale of 1-10, how supportive would you be of a financial incentive for principals placed in a high-needs school? *

1 2 3 4 5 6 7 8 9 10

Not Supportive Very Supportive

Do you think it is important to have leadership who have experience working with underserved student populations? *

i.e., English Language Learners, Exceptional Children, Socioeconomically Disadvantaged, Academically Intellectually Gifted, etc.

- Yes
- No
- I don't know

Any additional feedback?

If you would like to participate in a public forum about leadership pipelines for the northeast region of the state, please join us at the Gateway Technology Center in Rocky Mount, NC at 4:00 P.M. on Tuesday, May 13.

Gateway Technology Center
3400 N Wesleyan Blvd
Rocky Mount, NC 27804

**THE HALIFAX COUNTY BOARD OF EDUCATION
CENTRAL OFFICE ADMINISTRATION BUILDING
9525 Hwy 301 South
Halifax, NC 27839**

**OPEN SESSION MINUTES
Monday, May 5, 2014**

The Halifax County Board of Education met in session on Monday, 5, 2014. The meeting was held at the Central Office Administration Building, located at 9525 Hwy 301 South, Halifax, North Carolina 27839.

Excerpt from the minutes:

Dr. E. Frederick presented to the Board a proposed Grant Opportunity with NELA SIG. This grant will allow the district to get more paid NELA slots for future principals to be trained by NELA. The grant must be submitted by May 23, 2014. Three districts have been offered the option to participate: Edgecombe, Warren and Halifax.

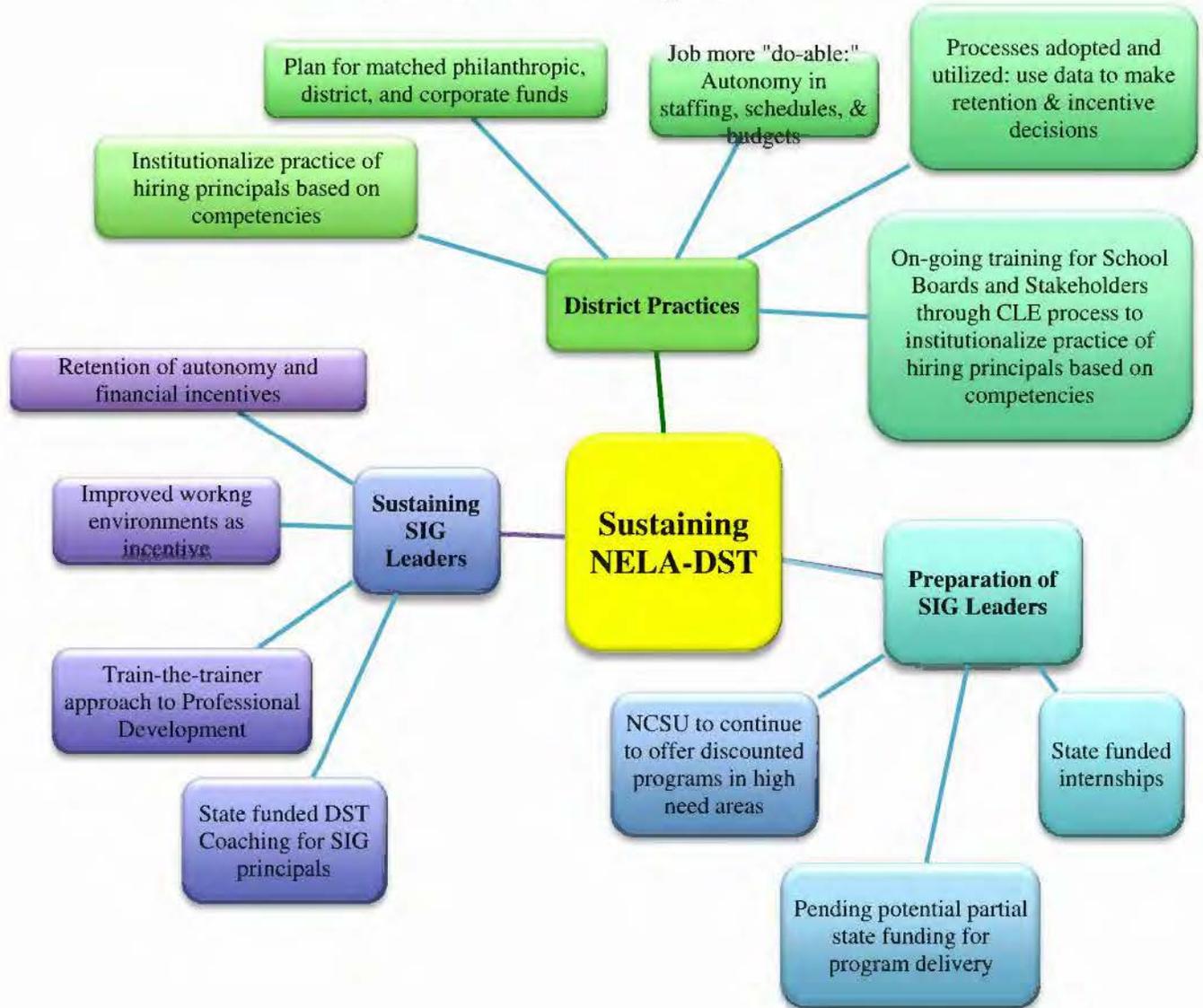
Mr. T. Few asked if there are any strings attached or anything hidden.

Mrs. Brooks stated that the grant would pay for the tuition and any Professional Development. We will hire the candidates to work in the SIG schools.

The consensus of the board is for Dr. Frederick to move forward with the signing of the MOU by the superintendent and the board chair.

Appendix V.K.

NELA-DST Sustainability Plan





About Us

Like 7 people like this.

We envision a world in which community challenges are addressed, not by individual leaders, but by collective leadership -- groups of local residents working together for sustainable change. Unlike conventional learning institutions, which may rely on traditional pedagogy, credentialed experts, and academic texts, the Community Learning Exchange views communities and people as the new instructors and texts for learning. It encourages community members to share actions, practices, ideas and outcomes with one another in environments that respect and value local wisdom.

Welcome to
Community Learning
Exchange

[Sign Up](#)
or [Sign In](#)

For a summary of our work, our goals, and our accomplishments, please download our current [Case Statement \(PDF\)](#).

In 2008, eleven communities that had been working together for several years with the W.K. Kellogg Foundation (in the Kellogg Leadership for Community Change initiative -- KLCC) launched the Community Learning Exchange as a way to spread community wisdom about collective leadership for community change to other communities across the United States. The first CLE was held in Texas in 2008. The Community Learning Exchange is a program of the Center for Ethical Leadership and partner communities. The CLE is supported by a grant from the W.K. Kellogg Foundation.



What is the Community Learning Exchange?

The CLE is a growing network that connects local communities, organizations and change agents across the U.S. through:

- 3-day learning exchanges,

Appendix V.M.

NELA-DST's Response to Criticisms of Traditional Leadership Preparation Approaches

In the table below, the criticisms of traditional preparation programs are in the left column, and NELA-DST's approach is in the right column.

From (Criticisms of Traditional Approach)	To (NELA-DST's Approach)
Self-Nomination, minimal admission requirements (e.g., GPAs and test scores)	Rigorous selection - candidates participate in performance-based assessments
Course-Based with little to no integration	Standards-Driven, outcomes-based mastery , all elements of the program are aligned (NC Standards for School Executives)
Preparation occurs after school, during the Night Shift	Preparation occurs during the Day Shift (in action of school day)
Delivered on University Campns	Local Delivery
General Topics	Turnaround, High-Need Schools Concepts
General Written Assignments	Authentic Problem Solving Experiences
Internship During Teacher Prep Time	Extended Immersion in Multiple Contexts
Busses, Books, and Discipline	Emphasis on Instructional Leadership
Too Many Theories & Too Many War Stories	Blended Faculty of Practitioner-Scholars
Little Field-Based Support	Vetted and Trained Mentors and Coaches
Sit and Get	Tell Me, Show Me, Grow Me Approach
Lone Ranger	Critical Mass of Turnaround Specialists
Learning about Technology	Technology for Learning (reflection, data-based decision making, efficiency, digital learning environments)
Schools in Community	Schools as Community
"That will never work here"	"Come see how it's being done."
Licensure Only	Commitment to Serve
Graduation = the end	Induction Support , Career-Spanning Professional Growth, Just-in-Time Professional Learning (Pre-leadership planning and Leadership PLCs for leaders)
No Program Evaluation	Strategic Data Collection and Analysis Informing and Strengthening Preparation Programs

(Modified from: Briggs, Cheney, Davis & Moll, 2013).

The Northeast Leadership Academy Fellow Selection Process Cohort 4

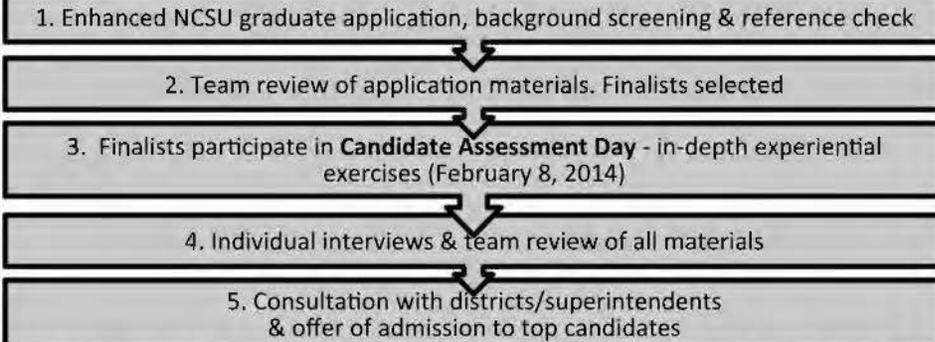
Leadership succession planning or investing in leadership “bench strength” is a standard practice in successful corporations and in high performing educational systems. We know that great schools have great leaders. NELA targets resources to prepare the very best leaders for NC’s schools and improve student outcomes.

To prepare highly effective leaders for NC’s schools, NELA uses a multi-step selection process that includes experiential events in which candidates must demonstrate their skills, knowledge and dispositions. It is through these carefully sequenced interactions that NELA selects the very best people – those who demonstrate characteristics of principals that research has identified as linked to higher levels of student performance and correlated with deeper school change.

NELA selects Fellows who: have high expectations and share the belief that all children can achieve at high academic levels; have a sense of urgency and personal accountability for achieving results for students; have a deep commitment to equity and community engagement; possess a deep knowledge of curriculum and instruction and monitors teacher effectiveness; and have strong resiliency skills to persevere when confronted with setbacks.



Multi-Step Selection Process:



Applicants complete an enhanced NCSU Graduate School application and must pass a background screening and reference check. Letters of recommendation for this stage of the process should come from the **candidate’s immediate supervisor(s)** and others who have worked closely with the candidate. Candidates should **NOT** seek superintendent endorsement.

Consultation with the superintendent will take place after Candidate Assessment Day and will be based in part on the candidate’s performance during the assessment activities.

After a careful review of applications, the NELA Leadership Team and NCSU Educational Leadership faculty select finalists to participate in NELA’s Candidate Assessment Day. During the full-day assessment, finalists engage in authentic scenario-based activities. Each individual is assessed by evaluation teams composed of current teachers, principals, K-12 students, district turnaround coaches, district superintendents, and university faculty. (For a more detailed description of the Assessment Day, please see: go.ncsu.edu/nela).

During Candidate Assessment Day, finalists:

- ✓ Role play scenario with a current high school student;
- ✓ Role play scenario with a current K-12 teacher;
- ✓ Complete the GRIT Perseverance Survey;
- ✓ Role play a School Improvement Team Meeting scenario;
- ✓ Complete a timed authentic writing activity (20 minutes to write a memo that will go home to families about an incident at school);
- ✓ Participate in a 30 minute individual interview;
- ✓ Complete McREL’s 21 Leadership Responsibilities Sort

At the end of the day, the assessment team debriefs with the NELA Leadership Team about the strengths and weaknesses of each candidate. The NELA Leadership Team then completes a comprehensive reviews all the materials, consults with district leaders, and makes final admission decisions.

Appendix V.O.:

NELA-DST Aspiring SIG Leaders Program Internships

NELA-DST will utilize internships similar to the current NELA program:

School Full Year Internship

Fellows have the opportunity and responsibility to engage in a full-time, full academic year school leadership internship. The Fellow works closely with their principal mentor and executive coach to develop a set of learning objectives for the experience. NELA directors monitor the plan in a 360 degree manner with all of the assessment reports previously described. Additionally, the principal mentor and executive coach hold regular face-to-face meeting to examine learning targets and growth.

Internship Problem of Practice

Internships traditionally have mixed results. They are usually hampered by the fact they are part-time. However, another barrier to a successful internship is the lack of authentic work with a legitimate school problem. We use a model that enables students to work through an entire cycle of Collaborative Inquiry and Action (Militello, Rallis, & Goldring, 2009). This begins with the identification of a problem of practice. Fellows must demonstrate the root causes of the problem through data (including new data collection) and engagement with multiple stakeholders. The next two steps in the cycle include gaining acceptance of the problem and developing a theory of action vis-a-vis a logic model. Only then do Fellows engage in action. A robust evaluation (consisting of outputs, outcomes, and impact) plan is utilized to understand and reflect upon the strategies employed. At the end of the full year cycle Fellows create and present a poster of their Problem of Practice.

Individual Leadership Learning Plan

NELA provides personalized education to our Fellows through the use of Individual Leadership Learning Plans. Like an Individualized Education Plan (IEP) for PreK-12 students, multiple diagnostic tools are used to identify areas for improvement, and create comprehensive action plans for targeted improvement and measurable growth. Fellows' Leadership Learning Plans are the basis for their internship leadership learning needs assessment. The resulting document outlines specific learning goals, accompanied by specific activities or experiences at the internship school that will help the Fellow develop and practice the identified leadership skills. The document is co-created by the Fellow their coach, and their mentor principal. Progress towards the identified goals is monitored by the coach, with input from the mentor principal and NELA faculty. The resulting artifacts to document the Fellow's growth must be carefully archived

and become the Fellow's portfolio for licensure application. Each artifact includes a corresponding narrative to understand current and desired levels of proficiency. Fellows actively document their experiences throughout internship using a variety of technology-based resources (web, video, multimedia).

The Individual Leadership Learning Plan also outline any possible Internship Rotation(s) the Fellow should experience based on individual Fellow learning needs and may cross school levels when appropriate (i.e. rotation at Elementary, Middle, High School, Central Office). In addition to the school site-visits Fellows experience as a cohort every semester to show them examples of successful schools with student demographics similar to their own school, each Fellow also identifies for a possible site-visit at least one high performing, high poverty school.

Summer Community Internship

As part of the School and Community Engagement program component, each aspiring principal, or NELA Fellow, participates in an internship with a community organization during the summer. They work with organizations which have a significant, positive impact in northeastern North Carolina. Through their internship experience, Fellows learn about the vision, mission, and daily operations of the organization; better understand how community organizations can work in conjunction with schools and other institutions to meet critical needs; and gain a deeper appreciation for the assets in the community that can be leveraged to support students. In addition, Fellows work with other leaders in organizations to design a plan for a community-based, school-affiliated initiative that addresses local needs, and develop a viable grant proposal to support this initiative. No financial commitment from the organization is required. A partnership between NCSU NELA and the [Rural School and Community Trust](#) designs and delivers the NELA community internship. *Please view a sampling of videos from the community internships:*

<http://vimeo.com/edutrope/communityintern>

<https://vimeo.com/49422164>

Appendix V.P.: NELA-DST Aspiring SIG Leaders

Program Structures

Scope and Sequence

A set of nationally recognized standards anchor NLEA-DST in addition to an integration of research and professional knowledge with leadership practice. NELA-DST purposefully prepares leaders for schools with diverse, low-income student populations.

Admission and Orientation into NELA-DST Aspiring SIG Leaders Academy	
Recruitment	<i>Please see the Recruitment and Selection section for more detail.</i>
Recommendations	
University Assessment	
NELA Assessment Day	
Orientation	Once admitted, NELA Fellows engage in a multi-day orientation. The orientation involves both the content of the program and the context of the university. Activities include a scavenger hunt activity that is designed around the principles of a pre-reading (Covey’s Seven Habits) and takes Fellows to various important sites on campus-- both historical sites and sites they will need to know such as the student ID office.

Scope and Sequence

Each course has an accompanying artifact that is linked to the Standards. Every semester Fellows also experience a variety of specialized trainings that are outside of university classes that enhance their coursework. We utilize a **spiraling curriculum** to facilitate continuous improvement of essential skills and knowledge sets. Models of effective leaders (for example, teacher coaching and evaluation) are practiced time and again - each iteration exposing Fellows to more advanced concepts and practices. Fellows participate in a day-long **formative assessment experience** (modeled after Candidate Assessment Day) toward the end of each semester. Instructors, coaches, mentor principals provide feedback to each Fellow in addition to the formative assessment experiences. Fellows then meet individually with the Project Director where they receive targeted feedback, review and revise their Individual Leadership Learning Plans, and co-construct a comprehensive action plan for targeted improvement and measurable growth. Fellows who fail to meet their growth targets obtain

additional support through more intensive coaching and individualized professional development opportunities.

The scope and sequence for NELA-DST is unconventional. Traditional programs set courses each semester. NELA-DST begins and ends its design, instruction, and assessment with candidate standards. As such, we provide a set of experiences each semester. Many are associated with traditional courses, however we fold in trainings and experiences within each semester.

Year One: Fall	
COURSES	
Elements of Education	History of Education, Purpose of Education, Leadership Theory, Understanding Strengths (Strengths Finder), Habits of Mind (Covey), and Habits of the Heart and Relationship Building (Carnegie, Tschannen-Moran)
School Law	<p>This course develops skills of legal research and analysis in the field of education law at the public elementary and secondary school level as well as survey the myriad of legal issues found in today's school environment. Particular attention addresses the current legal trends and decisions as they impact the state of NC. Consequently, students spend time on many assignments, as well as much of the class time, which develops an understanding of legal issues impacting educational practitioners, especially school leaders. Some of these skills include Internet-based legal research (i.e. the ability to locate a range of pertinent legal sources), close analysis of primary legal materials, tightly argued and concise memoranda, oral recitation of points of law and educational policy recommendations for practice. Students create and deliver professional development for teachers around school law concepts. Students also create a video of a School Law lesson they deliver to teachers in their schools</p> <p><i>NC DPI School Executive Standards: 5d.1, 5d.2; 6b.1. Dispositions: Judgment; Personal ethnics and values; Environmental Awareness; Systems Thinking; Communication; Dialogue/Inquiry; Personal Responsibility for Performance; Results Orientation; Time Management. ELCC Standards: 2.1; 3.1, 3.2; 5.1, 5.2, 5.3; 6.1, 6.2, 6.3. Lens: Ethical considerations, Social Justice, Equity, Diversity, Special Education.</i></p>
Developmental Project	PreK-Early Elementary and site visit to high performing elementary schools.
Specialized Preparation	
Understanding by Design	Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.
Conflict Resolution	Conflict Resolution training provides Fellows with knowledge and skills for managing conflict and maintaining effective working relationships. The focus is: defining conflict; differentiating between constructive and destructive conflict; explain 5 conflict resolution models; examine impact of relationships on conflict resolution and apply a 5 step conflict resolution process. Case studies along with participant role-plays enhance the seminar. Fellows complete the Thomas Kilman Conflict Model, which reveals their style under conflict.

Crucial Conversations	As schools become more democratic a leader's ability to talk effectively becomes more critical. Based on the best seller, <i>Crucial Conversations</i> , this training teaches Fellows how to communicate best when it matters most. Fellows learn how to: prepare for high stakes situations with a proven technique; transform anger and hurt feelings into powerful dialogue; make it safe to talk about almost anything; and be persuasive, not abrasive. Fellows master crucial conversation skills at home, at work, and at play. Crucial Conversations training consists of two consecutive whole-day sessions.
Digital Storytelling Retreat	We work with the Llano Grande Center for Research and Development (llanogrande.org) to provide a three-day workshop on Digital Storytelling. In the previous section of the application we provided a number of example artifacts. Additionally, the appendix has an entire page of links to stories.
Teacher Evaluation	This semester students begin to understand the elements of the NC Teacher Evaluation Instrument.
Leadership for Social Justice	Students begin to understand elements of race and systemic problems that emerge including poverty. Implications and awareness to self and surrounding community is the focus this semester.
DST SIG School Leadership	Professional Development Series completed with mentor principal to be ready to hit the ground running Fellows they complete the program.

Year One: Spring	
COURSES	
Teacher Empowerment and Leadership	<p>This course examines school organizational theories and critical domains of leadership (e.g., school vision, culture, management, collaboration, ethics, and environments). Fellows develops conceptual, managerial and interpersonal leadership skills through analysis of school goals and purpose; organizational design, development and improvement; curricular and instructional leadership; and school-community relationships. It also explores concepts of distributive leadership, teacher empowerment, and professional learning communities. Instructional activities include lecture, seminar discussion, role-plays, and case and problem-based analysis.</p> <p><i>NC DPI School Executive Standards: 1d, 3a, 3d. Dispositions: Communication (relationships), Empowerment (dialogue/inquiry, emotional intelligence), Vision (systems thinking, visionary) ELCC Standards: 1.3, 1.4; 2.1, 2.3; 3.1; 5.3; 7.3, 7.4 Lens: Ethical considerations, Social Justice, Equity, Technology</i></p>
Organizational Management I: Human Resource Management	<p>This course focuses on the professional development of school staff to promote improved student learning. Topics include principles of school personnel evaluation; issues related to recruiting, hiring, placing, mentoring, retention, and dismissal; evaluation models for professional and classified staff; focus on instructional time, and effective professional development models to support lifelong learning and reflective practice.</p> <p><i>NC DPI School Executive Standards: 4b, 4c and 6b . Dispositions: Communication (relationships), Empowerment (dialogue/inquiry, emotional intelligence), Vision (systems thinking, visionary). ELCC Standards: 1.3, 1.4; 2.1, 2.2, 2.3; 3.1, 3.3; 5.3; 6.1, 6.2; 7.3, 7.4 Lens: Ethical considerations, Social Justice, Equity, Technology</i></p>

Developmental Project	Upper Elementary and site visit to high performing elementary schools.
Specialized Preparation	
Understanding by Design	Understanding by Design (UbD) Part II and Leadership by Design.
Facilitative Leadership	Education and business settings today require leaders involve those with whom they work in the decision making process. Facilitative Leadership® is a three day workshop that helps participants operationalize shared decision making by offering opportunities to explore specific practices, skills, and tools that empowers others to work together to achieve common goals. The Seven Practices of Facilitative Leadership enable leaders of school districts, leaders of schools, and leaders of classrooms to tap into the creativity and experience of those with whom they work or teach. Building small agreements is a fundamental process underlying the Seven Practices of Facilitative Leadership. http://www.ncnetwork.org/services_facilitative.asp
Teacher Evaluation	This semester students begin to pilot their use of the evaluation tool in controlled class settings. They also use videos and classroom activities to further examine the process.
Issues of Social Justice	Students begin to interrogate equity traps in their own use of language as well as those in their school settings.
DST SIG School Leadership	Professional Development Series completed with mentor principal to be ready to hit the ground running Fellows they complete the program.

Year One: Summer	
COURSES	
Organizational Management II: Budget	Students learn about and engage in the processes by which financial decisions are made by school districts and individuals. Students construct, manage, and analyze school budgets, while simultaneously addressing issues of educational efficiency, equity and results within the school community. <i>NC DPI School Executive Standards: 5a1 and 5a2 . Dispositions: Environmental Awareness; Systems Thinking; Communication; Dialogue/Inquiry; Personal Responsibility for Performance; Change Management; Results Orientation; Organizational Ability; Time Management. ELCC Standards: 1.3, 1.4; 2.2; 3.3; 4.3; 5.3; 6.1, 6.2, 6.3 Lens: School finance equity, adequacy, technology</i>
Community Internship	This course examines the concept and development of community/school partnerships with family and juvenile service agencies to enhance pupil learning and resiliency via increasing family stability and mental/physical health. Students explore practices promoting interagency collaboration with the school, legal, and administrative issues. In addition, students explore how to assess, critique and develop a school/community relations and communications plan. Students understand and apply issues of diversity, equity, and social justice within schools and community that influence effective communications and public relations.

	<i>NC DPI School Executive Standards: 5c and 6a . Dispositions: Communication (relationships), Empowerment (dialogue/inquiry, emotional intelligence), Vision (systems thinking, visionary). ELCC Standards: 1.3, 1.4, 1.5; 2.1; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3; 6.1, 6.2, 6.3; 7.3, 7.4 Lens: Appreciative inquiry, Ethical considerations, Social Justice, Equity, Technology</i>
Project	Community Partners Grant Writing
Specialized Preparation	
Department of Public Instruction Training	Special Education for School Leaders Positive Behavioral Intervention Supports and Response to Intervention Leadership in Special Education
DST SIG School Leadership	Professional Development Series completed with mentor principal to be ready to hit the ground running Fellows they complete the program.

Year Two: Fall	
COURSES & INTERNSHIP	
Administrative Leadership in Professional Learning Communities	This course introduces the creation, implementation, and evaluation of professional learning communities and professional development. Topics include consensus building, conflict management, results-oriented leadership, program design, and assessment. <i>NC DPI School Executive Standards: 1b.1; 2a.1, 2a.2; 4a.1, 4a.2. Dispositions: Communication (relationships), dialogue/inquiry (empowerment), judgment (ethics), personal responsibility for performance (ethics), creative thinking (change) ELCC Standards: 1.2, 1.3, 1.4; 2.2; 5.3; 7.3, 7.4, 7.5 Lens: Appreciative inquiry, Ethical considerations, Social Justice, Equity, Technology, Diversity</i>
Leading & Transforming School Culture	This course examines the principles of transformational leadership of school culture to promote student achievement improvement. Major leadership skills to be applied in a field-based, authentic process include the assessment of existing school culture through multiple and varied data and the development of strategies to achieve a collaborative and positive work environment to promote a culture of learning and success. Student leadership activities include working with others to develop a rewards and recognition program, resolve conflicts, develop open two-way communications, and build relationships among diverse staff. <i>NC DPI School Executive Standards: 5a1 and 5a2 . Dispositions: Environmental Awareness; Systems Thinking; Communication; Dialogue/Inquiry; Personal Responsibility for Performance; Change Management; Results Orientation; Organizational Ability; Time Management ELCC Standards: 1.3, 1.4; 2.2; 3.3; 4.3; 5.3; 6.1, 6.2, 6.3 Lens: Appreciative inquiry, Ethical considerations, Social Justice, Equity, Technology, Diversity</i>
Teacher Evaluation	This course includes multiple Saturday seminars spread across the year to revisit and intensely practice conducting teacher evaluations and providing constructive feedback. Students must conduct a number of informal evaluations and at least two formal evaluations this semester.
Internship	Embedded internship. Begin first steps of Problem of Practice. For more information see Problem of

	Practice (p. 10) and Internship section (p. 20).
Developmental Project	Middle School and site visits to high performing middle schools.
Specialized Preparation	
Literacy Training	Literacy, Theory, Research, and Practice 21 st Century New Literacies Literacy Principles Power of Writing & Writing in the Disciplines Common Core Alignments Literature, Writing, & 21 st Century Technologies Secondary (Middle & HS) Literacy & Classroom Early Literacy & Classroom Strategies
Data Boot Camp	The use of data is an on-going process. Throughout course students learn a framework that includes data purpose (psychometric properties) and intent (actual uses) as well as the multiple forms of data including perceptual, demographic, and learning. A specific Data Bootcamp was set up to introduce Fellows to a number of data-driven systems including: ASSITments , NC Falcon , EVAAS , Lexiles
Policy Institute	More detailed information is provided in the Fieldwork section of this application.
Issues of Social Justice	Fellows analyze discourse patterns in classrooms to promote equity, ensuring educational institutions are more responsive to students of color. Lynda Tredway, the founding coordinator of the Principal Leadership Institute at the University of California at Berkeley, works with Fellows throughout the year to help them avoid equity traps and deficit thinking patterns. The link below highlights her work with NELA. http://vimeo.com/edutrope/treadway
DST SIG School Leadership	Professional Development Series completed with mentor principal to be ready to hit the ground running Fellows they complete the program.

Year Two: Spring	
COURSES & INTERNSHIP	
Contexts & Challenges of School Improvement	This course examines social, cultural, political and policy environment of schooling with emphasis on NC. Students analyze major theories of school change and development and critically examine opportunities and barriers to strategic change efforts. Instructional activities include lecture, seminar discussion, case and problem-based analysis. <i>NC DPI School Executive Standards: 1.a.1; 1.a.2; 1.c.1; 1.c.2; 2.a.3, 3.b.2; 6.b.2. Dispositions: Environmental Awareness; Systems Thinking; Communication; Dialogue/Inquiry; Personal Responsibility for Performance; Change Management; Results Orientation; Organizational Ability; Time Management; Technology ELCC Standards: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3; 6.1, 6.2, 6.3 Lenses: Appreciative inquiry, Ethical considerations, Social Justice, Equity, Technology, Diversity</i>
Capstone Course	Students experience a 360 evaluation to address any remaining learning needs based on formative assessments, participate in mock job interviews, and learn change theory. The NELA Directors review and evaluate electronic portfolios.

Teacher Evaluation	This course includes multiple Saturday seminars spread across the year to revisit and intensely practice conducting teacher evaluations and providing constructive feedback. Students must conduct a number of informal evaluations and at least two formal teacher evaluations each month this semester.
School Management	Students collect, analyze, and develop management plans that include crisis management, transportation, school safety, etc. They learn best practices in the “nuts and bolts.”
Internship	Students execute an intervention to address an identified problem of practice. They track and document results by presenting a poster of problem of practice.
Developmental Project	High School and site visits to high performing high schools.
Specialized Preparation	
Math	NELA participants learn both the content and practice standards of the Common Core State Standards for Mathematics (CCSS-M). NELA participants understand the foci of the Standards for Mathematical Practice and see what implementation of CCSS-M may look like in classrooms.
Facilitative Leadership	Part II: Advanced applications to authentic, just-in-time school issues
Common Core	The NC Principals & Assistant Principals’ Association (NCPAPA), which is affiliated with NC Association of School Administrators (NCASA) and the Center for Quality Teaching and Learning, provides Common Core Rigor Training that has been customized for NELA Fellows and their leadership colleagues. Common Core Rigor Training Workshop #1: “Recognizing Rigor When You See It –How school leaders can support increased rigor in all classrooms.” Common Core Rigor Training Workshop #2: “Increasing Rigorous Instruction School-Wide – How school leaders can raise and reinforce the levels of rigor in every classroom.” Sessions focus on how school administrators can evaluate and enhance rigorous teaching and learning. The instructors apply the Revised Bloom’s Taxonomy (RBT) and Webb’s Depth of Knowledge (DOK) and pair with evaluation of instructional techniques that exemplify the levels of rigor in new Common Core and NC Essential Standards. They also model and practice instructional observation and coaching techniques for building teacher talent for each level – elementary, middle and high – to reflect appropriate implementation in each context.
DLP	Component Four: <i>Improving Teaching and Learning for High Performing Schools</i> Component Five: <i>Creating a Strong Internal and External Stakeholder Focus</i> Component Six: <i>Leading Change to Drive Continuous Improvement</i>
Crucial Conversations	Advanced applications of previous learning
Teacher Evaluation	This course includes multiple Saturday seminars spread across the year to revisit and intensely practice conducting teacher evaluations and providing constructive feedback. Students must conduct a number of informal evaluations and at least one formal teacher evaluations each week during the spring semester.
School Management	Students collect, analyze, and develop management plans that include crisis management, transportation, school safety, etc.
DST SIG School Leadership	Professional Development Series completed with mentor principal to be ready to hit the ground running Fellows they complete the program.

Post Degree Transition and Early Career Support	
Transition Support Plan	Over the summer executive coaches work with Fellows who have been hired as school leaders. They co-construct an entry plan based on school data (student academic achievement results, Teacher Working Conditions Surveys, and other data sources) and the Fellow's working style. Activities include a human capital audit and letters of introduction to parents and staff. Fellows draft a plan for their first 90 days as a leader.
Early Career Executive Coaching	NELA graduates who are employed as assistant principals or principals receive an additional year of individualized executive coaching. At a minimum this coaching includes weekly contact, twice monthly extended school visits, and just-in-time consultation on problems they confront as leaders.
Post Degree Induction Support Seminars	<p>The induction support program consists of multiple Saturday meetings and connects to the day-to-day work of school leadership. The structure of these sessions includes a brief topical presentation, breakout discussion, role play scenarios, and social time.</p> <p>Facilitative Learning Process – learn through inquiry, reflection and feedback – some of this will be done with their coach.</p> <p>Responsiveness to Immediate Needs – takes district and school policies and initiatives into consideration to ensure that Fellows respond appropriately to district priorities and requirements. Includes a focus on rural, high-need context and is tailored to issues the first year leaders are facing.</p> <p>Tailored Support – craft learning opportunities from Fellows' work/needs-based circumstances. Fellow's self-reporting as well as principal mentor and executive coach feedback will determine what support is needed.</p> <p>Leading from the Middle – help Fellows navigate the challenges of being second in charge - leading teachers and staff while simultaneously working for leaders.</p> <p>All issues and problem of practice topics revolve around NELA's anchors with a particular focus on the rural context and on what new assistant principals often struggle with: Building Relationships; Social justice advocacy; and Leading from the Middle.</p>

Appendix V.Q.:

NELA-DST Program Embedded Technologies, Pedagogy, & Learning

Technology in schools today is ubiquitous. Educational technology makes bold claims of efficiency, interactivity, and the ability to provide instantaneous, useful information for teachers to teach better and for students to learn more. Unfortunately, like many educational reform predecessors, the research, development, and legislative policies that anchor 21st century reform in technology remain largely underutilized and unrealized. A number of reasons exist why this gap between hortatory technology utility and actual use exists. To begin, a new digital divide exists in regard to accessing new technologies (e.g., high-speed fiber optics, Web 2.0– social networking, wikis, blogs, avatars, Second Life, etc.) in high poverty areas. Beyond access loom two other key barriers exist: the readiness capacity (knowledge and dispositions) of individuals to effectively use technologies and the interoperability (content capabilities) of the technology itself to make meaningful contributions to both teaching and learning. The issues of readiness and interoperability have become key features of the infusion of digital media in NELA-DST. For us the infusion of technology in general and specifically digital media was anchored in the domains of teaching, learning, and leading. The NELA-DST program will provide Fellows with a laptop computer, small digital video camera, and training in video editing and other Web 2.0 pedagogical tools.

Operation NELA

The use of video footage and playback is an important aspect of our work. We use this medium to train candidates to effectively diagnose good teaching and learning as well as to conduct honest and poignant conversations with teachers about their teaching. Finally, we employ a spontaneous in-class scenario assignment we dub “Operation NELA.” Here we provide students with a specific scenario, context, and roles. The Fellows role-play and tape the situation. The Fellows use the video to debrief and reflect on in-the-moment actions, outcomes, and the development of plans for alternative outcomes.

Webpages/Electronic Evidence Portfolio

Every Fellow creates a public webpage. The page is a living document to certify their preparation including tracking evidences of their proficiency on each standard and competency. Fellows must “show” that each sub-standard and

competency has been met at the proficient level with an assortment of artifacts.

Web 2.0 Tools: Summaries and Links

Animoto	<p>Web application that produces videos from user-selected photos and music. It analyzes the provided photos and music, automatically generating a trailer-like video. Animoto's engine analyzes users' photos and music and takes into consideration music's genre, rhythm, and tempo to generate a video.</p> <p>http://animoto.com/</p>
Audacity	<p>An open source, free, cross-platform sound editing system that records music, voices, or any other necessary sound for presentation. Students can use Audacity to incorporate sound into podcasting, PowerPoint, or moviemaker. Audacity is great for beginning podcasters.</p> <p>www.audacity.com</p>
Bibme	<p>Easy bibliography resource.</p> <p>http://bibme.org/</p>
Bubbl.us	<p>Bubbl.us is a simple and free web application that lets you brainstorm online. You can create colorful mind maps online, share and work with friends, embed your mind map in your blog or website, email and print your mind map, and save your mind map as an image.</p> <p>http://bubbl.us/</p>
CamStudio	<p>Easy, user-friendly screen-cast application.</p> <p>http://camstudio.org</p>
Capzles	<p>Create beautiful, interactive, media-rich timelines online using videos, photos, text, music, audio, and most documents.</p> <p>http://capzles.com/</p>
Chatzy	<p>a free private chat service which you can use to communicate with people you already know or people who visits your blog or website. With Chatzy you can create a chatroom and send out email invitations very quickly and easily. No registration is required.</p> <p>http://www.chatzy.com/</p>
Creatly	<p>Easy drag and drop visualizing tool to aid in room layout, creating graphics, and flowcharts, etc.</p> <p>http://creatly.com/</p>
Diigo	<p>Social bookmarking website which allows signed users to bookmark and tag web-pages. More exclusively, it allows users to highlight any part of a webpage and attach sticky notes to specific highlights or to a whole page. These annotations can be kept private, shared with a group within Diigo or a special link forwarded to someone else. The name "Diigo" is an abbreviation for "Digest of Internet Information, Groups and Other stuff".</p> <p>www.**diigo**.com/</p>
Discovery United Streaming	<p>Provides engaging digital resources to schools and homes with the goal of making educators more effective, increasing student achievement, and connecting classrooms and families to a world of learning.</p> <p>http://streaming.discoveryeducation.com/</p>
Doodle Poll	<p>Online event scheduler.</p> <p>http://www.doodle.com/</p>

Edmodo	A private micro-blogging platform built for use by teachers and students for use in the classroom. Edmodo provides a way for teachers and students to share notes, links, and files. Teachers also have the ability to send, alerts, events, and assignments to students. Edmodo also has a public component built by allowing at the teachers discretion to post any item to a public timeline at the teacher's discretion. http://www.edmodo.com/
ExploreATree	Ready-made think guides and graphic organizers. http://www.exploratree.org.uk/
FIZZ	The FIZZ suite of tools allows teachers to implement extremely safe web 2.0 environments in the classroom. Teaching and learning outcomes can now be easily broadcast over the Internet to increase student engagement and achievement. A complete FIZZ environment includes: 2 compact video cameras, a custom video sharing site, 20 pre-installed blogs, and Fizz training. http://www.fi.ncsu.edu/project/fizz/
Flickr	An image and video hosting website web services suite, and online community platform. In addition to being a popular Web site for users to share personal photographs, the service is widely used by bloggers as a photo repository. http://m.flickr.com/#/home
Gliffy	Gliffy is an online tool to create and share diagrams online. With Gliffy online diagram software, you can easily create professional-looking flowcharts, diagrams, floor plans, technical drawings, and more. Our online diagram editor makes it easier than ever to create great looking drawings. http://www.gliffy.com/
GoAnimate	This animation tool allows users to build short animated scenes, and then publish them to e-mails of social networking sites. There is a large variety of different themes and characters to choose from. http://goanimate.com/
Google Documents	Create and share your work online and access your documents from anywhere. Manage documents, spreadsheets, presentations, surveys, and more all in one place and share your work with others to edit and view online. http://docs.google.com/
Google Forms	Collect information by creating a <i>form</i> in Google Docs. Your form is embeddable and shareable and will compile all your responses in an easy to use database in Google Documents. http://www.google.com/google-d-s/forms/
Google Sites	Free and easy way to create and share webpages. Learn more. Create rich web pages easily and collected all your info in one place. http://sites.google.com/
Hivemind	Online collaborative "To-Do" List to share with colleagues. http://hiveminder.com/
I-Lighter	Free online tool that enables you to save information from web sites and then view that data from your laptop no matter where you happen to be working. You can save text and images to an online account. The online account has options that enable you to share by e-mail, folder sharing, tagging and blogging. You can set up your folders to be public or private. The public option is quite handy for sharing information with co-workers as you don't need to try sending links or information by e-mail. You can even add notes to information that you save for future reference or to point out specific details to another person.

	http://www.i-lighter.com/
Intel Education Initiative	Organization that offers free tools and resources for educators that support collaborative student-centered learning. Online thinking tools are active learning places where students engage in robust discussions, pursue investigations, analyze complex information, and solve problems. http://www.intel.com/education/tools/index.htm
Letterpop	Letterpop can be used to create eye-popping newsletters, actionable presentations, irresistible invitations, beautiful product features, sizzling event summaries, informative club updates, lovely picture collages, etc. It is a service that allows you to easily create online newsletters with text and images and several pages. It offers a free plan with which you can publish up to 10 newsletters. When you've created a new one, you can update up to 25 contacts with up to 10 emails per year. Newsletters will be available through online profiles and RSS. http://letterpop.com/
Lino.it	lino is an online web sticky note service that can be used to post memos, to-do lists, ideas, and photos anywhere on an online web canvas. http://en.linoit.com/
LiveBinder	Livebinder is a free media sharing site that allows users to create online notebooks that hold select websites and media from online sources in their complete format; users can interact and navigate within the stored website. There is also a downloadable tab tool that allows them to add new pages to their LiveBinder as they browse online. http://livebinders.com/
MindMeister	This tool brings the concept of mind mapping to the web, using its facilities for real-time collaboration to allow truly global brainstorming sessions. Users can create, manage and share mind maps online and access them anytime, from anywhere. In brainstorming mode, fellow MindMeisters from around the world (or just in different rooms) can simultaneously work on the same mind map and see each other's changes as they happen. http://www.mindmeister.com/
MyCommittee	Online meeting Agenda creator. https://www.mycommittee.com
MyStickies	allows you to place little yellow squares of digital paper anywhere and everywhere you feel like in the whole wide web. Along with the ability to put sticky notes on webpages, MyStickies offers a powerful interface to browse, search, sort, and edit. They give you the power to mark up the page the way you like, and a tool to find notes easily and efficiently. http://www.mystickies.com/
MyWebspiration	MyWebspiration is a free brainstorming tool that combines the power of visual thinking and outlining to enhance thinking, learning, and collaboration. Multiple users can edit the site at the same time, and there are a variety of editing tools that allow for open creation. http://mywebspiration.com/
NCFalcon	This network has been developed in an effort to provide North Carolina teachers with a basic understanding of formative assessment and illustrate the role it should play in a comprehensive, balanced assessment system. http://www.dpi.state.nc.us/docs/accountability/educators/falcongguide.pdf
OurStory	Create collaborative, creative timelines using OurStory. This free online tool allows multiple users to edit and create timelines online with a variety of different media including image, video, and text. http://www.ourstory.com/

Penzu	Free web-based private journal and diary. According to the Penzu, studies have shown that keeping a journal can not only boost your “working memory” but your grades too. One of the best things about Penzu is that it’s incredibly easy to use. Whatever you write is saved automatically and you can insert images if you like. You can keep your entries private or share them with others. Penzu can easily be used for class writing projects or students can access the program for keeping their own personal notes (accessible from any computer). http://penzu.com/pad
Poll Everywhere	Audience response system that uses mobile phones, twitter, and the web. Responses are displayed in real-time on gorgeous charts in PowerPoint, Keynote, etc. http://www.polleverywhere.com/
Prezi	Prezi is an online tool that allows for delineated presentations with embedded media such as images, audio, video, and text. The user works in a 3-D environment that allows for their presentation to zoom-in, -out, and upside-down for endless creation. http://prezi.com/
ReadWriteThink	Offers a wide array of standards-based lesson plans, web resources, and student materials that meaningfully integrate Internet content into the teaching and/or learning experience. http://readwritethink.org/index.asp
Rescue Timer	Online stopwatch and countdown clock to aid in time management during classes, meetings, etc. http://www.rescuetime.com/
ScreenCast-o-matic	Easy, user-friendly screen-cast application. http://www.screencast-o-matic.com/
Skrbl	Skrbl is a simple and easy online multi user whiteboard. Sketch, text, share files, upload pictures all in one common shared space. There are no new tools to learn, nothing to download, nothing to install. Brainstorm on the whiteboard to start thinking together, everyone sees the same screen; everybody gets on the same page. There are also team resources for online collaboration. Share resources with your team, co browse the web, annotate shared documents, video phone, Skype calls and share resources. 'Team-skrbl' is the next best thing to being in the same room. http://www.skrbl.com/
Spicynodes	Interactive concept mapping tool. http://www.spicynodes.org/
Stixy	Create tasks, appointments, files, photos, notes, and bookmarks on your Stixyboards. http://www.stixy.com/
TEXT2Mind Map	Automatically converts any structured list of ideas, items or sentences into a mind map on the web. You can then freeze the map and move the pieces around on the screen. The final product is printable, or it can be saved and shared with others. http://www.text2mindmap.com
Tiki-Toki	Allows you to make stunning, animated timelines that you can collaboratively share. http://www.tiki-toki.com/
Tiny URL	This web tool allows you to create a tiny URL in replacement of a longer URL to a website that will not break in e-mail postings and never expires. http://tinyurl.com/

Titanpad	lets people work on one document simultaneously. http://titanpad.com/
Thinkature	Thinkature combines an instant messaging system with shared, visual workspace. It can be used as a collaboration environment, a meeting room, a personal web-based whiteboard, or something entirely new. You can place images and text in the workspaces, connect boxes and chat in real time. http://thinkature.com/
Toondoo	Writing. ToonDoo allows users to create simple cartoons using quote blocks, fun characters, and easy-to-edit templates--a fun way for students to practice writing their own stories. http://www.toondoo.com/
Tagul	Create beautiful looking tag clouds and embed it on your web page that you can hyperlink to websites and resources. http://tagul.com/
VoiceThread	Voicethread is an online media album where users can upload media, in the form of images, documents, and videos in a linear slide-based format. These different types of media can be uploaded into different slides, where multiple users can make comments in different ways. Privacy settings allow teachers to ensure the safety of their students while using this device. This is a low-tech replacement for podcasts or videos. There are LITERALLY unlimited applications for this tool as a learning tool, teaching tool and collaborative tool. http://voicethread.com
Voki	This website allows user to completely design and customize avatars with a variety of different editing features. They can also add voice or text-to-voice speech for their avatar that can be embedded into any website with HTML code. http://www.voki.com/
Vuvox	This is a free video building and editing site that allows the the user to mix, create, and blend multiple different personal medias such as video, photos, and music. They can then instantly share their media creation with others. http://vuvox.com/
Wikispaces	A free wiki host providing community wiki spaces, visual page editing, and discussion areas. http://www.wikispaces.com/
Weebly	Easy, drag & drop interface to create your own website. http://www.weebly.com/
WhenIsGood	Online polling tool to indicate availability when scheduling meetings. http://whenisgood.net/
WiZi	Web learning platform that connects students and teachers all around the world. WiZiQ not only facilitates the connection between learners and teachers around the globe but it also provides a channel of communication between them. Learners and teachers can connect through our state-of-the-art virtual classroom equipped with live audio, video, whiteboard and text chat elements. It's free to join. http://www.wiziq.com/
Writeboard	Site which allows students to create and share web-based text documents. Writeboard can be accessed from any computer with a web connection. Sharing writeboards is easy — simply enter someone's email address and they'll get an invitation with a link to view and edit the writeboard. Every time you save an edit, a new version is created and linked in the sidebar. This allows you to write without fear of deleting something, overwriting something, or losing a better version of the document from last week.

	<p>Writeboard would be a very useful tool for individual or class writing projects. Teachers can correct students work online and learners can collaborate online to produce a joint piece of writing.</p> <p>http://www.writeboard.com/</p>
Yodio	<p>Yodio is a narration tool that allows voice to be added to digital photos. You can add your voice through calling in through a phone number, or through audio recording programs on your computer. It is free to record, publish, or share.</p> <p>http://yodio.com/</p>

Appendix V.S.: Digital Story Telling

NELA-DST is focused in the context of the rural, high poverty, under performing setting previously described. The pedagogical approaches and the learning experiences are rooted in the principles of learning including: experiential learning, project-based approach, PreK-12 student focus, community entrenchment, and an inquiry-action based approach that is equal amounts questioning, actions, and reflection. Below are a select number of learning experiences that provide profound examples of these learning principles. These examples represent our conscious intent on providing assignments that are practical, practiced, and subsequently reflected upon with both critical friends and theoretical readings. That is to say, these examples represent the work of the Fellows.

Self as Leader Digital Story

The assignment begins with students investigating four domains of self: political, cultural, biological, and historical. Each domain has a set of questions to help students understand as contributions to the development of who they are now. Students are asked to write about the development of their leadership through each domain. This usually entails a number of short essays. Students often set about this project as if this were a research project. Students collect data from colleagues, family members, and mentors. In the end, students are asked to craft a 4-5 minute story that uses images, voice, and/or music to tell their story. In this short amount of time students must identify development in at least two domains (it has been our experience that stories that attempt to provide information in all four domains are too long and cumbersome. Moreover, we have found that individuals have one or two domains that dominate their work as a leader).

The digital stories that have been developed are nothing short of powerful. The stories are deep. Starting with a written assignment may not have yielded such thoughtful and thought-provoking or even detected narratives. These digital stories are shared with classmates on a cloud networking platform. After viewing, a debriefing session takes place.

Community Storytelling

In the second year of ILA Fellows will be placed in pre-arranged project teams to identify and create a digital story based on either a specific community or a specific issue in a community. The composition of the teams maximizes the diversity of experiences, opinions, perspectives, personality types, and learning styles within a group. We will place purposeful pressure on the teams as they work to create a community story as a mechanism to understand group dynamics, develop interpersonal skills and learn interdependency. An important component of the NELA-DST is the development of the skills necessary to work with individuals (school teachers) the leader did not choose and thus prepare them for their first principalship.

Their first task is to identify a topic. Once the community or topic is decided upon, Fellows will:

Find the data/artifacts that can add depth to aesthetics of a digital story (data include pictures, interviews, newspaper clippings, maps, other memorabilia, etc.). As you collect data also think about:

Be very mindful of the story voice(s). Voices from the community should be an integral part of the story. So here consider multiple voices and be considerate of both elders and youth. Another way to think about this is: What do kids today say about this story? How would they discuss it say with a new college roommate not from the NE? How do elders recall the event, the players, the outcome? What role did/do organizations, such as schools and churches, etc. play? Who, what and how are these memories retained, and how are they shared with in the community?

How can this event(s) turn from pain and hurt to rehabilitation and message of hope? That is, how can a narrative be written that highlights community assets and provides for a new, hopeful future?

Appendix V.T.

NELA-DST Induction Support Program

Transition Support Plan	Over the summer the executive coach work will with Fellows who have been hired as SIG school leaders. They co-construct an entry plan based on school data (student academic achievement results, Teacher Working Conditions Surveys, and other data sources) and the Fellow’s working style. Activities include a human capital audit and letters of introduction to parents and staff. Fellows draft a plan for their first 90 days as a leader.
Early Career Executive Coaching	NELA-DST graduates who are employed as SIG assistant principals or principals receive an additional year of individualized executive coaching. At a minimum this coaching includes weekly contact, twice monthly extended school visits, and just-in-time consultation on problems they confront as leaders.
Post Degree Induction Support Seminars	<p>The induction support program consists of multiple Saturday meetings and connects to the day-to-day work of school leadership. The structure of these sessions includes a brief topical presentation, breakout discussion, role-play scenarios, and social time.</p> <p>Facilitative Learning Process – learn through inquiry, reflection and feedback – some of this will be done with their coach.</p> <p>Responsiveness to Immediate Needs – takes district and school policies and initiatives into consideration to ensure that Fellows respond appropriately to district priorities and requirements. Includes a focus on rural, high-need context and is tailored to issues the first year leaders are facing.</p> <p>Tailored Support – craft learning opportunities from Fellows’ work/needs-based circumstances. Fellow’s self-reporting as well as principal mentor and executive coach feedback will determine what support is needed.</p> <p>Leading from the Middle – help Fellows navigate the challenges of being second in charge - leading teachers and staff while simultaneously working for leaders.</p> <p>All issues and problem of practice topics revolve around NELA-DST’s anchors with a particular focus on the rural context and on what new</p>

	assistant principals often struggle with: Building Relationships; Social justice advocacy; and Leading from the Middle.
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Appendix V.U.

NELA-DST Formative and Summative Assessments

We have a holistic plan to track and monitor ILA Fellow’s growth. This assessment begins at the aforementioned Candidate Assessment Day but continues with a number of Formative Fellow Assessment Days. During these days we collect and analyze data on Fellow performance and later provide in-depth individual feedback sessions with each Fellow. Some strategies are below.

Competencies & Standards Documentation & Proficiency on Webpage

Each Fellow creates an individual webpage at the beginning of ILA. The webpages serve multiple purposes. These pages are living, electronic portfolios of the work the Fellows engage. The Fellows use portfolios for internship and job placement. The project directors, the use pages to judge and monitor progress. For example, a screenshot of Jackson Olsen’s page (Cohort II of the current NELA) is below. You can see on the left navigation bar Fellows include, at minimum:

Biography	School Internship
Resume	Community Internship
Vision Statement	Projects
NC Standards-- all seven listed separately	Videos

The screenshot below is of a Standard One link: <http://jacksonolsen.wikispaces.com/Standard+1>

If you visit the page you will see the graph below that tracks Jackson’s progress on the sub-standards over time. Next, a list of evidences demonstrate, vis-a-vis artifacts, how Jackson is proficient on each substandard. In this example Jackson has connections to courses, trainings, and readings. Additionally, a video shows Jackson working with teachers during his school internship. You will also see memos and an agenda that were created and used by Jackson.



Assessment

Reports

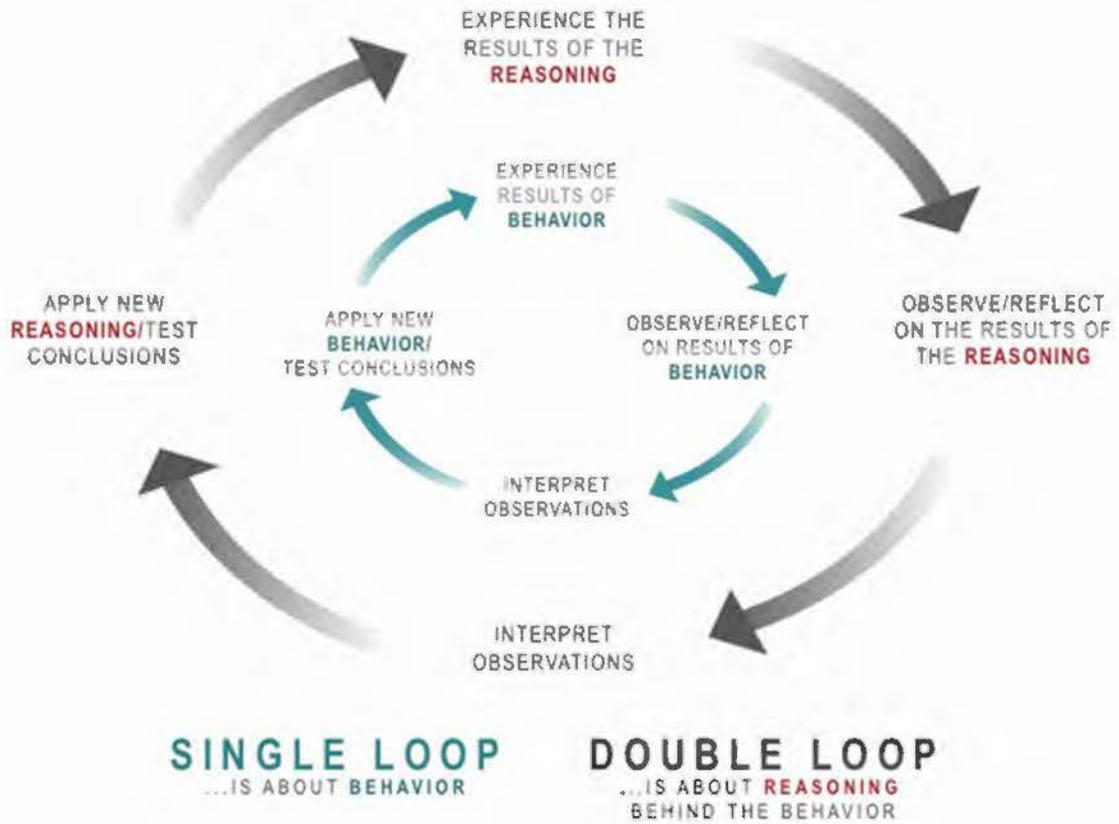
Additional Formative and Summative Feedback Components

Data	Description and Use
Fellow Weekly Log and Reflection	Each Fellow completes a weekly log of activities. The log documents classroom visits, parental contacts, student meetings, building meetings, etc. The Fellow includes a reflection about their learning that week and outlines their plan for the week ahead. The Fellow shares the log with the project staff and executive coaches each week. The coach provides feedback based in part on the logs.
Fellow Monthly Report and Reflection	This report uses an electronic survey platform for Fellow's to rate their growth (NC Standards and competencies) and provide details on experiences. Additionally, Fellows report on student and school data including attendance and discipline. Fellows reflect on what went well and on areas they need help and support to grow. Reports are shared with project staff and executive coaches and are used to monitor progress.
Coaches Reports	Utilizing an enhanced version of the NC evaluation instrument/rubric for principal evaluation, coaches complete a detailed assessment of each Fellow based on standards and competencies. Three times a year directors use data from the day in Fellow's individual feedback meetings and in revising their Individual Leadership Learning Plan.
Principal Mentor Report	Utilizing an enhanced version of the NC evaluation instrument/rubric for principal evaluation principal mentors assess each Fellow based on standards and competencies. Twice a year NELA directors use data from the day in Fellow's individual feedback meetings and in revising their Individual Leadership Learning Plan.
Semester Formative Assessment Days	Each semester Fellows engage a series of experiential events in which they must demonstrate their skills, knowledge, and dispositions. These carefully sequenced interactions require Fellows to apply their learning and help the directors and coaches identify areas of needed growth. The design is similar to the Candidate Assessment Day for entry into the program. Directors use data from the day in Fellow's individual feedback meetings and in revising their

	Individual Leadership Learning Plan.
Project Director One-on-One and Semester Reflection	At the end of each semester the project directors hold one-on-one meetings with each Fellow. The meetings include a detailed review of the Fellow's webpages which archive their experiences and artifacts. Additionally, each Fellow must post a reflection video for the meeting. An example of a Fellow Reflection video can be seen at: https://nela3irby.wikispaces.com/Reflection+Videos
Operation NELA	Instructors must create a public learning scenarios that are role played and critiqued in class. A video of an Operation NELA can be seen at: https://www.youtube.com/watch?v=_Gj2ORcv9Kg&feature=player_embedded
Ticket Out the Door	At the conclusion of every class session Fellows complete a short formative assessment prompt designed to ascertain learning from that class. These metacognitive activities help the Fellows anchor their learning.
Course & Specialized Training Survey	At the conclusion of each course and specialized training, Fellows complete a formal evaluation. The formal course evaluations are required by the university and NELA-DST requires formal training evaluations.

Appendix V.V.

Double-Loop Learning



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Justification/NC State University

1. PERSONNEL – Project Total \$284,857

(Yr. 1 Total - \$77,394; Yr. 2 Total - \$102,942; Yr. 3 Total - \$104,521)

Principal Investigator - Bonnie Fusarelli, Ph.D. Total Project Salary: \$106,889

(Yr. 1 Total - \$34,927; Year 2 Total - \$35,625; Year 3 Total - \$36,338)

- **Time Allocation:** (.5 summer month and 20% academic effort annually)
- **Duties:** As PI, Dr. Bonnie Fusarelli will be responsible for ensuring that all project activities are developed and implemented according to the prescribed time line. She will oversee the development and delivery of the project curriculum and will be responsible for recruiting, hiring and supervising the GRA, and other project personnel. She will also: Co-coordinate mentor principal and coach selection, training, and oversight; Collaboratively recruit and rigorously select Aspiring SIG Leaders cohort members; Collaboratively developing and delivering preparation and professional development curriculum and specialized trainings; Conduct formative assessments; Write and deliver reports including writing and disseminating research findings on best-practices in journals, and regional, national and other professional conferences; Oversee budget; Co-preparing the annual and final reports and plan and participate in weekly project work sessions.

Co-Investigator - Lance Fusarelli, Ph.D. Total Project Salary: \$53,123

(Yr. 1 Total - \$17,358; Yr. 2 Total - \$17,706; Yr. 3 Total - \$18,060)

- **Time Allocation:** (1 summer month annually)
- **Duties:** As Co-PI, Dr. Lance Fusarelli will be responsible for developing and delivering components of the Aspiring SIG Leaders Academy. He will also develop and deliver specialized trainings on data use in decision-making (and the use of technology for this purpose). He will use feedback from participant to make just-in-time adaptations for the content and delivery of trainings. He will oversee the summer components of the Aspiring SIG Leader Academy, monitor Fellow's progress on mastering NC Standards for School Executives and the related competencies as well as organizing the cohort orientation and semester individual feedback meetings during the preparation program. He will contribute to project reports.

Associate Director - Lesley Wirt, Ed.D. Total Project Salary: \$22,953

(Yr. 1 Total - \$7,500; Yr. 2 Total - \$7,650; Yr. 3 Total - \$7,803)

- **Time Allocation:** (10% calendar effort annually).
- **Duties:** Under the direction of the PI, Dr. Lesley Wirt will serve as liaison between project personnel and personnel in participating school districts including school principals, superintendents, and district central office staff; Work with the College of Education Business Office on fiscal management of the project budget - co-managing the budget; Assist with the recruitment and monitoring of project mentors, graduate students, and consultants; Prepare for and attend weekly project work sessions; Assist with school year internship placements; Assist with recruiting and rigorously selecting Aspiring SIG Leaders cohort members. She will contribute to project reports.

Program Manager – TBN

Total Project Salary: \$42,846

(Yr. 1 Total - \$14,000; Yr. 2 Total - \$14,280; Yr. 3 Total - \$14,566)

- **Time Allocation:** (25% calendar effort annually (b)(4))
- **Duties:** Under the direction of the PI and Associate Director, the Program Manager will Create, update, and maintain project Moodle and Web/Wiki sites; Assist in production of participant e-portfolios and materials for project activities and coursework; assist with monitoring participant progress and providing weekly updates to the NELA-DST Leadership Team; Archive all project activities/work (including maintaining electronic and paper records of all project activities); Assist with compiling, summarizing and updating NELA-DST Leadership Team on reports from project participants and project employees/consultants; Assist in the creation of e-surveys for project data collection; Assist in collection of data for program evaluation; Help coordinate regular meetings with NELA-DST Mentors and Coach; Prepare for and attend weekly work sessions; Assist with the coordination of placements for community and school year internship placements; Plan travel for PI and Fellows; Work with payroll/post award office to process grant stipends, reimbursements, and reconcile accounts; Communicate with and provide updates to superintendent's offices in NELA-DST districts; Assist with the learning activities during training sessions; Work with the PI to develop and submit schedules with NCSU Distance Education office and draft and secure contracts for offsite teaching facilities; Assist in production of materials for project activities and coursework; co-coordinate mentor principal selection, training, and oversight, provide some oversight of the work of the GRA.

Program Coordinator-Dianne Griffiths Total Project Salary: \$11,046

(Yr. 1 Total - \$3,609; Yr. 2 Total - \$3,682; Yr. 3 Total - \$3,755)

- **Time Allocation:** (10% calendar effort annually (b)(6))
- **Duties:** Under the direction of the PI and Associate Director, Ms. Griffiths will assist with the creation, updating, and maintaining of the project Moodle and Web/Wiki sites; Assist in production of materials for project activities and coursework; Assist with monitoring participant progress and providing weekly updates to the NELA Leadership Team; Assist with compiling, summarizing and updating NELA Leadership Team on reports from project participants and project employees/consultants; Help coordinate regular meetings with NELA Mentors/Coaches; prepare for and attend weekly NELA work sessions; Assist with the coordination of placements for NELA community and school year internship placements.

A three percent (2%) inflationary increase has been budgeted for each person in Year 2-3, in order to account for the State of North Carolina's legislative increases anticipated on an annual basis.

Graduate Research Assistant (GRA) -

Total Project Salary: \$48,000

(Yr. 1 Total - \$0; Yr. 2 Total - \$24,000; Yr. 3 Total - \$24,000)

- **Time Allocation:** (12 month half-time appointment (b)(4))
- **Duties:** A GRA, budgeted in yrs. 2 & 3, will assist with all aspects of the project including data collection, feedback, and analysis. They will assist with the preparation of materials for training and help facilitate certain training sessions (We will seek to hire an individual with high-need school leadership experience who can contribute to facilitating

the sessions). They will also participate in weekly work sessions and support the overall execution of the project.

2. FRINGE BENEFITS – Project Total \$78,257

(Yr. 1 Total - \$23,218; Yr. 2 Total - \$27,283; Yr. 3 Total - \$27,756)

- **Fringe Benefits Percentages:** Rates for faculty and Staff social security, retirement, health insurance, and tax benefits are calculated at 30% of salary; Graduate student fringe benefits are calculated at 15% of salary.

3. TRAVEL - Project Total \$217,650

(Yr. 1 Total - \$88,750; Yr. 2 Total - \$68,800; Yr. 3 Total - \$60,100)

- Years 1-3: Project personnel will be required to travel in-state from Raleigh to Gateway Technology Center in Rocky Mount for program delivery. Trips are estimated at 70 miles per roundtrip; 250 trips in yr.1 (\$5,250/yr.1), and 300 trips in yr.2 (\$6,300/yr.2), and 100 trips in yr.3 (\$2,100/yr.3). Mileage is estimated at the current federal rate of \$.30 per mile.
- Year 2: Project personnel will be required to travel in-state from Raleigh to school sites to conduct learning walks at high-performing schools. Trips are estimated at 150 miles per roundtrip; 100 trips in yr.2 (\$4,500/yr.2). Mileage is estimated at the current federal rate of \$.30 per mile.
- Years 1-3: The Project Staff will travel to professional conferences such as The University Council for Educational Administration, The American Educational Research Association National Association of School Administrators and other conferences to disseminate project results and share best practices in SIG school turnaround. Across the personnel, estimated at 6 trips/yr. at \$2,000 per trip (\$12,000/yr), to cover conference registration, airfare, lodging, subsistence per diem, and transportation (using the University's established rates).
- Years 1-3: Travel expenses to professional conferences and visits to high performing schools is allocated at \$46,000 annually. Trips will include the 15 Fellows and 8 additional individuals working to improve the SIG schools in NE NC, priority will be given to current SIG school leaders. Cost estimates are based on per trip expenditures of approximately: \$2,000 to cover conference registration, airfare, lodging, subsistence per diem, and transportation (using the University's established rates). The purpose of making school visits or learning exchanges is to surround practitioners with examples of individuals and schools that have managed to produce significant improvement with demographically similar populations. Professional conference attendance provides Fellows opportunities to learn from nationally renowned scholars and practitioners focused on school leadership to dramatically improve student achievement.
- Year 1: Travel expenses to visit The Ron Clark Academy in yr. 1 are requested for 15 Fellows and 2 Instructors and are estimated at \$1,500/person for a total cost of \$25,500. The purpose of this trip is to see innovative pedagogy in action. The Ron Clark Academy is well-known for its dynamic approach to teaching and learning (especially for at-risk youth) and by attending the training on-site our Fellows will be able to experience effective teaching first hand and bring back important lessons and strategies that can then be implemented by teachers in NC's high-need, SIG schools.

4. EQUIPMENT - Project Total - \$0

5. SUPPLIES – Project Total \$83,150

(Yr. 1 Total - \$44,650; Yr. 2 Total - \$22,000; Yr. 3 Total - \$16,500)

- Years 1-3: Funds are requested to cover the costs of project materials necessary for delivering scenario-based instruction for leadership in high-need schools. We anticipate purchasing educational teaching materials, videos, digital cameras, software, and technology for project staff estimated to cost \$4,900 in yr.1; \$4,000 in yr. 2; and \$3,000 in yr.3.
- Years 1-3: We will purchase books and materials for the 15 Fellows to support their learning. Estimated cost is \$9,000 in yr.1; \$18,000 in yr.2; \$13,500 in yr.3 (\$300/course x 2 courses x 15 Fellows in yr.1); (\$300/course x 4 courses x 15 Fellows in yr2); (\$300/course x 3 course x 15 Fellows in yr.3).
- Year 1: Each of the 15 Fellows will be provided a laptop computer (\$1,500 x 15 = \$22,500), digital camera (\$450 x 15 = \$6,750) for program use, and a protective case for the safe transport of the computer and video camera (\$100 x 15 = \$1,500). The digital camera will be utilized for their performance-based assessments (e.g., video tape and reflect on post-teacher observation conversation; record and reflect on in-class role-plays) and to facilitate reflective leadership practices. The laptop will facilitate the Fellows becoming 21st century school leaders with targeted uses of advanced technologies. Also, all NELA courses will utilize advanced teaching platforms (e.g., Moodle) and introduce students into advanced learning platforms (e.g., online formative assessment systems). NC is transitioning to a digital learning environment for PreK-12 schools and we will model best practices across the program.

6. CONTRACTUAL – Project Total \$940,090

(Yr. 1 Total - \$179,390; Yr. 2 Total - \$404,395; Yr. 3 Total - \$356,305)

I. Subcontract: NC Department of Public Instruction, District and School Transformation Division:

Total Project: \$777,991

(Yr. 1 Total - \$149,340; Yr. 2 - \$306,345; Yr. 3 - \$322,305)

A subcontract will be established with NCDPI's DST Division:

NCDPI-Personnel: NELA-DST SIG Executive Coach-Years 2 & 3

- **Time Allocation: 100% in Years 2-3 at \$98,446/yr.**
- **Duties:** Across Years 2-3, the NELA-DST Coach will provide support and coaching to the Aspiring SIG Leaders Academy Fellows (and mentor principals in SIG schools) that complements and expands the Fellows' work with faculty and mentor principals. The coach will help Fellows live their learning. They can walk Fellows through difficult processes. Activities may include joint observations of teaching, role-playing crucial and critical conversations with underperforming teachers, and other tasks that challenge novice leaders. The NELA-DST coach will also deliver some of the SIG Principal Academy professional development sessions. Other basic expectations for the NELA-DST Coach include: Review with the Fellow their Individual Leadership Plan (ILP). Direct the revision of the ILP as needed and at least once per semester; Weekly contact with their assigned Fellow (virtual, skype, email, phone, or in-person); Contact with the Mentor Principal every other week (twice a month); Regular school site visits (face-to-face) to shadow the intern. One of these visits each month should include a joint

observation of teaching and/or the post-observation conference; Provide detailed feedback on the Fellow's progress (monthly report); Provide feedback and advice to both the Fellow and the Mentor SIG Principal as they experience the NELA-DST SIG Turnaround Academy activities. The NELA-DST SIG Coach will also provide comprehensive on-site technical assistance to help build school leaders to lead and sustain all SIG initiatives.

NCDPI-Other

- **Differentiated Professional Development:** In Years 1-3, NC DPI DST will refine and deliver an anticipated five Professional Development sessions per year at an estimated cost of \$15,000 per session. The sessions will focus on helping SIG school leaders understand and implement high impact strategies for improving student achievement, best practices in recruiting and retaining effective teachers, using data to drive decision-making, assisting schools with developing literacy programs, understanding the impact of poverty on student achievement, and differentiating instruction for exceptional and underserved children (Exceptional Children, English Language Learners, and African-American males). Finally, because we believe seeing is believing, a component of the training is participating in school site visits to observe effective practices in turnaround settings.
(\$15,000 x 5 = \$75,000/year for a project total of \$225,000).
- **SIG Principal Incentives:** In Year 1-3. All principals in the eight SIG schools will receive \$5,000 annually to be used to enhance their instructional programs. As a rural school, the resources are limited and often do not allow administrators the flexibility to invest monies in initiatives or resources that will target the neediest populations. Funds will allow each administrator to identify areas specific to the needs of their school and allocate these funds to resources to meet the needs of their diverse population. (8 x \$5,000 = \$40,000/year for a project total of \$120,000).
- **SIG Principal Job Placement Incentives:** SIG/SIG-eligible schools are often difficult to staff. For this reason, in Year 3, graduates of the program will receive \$5,000 in additional salary upon initial employment as an administrator in a SIG or SIG-eligible school. We estimate that no more than 6 of the 8 SIG schools will have openings for the 2017-2018 school year (Year 3 of the grant) (6 x \$5,000 = \$30,000 in year 3).
- **SIG Principal Performance Bonus:** Years 1 & 2 (data for Year 3 may not be back in time - if it is, will try to secure other philanthropic funds or district funds). As an additional incentive, current principals in the eight targeted SIG schools, will receive a \$2,000 *performance bonus* in Years 1 & 2 if their school “exceeds growth” on NC assessment of student growth. To be able to recognize that a school is on the right trajectory but not yet exceeding expectations, the principal will receive \$1,000 if the school “meets growth.” The NC School Executive evaluation tool will be used to determine the effectiveness of the leader and their eligibility for the performance will be based on student performance measures (meets or exceeds growth). To an outside observer the bonus amounts might seem modest. However, they reflect NELA-DST’s careful consideration of local context and our consultation with local stakeholders/community leaders about how to best infuse performance-based orientations into institutions with limited experience with accountability cultures. Utilizing incentives should assist in the culture shift and help recruitment and retain effective school leaders. (8 x \$2000 = \$16,000/year in yrs. 1 & 2 for a project total of \$32,000).

- **II. Specialized Trainers:** **Total Project \$102,600**
(Yr. 1 Total - \$26,300; Yr. 2 - \$42,300; Yr. 3 - \$34,000)
Funds are requested to pay specialized trainers from a number of national associations. These trainers will provide timely training in the Aspiring SIG Leaders Academy for training on innovative school improvement strategies such as Facilitative Leadership, Understanding by Design, Literacy in High Poverty Context, Math in High Poverty Context, Digital Story Telling, Common Core Rigor, Crucial Conversations, Conflict Resolution, Social Justice, PBIS, and Innovative Pedagogy for High Poverty Students. These trainings are customized to leadership in rural high-need schools. In addition, specialized trainers will provide training for stakeholders on Competencies for SIG principals.

- **III. Principal Mentors:** **Year 2: \$15,000**
Funds are requested in Year 2 to pay Principal Mentors for the Aspiring Leaders Academy Fellows during their internship year. The mentors will support the Fellows learning during the internship year.
Year 2-\$1000 ea. x 15 = \$15,000 Mentors

- **IV. Stipends:** **Total Project: \$33,750**
In Year 2, Funds are requested for \$2,000 stipends for each of the 15 Aspiring Leaders Fellows for summer community internship experience. The funds will allow the Fellows to be able to be engaged in full-time community internship so that they can learn to be community leaders. The Fellows will write a grant to submit for possible funding to an external agency to fund programs that will create stronger links between the school and the community agency (internship site) that serves at-risk youth. (\$2,000 x 15=\$30,000). In Years 1 and 2, the Fellows will also receive \$250 for training related expenses (learning supplies, development of research posters, etc.) (\$250 x 15 X 2 = \$7500)

7. CONSTRUCTION – Project Total - \$0

8. OTHER – Project Total \$321,640

(Yr. 1 Total - \$50,490; Yr. 2 Total -\$197,411; Yr. 3 Total - \$73,739)

- **Substitute Teachers**-Funds are requested to cover the costs of paying substitute teachers for release days for the Aspiring SIG Leader Academy Fellows to engage in course work and field work. Costs are estimated at \$100/day x 25 days x 15 Fellows= \$37,500 in yr. 2.
- **Distance Education Credits**- 15 teachers each will participate in Aspiring SIG Leaders Academy for two years (to earn Master’s degree). The cohort, made up of teachers aspiring to become assistant principals and/or principals, will participate in the Aspiring SIG Leaders Academy. Participants will learn and work together and engage in clinical practice (situated learning) activities linked to advanced topics in educational administration. Costs include tuition and fees calculated based on NC State’s current \$374 per credit for distance education plus a planned 10% inflationary increase each year. Each teacher will take 42 credit hours. A total cost of \$259,687 has been budgeted to cover this cost over the life of the project.
- **Graduate Research Assistant Tuition** (Years 2-3)- Per NC State University policy, tuition is budgeted annually for the GRA. Calculations are based on current in-state tuition plus a graduate tuition offset (GTO) of \$3,422. The GTO is the sponsor’s contribution to the out-of-state tuition rate. In the event that an out-of-state GRA is hired,

NCSU pays the remaining difference between the in-state and out-of-state tuition rates. This plan allows for hiring an out-of-state student at a cost significantly less to the sponsor than full out-of-state tuition. Tuition rates include a planned annual 10% inflationary increase.

10. INDIRECT COSTS – Project Total \$71,081

(Yr. 1 Total - \$23,125; Yr. 2 Total - \$28,526; Yr. 3 Total - \$19,430)

- This project is an educational training project as described in section 75.562(a) of EDGAR, therefore, the indirect costs are charged at 8% which is less than NC State's negotiated off-campus instruction indirect rate of 26%. The basis for NCSU's indirect rates is Total Modified Direct Costs. This charge is applied to all direct costs except: training stipends, tuition, and subcontract amounts greater than \$25,000.

TOTAL PROJECT COSTS \$1,996,726

Year 1-\$487,018

Year 2-\$851,357

Year 3-\$658,351

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

North Carolina State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	77,394.00	162,942.00	104,521.00			284,857.00
2. Fringe Benefits	23,218.00	27,283.00	27,756.00			78,257.00
3. Travel	88,750.00	68,800.00	60,100.00			217,650.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	44,650.00	22,000.00	16,500.00			83,150.00
6. Contractual	179,390.00	404,395.00	356,305.00			940,090.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	50,490.00	197,411.00	73,739.00			321,640.00
9. Total Direct Costs (lines 1-8)	463,892.00	822,831.00	638,921.00			1,925,644.00
10. Indirect Costs*	23,125.00	28,526.00	19,430.00			71,081.00
11. Training Stipends						
12. Total Costs (lines 9-11)	487,017.00	851,357.00	658,351.00			1,996,725.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHS

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization North Carolina State University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Bonnie	Middle Name: C	Last Name: Fusarelli	Suffix:
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Address:

Street1:	2310 Stinson Dr,
Street2:	Poe Hall 608 D, Box 7801
City:	Raleigh
County:	Wake
State:	NC: North Carolina
Zip Code:	27695
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
919-515-6359	919-515-8950

Email Address:
bonnie_fusarelli@ncsu.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #:

1, 2, 4, 5

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Human Subjects.pdf	Add Attachment	Delete Attachment	View Attachment
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NELA-DST

Exempt Research on Human Subjects

The proposed research will involve approximately 8 principals and 15 NC State University graduate students (who are teachers aspiring to be principals) recruited from 3 school districts in northeastern North Carolina: Edgecombe, Halifax, and Warren.

The proposed research falls under exemptions 1, 2, 4, and 5. For exemption number 1, the research will be conducted in established or commonly accepted educational settings (i.e., schools in the 3 school districts), involving normal educational practices (i.e., leadership practices). For exemption number 2, the research involves the use of educational tests (cognitive, aptitude, achievement), classroom observations, survey procedures, and interview procedures. For exemption number 4, the research involves the collection of existing data, documents, and records (i.e., school data). For exemption number 5, research is designed to study, and evaluate possible changes in methods for benefits or services under those programs (i.e., to raise student achievement in districts where principals and NC State graduate students are or become school leaders). In all cases, data will be recorded in a manner such that human subjects cannot be identified directly or through identifiers linked to the principal and graduate student participants. Additionally, all data will be stored a secure, password protected server at NC State University.