writing for 2008-2009 so there would be no lapse in writing assessments at grades 4, 7, and 10 while a new writing system is being developed. If possible, the 2008-2009 writing process could serve as a pilot for the new writing assessment system.

In response to the Board's charge, the NCDPI organized a writing committee and directed members to "push the envelope" and propose a writing assessment system design that is innovative and differs substantially from the traditional assessment of writing. The writing committee is composed of NCDPI staff representing the areas of Testing/Accountability, English/language arts, Exceptional Children, Comprehensive Support, Career and Technical Education, Technology, Social Studies, Mathematics, Science, Health, English as Second Language (ESL), and Foreign Languages as well as external members representing several LEAs, the North Carolina Office of School Readiness, and North Carolina State University. The writing committee determined by consensus at its first meeting that whatever was proposed must ensure that students learn to write for a variety of purposes and audiences and that student writing be clear, organized, concise, and purposeful. The committee examined assessment programs from several states, representing differing methods to assess writing, as well as current research conducted at the national level. The committee discussed at length instructional practices and test and measurement issues concerning a proposed new system. The committee determined that this new system needed to be capable of generating pertinent information at the student, classroom, school, district, and state levels.

Vision for a New Model of 21st Century Writing Assessment

In keeping with the guiding mission of the SBE relative to 21st century assessments, the new North Carolina Writing Assessment System entails a paradigm shift from the traditional annual on-demand writing test to ongoing authentic writing assessments. This year-long assessment system will consist of four authentic, content-specific writing tasks/assignments (formative) and two on-demand writing tasks/assignments (one benchmark, the other summative). The content-specific tasks will involve prior reading and research that will culminate in a written product. The on-demand writing tasks will be similar to the traditional writing tests in which students will respond to prompts. During both types of writing sessions, middle grade students will complete their work using technology tools. In elementary school teachers may use their discretion regarding the appropriate use of technology tools for their students.

The new Writing Assessment System engages students in "real world" writing involving content-specific subject matter. Middle grade students, using tools such as a word processor to compose and edit their work and then saving and storing it in an electronic portfolio, will be engaged in a process or system that further prepares them for life and work in the 21st century. The system reinforces the belief that student writing should occur throughout the course of the school year, not just in preparation for a one time, isolated testing event, yet still includes an accountability measure through the use of the benchmark and summative components.

Middle grade students will use a centrally hosted, statewide electronic system to compose and store their writing tasks/assignments. Teachers will be able to access student work in the electronic portfolio in order to provide feedback and score the writing tasks/assignments. The electronic system will allow NCDPI to access student writing and to collect score data. Through the use of this electronic system, the NCDPI will have the capabilities to monitor compliance and to audit, ensuring that the assessment system produces results that are valid and reliable. Review of student writing will allow NCDPI to draw conclusions about student performance in

writing across the state, determine areas for needed professional development, and provide useful feedback to teachers and administrators about student writing performance.

Elementary students will store their hand-written or word-processed products in paper portfolios. NCDPI will monitor student portfolios to ensure compliance and reliability.

2008-2009 Pilot

In order to determine the appropriateness of the content, all students in grades 4 and 7 will complete two content-specific writing assignments and two on-demand writing tasks. Students in grade 7 will use word processing tools in order to complete their assignments. All 7th grade students, with the exception of students in ten pilot LEAs, will store their work in local portfolios. Teachers will use State rubrics to score student writing. NCDPI will monitor student portfolios to ensure compliance and check for reliability.

In order to determine the efficacy of the electronic storage and retrieval system, students in ten LEAs will participate in a pilot that will closely approximate the electronic storage, uploading, and retrieval of student work. NCDPI staff will report to the SBE in September 2009 the specifics of the electronic pilot.

Note:
During 2008-2009 students in Grade 10 will participate in the traditional 10th Grade Writing Test. The Writing Committee will continue to discuss options for a new writing assessment system at the high school. Two components of that comprehensive system will be the English test at Grade 10 and the High School Graduation Project.

Professional Development

The success of any instructional/test and measurement initiative depends heavily upon the quality and effectiveness of targeted professional development programs. Professional development for the North Carolina Writing Assessment System will be delivered to educators and stakeholders primarily electronically through the use of a moodle (online course management system). This professional development will consist of two courses: one specifically designed around the instruction of writing and the involvement of content teachers in the writing process, and the other focusing specifically on the assessment of student writing. The second course will focus on formative and summative assessment and on the use of the electronic system(s), scoring rubrics, scoring applications, and sample student responses.

Upon the successful completion of each course, participants will have the ability to print a certificate of completion, including a specific number of CEUs. This certificate can then be submitted by the participant to the LEA for professional development credit.

This paradigm shift from face-to-face to electronic professional development delivery empowers teachers and allows them to access training according to their schedules. The new Writing Assessment System also empowers teachers in that they are directly involved in the assessment process.

II.   A Comparison of Current and Proposed Writing Assessment

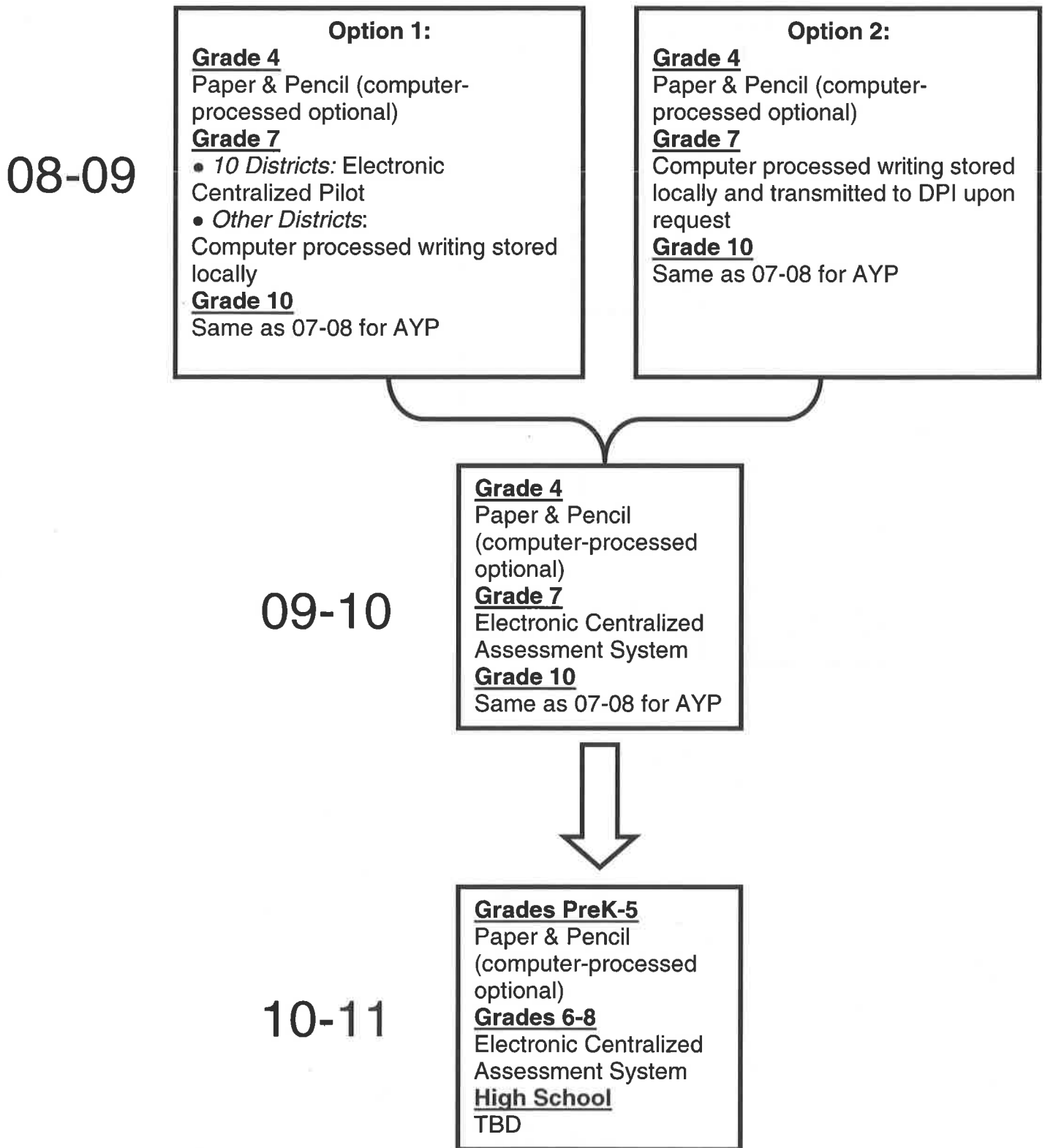|	Traditional Assessment of Writing	Proposed New Assessment of Writing for 4 and 7
When we assess	One prompt administered statewide on one day- historically during March	Four content-specific writing tasks/assignments (two in first year pilot) completed during the school year (formative), two on-demand tasks/assignments, one in late fall, one in late spring (benchmark, summative)
How we assess	Only paper/pencil administrations	Entire system at grade 7 electronic based
Why we assess	One score for accountability purposes	To collect formative and summative assessment data and use this data to provide feedback to improve student writing.
How we assess	Writing instruction delivered in preparation for a single day test	Year-long writing instruction (implementing the writing process) delivered across all content areas for different types of writing tasks/assignments
How we train	Professional development consisted of the publication of scorer training materials and online score applications	Professional development consists of online instructional modules, such as writing across the curriculum, formative assessment and online assessment modules such as understanding the various applications of the scoring rubrics, the differences between scoring content-specific writing tasks/assignments and on-demand tasks/assignments
Who scores assessment	Student responses scored by contractor	Student responses scored by educators/ teachers (2 independent scorers for on-demand and 2 scorers for content-specific)

Sample Prompts

In the new model, we ask students to perform authentic writing tasks that mirror what they will see in post-secondary education and in work. The right hand samples will allow for a richer and deeper assessment of student writing when compared with the traditional on-demand prompts in the left column.

Sample On-Demand Prompt	Sample Authentic Content-Specific Prompt
At the end of every school year, your principal chooses one way the school could be improved. Your principal bases the choice on recommendations from students. This year students proposed the following improvements: • An outdoor lunch area • New sports equipment for the gym • Laptop for student checkout Write a letter to your principal justifying which improvement would be **best** for your school.	**• MUSIC •** *Choose two famous musicians with differing styles, rhythm, and repertoires. Compare the interpretation of the same song performed by both musicians. Be sure to include correct music terminology. Your assignment is not to exceed 700 words.* **• MATH •** *Julie would like to divide a small plot of land (200 ft x 150 ft) into two sections. One section is for her horses and one section is for her vegetable garden. She wants to use fencing she already has that can make almost any shape. She has 110 pieces of fencing. Each piece is 4 yards long.* **How could Julie divide her land so that the fenced in area for the horses is as large as possible and there is enough land left for the vegetable garden?** *Be sure to include* • *A written report explaining which geometric shape would work best for Julie* • *Calculations, charts, or graphs which support your opinion* • *A rule or statement about how the area and shape of any fenced in area are related mathematically* *Your assignment is not to exceed 700 words/characters.* **• SCIENCE •** *Write a letter to the editor concerning animal rights and the protection of endangered species.* *Be sure your letter to the editor includes* • *A logical, defendable position* • *An historical background of this issue* • *The position of advocacy groups speaking out on this issue* • *Specific examples and projections for the future* *Your assignment is not to exceed 700 words.*

III. Implementation and Timelines

Currently DPI is considering the following implementation scenarios. The vision is the same starting in 09-10 however two options can be pursued in 08-09 to achieve the same step forward in writing assessment.
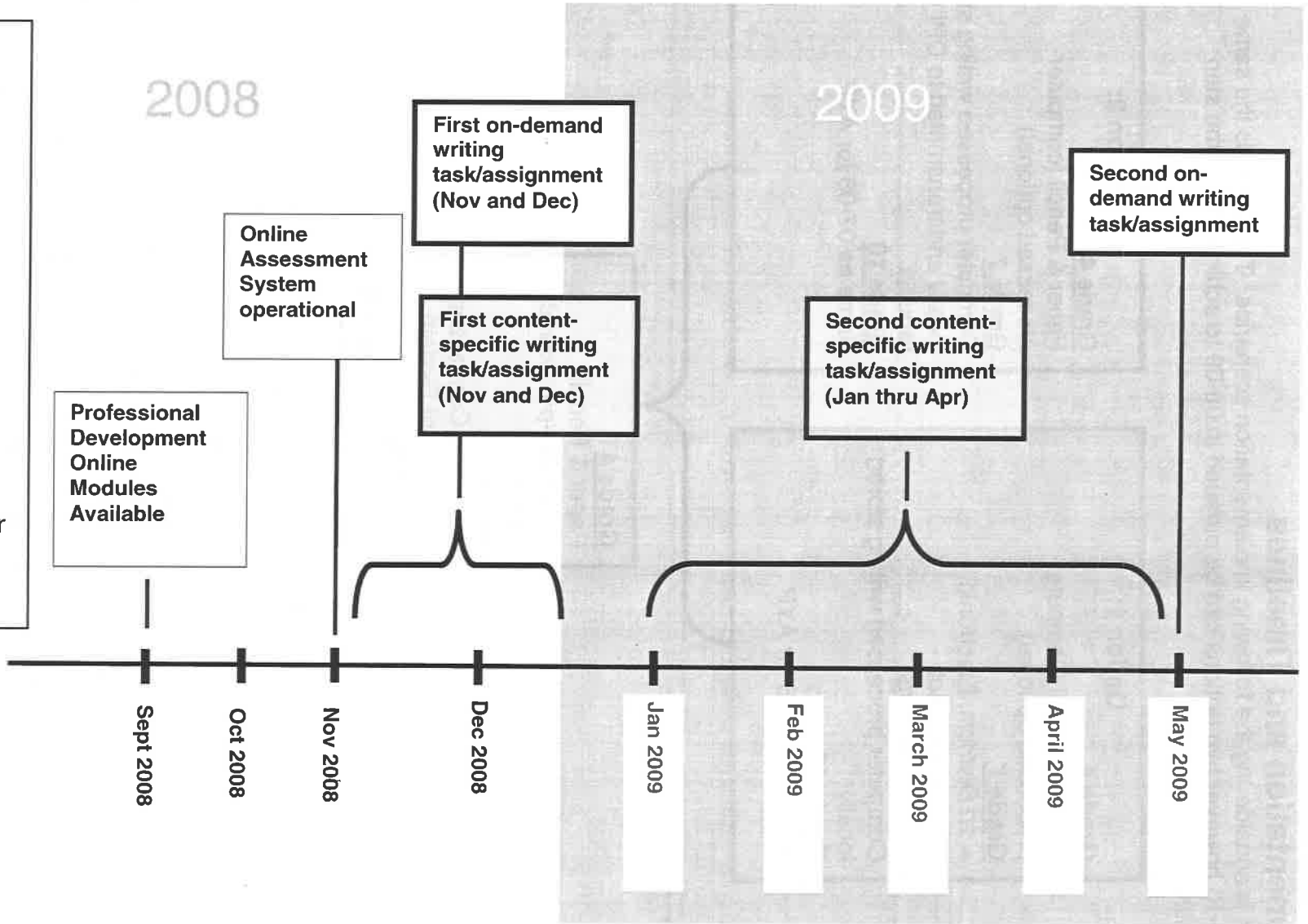
08-09

Option 1:

Grade 4
Paper & Pencil (computer-processed optional)
Grade 7
• *10 Districts:* Electronic Centralized Pilot
• *Other Districts*: Computer processed writing stored locally
Grade 10
Same as 07-08 for AYP

Option 2:

Grade 4
Paper & Pencil (computer-processed optional)
Grade 7
Computer processed writing stored locally and transmitted to DPI upon request
Grade 10
Same as 07-08 for AYP

09-10

Grade 4
Paper & Pencil (computer-processed optional)
Grade 7
Electronic Centralized Assessment System
Grade 10
Same as 07-08 for AYP

10-11

Grades PreK-5
Paper & Pencil (computer-processed optional)
Grades 6-8
Electronic Centralized Assessment System
High School
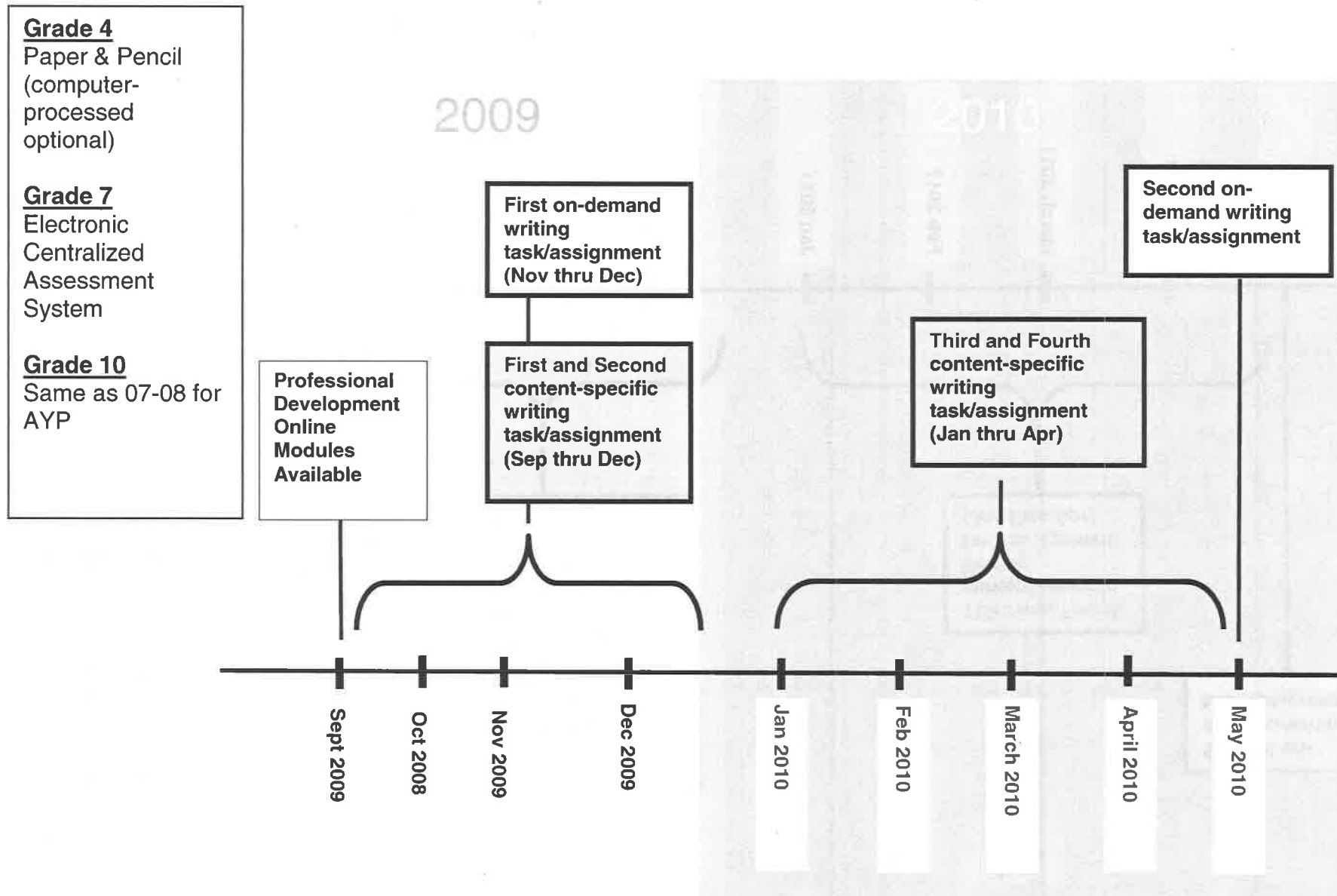TBD

Timeline for 08-09 Writing Pilot

Grade 4
Paper & Pencil (computer-processed optional)

Grade 7
• *10 Districts:* Electronic Centralized Pilot
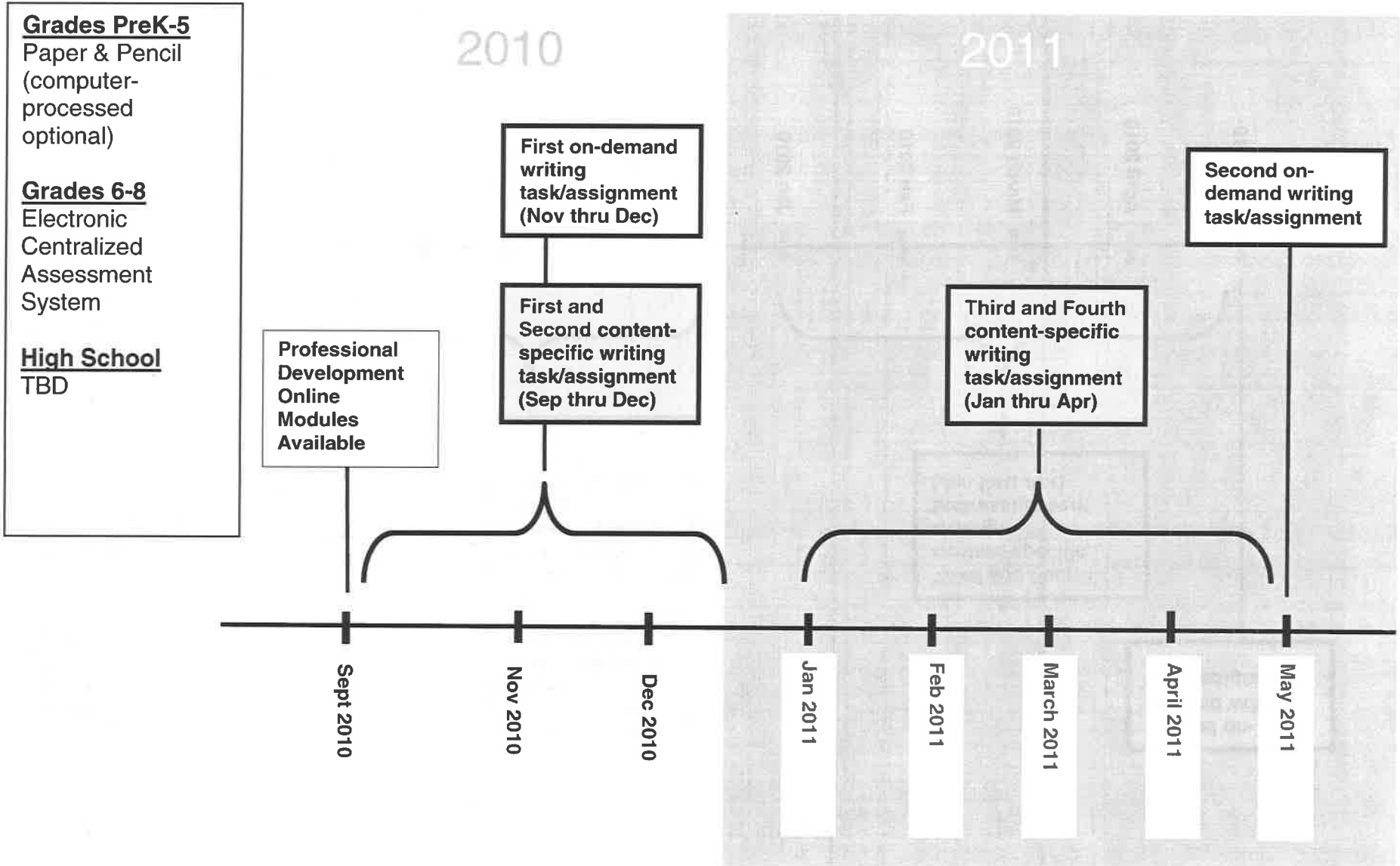• *Other Districts*: Computer processed writing stored locally

Grade 10
Same as 07-08 for AYP

2008

2009

First on-demand writing task/assignment (Nov and Dec)

Online Assessment System operational

Second on-demand writing task/assignment

Professional Development Online Modules Available

First content-specific writing task/assignment (Nov and Dec)

Second content-specific writing task/assignment (Jan thru Apr)

Sept 2008

Oct 2008

Nov 2008

Dec 2008

Jan 2009

Feb 2009

March 2009

April 2009

May 2009

Timeline for 09 - 10 Writing Pilot

Grade 4
Paper & Pencil (computer-processed optional)

Grade 7
Electronic Centralized Assessment System

Grade 10
Same as 07-08 for AYP

2009

Professional Development Online Modules Available

First on-demand writing task/assignment (Nov thru Dec)

First and Second content-specific writing task/assignment (Sep thru Dec)

Third and Fourth content-specific writing task/assignment (Jan thru Apr)

Second on-demand writing task/assignment

Sept 2009

Oct 2008

Nov 2009

Dec 2009

Jan 2010

Feb 2010

March 2010

April 2010

May 2010

9

Timeline for 10 - 11 Writing Pilot

Grades PreK-5
Paper & Pencil (computer-processed optional)

Grades 6-8
Electronic Centralized Assessment System

High School
TBD

2010   2011

First on-demand writing task/assignment (Nov thru Dec)

Second on-demand writing task/assignment

Professional Development Online Modules Available

First and Second content-specific writing task/assignment (Sep thru Dec)

Third and Fourth content-specific writing task/assignment (Jan thru Apr)

Sept 2010   Nov 2010   Dec 2010   Jan 2011   Feb 2011   March 2011   April 2011   May 2011

IV. Rubrics

Content Area Rubric

This scoring rubric applies to the content-specific writing tasks/assignments in content areas such as Mathematics, Sciences, Social Sciences, Humanities, Arts, Technology, etc and will be used in conjunction with the writing features and convention rubrics below.

Points	Descriptions
3	- The student response addresses all aspects of the writing task/assignment - All directions are followed - Appropriate and accurate specific examples are cited and explained - Sound reasoning is employed - Use of the skills of evaluation, analysis, and synthesis is apparent
2	- The student response addresses most aspects of the writing task/assignment - Most directions are followed - Appropriate examples are cited and explained, however, some inaccurate information is included - Reasoning employed is on the inferential level - Use of the skills of synthesis and analysis is apparent
1	- The student response addresses some aspects of the writing task/assignment - Some directions are followed - Some examples may be cited, may attempt to be explained, and inaccurate information is included - Reasoning employed is on the concrete level - Use of literal skills is apparent
0	- The student response addresses no aspect of the writing task/assignment - Few or no directions are followed - Examples, if cited, are inaccurate or inappropriate - There is little or no evidence of any reasoning employed - There is little or no evidence of any apparent skills

Writing Features Rubric

The writing features rubric will be used to assess both the on-demand responses and content-specific writing tasks. The writing features rubric has been back-mapped to the NC Graduation Project.

Points	Descriptions
4	• Topic/subject is clear, though it may or may not be explicitly stated • Maintains focus on topic/subject throughout the response • Organizational structure establishes relationships between and among ideas and/or events • Consists of a logical progression of ideas and/or events and is unified and complete • Support and elaboration are related to and supportive of the topic/subject • Consists of specific, developed details • Exhibits skillful use of vocabulary that is precise and purposeful • Demonstrates skillful use of sentence fluency
3	• Topic/subject is generally clear, though it may or may not be explicitly stated • May exhibit minor lapses in focus on topic/subject • Organizational structure establishes relationships between and among ideas and/or events, although minor lapses may be present • Consists of a logical progression of ideas and/or events and is reasonably complete, although minor lapses may be present • Support and elaboration may have minor weaknesses in relatedness to and support of the topic/subject • Consists of some specific details • Exhibits reasonable use of vocabulary that is precise and purposeful • Demonstrates reasonable use of sentence fluency
2	• Topic/subject may be vague • May lose or may exhibit lapses in focus on topic/subject • Organizational structure may establish little relationship between and among ideas and/or events • May have major lapses in the logical progression of ideas and/or events and is minimally complete • Support and elaboration may have major weaknesses in relatedness to and support of the topic/subject • Consists of general and/or undeveloped details, which may be presented in a list-like fashion • Exhibits minimal use of vocabulary that is precise and purposeful • Demonstrates minimal use of sentence fluency
1	• Topic/subject is unclear or confusing • May fail to establish focus on topic/subject • Organizational structure may not establish connection between and among ideas and/or events • May consist of ideas and/or events that are presented in a random fashion and is incomplete or confusing • Support and elaboration attempt to support the topic/subject but may be unrelated or confusing • Consists of sparse details • Lacks use of vocabulary that is precise and purposeful • May not demonstrate sentence fluency
NS	• This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompts, and responses that are off topic or incoherent.

Writing Conventions Rubric

The writing conventions rubric will be used to assess both the on-demand responses and content-specific writing tasks.

Points	Descriptions
2	**Exhibits reasonable control of grammatical conventions appropriate to the writing task** • Exhibits reasonable control of sentence formation • Exhibits reasonable control of standard usage including agreement, tense, and case • Exhibits reasonable control of mechanics including use of capitalization, punctuation, and spelling
1	**Exhibits minimal control of grammatical conventions appropriate to the writing task** • Exhibits minimal control of sentence formation • Exhibits minimal control of standard usage including agreement, tense, and case • Exhibits minimal control of mechanics including use of capitalization, punctuation, and spelling
0	**Lacks control of grammatical conventions appropriate to the writing task** • Lacks control of sentence formation • Lacks control of standard usage including agreement, tense, and case • Lacks control of mechanics including use of capitalization, punctuation, and spelling

V.   Writing Professional Development

Two professional development courses, each with three modules, will be offered on-line. All teachers must complete and demonstrate mastery of the content in these modules.

Writing Assessment System Online Course	Writing Instructional Delivery Online Course

Module 1— Writing Assessment System Operation
Designed to Answer:
• What are the computer requirements for the writing assessment system?
• How do I operate the computer system functions for the writing assessment system?
• What are the steps for operation?
  ○ Operations to be performed BEFORE each assessment window
  ○ Operations to be performed DURING each assessment window
  ○ Operations to be performed AFTER each assessment window
• When will each assessment window open and close for the submission of student responses and scoring the student responses?
	Module 1 - Writing Across the Curriculum (WAC):
	Designed to Answer:
	• Why is the Teacher as a Writer powerful and how does it effect classroom instruction?
	• How do teachers use writing to help students learn?
	• How can teachers implement writing across and among the content areas?

Module 2— Writing Assessment System Introduction: Designed to answer: • What is the writing assessment system? • Who has to participate in the writing assessment system? • When do I start participating in the writing assessment system? • How is the writing assessment system used in Accountability? • Why is this system being piloted at Grades 4 and 7?	**Module 2 - Understanding Types of Writing Assessments:** Designed to Answer: • What is effective feedback and how do I to provide it to students? • What are the purposes of formative assessment, and how does it support writing across content areas? • What are strategies for implementing formative assessment within classroom instruction?

Module 3— Writing Assessment System Scoring
Designed to answer:
• What type of responses will students be asked to submit for the writing assessment system?
  ○ Authentic writing tasks/assignments—4 total from different content areas (2 each semester)
  ○ On-Demand submissions—2 total from state-provided prompts (1 each semester)
• What are the criteria for scoring the writing assessment submissions?
  ○ Content Area rubric and composing features
  ○ On-Demand rubric and composing features
	Module 3 - Deconstructing Writing Tasks & Using Rubrics:
	Designed to Answer:
	• What are the types of writing tasks and how are they constructed?
	• How to evaluate a writing sample using a rubric as an assessment tool?

*More detailed outlines of the modules are available.

STATE BOARD OF EDUCATION STUDY OF NORTH CAROLINA BOARD CERTIFICATION FOR PRINCIPALS AND ASSISTANT PRINCIPALS

BACKGROUND

Session Law 2008-181 directs the State Board of Education, in cooperation with the Board of Governors of The University of North Carolina, to conduct a study to develop a framework for a North Carolina Board Certified Principal and Assistant Principal Program. The law specifies that the purpose of the program shall be (i) to strengthen the leadership and professional skills of principals and assistant principals, (ii) to assist with the State's efforts to attract and retain highly qualified school leaders, and (iii) to enhance the learning environment in public schools to promote student achievement. The law requires that the program:

(1) Aligns continued professional development with the North Carolina Standards for School Executives.
(2) Supports the development of principals and assistant principals as 21st century leaders.
(3) Models the principal certification program after the teacher certification program developed by the National Board for Professional Teaching Standards.
(4) Addresses the growing shortage of highly qualified leaders in North Carolina public schools by recommending strategies to attract and retain principals and assistant principals.
(5) Provides principals and assistant principals who have successfully participated in the program with a supplementary salary incentive commensurate with the increased demands and responsibilities of the principalship.

A copy of the law is included in Appendix A.

SCHOOL LEADERSHIP IN NORTH CAROLINA

In September 2005, the State Board of Education established an ad hoc committee to consider alternative preparation programs for school administrators. Subsequently, the charge of the committee was expanded to include standards for evaluation, recruitment and retention, preparation, induction, and continuing professional development of school administrators in North Carolina. The committee met from October 2005 – July 2006.

The committee found that at a time when the critical importance of school leadership in student achievement was being realized, North Carolina was faced with a looming shortage of school administrators. Many administrators were quickly approaching retirement age; almost half were aged 50 or older. They were being replaced with younger, less experienced educators at a time when school leaders were expected to do even more and the sense of urgency for improved student achievement was greater than ever before.

The committee concluded that public education's changed mission dictated the need for a new type of school leader -- an executive instead of an administrator. No longer were school leaders just maintaining the status quo by managing complex operations, but like their colleagues in business, they had to be able to create schools as organizations that could learn and change

quickly if they were to improve performance. Schools need executives adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but stir their passions for their work with children. Out of these relationships the executive must create among staff a common shared understanding for the purpose of the work of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone's decision making. The successful work of the new executive will be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action.

The committee drafted new standards for school executives which were subsequently adopted by the State Board of Education in December 2006 (Appendix B). The standards, organized around strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, and micropolitical leadership, reflect the knowledge, skills, and dispositions that school leaders must have if all students are to leave school prepared for their successful participation in the 21st century economy. The standards required the development of a new assessment instrument for school administrators which is being implemented statewide this year. The standards also required the re-visioning of school administrator preparation programs which is currently underway.

The committee report included 17 recommendations focused on the recruitment and retention, preparation, and induction and continuing professional development of school leaders. The committee recommended that a "board certification" for principals, modeled after National Board Certification for teachers, be explored at either the state or national level, and that principals who earned "board certification" receive a salary differential similar to that for teachers.

The State Board of Education subsequently convened two additional ad hoc committees focused on school leadership. The first of these two committees articulated new standards for school superintendents aligned with the new standards for school executives. The standards were adopted by the Board in September 2007 and work is underway on the development of a new evaluation instrument based on these standards. The second of the two committees focused on professional development for school leaders and proposed a comprehensive delivery system to ensure all school leaders had access to high quality professional development.

THE NEED FOR SCHOOL LEADERS

Like a number of other states, North Carolina has a teacher shortage and a graying teaching force. The shortage is widely acknowledged, and at both the local and state levels, programs and services are being implemented to address the problem. **North Carolina has another looming shortage: school administrators.** This shortage is not widely acknowledged, nor is there much being done systematically to address it.

Close to half (45%) of our current school administrators are age 50 or older. Close to two-thirds (62%) of our current school administrators are age 45 or older. More than half (55%) have 20 or more years of experience.

Over the last five years, the demand for new principals has increased 15% with an average of 282 new principals hired each year. Over the same time period there has been a slight increase (3%) in the number of new assistant principals hired annually with approximately 460 new assistant principals hired each year. Projected increases in average daily membership (ADM), efforts to redesign schools into smaller, focused learning communities, and approaching retirements suggest a gradual but constant increase in the number of school administrators required in North Carolina each year for the next few years.

Of the new principals hired in the 2007-08 school year, 79% had been employed in NC as an assistant principal the previous year. This is comparable to the percent of new principals who had been employed as assistant principals in NC the previous year in most of the preceding five years. Of the new principals employed in the 2007-08 school year, 6% had not been employed in NC the previous year. This is also comparable to the percentages for most of the preceding five years.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

The National Board for Professional Teaching Standards (NPBTS) is an independent, nonprofit, nonpartisan and nongovernmental organization. As reflected on its website (www.nbpts.org), NBPTS was formed in 1987 "to advance the quality of teaching and learning by developing professional standards for accomplished teaching, creating a voluntary system to certify teachers who meet those standards and integrating certified teachers into educational reform efforts." Five Core Propositions undergird National Board Certification for teachers:

Proposition 1: Teachers are Committed to Students and Their Learning
Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.
Proposition 5: Teachers are Members of Learning Communities.

Building from the five core propositions, the NBPTS has articulated standards for 25 specialty areas (Appendix C). Standards are developed by committees of outstanding educators who are broadly representative of accomplished professionals in their field. While the majority of each committee is made up of classroom teachers, other members may include experts in child development, teacher education and relevant disciplines. The committee provides recommendations to the National Board and advises those involved in developing the corresponding assessment.

The standards for each area reflect the five core propositions, identify specific knowledge, skills, and attitudes that support accomplished practice and illustrate how a teacher's professional judgment is reflected in action. Before adoption by the NBPTS Board of Directors, a draft of the standards is widely distributed for public comment.

Teachers are required to submit four portfolio entries. Three are classroom based, where video recordings and examples of student work serve as supporting documentation. A fourth entry is focused on the teacher's accomplishments outside of the classroom – with families, the

community or colleagues – and how they impact student learning. Additionally, teachers must also demonstrate content knowledge in response to six exercises developed for their chosen certificate area. Teachers have up to 30 minutes to complete each exercise. Assessments are administered at over 300 computer-based testing centers across the United States.

NATIONAL BOARD CERTIFICATION FOR PRINCIPALS

The National Board for Professional Teaching Standards has embarked on the development of *advanced certification* for principals. NBPTS will convene experts and current practitioners to identify core propositions that undergird the principal's job, develop performance standards, and define highly accomplished practice. NBPTS expects this process will take one year and that an additional two years will be needed to develop performance-based activities and assessments and to complete field-testing. Dr. Joseph A. Aguerrebere, Jr., President and CEO of the National Board for Professional Teaching Standards, has indicated that North Carolina can be represented on the committee working on the development of National Board Certification for Principals and become a field-testing site. A letter to this effect is in Appendix D. NBPTS estimates that the cost of the development and implementation of National Board Certification for Principals will be $5 million dollars.

STUDY GROUP

In studying North Carolina Board Certification for Principals and Assistant Principals, input was solicited from the following individuals:

- Alisa Chapman, Associate Vice President for University-School Programs, UNC-GA
- The Honorable Tricia Ann Cotham, NC House of Representatives
- Dr. Jesse Dingle, Director, Talent Management and Development Division, DPI
- Emily Doyle, Assistant Executive Director, NCPAPA
- Dr. Nancy Farmer, Executive Director, PEP
- Karen Garr, Regional Outreach Coordinator, NBPTS
- Dr. Ken Jenkins, Professor, Appalachian State University
- Katherine Joyce, Assistant Executive Director, NCASA
- Bill McNeal, Executive Director, NCASA
- Brad Sneeden, Superintendent, Carteret County Schools
- Dr. Kathy Sullivan, Senior Policy Advisor, NC SBE
- Lloyd Thrower, Executive Director, NCPAPA
- Dr. Mike Williams, Executive Director, UNC Center for School Leadership Development

GUIDING PRINCIPLES

In arriving at its recommendations, the study group considered information provided by the National Board for Professional Teaching Standards as well as potential costs to the state. The study group was guided by the following principles:

(1) School leadership is critical to student achievement. Twenty-first century schools require 21st century leaders who are skilled in strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, and micropolitical leadership, if all students are to leave school prepared for their successful participation in the 21st century economy.

(2) North Carolina must act to build the "bench strength" and increase the pool of qualified candidates for school leadership positions. North Carolina must also act to support and retain qualified school leaders. In so doing, the state should create incentives for qualified educators to pursue and remain in principal roles. Teachers who pursue roles as school leaders should not be financially disadvantaged.

(3) National Board Certification for teachers has a positive impact on student achievement, teacher retention, and professional development. Similarly, National Board Certification for principals should enhance school leadership skills and positively impact schools.

RECOMMENDATIONS

Based on the preceding guiding principles, the study group recommends that:

(1) National Board Certified Teachers who move into the role of assistant principals should receive the higher of their salary as a teacher or their salary as an assistant principal, provided they are working with teachers [instruction] in their roles as assistant principals.

This could be implemented at **no additional cost** to the state, since the individuals would already qualify for the higher salary.

(2) North Carolina utilize the *Advanced Principal Certification* being developed by the National Board for Professional Teaching Standards rather than develop its own board certification for principals and assistant principals.

Like teachers, principals and assistant principals participating in the National Board Certification process for *Advanced Principal Certification* should be eligible for 3 days of paid leave time subject to the approval of the superintendent, payment of the participation fee, and a salary differential upon earning certification from the National Board for Professional Teaching Standards (NBPTS).

For principals earning *Advanced Principal Certification* through the National Board for Professional Teaching Standards, a 12% salary differential is recommended. This is in line with the salary differential provided teachers.

For assistant principals earning *Advanced Principal Certification* through the National Board for Professional Teaching Standards, a 6% salary differential is recommended. They should receive an additional 6% salary differential after moving into the principalship.

(3) Principals and assistant principals earning National Board for Professional Teaching Standards *Advanced Principal Certification* or completing the National Board for

Professional Teaching Standards *Advanced Principal Certification* process be awarded fifteen (15) units of renewal credit.

(4) North Carolina actively pursue the opportunity to participate in development and field-testing of the NBPTS Certification for Principals.

(5) The Principals' Executive Program (PEP) develop programs to support individuals participating in the *Advanced Principal Certification* process.

(6) In the event that assistant principals are not eligible for *Advanced Principal Certification* through the National Board for Professional Teaching Standards, North Carolina develop a comparable state process for assistant principals.

ESTIMATED COSTS

The cost estimates are based on the following:

Number of state allotted principal positions 2,225

Number of state allotted assistant principal positions..1,724

Average state principal salary (including social security and retirement)..........................$79,835
    12% salary differential based on average salary............................$9580

Average state assistant principal salary (including social security and retirement)...........$58,019
    6% salary differential based on average salary..............................$3481

Current National Board for Professional Teaching Standards application fee......................$2500

Approximately 10% of North Carolina's teachers hold National Board Certification.

In the early years of National Board Certification, approximately 40% of candidates were successful on their first attempt.

Estimated Costs	
If 10% of principals (223) applied, the application fee would be	$557,500
If 10% of assistant principals (173) applied, the application fee would be	$432,500
Estimated Application Fee	**$990,000**
If 40% of principal candidates achieved NBC (90), the projected cost of the salary differential would be	$862,200
If 40% of assistant principal candidates achieved NBC (70), the projected cost of the salary differential would be	$243,670
Estimated Salary Differential	**$1,105,870**

APPENDIX A

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2007

SESSION LAW 2008-181
HOUSE BILL 2431

PART XXIV. DIRECTING THE STATE BOARD OF EDUCATION TO CONDUCT A STUDY TO DEVELOP A FRAMEWORK FOR A NORTH CAROLINA BOARD CERTIFICATION PROCESS FOR PRINCIPALS AND ASSISTANT PRINCIPALS (H.B. 2513 – Cotham)

SECTION 24.1. The State Board of Education, in cooperation with the Board of Governors of The University of North Carolina, shall conduct a study to develop a framework for a North Carolina Board Certified Principal and Assistant Principal Program (Program). The purpose of the Program shall be (i) to strengthen the leadership and professional skills of principals and assistant principals, (ii) to assist with the State's efforts to attract and retain highly qualified school leaders, and (iii) to enhance the learning environment in public schools to promote student achievement.

SECTION 24.2. In developing the framework, the State Board of Education and the Board of Governors shall consult with the Center for School Leadership Development, the Principals Executive Program, the North Carolina Association of School Administrators, the N. C. Principals/Assistant Principals Association, Inc., and the National Board for Professional Teaching Standards.

SECTION 24.3. As part of its study, the State Board of Education shall ensure that the framework for the Program:
  (1) Aligns continued professional development with the North Carolina Standards for School Executives.
  (2) Supports the development of principals and assistant principals as 21st century leaders.
  (3) Models the principal certification program after the teacher certification program developed by the National Board for Professional Teaching Standards.
  (4) Addresses the growing shortage of highly qualified leaders in North Carolina public schools by recommending strategies to attract and retain principals and assistant principals.
  (5) Provides principals and assistant principals who have successfully participated in the program with a supplementary salary incentive commensurate with the increased demands and responsibilities of the principalship.

SECTION 24.4. The State Board of Education shall develop a process to evaluate the effectiveness of the Program.

SECTION 24.5. The State Board of Education shall deliver a draft proposed framework to the Joint Legislative Education Oversight Committee by December 1, 2008, and report on the cost of implementing the Program for the 2009-2010 fiscal year.

APPENDIX B

STANDARDS FOR SCHOOL EXECUTIVES
ADOPTED BY THE STATE BOARD OF EDUCATION
DECEMBER 2006

A New Vision of School Leadership

Public education's changed mission dictates the need for a new type of school leader -- an executive instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations but just like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need executives who are adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but powerful relationships that also stir their passions for their work with children. Out of these relationships the executive must create among staff a common shared understanding for the purpose of the work of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the school's identity empowers them to seek and build powerful alliances and partnerships with students, parents and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the new executive will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action. This culture of disciplined thought and action is rooted in the ability of the relationships among all stakeholders to build a trusting, transparent environment that reduces all stakeholders' sense of vulnerability as they address the challenges of transformational change.

Philosophical Foundation for the School Executive Standards

The following points underlie this work:

- Today schools must have proactive school executives who possess a great sense of urgency.

- The goal of school leadership is to transform schools so that large-scale, sustainable, continuous improvement becomes built in to their mode of operation.

- The moral purpose of school leadership is to create schools in which all students learn, the gap between high and low performance is greatly diminished and what students learn will prepare them for success in their futures, not ours.

- Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels of the school district.

- The work of leadership is about working with, for and through people. It is a social act. Whether we are discussing instructional leadership, change leadership or leadership as learning, people are always the medium for the leader.

- Leadership is not about doing everything oneself but it is always about creating processes and systems that will cause everything to happen.

- Leadership is about the executive's ability to select and develop a strong executive staff whose complementary strengths promote excellence in all seven functions of leadership identified in this document.

- The concept of leadership is extremely complex and systemic in nature. Isolating the parts of leadership completely misses the power of the whole. It is not just knowing what to do, but why to do it, how to do it and when to do it.

- Within a school district there are nested leadership systems (local boards of education, central office, school, and classroom). For the organization to be successful these systems must be aligned and supportive, and function as a team.

- Leadership is about setting direction, aligning and motivating people to implement positive sustained improvement.

- Leaders bring their "person" to the practice of leadership. Matching the context of leadership to the "person" of the individual is important to the success of the leader.

Intended Purposes of the Standards

The North Carolina School Executive Standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school executive's development, these standards will serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. Taken as a whole these standards, practices and competencies are overwhelming. One might ask, "How can one person possess all of these?" The answer is they can not. It is, therefore, imperative that a school executive understands the importance of building an executive team that has complementary skills. The more diversity that exists on the team the more likely the team will be to demonstrate high performance in all critical function areas. The main responsibility of the school executive is to create aligned systems of leadership throughout the school and its community.

In addition, these standards will serve other audiences and purposes. These standards will:

- Inform higher education programs in developing the content and requirements of school executive degree programs;
- Focus the goals and objectives of districts as they support, monitor and evaluate their school executives;
- Guide professional development for school executives;
- Serve as a tool in developing coaching and mentoring programs for school executives.

Organization of the Standards

Each standard is formatted as follows:

- Standard: The standard is the broad category of the executive's knowledge and skills;
- Summary: The summary more fully describes the content and rationale of each Standard;
- Practices: The practices are statements of what one would see an effective executive doing in each Standard;
- Artifacts: The artifacts are evidence of the quality of the executive's work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.

- Competencies: Although not articulated there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.

The Seven Standards of Executive Leadership and Their Connection

The seven critical standards used as the framework for the North Carolina School Executive Standards are borrowed from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2003). Unlike many current efforts that look at all of the things principals "might" or "should" do, this study examined what principals actually do. As such, it is grounded in practice, exploits story and narrative, and supports the distribution of leadership rather than the "hero leader."

North Carolina's Standards for School Executives are interrelated and connect in executives' practice. They are not intended to isolate competencies or practices. Executives' abilities in each standard will impact their ability to perform effectively in other standard areas. For example, the ability of an executive to evaluate and develop staff will directly impact the school's ability to reach its goals and will also impact the norms of the culture of the school.

School executives are responsible for ensuring that leadership happens in all seven critical areas, but they don't have to provide it.

The seven standards and their practices are:

Standard 1: Strategic Leadership

Summary: School executives will create conditions that result in strategically re-imaging 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.

The school executive practices effective strategic leadership when he or she

- Is able to share a vision of the changing world in the 21st century that schools are preparing children to enter;
- Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- Utilizes data from the NC Teacher Working Conditions Survey in developing the framework for continual improvement in the School Improvement Plan;
- Is a driving force behind major initiatives that help students acquire 21st century skills;
- Creates with all stakeholders a vision for the school that captures peoples' attention and imagination;
- Creates processes that provide for the periodic review and revision of the school's vision, mission, and strategic goals by all school stakeholders;
- Creates processes to ensure the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school;
- Adheres to statutory requirements regarding the School Improvement Plan;
- Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives;
- Facilitates the successful execution of the school improvement plan aligned to the mission and goals set by the State Board of Education;
- Facilitates the implementation of state education policy inside the school's classrooms;
- Facilitates the setting of high, concrete goals and the expectations that all students meet them;

- Communicates strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice in preparing students for success in college or in work;
- Creates processes to distribute leadership throughout the school.

Artifacts:
- Degree to which school improvement plan strategies are implemented, assessed and modified
- Evidence of an effectively functioning, elected School Improvement Team
- NC Teacher Working Conditions Survey
- School improvement plan, its alignment with district and state strategic priorities, and a plan for growth on items of concern as evidenced in the NC TWC Survey
- The degree to which staff can articulate the school's direction and focus
- Student testing data

Standard 2: Instructional Leadership

Summary: School executives will 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.

The school executive practices effective instructional leadership when he or she

- Focuses his or her own and others' attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals;
- Creates an environment of practiced distributive leadership and teacher empowerment;
- Demonstrates knowledge of 21st century curriculum, instruction, and assessment by leading or participating in meetings with teachers and parents where these topics are discussed, and/or holding frequent formal or informal conversations with students, staff and parents around these topics;
- Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program;
- Creates processes and schedules that facilitate the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge;
- Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students;
- Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction;
- Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools (e.g., technology) and best practices for meeting diverse student needs;
- Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;
- Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction;
- Creates processes that protect teachers from issues and influences that would detract from their instructional time;
- Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

Artifacts:
- School improvement plan
- NC Teacher Working Conditions Survey
- Student achievement data
- Dropout data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students (ESOL, exceptional children, Level I and Level II children)
- Evidence of the team development and evaluation of classroom lessons

Standard 3: Cultural Leadership

Summary: School executives will understand and act on the understanding of the important role a school's culture contributes to the exemplary performance of the school. School executives 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 school executive must be able to "reculture" 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 as 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.

The school executive practices effective cultural leadership when he or she

- Creates a collaborative work environment predicated on site-based management that supports the "team" as the basic unit of learning and decision-making within the school and promotes cohesion and cooperation among staff;
- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students and then operates from those beliefs;
- Influences the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan;
- Systematically develops and uses shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students;
- Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff;
- Visibly supports the positive, culturally-responsive traditions of the school community;
- Promotes a sense of well-being among staff, students and parents;
- Builds a sense of efficacy and empowerment among staff that result in a "can do" attitude when faced with challenges;
- Empowers staff to recommend creative 21st century concepts for school improvement.

Artifacts:
- Work of Professional Learning Communities within and tangential to the school
- Documented use of the SIT in decision-making throughout the year
- NC Teacher Working Conditions Survey
- School improvement plan
- Teacher retention data
- Student achievement data
- Awards structure developed by school

13

Standard 4: Human Resource Leadership

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

The school executive practices effective human resource leadership when he or she

- Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning;
- Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self – awareness;
- Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy;
- Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development;
- Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school;
- Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff;
- Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance;
- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs;
- Continuously searches for the best placement and utilization of staff to fully benefit from their strengths;
- Is systematically and personally involved in the school's professional activities.

Artifacts:
- School improvement plan
- NC Teacher Working Conditions Survey – with special emphasis on the leadership and empowerment domains
- Copy of master school schedule documenting the time provided for individual and collaborative planning for every teacher
- Number of National Board Certified teachers
- Teacher retention data
- Number of teachers pursuing school executive credentials, National Board Certification, or advanced licensure in their teaching areas
- Records of school visits for the purpose of adult learning
- Record of professional development provided staff and an assessment of the impact of professional development on student learning
- Mentor records, beginning teacher feedback, and documentation of correlation of assignment of mentor to mentee
- Copies of professional growth plans
- Student achievement data

Standard 5: Managerial Leadership

Summary: School executives 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 school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decisions so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

The school executive practices effective managerial leadership when he or she

- Creates processes to provide for a balanced operational budget for school programs and activities;
- Creates processes to recruit and retain a high-quality workforce in the school that meets the diverse needs of students;
- Creates processes to identify and solve, resolve, dissolve or absolve school-based problems/conflicts in a fair, democratic way;
- Designs a system of communication that provides for the timely, responsible sharing of information to, from, and with school and district staff;
- Designs scheduling processes and protocols that maximize staff input and addresses diverse student learning needs;
- Develops a master schedule for the school to maximize student learning by providing for individual and on-going collaborative planning for every teacher;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff.

Artifacts:
- NC Teacher Working Conditions Survey
- School Improvement Plan
- External reviews, such as budget
- Copies of master schedules/procedures
- Communication of safety procedures and behavioral expectations throughout the school community

Standard 6: External Development Leadership

Summary: A school executive 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, community and business representatives to participate as "stockholders" in the school such that continued investments of resources and good will are not left to chance.

The school executive practices effective external development leadership when he or she

- Implements processes that empower parents and other stakeholders to make significant decisions;
- Creates systems that engage all community stakeholders in a shared responsibility for student and school success;
- Designs protocols and processes that ensures compliance with state and district mandates;
- Creates opportunities to advocate for the school in the community and with parents;
- Communicates the school's accomplishments to the district office and public media in accordance with LEA policies;
- Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school;
- Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

Artifacts:
- PTSA participation
- PTSA meeting agendas, bulletins, etc.
- Parent attendance at school improvement team meetings
- Survey results from parents
- Evidence of visible support from community
- Booster club participation
- Number of school volunteers
- Plan for shaping the school's image throughout the community
- PTSA membership
- Evidence of business partnerships and projects involving business partners

Standard 7: Micropolitical Leadership

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

The school executive practices effective micropolitical leadership when he or she:

- Uses the School Improvement Team to make decisions and provides opportunities for staff to be involved in developing school policies;
- Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;
- Creates processes and protocols to buffer and mediate staff interests;
- Is easily accessible to teachers and staff;
- Designs transparent systems to equitably manage human and financial resources;
- Demonstrates sensitivity to personal needs of staff;
- Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;
- Demonstrates awareness of hidden and potentially discordant issues in the school;
- Encourages people to express opinions contrary to those of authority;
- Demonstrates ability to predict what could go wrong from day to day;
- Uses performance as the primary criterion for reward and advancement;
- Maintains high visibility throughout the school;
- Maintains open, vertical and horizontal communications throughout the school community.

Artifacts:
- NC Teacher Working Conditions Survey
- Teacher retention data
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus
- Evidence of shared decision-making
- Evidence of use of a decision matrix
- Evidence of a school that operates through teams
- Evidence of distributed leadership

16

Competencies

A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. Factual knowledge is simply "knowing" content; experiential knowledge is the knowledge one gains from understanding – it is knowing the when and why. Skills bring structure to experiential knowledge. It is when one can put their accumulated knowledge into a series of steps that – if followed – will lead to practice.

There are many competencies that are obviously inherent in the successful performance of all of the practices listed under each of the seven critical functions of leadership. The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them. Although the principal may not personally possess them all, he or she is still responsible for their effective use in the various leadership practices.

The competencies listed below are not so obvious in the practices, can be applied to multiple practices and are absolutely essential for all school executives to possess to ensure their success. For example, the competency – conflict management is important in Micro Political Leadership, Strategic Planning, Cultural Leadership, and perhaps one could argue that this competency is necessary in all seven Standards. These competencies are listed here to emphasize their importance and to make sure they are incorporated into the development of school executives.

- **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.
- **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.
- **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.
- **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.
- **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.
- **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.
- **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.
- **Emotional Intelligence** – Is able to manage oneself through self awareness and self management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.
- **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.
- **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.
- **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.
- **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.

- **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.
- **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.
- **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.
- **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.
- **Sensitivity** – Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Relating to people of varying ethnic, cultural, and religious backgrounds.
- **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.
- **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.
- **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.
- **Visionary** – Encourages Imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

APPENDIX C

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS
CERTIFICATION AREAS

NBPTS offers the following 25 certificate areas that cover 15 subject areas and are classified into seven student age categories. Candidates may choose to pursue a generalist certificate or one that is subject-specific.

Art
   Early and Middle Childhood
   Early Adolescence through Young Adulthood
Career and Technical Education
   Early Adolescence through Young Adulthood
English as a New Language
   Early and Middle Childhood
   Early Adolescence through Young Adulthood
English Language Arts
   Early Adolescence
   Adolescence and Young Adulthood
Exceptional Needs Specialist
   Early Childhood through Young Adulthood
Generalist
   Early Childhood
   Middle Childhood
Health
   Early Adolescence through Young Adulthood
Library Media
   Early Childhood through Young Adulthood
Literacy: Reading – Language Arts
   Early and Middle Childhood
Mathematics
   Early Adolescence
   Adolescence and Young Adulthood
Music
   Early and Middle Childhood
   Early Adolescence through Young Adulthood
Physical Education
   Early and Middle Childhood
   Early Adolescence through Young Adulthood
School Counseling
   Early Childhood through Young Adulthood
Science
   Early Adolescence
   Adolescence and Young Adulthood
Social Studies – History
   Early Adolescence
   Adolescence and Young Adulthood

World Languages Other than English
Early Adolescence through Young Adulthood

Age Categories

Early Childhood (Ages 3-8)
Middle Childhood (Ages 7-12)
Early & Middle Childhood (Ages 3-12)
Early Childhood through Young Adulthood (Ages 3-18+)
Early Adolescence (Ages 11-15)
Adolescence and Young Adulthood (Ages 14-18+)
Early Adolescence through Young Adulthood (Ages 11-18+)

APPENDIX D

LETTER FROM DR. JOSEPH A. AGUERREBERE, JR.

National Board for
**PROFESSIONAL
TEACHING
STANDARDS**

National Office
1525 Wilson Boulevard, Suite 500
Arlington, VA 22209
Tel: 703-465-2700 • Fax: 703-465-2715
www.nbpts.org

Gov. Roy E. Barnes, *Chair*
Rebecca Dhocios, *Vice Chair*

Joseph A. Aguerrebere
President and CEO

Gov. James B. Hunt, Jr., *Founding Chair*
James A. Kelly, *Founding President*

October 23, 2008

Howard Lee
Chairman
NC State Board of Education
6302 Mail Service Center
Raleigh, NC 27699-6302

Dear Chairman Lee:

I am pleased to hear that North Carolina is examining standards for administrators and am happy to provide support from the National Board for Professional Teaching Standards. At the request of and in collaboration with the American Association of School Administrators, the National Association of Elementary School Principals, and the National Association of Secondary School Principals, we are developing National Board Certification for principals. The certificate is on track to be developed within three years.

I know that North Carolina has had some questions about how the state can be involved. We can make sure that we use North Carolina as a pilot site for this new certificate. We can also make sure that NC is represented on our committee work.

I know that you are also concerned about assistant principals. Whether assistant principals will be eligible for an advanced principal certification is to be determined through our committee deliberation process. As you may recall, eligibility requirements for teacher certification took some time to agree on. Our decision that teachers are required to have a bachelor's degree but not a master's degree took some time to decide. If it is ultimately decided that assistant principals are not eligible to participate, there could still be an opportunity at some point to create something "developmental" for them. This could serve a purpose similar to *Take One!* for teachers. At this point, it is too early to answer this question.

North Carolina has been such an important state for us and a leader in the field of National Board Certification. It would be prudent to include you in the development of this work.

If you have any questions for me, I would be very happy to talk with you.

Sincerely,

Joseph A. Aguerrebere, Ed.D.
President and CEO

Rubric for Evaluating North Carolina Teachers (Required)

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

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 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.

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
		. . . and	. . . and	. . . and	
✓	❑ Understands how they contribute to students graduating from high school.	❑ Takes responsibility for the progress of students to ensure that they graduate from high school.	❑ Communicates to students the vision of being prepared for life in the 21st century.	❑ Encourages students to take responsibility for their own learning.	
	❑ Uses data to understand the skills and abilities of students.	❑ Provides evidence of data driven instruction throughout all classroom activities.	❑ Evaluates student progress using a variety of assessment data.	❑ Uses classroom assessment data to inform program planning.	
		❑ Establishes a safe and orderly classroom.	❑ Creates a classroom culture that empowers students to collaborate.	❑ 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.

	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
		. . . and	. . . and	. . . and	
	❑ Attends professional learning community meetings.	❑ Participates in professional learning community.	❑ Assumes a leadership role in professional learning community.	❑ Collaborates with colleagues to improve the quality of learning in the school.	
	❑ Displays awareness of the goals of the school improvement plan.	❑ Participates in developing and/or implementing the school improvement plan.	❑ Collaborates with school personnel on school improvement activities.	❑ 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)**
	❑ Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and Contributes to the: ❑ improvement of the profession through professional growth. ❑ establishment of positive working relationships ❑ school's decision-making processes as required.	. . . and ❑ Promotes positive working relationships through professional growth activities and collaboration.	. . . and ❑ 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.					
	❑ Knows about the policies and practices affecting student learning.	. . . and ❑ Supports positive change in policies and practices affecting student learning.	. . . and ❑ Participates in developing policies and practices to improve student learning.	. . . and ❑ 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)					
	❑ Understands the importance of ethical behavior as outlined in the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*	. . . and ❑ Demonstrates ethical behavior through adherence to the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*	. . . and ❑ Knows and upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*	. . . and ❑ 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:

- Lesson plans
- Journals
- Student handbooks
- Student work
- School improvement planning
- Service on committees

- Relevant data
- Class rules and procedures
- Participation in The Teacher Working Condition Survey
- Professional Learning Communities
- Membership in professional organizations

- Formal and informal mentoring
- Surveys
- National Board Certification
- Discipline records

Standard II: Teachers establish a respectful environment for a diverse population of students

<table>
<tr>
<td rowspan="2" style="writing-mode: vertical-lr">Observation</td>
<td colspan="5">a. 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.</td>
</tr>
<tr>
<td>Developing</td>
<td>Proficient</td>
<td>Accomplished</td>
<td>Distinguished</td>
<td>Not Demonstrated (Comment Required)</td>
</tr>
<tr>
<td>✓</td>
<td>❑ Appreciates and understands the need to establish nurturing relationships.</td>
<td>. . . and
❑ Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.</td>
<td>. . . and
❑ Maintains a positive and nurturing learning environment.</td>
<td>. . . and
❑ Encourages and advises others to provide a nurturing and positive learning environment for all students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td colspan="5">b. 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.</td>
</tr>
<tr>
<td>✓</td>
<td>❑ Acknowledges that diverse cultures impact the world.</td>
<td>. . . and
❑ Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</td>
<td>. . . and
❑ Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td>. . . and
❑ Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>❑ Demonstrates awareness of the diversity of students in the classroom.</td>
<td>❑ Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.</td>
<td>❑ Consistently incorporates different points of view in instruction.</td>
<td>❑ Capitalizes on diversity as an asset in the classroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td colspan="5">c. 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.</td>
</tr>
<tr>
<td>✓</td>
<td>❑ Holds high expectations of students.</td>
<td>. . . and
❑ Communicates high expectations for all students.</td>
<td>. . . and
❑ Encourages and values contributions of students, regardless of background or ability.</td>
<td>. . . and
❑ Helps students hold high expectations for themselves and their peers.</td>
<td></td>
</tr>
</table>

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)

d. 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)
✓	❑ Recognizes that students have a variety of learning needs.	. . . and ❑ Collaborates with specialists who can support the special learning needs of students.	. . . and ❑ Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.	. . . and ❑ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.	
✓	❑ Is knowledgeable of effective practices for students with special needs.	❑ Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	❑ Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	❑ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.	

e. 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.

	❑ Responds to family and community concerns.	. . . and ❑ Communicates and collaborates with the home and community for the benefit of students.	. . . and ❑ Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	. . . and ❑ Promotes trust and understanding throughout the school community.	

Comments

Examples of Artifacts:

- Student profiles
- Student surveys
- Cooperation with ESL teachers
- Lessons that integrate international content
- Documentation of referral data and use of IEPs

- Communications with parents/ community
- Professional development on cultural attitudes and awareness
- Use of technology to incorporate cultural awareness into lessons

Standard III: Teachers know the content they teach

<table>
<tr><td rowspan="2">Observation</td><td colspan="6">a. 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.</td></tr>
<tr><td>Developing</td><td>Proficient</td><td>Accomplished</td><td>Distinguished</td><td>Not Demonstrated (Comment Required)</td></tr>
<tr>
<td>✓</td>
<td>❑ Demonstrates an awareness of the North Carolina Standard Course of Study and references it in the preparation of lesson plans.</td>
<td>. . . and
❑ Understands the North Carolina Standard Course of Study, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.</td>
<td>. . . and
❑ Develops and applies strategies based on the North Carolina Standard Course of Study and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.</td>
<td>. . . and
❑ Assists colleagues in applying such strategies in their classrooms.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>❑ Elementary: Begins to integrate literacy instruction in selected lessons.</td>
<td>❑ Elementary: Integrates effective literacy instruction throughout the curriculum.</td>
<td>❑ Elementary: Evaluates and reflects upon the effectiveness of literacy instruction.</td>
<td>❑ Elementary: Makes necessary changes to instructional practice to improve student learning.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>❑ Secondary: Recognizes the importance of integrating literacy strategies within the content areas.</td>
<td>❑ Secondary: Incorporates a wide variety of literacy skills within content areas to enhance learning.</td>
<td>❑ Secondary: Evaluates and reflects upon the effectiveness of literacy instruction within content areas.</td>
<td>❑ Secondary: Makes necessary changes to instructional practice to improve student learning.</td>
<td></td>
</tr>
<tr><td></td><td colspan="6">b. 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.</td></tr>
<tr>
<td>✓</td>
<td>❑ Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.</td>
<td>. . . and
❑ Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</td>
<td>. . . and
❑ 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.</td>
<td>. . . and
❑ Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.</td>
<td></td>
</tr>
</table>

Observation	c. 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 subjects they teach.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
✓	☐ Understand the links between grade/subject and the *North Carolina Standard Course of Study*.	. . . and ☐ demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study.	. . . and ☐ Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the *North Carolina Standard Course of Study*. Relates content to other disciplines.	. . . and ☐ Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.	
✓	☐ Displays global awareness.	☐ Promotes global awareness and its relevance to the subjects.	☐ Integrates global awareness activities throughout lesson plans and classroom instructional practices.	☐ Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.	
	d. 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.				
✓	☐ Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.	. . . and ☐ Identifies relationships between the core content and 21st century content.	. . . and ☐ Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.	. . . and ☐ Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.	

Comments

Examples of Artifacts:

- Display of creative student work
- Use of NC Standard Course of Study
- Lesson plans
- Content standards

Standard IV: Teachers facilitate learning for their students

<table>
<tr>
<td rowspan="2" style="writing-mode: vertical;">Observation</td>
<td colspan="6">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. 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.</td>
</tr>
<tr>
<td></td>
<td>Developing</td>
<td>Proficient</td>
<td>Accomplished</td>
<td>Distinguished</td>
<td>Not Demonstrated (Comment Required)</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>❑ Understands developmental levels of students and recognizes the need to differentiate instruction.</td>
<td>. . . and
❑ Understands developmental levels of students and appropriately differentiates instruction.</td>
<td>. . . and
❑ Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.</td>
<td>. . . and
❑ Encourages and guides colleagues to adapt instruction to align with students' developmental levels.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td></td>
<td>❑ Assesses resources needed to address strengths and weakness of students.</td>
<td>❑ Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.</td>
<td>❑ 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td colspan="6">b. 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.</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>❑ Recognizes data sources important to planning instruction.</td>
<td>. . . and
❑ Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.</td>
<td>. . . and
❑ Monitors student performance and responds to individual learning needs in order to engage students in learning.</td>
<td>. . . and
❑ Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td colspan="6">c. 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.</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>❑ Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</td>
<td>. . . and
❑ Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.</td>
<td>. . . and
❑ Ensures the success of all students through the selection and utilization of appropriate methods and materials.</td>
<td>. . . and
❑ Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.</td>
<td></td>
</tr>
</table>

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
d. 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.					
✓	❑ Assesses effective types of technology to use for instruction.	. . . and ❑ Demonstrates knowledge of how to utilize technology in instruction.	. . . and ❑ Integrates technology with instruction to maximize student learning.	. . . and ❑ Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
e. 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.					
✓	❑ Understands the importance of developing students' critical-thinking and problem solving skills.	. . . and ❑ Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.	. . . and Teaches students the processes needed to: ❑ think creatively and critically, ❑ develop and test innovative ideas, ❑ synthesize knowledge, ❑ draw conclusions, ❑ exercise and communicate sound reasoning, ❑ understand connections, ❑ make complex choices, and ❑ frame, analyze and solve problems.	. . . and ❑ Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.	
f. 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.					
✓	❑ Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	. . . and ❑ Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	. . . and ❑ Encourages students to create and manage learning teams.	. . . and ❑ Fosters the development of student leadership and teamwork skills to be used beyond the classroom.	

Observation		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	g. 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.					
			. . .and	. . . and	. . .	
✓		❑ Demonstrates the ability to effectively communicate with students.	❑ Uses a variety of methods for communication with all students.	❑ Creates a variety of methods to communicate with all students.	❑ Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	
✓		❑ Provides opportunities for students to articulate thoughts and ideas	❑ Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	❑ Establishes classroom practices, which encourage all students to develop effective communication skills.	❑ Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.	
	h. 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.					
			. . . and	. . . and	. . . and	
✓		❑ Uses indicators to monitor and evaluate student progress.	❑ Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.	❑ Uses the information gained from the assessment activities to improve teaching practice and student learning.	❑ Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.	
✓		❑ Assesses students in the attainment of 21st century knowledge, skills, and dispositions.	❑ Provides evidence that students attain 21st century knowledge, skills and dispositions.	❑ Provides opportunities for students to assess themselves and others.	❑ Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.	

Comments

Examples of Artifacts:

- Lesson plans
- Display of technology used
- Professional development
- Use of student learning teams

- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving

- Collaborative lesson planning

Standard V: Teachers reflect on their practice

<table>
<tr><td rowspan="2" style="writing-mode: vertical-rl">Observation</td><td colspan="5">a. 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.</td></tr>
<tr><td>Developing</td><td>Proficient</td><td>Accomplished</td><td>Distinguished</td><td>Not Demonstrated (Comment Required)</td></tr>
<tr>
<td>❑ Recognizes the need to improve student learning in the classroom.</td>
<td>. . . and
❑ Provides ideas about what can be done to improve student learning in their classroom.</td>
<td>. . . and
❑ Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.</td>
<td>. . . and
❑ 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.</td>
<td></td>
</tr>
<tr><td colspan="5">b. 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.</td></tr>
<tr>
<td>❑ Understands the importance of professional development.</td>
<td>. . . and
❑ Participates in professional development aligned with professional goals.</td>
<td>. . . and
❑ Participates in professional development activities aligned with goals and student needs.</td>
<td>. . . and
❑ Applies and implements knowledge and skills attained from professional development consistent with its intent.</td>
<td></td>
</tr>
<tr><td colspan="5">c. 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.</td></tr>
<tr>
<td>❑ Is knowledgeable of current research-based approaches to teaching and learning.</td>
<td>. . . and
❑ Considers and uses a variety of research-based approaches to improve teaching and learning.</td>
<td>. . . and
❑ Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.</td>
<td>. . . and
❑ Adapts professional practice based on data and evaluates impact on student learning.</td>
<td></td>
</tr>
</table>

Comments

Examples of Artifacts:

- Lesson plans
- Formative assessments
- Student work
- Professional growth plan
- Completion of professional development
- Participation in professional learning community
- Formative and summative assessment data

Rubric for Evaluating North Carolina Teachers
Signature Page

_____   _____

Teacher Signature   Date

_____   _____

Principal/Evaluator Signature   Date

Comments Attached: _____Yes   _____No

_____   _____

Supervisor or Evaluator Signature   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.

Rubric for Evaluating North Carolina Principals/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-imaging 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)
❑ Develops his/her own vision of the changing world in the 21st century that schools are preparing children to enter	. . . and ❑ Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff ❑ Maintains a focus on the vision and strategic goals throughout the school year	. . . and ❑ Creates with stakeholders a vision for the school that captures peoples' attention and imagination ❑ 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 ❑ Ensures that the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school ❑ 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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
❑ Identifies changes necessary for the improvement of student learning	. . . and ❑ Systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process	. . . and ❑ Adapts/varies leadership style according to the changing needs of the school and community ❑ Is comfortable with major changes in implementing processes and accomplishing tasks ❑ Routinely and systematically communicates the impacts of change processes to all stakeholders	. . . and ❑ Is a driving force behind major initiatives that help students acquire 21st century skills ❑ 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)
❑ Understands statutory requirements regarding the School Improvement Plan	. . . and ❑ Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives ❑ Uses the NC Teacher Working Conditions Survey and other data sources to develop the framework for the School Improvement Plan	. . . . . . and ❑ 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 ❑ Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives	. . . and ❑ 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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
❑ Seeks input from a variety of stakeholder groups, including teachers and parents/ guardians ❑ Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school	. . . and ❑ Involves parents/ guardians, the community, and staff members in decisions about school governance, curriculum and instruction. ❑ Provides leadership development activities for staff members	. . . and ❑ 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 ❑ Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles	. . . and ❑ Encourages staff members to accept leadership responsibilities outside of the school building ❑ Incorporates teachers and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers	

Suggested Artifacts for Standard 1:

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Evidence of School Improvement Team
- Student achievement and testing data
- Statement of school vision, mission, values, beliefs and goals
- Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements
- Evidence of shared decision making and distributed leadership

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)
	. . . and	. . . and	. . . and	
❑ Collects and analyzes student assessment data in adherence with instructional and legal requirements ❑ Provides students access to a variety of 21st century instructional tools, including technology	❑ Systematically focuses on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning ❑ Organizes targeted opportunities for teachers to learn how to teach their subjects well ❑ 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	❑ Ensures that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning ❑ Creates a culture that it is the responsibility of all staff to make sure that all students are successful	❑ Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community ❑ 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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
	. . . and	. . . and	. . . and	
❑ Understands the need for teachers to have daily planning time and duty-free lunch periods ❑ Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations	❑ Adheres to legal requirements for planning and instructional time ❑ Develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher ❑ Designs scheduling processes and protocols that maximize staff input and address diverse student learning needs	❑ Ensures that teachers have the legally required amount of daily planning and lunch periods ❑ Routinely and conscientiously implements processes to protect instructional time from interruptions	❑ Structures the school schedule to enable all teachers to have individual and team collaborative planning time ❑ Systematically monitors the effect of the master schedule on collaborative planning and student achievement ❑ Ensures that district leadership is informed of the amounts and scheduling of individual and team planning time	

Suggested Artifacts for Standard 2:

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Student achievement and testing data
- Student drop-out data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students
- Evidence of team development and evaluation of classroom lessons
- Use of research-based practices and strategies in classrooms
- Master school schedule documenting individual and collaborative planning for every teacher

Standard 3: Cultural Leadership

Principals will understand and act on the understanding of the important role a school's culture plays in contributing to the exemplary performance of the school. Principals must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A principal must be able to "re-culture" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

a. Focus on Collaborative Work Environment: The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
❑ Understands characteristics of a collaborative work environment within the school ❑ 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.	❑ Designs elements of a collaborative and positive work environment within the school ❑ Participates in and relies upon the School Improvement Team and other stakeholder voices to make decisions about school policies ❑ Utilizes data gained from the Teacher Working Conditions Survey and other sources to understand perceptions of the work environment	❑ Utilizes a collaborative work environment predicated on site-based management and decision making, a sense of community, and cooperation within the school ❑ Monitors the implementation and response to school policies and provides feedback to the School Improvement Team for their consideration ❑ Initiates changes resulting from data gained from the Teacher Working Conditions Survey and other sources	❑ Establishes a collaborative work environment which promotes cohesion and cooperation among staff ❑ 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.

	. . . and	. . . and	. . . and	
❑ Understands the importance of developing a shared vision, mission, values, beliefs and goals to establish a school culture and identity	❑ Systematically develops and uses shared values, beliefs and a shared vision to establish a school culture and identity	❑ 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	❑ Ensures that the school's identity and changing culture (vision, mission, values, beliefs and goals) actually drives decisions and informs the culture of the school	

c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The principal acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
❑ Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff	. . . and ❑ Uses established criteria for performance as the primary basis for reward and advancement	. . . and ❑ Systematically recognizes individuals for reward and advancement based on established criteria ❑ Recognizes individual and collective contributions toward attainment of strategic goals	. . . and ❑ Utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school ❑ Utilizes recognition of failure as an opportunity to improve	

d. Efficacy and Empowerment: The principal develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
❑ Understands the importance of building a sense of efficacy and empowerment among staff ❑ Understands the importance of developing a sense of well-being among staff, students and parents/guardians	. . . and ❑ Identifies strategies for building a sense of efficacy and empowerment among staff ❑ Identifies strategies for developing a sense of well-being among staff, students and parents/guardians	. . . and ❑ Utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff ❑ Actively models and promotes a sense of well-being among staff, students and parents/guardians	. . . and ❑ Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes ❑ Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement	

Suggested Artifacts for Standard 3:

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

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

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)
	. . . and	. . . and	. . . and	
❑ Understands the importance of developing effective professional learning communities and results-oriented professional development	❑ Provides structures for, and implements the development of effective professional learning communities and results-oriented professional development	❑ 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	❑ 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	
❑ Understands the importance of continued personal learning and professional development	❑ Routinely participates in professional development focused on improving instructional programs and practices			

b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	. . . and	. . . and	
❑ Understands the school's need to recruit, hire, appropriately place, and mentor new staff members	At the school level, creates and implements processes for: ❑ Recruiting new teachers and staff ❑ Hiring new teachers and staff ❑ Placing new teachers and staff ❑ Mentoring new teachers and staff	❑ Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support	❑ 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 ❑ 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)
❑ Adheres to legal requirements for teacher and staff evaluation	. . . and ❑ Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice ❑ Implements district and state evaluation policies in a fair and equitable manner	. . . and ❑ Utilizes multiple assessments to evaluate teachers and other staff members ❑ Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice	. . . and ❑ Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the school	

Suggested Artifacts for Standard 4:

- School Improvement Plan
- NC Teacher Working Conditions Survey
- Student achievement and testing data
- Teacher retention data
- National Board Certification
- Teacher professional growth plans

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

Standard 5: Managerial Leadership

Principals will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The principal must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of 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)
❑ Is knowledgeable of school budget and accounting procedures ❑ Utilizes input from staff to establish funding priorities and a balanced operational budget for school programs and activities	. . . and ❑ Incorporates the input of the School Improvement Team in budget and resource decisions ❑ Uses feedback and data to assess the success of funding and program decisions	. . . and ❑ Designs transparent systems to equitably manage human and financial resources	. . . and ❑ 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.

❑ Demonstrates awareness of potential problems and/or areas of conflict within the school	. . . and ❑ Creates processes to resolve problems and/or areas of conflict within the school	. . . and ❑ Resolves school-based problems/conflicts in a fair, democratic way ❑ Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues ❑ Discusses with staff and implements solutions to address potentially discordant issues	. . . and ❑ Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected ❑ 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.

❑ Understands the importance of open, effective communication in the operation of the school	. . . and ❑ Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community ❑ Routinely involves the school improvement team in school wide communications processes	. . . and ❑ Utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community ❑ Provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community	. . . and ❑ 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)
☐ Understands the importance of clear expectations, structures, rules and procedures for students and staff ☐ Understands district and state policy and law related to student conduct, etc.	. . . and ☐ Collaboratively develops clear expectations, structures, rules and procedures for students and staff through the School Improvement Team ☐ Effectively implements district rules and procedures	. . . and ☐ Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff	. . . and ☐ Systematically monitors issues around compliance with expectations, structures, rules and expectations. Utilizes staff and student input to resolve such issues ☐ Regularly reviews the need for changes to expectations, structures, rules and expectations	

Suggested Artifacts for Standard 5:

- School Improvement Plan
- NC Teacher Working Conditions Survey
- School financial information
- School safety and behavioral expectations
- Master school schedule documenting individual and collaborative planning for every teacher
- Evidence of formal and informal systems of communication
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus

Standard 6: External Development Leadership

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

a. Parent and Community Involvement and Outreach: The principal designs structures and processes which result in parent and community engagement, support and ownership for the school.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
❑ Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school ❑ Identifies the positive, culturally-responsive traditions of the school and community	. . . and ❑ Proactively creates systems that engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school	. . . and ❑ Implements processes that empower parents/ guardians and all community stakeholders to make significant decisions	. . . and ❑ 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.

❑ Is knowledgeable of applicable federal, state and district mandates ❑ Is aware of district goals and initiatives directed at improving student achievement	. . . and ❑ Designs protocols and processes to comply with federal, state and district mandates ❑ Implements district initiatives directed at improving student achievement	. . . and ❑ Ensures compliance with federal, state and district mandates ❑ Continually assesses the progress of district initiatives and reports results to district-level decision makers.	. . . and ❑ Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school ❑ Actively participates in the development of district goals and initiatives directed at improving student achievement	

Suggested Artifacts for Standard 6:

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

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

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)
❑ Maintains high visibility and is easily accessible throughout the school	. . . and ❑ Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs	. . . and ❑ Builds systems and relationships that utilize the staff's diversity, ideological differences and expertise to realize the school's goals	. . . and ❑ Creatively employs an awareness of staff's professional needs, issues and interests to build cohesion and to facilitate distributed governance and shared decision-making	

Suggested Artifacts for Standard 7:

- NC Teacher Working Conditions Survey
- Teacher retention data

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

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 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 that follows, 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.

Job Description for High School Graduation Coach (North Carolina)

ESSENTIAL DUTIES AND RESPONSIBILITIES

The High School Graduation Coach shall work to ensure the smooth transition of middle school students to high school and high school students into post-secondary educational options or work. Graduation coaches will help to identify students in need of additional support and at-risk of dropping out, and then work with them to achieve academic success and graduation from high school. Once students have been identified the coach will connect them to intervention programs to prevent grade retention, course failure, and/or failure to attain a standard North Carolina high school diploma.

Identify at-risk students

Utilize a profile of risk factors to identify high school students at risk of dropping out. These factors include:

- History of school failure, retention, and/or being overage for grade to which assigned;
- Low NC SCOS scores, reading and/or math achievement;
- Failure of the NCHSCT or EOCT;
- Special education/disability;
- Attendance problems/truancy;
- Behavioral problems, history of suspensions, high-risk peer group;
- Disengagement from school, low expectations, lack of extracurricular involvement;
- Family status or risk factors: economically disadvantaged, high mobility, non-native English speakers.

Generate School Support and Develop Graduation Team(s)

- In collaboration with a school's existing leadership, develop a Graduation Team that includes administrators, teachers, advisors, counselors, school social workers and/or other relevant service providers. The Graduation Team will help to identify at-risk students, assess school and student needs and develop or coordinate appropriate interventions.
- The graduation team may utilize existing school-based teams, such as School Leadership, School Improvement and/or Student Support Teams.

Develop School-wide Support and Interventions

- Work with faculty and administrators to develop credit recovery and alternative options and to adapt curriculum and differentiate instruction to meet the needs of identified at-risk students;
- Attend, participate in, and redeliver, as appropriate, all required High School Graduation Coach training provided by Communities In Schools;
- Provide training and/or support to and high school teachers on support measures that work with youth identified as at risk of not graduating.

Provide Direct Service and Case Management

- Develop and implement individual, small group, and whole school intervention and prevention strategies to increase the likelihood that students will stay in school and graduate;
- Work with students to develop a graduation and career plan) to include the best program to meet academic and post-secondary goals.

Develop Transition Programs and Vertical Teams with Middle and High Schools
- Collaborate with feeder middle school(s) to identify incoming middle school students at risk of high school failure;
- Conduct vertical team meetings among middle, and high school faculty and staff to develop action steps to improve individual student and subgroup transition success rates;
- Collaborate with teachers, counselors, and/or advisors to assure the continued use of the transition process for 8th graders and freshmen to help students successfully adapt to the rigors of the high school experience.

Develop Relationships with Parents or Guardians, Community Organizations, and Other Resources
- Connect individual students and their parents or guardians with community organizations, programs and/or resources such as North Carolina Virtual Public School, Early College, Learn and Earn, the College Foundation of North Carolian, as well as area technical colleges;
- Develop or work with local mentoring programs, business and/or community coaches to connect individual students with mentors;
- Provide support and outreach to parents/guardians of students identified as being at risk of not graduating.

Assessment and Reporting
- Track the progress of individual students and subgroups as they progress through high school;
- Conduct and analyze ongoing formative and summative evaluation data of program effectiveness; and
- Provide and/or submit reports to the Department of Public Instruction and Communities In Schools as scheduled or requested.

MINIMUM QUALIFICATIONS, EXPERIENCES, AND ABILITIES
- North Carolina certification in the following areas: NC Teaching (SP1 or SP2) License; OR NTE/Praxis for completion for School Counseling or School Psychology; OR Completion of an approved program in school social work at the bachelor's level or above; OR paraprofessional certification AND at least three years experience working with children;
- A bachelor's degree from a (regionally) accredited 4-year college or university;
- Successful experiences working with secondary at-risk students;
- Working knowledge of appropriate strategies for reducing behaviors that put students at risk of not graduating from high school;

- Ability to communicate effectively with youth, adults and members of the community;
- Ability to analyze, develop, implement, and track intervention plans and strategies;
- Knowledge of and the ability to analyze data, including that available from the North Carolina Department of Public Instruction, NCWISE and from other sources;
- An understanding of the multiplicity of social and other services available in the community to support students at risk of not graduating;
- Knowledge of alternative education opportunities (e.g. Communities In Schools, Credit Recovery, Learn and Earn, Middle College, NC Small Schools Initiative, Performance Learning Centers, et al).

HIRING AUTHORITY AND SUPERVISOR

High School graduation coaches will be hired by the local Communities In Schools (CIS) affiliate in accordance with that entity's personnel policy or human resources policies. Accordingly, the graduation coach will work for and be responsible to the local CIS affiliate. However, while the high school graduation coach will be supervised by the local CIS executive director, periodic reviews, including the annual performance review, will include input from the high school principal.

100 NC High Schools with
Poorest Graduation Rates - By LEA

County	School	School	Graudation Rates
Alamance-Burlington Schools	010303	Alamance-Burlington Middle Col	62.5
Alamance-Burlington Schools	010348	Graham High	63.7
Alamance-Burlington Schools	010360	Hugh M Cummings High	59.8
Beaufort County Schools	070339	Southside High	68.1
Beaufort County Schools	070342	Washington High	58.6
Bertie County Schools	080312	Bertie High	61
Bladen County Schools	090330	East Bladen High	61.9
Bladen County Schools	090368	West Bladen High	65.6
Buncombe County Schools	110340	Clyde A Erwin High	64.7
Cabarrus County Schools	130314	Concord High	66.6
Caldwell County Schools	140390	West Caldwell High	60.9
Caswell County Schools	170316	Bartlett Yancey High	67.3
Charlotte-Mecklenburg Schools	600376	E E Waddell High	63.3
Charlotte-Mecklenburg Schools	600377	East Mecklenburg High	66.7
Charlotte-Mecklenburg Schools	600396	Garinger High	40.3
Charlotte-Mecklenburg Schools	600576	West Charlotte High	59.8
Charlotte-Mecklenburg Schools	600579	West Mecklenburg High	58.8
Cleveland County Schools	230312	Burns High	68.1
Columbus County Schools	240334	East Columbus High	64.2
Columbus County Schools	240371	South Columbus High	65.1
Columbus County Schools	240380	West Columbus High	66.5
Cumberland County Schools	260359	E E Smith High	64.7
Davidson County Schools	290308	Central Davidson High	67.6
Davidson County Schools	290315	Davidson Early College	42.9
Davidson County Schools	290324	East Davidson High	68.6
Davidson County Schools	290365	South Davidson High	68.4
Davidson County Schools	290388	West Davidson High	63.5
Duplin County Schools	310352	James Kenan High	62.6
Durham Public Schools	320312	C E Jordan High	68.7
Durham Public Schools	320325	Hillside High	62.5
Durham Public Schools	320365	Riverside High	68.8
Durham Public Schools	320368	Southern High	61.5
Edenton/Chowan Schools	210312	John A Holmes High	64.4
Edgecombe County Public School	330326	Edgecombe Early College High	46.7
Edgecombe County Public School	330328	North Edgecombe High	67
Edgecombe County Public School	330350	SouthWest Edgecombe High	60.8
Edgecombe County Public School	330358	Tarboro High	60.8
Forsyth County Schools	340330	Carver High	67.9
Forsyth County Schools	340486	Parkland High	67.7
Forsyth County Schools	340701	Sch of Biotechnology Atkins Hi	66.7
Gaston County Schools	360336	Bessemer City High	55.1
Gaston County Schools	360428	Hunter Huss High	64.9
Gaston County Schools	360470	North Gaston High	69
Graham County Schools	380308	Robbinsville High	62.4
Granville County Schools	390324	J F Webb High	59.2
Greene County Schools	400308	Greene Central High	65.3
Halifax County Schools	420346	Northwest High	66.1
Halifax County Schools	420358	Southeast Halifax High	63
Haliwa-Saponi Tribal School	93A000	Haliwa-Saponi Tribal School	50
Hertford County Schools	460320	Hertford County High	62.1

100 NC High Schools with
Poorest Graduation Rates - By LEA

Johnston County Schools	510399	Smithfield-Selma High	64
Jones County Schools	520320	Jones Senior High	54.3
Lenoir County Public Schools	540324	North Lenoir High	68.3
Lenoir County Public Schools	540336	South Lenoir High	68.3
Lexington City Schools	291336	Lexington Senior High	61.5
Lincoln County Schools	550332	Lincolnton High	67.1
Martin County Schools	580328	Jamesville High	64.4
Mitchell County Schools	610334	Mitchell High	61
Nash-Rocky Mount Schools	640346	Nash Central High	58.4
Nash-Rocky Mount Schools	640350	Northern Nash High	58.1
New Hanover County Schools	650327	Eugene Ashley High	62.3
New Hanover County Schools	650352	New Hanover High	64.1
PACE Academy	68N000	PACE Academy	44.8
Pasquotank County Schools	700319	Pasquotank County High	66.7
Pender County Schools	710321	Heide Trask High	59.8
Pender County Schools	710326	Pender High	65
Perquimans County Schools	720316	Perquimans County High	63.9
Pitt County Schools	740309	Ayden-Grifton High	53.8
Pitt County Schools	740333	D H Conley High	58.6
Pitt County Schools	740344	Farmville Central High	54.7
Pitt County Schools	740366	Junius H Rose High	58.3
Pitt County Schools	740374	North Pitt High	43.5
Pitt County Schools	740388	South Central High	51.3
Randolph County Schools	760348	Randleman High	64.7
Roanoke Rapids City Schools	421316	Roanoke Rapids High	63.9
Robeson County Schools	780325	Fairmont High	47.1
Robeson County Schools	780342	Lumberton Senior High	49.6
Robeson County Schools	780385	PSRC Early College at RCC	67.7
Robeson County Schools	780420	Purnell Swett High	54.8
Robeson County Schools	780391	Red Springs High	49.8
Robeson County Schools	780401	Saint Pauls High	49.5
Robeson County Schools	780402	South Robeson High	61.5
Rockingham County Schools	790314	Dalton McMichael High	64.1
Rockingham County Schools	790354	John M Morehead High	69
Rockingham County Schools	790366	Reidsville High	65.8
Rowan-Salisbury Schools	800376	North Rowan High	63
Rowan-Salisbury Schools	800400	South Rowan High	62.3
Sampson County Schools	820348	Hobbton High	67.1
Sampson County Schools	820349	Lakewood High	66.2
Thomasville City Schools	292324	Thomasville High	62.3
Union County Public Schools	900336	Monroe High	62.5
Vance County Schools	910370	Northern Vance High	58.8
Vance County Schools	910364	Southern Vance High	48.5
Watauga County Schools	950336	Watauga High	68.5
Wayne County Public Schools	960335	Goldsboro High	47.7
Wayne County Public Schools	960380	Southern Wayne High	66.6
Whiteville City Schools	241316	Whiteville High	67.5
Wilson County Schools	980318	Beddingfield High	53.6
Wilson County Schools	980336	Fike High	56.4
Wilson County Schools	980342	James Hunt High	61.7

100 NC High Schools with
Poorest Graduation Rates - By Percentage

Halifax County Schools	420358	Southeast Halifax High	63
Rowan-Salisbury Schools	800376	North Rowan High	63
Charlotte-Mecklenburg Schools	600376	E E Waddell High	63.3
Davidson County Schools	290388	West Davidson High	63.5
Alamance-Burlington Schools	010348	Graham High	63.7
Perquimans County Schools	720316	Perquimans County High	63.9
Roanoke Rapids City Schools	421316	Roanoke Rapids High	63.9
Johnston County Schools	510399	Smithfield-Selma High	64
New Hanover County Schools	650352	New Hanover High	64.1
Rockingham County Schools	790314	Dalton McMichael High	64.1
Columbus County Schools	240334	East Columbus High	64.2
Edenton/Chowan Schools	210312	John A Holmes High	64.4
Martin County Schools	580328	Jamesville High	64.4
Buncombe County Schools	110340	Clyde A Erwin High	64.7
Cumberland County Schools	260359	E E Smith High	64.7
Randolph County Schools	760348	Randleman High	64.7
Gaston County Schools	360428	Hunter Huss High	64.9
Pender County Schools	710326	Pender High	65
Columbus County Schools	240371	South Columbus High	65.1
Greene County Schools	400308	Greene Central High	65.3
Bladen County Schools	090368	West Bladen High	65.6
Rockingham County Schools	790366	Reidsville High	65.8
Halifax County Schools	420346	Northwest High	66.1
Sampson County Schools	820349	Lakewood High	66.2
Columbus County Schools	240380	West Columbus High	66.5
Cabarrus County Schools	130314	Concord High	66.6
Wayne County Public Schools	960380	Southern Wayne High	66.6
Charlotte-Mecklenburg Schools	600377	East Mecklenburg High	66.7
Forsyth County Schools	340701	Sch of Biotechnology Atkins Hi	66.7
Pasquotank County Schools	700319	Pasquotank County High	66.7
Edgecombe County Public School	330328	North Edgecombe High	67
Lincoln County Schools	550332	Lincolnton High	67.1
Sampson County Schools	820348	Hobbton High	67.1
Caswell County Schools	170316	Bartlett Yancey High	67.3
Whiteville City Schools	241316	Whiteville High	67.5
Davidson County Schools	290308	Central Davidson High	67.6
Forsyth County Schools	340486	Parkland High	67.7
Robeson County Schools	780385	PSRC Early College at RCC	67.7
Forsyth County Schools	340330	Carver High	67.9
Beaufort County Schools	070339	Southside High	68.1
Cleveland County Schools	230312	Burns High	68.1
Lenoir County Public Schools	540324	North Lenoir High	68.3
Lenoir County Public Schools	540336	South Lenoir High	68.3
Davidson County Schools	290365	South Davidson High	68.4
Watauga County Schools	950336	Watauga High	68.5
Davidson County Schools	290324	East Davidson High	68.6
Durham Public Schools	320312	C E Jordan High	68.7
Durham Public Schools	320365	Riverside High	68.8
Gaston County Schools	360470	North Gaston High	69
Rockingham County Schools	790354	John M Morehead High	69

6124.8

100 NC High Schools with
Poorest Graduation Rates - By Percentage

County	School	School	Graduation Rates
Charlotte-Mecklenburg Schools	600396	Garinger High	40.3
Davidson County Schools	290315	Davidson Early College	42.9
Pitt County Schools	740374	North Pitt High	43.5
PACE Academy	68N000	PACE Academy	44.8
Edgecombe County Public School	330326	Edgecombe Early College High	46.7
Robeson County Schools	780325	Fairmont High	47.1
Wayne County Public Schools	960335	Goldsboro High	47.7
Vance County Schools	910364	Southern Vance High	48.5
Robeson County Schools	780401	Saint Pauls High	49.5
Robeson County Schools	780342	Lumberton Senior High	49.6
Robeson County Schools	780391	Red Springs High	49.8
Haliwa-Saponi Tribal School	93A000	Haliwa-Saponi Tribal School	50
Pitt County Schools	740388	South Central High	51.3
Wilson County Schools	980318	Beddingfield High	53.6
Pitt County Schools	740309	Ayden-Grifton High	53.8
Jones County Schools	520320	Jones Senior High	54.3
Pitt County Schools	740344	Farmville Central High	54.7
Robeson County Schools	780420	Purnell Swett High	54.8
Gaston County Schools	360336	Bessemer City High	55.1
Wilson County Schools	980336	Fike High	56.4
Nash-Rocky Mount Schools	640350	Northern Nash High	58.1
Pitt County Schools	740366	Junius H Rose High	58.3
Nash-Rocky Mount Schools	640346	Nash Central High	58.4
Beaufort County Schools	070342	Washington High	58.6
Pitt County Schools	740333	D H Conley High	58.6
Charlotte-Mecklenburg Schools	600579	West Mecklenburg High	58.8
Vance County Schools	910370	Northern Vance High	58.8
Granville County Schools	390324	J F Webb High	59.2
Alamance-Burlington Schools	010360	Hugh M Cummings High	59.8
Charlotte-Mecklenburg Schools	600576	West Charlotte High	59.8
Pender County Schools	710321	Heide Trask High	59.8
Edgecombe County Public School	330350	SouthWest Edgecombe High	60.8
Edgecombe County Public School	330358	Tarboro High	60.8
Caldwell County Schools	140390	West Caldwell High	60.9
Bertie County Schools	080312	Bertie High	61
Mitchell County Schools	610334	Mitchell High	61
Durham Public Schools	320368	Southern High	61.5
Lexington City Schools	291336	Lexington Senior High	61.5
Robeson County Schools	780402	South Robeson High	61.5
Wilson County Schools	980342	James Hunt High	61.7
Bladen County Schools	090330	East Bladen High	61.9
Hertford County Schools	460320	Hertford County High	62.1
New Hanover County Schools	650327	Eugene Ashley High	62.3
Rowan-Salisbury Schools	800400	South Rowan High	62.3
Thomasville City Schools	292324	Thomasville High	62.3
Graham County Schools	380308	Robbinsville High	62.4
Alamance-Burlington Schools	010303	Alamance-Burlington Middle Col	62.5
Durham Public Schools	320325	Hillside High	62.5
Union County Public Schools	900336	Monroe High	62.5
Duplin County Schools	310352	James Kenan High	62.6

Graduation coaches have cut dropout rate 10%, Perdue says

By LAURA DIAMOND
The Atlanta Journal-Constitution
Wednesday, November 19, 2008

Georgia's graduation coach program reduced the number of high school dropouts by about 10 percent, according to figures Gov. Sonny Perdue released Wednesday.

Perdue said 18,859 students dropped out during the 2007-08 school year, a decline of 2,241 or 10.6 percent from the previous school year. The governor released the figures during the National Dropout Prevention Center annual conference in Atlanta and credited much of the success to graduation coaches, positions he created that started two years ago.

The coaches work in public middle and high schools. They identify students who might not graduate and give them help they need to get a diploma. These students often skip school, have discipline problems, lack parental support, are behind in their credits or are failing two or more classes.

"These were not kids who were incapable," Perdue said. "These were kids who got diverted."

The coaches develop relationships with the students and give them more individual attention. They get students on track to graduate by finding mentors, organizing tutoring programs and helping kids register for classes online to retake courses they failed.

The program has received national attention and other states are trying to follow Georgia's lead, said Alan Richard, spokesman for the Southern Regional Education Board, a nonprofit, nonpartisan group that advocates for education in Georgia and 15 other states.

"Georgia is playing a leadership role nationally in addressing the high school graduation problem, and the reason for that is the state's graduation coaches," he said.

Early figures show the program is working, but more research is expected, he said.

Georgia has one of the lowest graduation rates in the country. A national report released in June showed only four states and the District of Columbia were worse. That report was based on graduation rates from 2005, before the graduation coach program began.

High school coaches began during the 2006-07 school year and middle school coaches followed the following year. There now are 398 coaches working in Georgia high schools and another 242 working in middle schools at a cost of about $52.5 million, according to state figures. The state has 442 high schools and 464 middle schools.

Some Georgia schools have declined state funding for the program because they had their own positions in place or didn't like all the rules. For example, graduation coaches are not allowed to teach in a classroom.

Guidance Document for Middle/High School Graduation Coach Initiative – The State of Georgia

MISSION:

The mission of the Georgia Graduation Coach Initiative is to ensure the successful transition of all students from elementary to middle school, middle school to high school, and high school to some form of post secondary education or work. This initiative is designed to provide a comprehensive prevention/intervention process for students at risk of grade retention and/or dropping out of high school. The role of the graduation coach is to identify students in need of additional support and work with them to achieve academic and social success. The graduation coaches shall work to ensure that all identified students receive the resources/services needed to be successful along their path to graduation.

BUDGET:

Governor Perdue and the Georgia Legislative Assembly have provided funding for both the High School and Middle School Graduation Coach Initiatives. For year one of the initiative, the approved line-item budget for high school graduation coaches was $15,829,069.00. For year two of the initiative, which included the addition of the middle school coaches, the line-item budget increased to over $43,000,000.00 to provide funding for salary and benefits of a graduation coach for each qualified Georgia middle and high school. The budget amount for 2008/2009 year three implementation is $52,000,000.00.

SUMMARY:

Each local board of education that has agreed to participate in the Graduation Coach Initiative shall ensure that the graduation coach's position is a dedicated, full-time position that engages the coach in work with students, school faculty/staff, parents, guardians, and community stakeholders. Each graduation coach shall provide assistance to targeted middle/high school students, individually and in groups, in an effort to offer appropriate strategies of intervention to students who may otherwise be in danger of dropping out of school before graduation. This assistance shall include, but is not limited to, analyzing data to identify students or subgroups with dropout risk factors, delivering direct intervention services, connecting students to appropriate services and resources, identifying and removing barriers to graduation, collaborating with others in the school and community, and facilitating career pathways.

REQUIRED MINIMUM QUALIFICATIONS AND EXPERIENCE:

Graduation coaches will be required to work in sensitive and critical areas with students in great need of support towards their school success and eventual graduation from high school. Careful attention should be given to the hiring of individuals whose capacity for success is supported by possessing the following minimum qualifications and experiences that are essential in providing students with the necessary support toward achieving their desired outcomes:

- Georgia Professional Standards Commission certification in Teaching, Service (School Counseling, School Psychology and/or School Social Work), Leadership, or Paraprofessional certification;
- A bachelor's degree;
- At least three years experience in secondary schools in one or a combination of the certificated areas above;
- Successful experiences working with secondary students who exhibit risk factors;
- Working knowledge of appropriate strategies for transforming behaviors, beliefs, and habits that put students at risk of not graduating from high school;
- Ability to communicate effectively with youth, adults, and members of the community;
- Ability to analyze, develop, implement, and track intervention plans and strategies;
- Knowledge of and the ability to analyze data, including data available from the Georgia Department of Education, the Governor's Office of Student Achievement, and other sources;
- Ability to identify, access, and utilize the multiplicity of social services available in the community to support students at risk of not graduating; and
- Knowledge of alternative opportunities for reclaiming credits and school support (e.g. Communities In Schools, Credit Recovery, Curriculum Based Computer Software Programs, Georgia Virtual High School, Before and After School Tutoring/Test Prep programs, and so on).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

To support the school's efforts towards continuous improvement, the work of the graduation coach should be included in the school's improvement plan. Middle and high school graduation coaches shall identify youth at risk of dropping out due to academic, social and other factors. Then, they shall connect these students to interventions that will assist them in meeting grade-level requirements for promotion, pass the CRCT/GHSGT/EOCT assessments, create good attendance patterns, and address other factors that could affect their chances for success. To support the development of a solid academic foundation, the coach should also promote a process of smooth transitions of elementary school students into middle school, middle school students into high school, and/or high school students into post secondary options or the workforce.

Identify Students with High Risk Factors

The graduation coach shall utilize the components of a profile of characteristics of potential dropouts developed by the National Dropout Prevention Network (NDPN) to identify middle/high school students at risk of dropping out of high school. These characteristics include but are not limited to the following:

- History of school failure, retention, and/or overage for grade;
- Low CRCT scores, reading and/or math achievement;
- Failure of the GHSGT and/or EOCT;
- Special education/disability;
- Attendance problems/truancy;
- Behavioral problems, history of suspensions, high-risk peer group;
- Disengagement from school, low expectations, lack of extracurricular involvement;

- Family status or risk factors (economically disadvantaged, high mobility, non-native English speakers);
- Pregnancy; and/or
- Other social/personal factors.

Develop Graduation Team(s) to Generate School Support

- In collaboration with a school's existing leadership team, the graduation coach shall develop a Graduation Team(s) that includes administrators, teachers, advisors, counselors, school social workers, and/or any other relevant service providers. The Graduation Team(s) shall help identify at-risk students, assess school and student needs, and develop/coordinate appropriate interventions.
- Instead of creating a new Graduation Team, existing school-based teams, such as School Leadership, Improvement, and/or Student Support Teams, may be utilized as the Graduation Team.
- With the support of the Graduation Team, the graduation coach shall develop a work plan for the students on his or her caseload with long- and short-term measurable goals, to be updated throughout the year as necessary.

Implement School-wide Support and Interventions

- The graduation coach shall work with faculty and administrators to develop alternative options for credit and credit recovery, to modify curriculum, and to differentiate instruction in order to meet the needs of students with identified risk factors.
- The graduation coach shall attend, participate in, and redeliver as appropriate all required MS/HS Graduation Coach training (including all state-wide training meetings and RESA consortia meetings) provided by the Department of Education in collaboration with Communities In Schools and/or other collaborative partners.
- The graduation coach shall provide training and/or support to middle school and high school teachers on strategies and interventions effective with youth identified as at risk of not graduating.

Provide Direct Service and Case Management

- The graduation coach shall develop and implement individual, small group, and whole school intervention and prevention strategies to increase the likelihood that students will stay in school and graduate.
- The graduation coach shall work with students to develop the most desirable program to meet academic and post secondary goals.
- The graduation coach shall then capture this program into a graduation and career plan/portfolio that can follow the student from grade to grade for consistent support.

Develop Transition Programs and Vertical Teams with Middle and High Schools

- The graduation coach shall collaborate with feeder elementary/middle school(s) to prepare students for grade-to-grade and building-to-building transitions.
- The graduation coach shall identify incoming elementary/middle/high school students at risk of middle/high school failure in order to provide proactive support programs.
- The graduation coach shall participate in vertical team meetings with other graduation coaches and/or counselors and selected stakeholders from their schools and their

feeder/cluster schools to support successful transition of individual students and specific student subgroups who are at risk.

- The graduation coach shall collaborate with teachers, counselors, and/or advisors to implement effective processes of transition for rising/incoming 6th and 9th graders to assist students in successfully adapting to the rigors of the middle/high school experience.

Develop Relationships with Parents/Guardians, Community Organizations, and Other Resources

- When appropriate and available, the graduation coach shall connect individual students and their parents/guardians with community organizations and programs, such as Communities In Schools, Family Connection, Georgia College 411, Early College and area technical college entrance, after-school tutoring programs, and 21st Century Learning Grant programs.
- The graduation coach shall access community coaches through Communities In Schools, where available.
- The graduation coach shall assist in the development of a mentoring program if a need is identified. Sources of support may come from business partners, community coaches, or other school staff.
- The graduation coach shall facilitate support and outreach to parents/guardians of students identified as being at risk of not graduating.

Access and Utilize the GaDOE Work Management System

The graduation coach shall utilize the Graduation Coach Work Management System (WMS) to:

- Identify students, through the Candidate Roster and staff recommendations, who seem to need focused interventions to complete high school;
- Create a focused caseload and indicate the caseload on the Candidate Roster updating it regularly as requested;
- Maintain a daily log of direct and indirect interventions utilized with students who are at risk of not graduating from high school;
- Update the WMS Session Log, at least weekly, to reflect direct/indirect interventions and strategies (daily entry is recommended);
- Complete a quarterly survey in the required time frame regarding aspects of the Graduation Coach Initiative not described in the daily intervention log; and
- Follow the GaDOE timeline for keeping data entry current. (Session log data will be reviewed at least monthly by the Georgia Department of Education. Program surveys are open for at least 15 days and must be completed in that time frame. Caseload updates shall be completed as requested.)

The Work Management System is the tool for gathering data on the effectiveness of the Graduation Coach Initiative (GCI). The data is then shared with decision makers who play a vital role in the continued funding of the GCI. In order to get a valid assessment of the value of the dedicated work of graduation coaches, the work of the graduation coaches should reflect the mission, duties and intentions of the graduation coach position. It is, therefore, critical that district and school level administrators are knowledgeable of the work being measured and support the coach in carrying out this work by giving priority to appropriate graduation-related tasks when assigning duties to the graduation coach. To this end, the Work Management

System produces data that tells the story of the invaluable graduation coach role in Georgia schools and increases the likelihood of its continued provision for student success.

SUPERVISION, EVALUATION, AND SUPPORT

The graduation coach is an employee of the local school board. As such, hiring, placement, supervision, and evaluation of performance are the responsibilities of the local school board within the guidelines of the program set forth in this document and the assurances agreed to by the superintendent and local board of education. The Georgia Department of Education provides support to coaches and local districts through regional support facilitators, state-level specialists, and the program manager. Regional support facilitators support the work and concerns of the graduation coaches in each of five regions. Coaches and other stakeholders should first contact their regional support facilitators regarding questions or concerns about the Graduation Coach Initiative. Regional support facilitators will address these concerns and questions or forward them to other DOE staff or to the appropriate collaborative partner (Communities In Schools of Georgia, RESA, or other agencies).

GRADUATION COACH – A FULL-TIME, DEDICATED POSITION

Funding for the Graduation Coach Initiative is solely provided to school districts for use in a specified, dedicated position designed for assisting high-risk students to remain in school, graduate, and be prepared for post secondary life. The Department of Education strongly emphasizes that the role of the graduation coach is a dedicated, full-time position. Coaches, therefore, should not be used in dual roles that would compromise the effectiveness of the position of the graduation coach

To maintain the integrity of the graduation coach position and the purpose of its funding, school districts should adhere to the stated mission of the program. The following examples provide guidance on appropriate and inappropriate roles for graduation coaches. These guidelines are not inclusive of all possibilities, but the guidelines do speak to the intent of the Graduation Coach Initiative and give guidance to districts and coaches for making proper decisions about role assignments for graduation coaches.

- Graduation coaches may participate in SST, POI, and/or RTI meetings to suggest and assist in planning interventions for students. Graduation coaches, however, should **not** be responsible for chairing these committees nor for managing the required progress monitoring and record keeping of others.
- Graduation coaches will work with students experiencing attendance issues to support a change in habit. Graduation coaches, however, should **not** be the persons responsible to manage and make all contacts for absent students in their school.
- Graduation coaches may help administer standardized tests and may take part in process planning for testing. Graduation coaches, however, should **not** be assigned the duty of test coordinator for a school or for specific testing periods.
- While some graduation coaches are also trained as school counselors, their work should focus on the services that are directly related to their caseloads and **not** focus on other duties required of a school counselor.

- In some schools, graduation coaches may work with counselors to conduct classroom guidance on topics related to graduation. Graduation coaches, however, should **not** be expected to create the general classroom guidance program.
- Graduation coaches may have an advisement group in a school with a Teachers- As-Advisors Program (TAA). Graduation coaches, however, should **not** have the role of chairing or coordinating the TAA program.
- Graduation coaches may take a turn with a school duty assignment just as other teachers, faculty and staff are expected to do. Graduation coaches, however, should **not** have extra duty assignments that keep them from working with their caseload.

Questions or concerns regarding the appropriate use of a graduation coach within a school should be directed to the Georgia Department of Education, Secondary Redesign Unit.

Contact Information:

Georgia Department of Education, Secondary Redesign Unit
- Beverly Turner, Region One, School Improvement Specialist, beturner@doe.k12.ga.us Ph: 706-633-7674
- Donald Davis, Region Two, School Improvement Specialist, dodavis@doe.k12.ga.us Ph: 706-830-3847
- Nancy Starr, Region Three, School Improvement Specialist, nstarr@doe.k12.ga.us Ph: 478-986-7910
- Allen Fort, Region Four, School Improvement Specialist, afort@doe.k12.ga.us Ph: 229-740-5268
- Jessica Broome, Region Five, School Improvement Specialist, jbroome@doe.k12.ga.us Ph: 678-451-9332
- Julie Moore, Graduation Specialist, jumoore@doe.k12.ga.us Ph: 404-463-8201
- Beth Allgood McKinnon, Graduation Coach Facilitator, WMS eallgood@doe.k12.ga.us Ph: 404-451-8060

Communities In Schools
- Tom Roman, CIS troman@cisgeorgia.org Ph: 404-724-2423
- Lindi Ngcobo, CIS lngcobo@cisgeorgia.org Ph: 404-888-5784

North Carolina Community College System

Preparing North Carolina's World-Class Workforce

Presentation

to

The Joint Legislative Education Oversight Committee

Education Options
in the
North Carolina Community College System
as it relates to
NC Public School Teacher Licensure Requirements

December 3, 2008

Dr. R. Scott Ralls, President
North Carolina Community College System

Dr. Delores A. Parker
Senior Vice President
Chief Academic Officer

Ms. Erin Smith
Program Coordinator
Early Childhood Education

Education Options in the North Carolina Community College System as it relates to NC Public School Teacher Licensure Requirements

1. ### Premajors- Associate of Arts, or Associate of Science, or Associate of Fine Arts

   Under the Comprehensive Articulation Agreement this template has been developed by university and community college faculty as a blueprint for guiding community colleges in developing programs for students who intend to major in various Education fields. Students who successfully complete the courses of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing to complete their final two years of study at a four year college/university. The premajor coursework in the community college system primarily includes general education coursework only with very little "content" specific coursework. There are approximately 13 premajors.

   1. **Associate of Arts (AA) Premajors:** Elementary Education (A1010R); Special Education (A1010Z); Middle Grades Education (A1011A); Art Education (A1010A); Business Education & Marketing Education (A1010C); English Education (A1010F); Health Education (A1010G); Physical Education (A1010J); Social Science Secondary Education (A1010M)
   2. **Associate of Science (AS) Premajors:** Chemistry and Chemistry Education (A1040B); Math Education (A1040F), Biology & Biology Education (A1040A)
   3. **Associate of Fine Arts (AFA) Premajors:** Music and Music Education (A1020D)

   2+2 E learning Initiative- Teacher Education

   One of the focal points for the 2+2 E learning initiative is to address the critical shortage of teachers in North Carolina. One way to address this shortage is to make the courses more accessible to students by creating online content for the community colleges through the Virtual Learning Community (VLC), which provides a collection of online courses to the 58 community colleges. By developing online courses for the pre-major degrees, we can provide access to students who might not otherwise have time to attend college in the traditional method of face to face instruction. The two systems (NCCCS and UNC) initially identified five pre-education programs under the North Carolina Comprehensive Articulation Agreement (CAA), whereby students may begin their education at a community college with an associate degree then transfer to a university to complete a bachelor's degree. During the first three years of the 2+2 Initiative, VLC centers were funded to develop selected courses for the following degrees:

   - Associate in Arts/Elementary Education (*all courses now on the VLC*)
   - Associate in Arts/Middle Grades Education and Special Education (*all courses now on the VLC*)
   - Associate in Science/Chemistry and Chemistry Education (*all courses will be on the VLC by June 2009*)
   - Associate in Science/Biology and Biology Education (*all courses will be on the VLC by June 2009*)
   - Associate in Science/Mathematics Education (*(all courses will be on the VLC by June 2009*)

Students who receive these online associate degrees must transfer to a college or university to complete the last two years of their bachelor's degree in education.

2. _Associate of Applied Science Degrees_

A.   **Early Childhood Education Associate of Applied Science Degree (A55220):** Designed for students wishing to work with young children birth to age 8, primarily focusing on children ages 0-5. Primarily used by the Early Care and Education workforce (child care centers, family child care homes and other professionals working with young children as well as some teacher instructional assistants/paraprofessionals in public schools). The AAS program does articulate to some four year college's Birth to Kindergarten baccalaureate degree (B-K). This degree would allow students to teach in a public school pre-k program, a More at Four classroom or Kindergarten classroom. There are currently two colleges that have offered statewide agreements for the AAS Early Childhood Education to Birth to Kindergarten transfer. Those schools are UNC-Greensboro and UNC-Wilmington. Currently 42 community colleges have accepted the articulation agreements from UNCG & UNCW. Efforts continue to establish additional Early Childhood AAS degree/ B-K articulations at other colleges and universities.

B.   **Lateral Entry Certificate (C55430):** Designed for students who already have graduated with their four year degree who now wish to teach in public schools. This community college certificate was designed in 2006 in response to legislation (_House Bill 563, "An Act Permitting the Community Colleges System to Provide Coursework to Persons Entering the Teaching Profession by Lateral Entry, and to Reduce from Five Years to Three Years Length of a Provisional Teaching Certificate Issued to a Lateral Entry Teacher."_) The legislation was revised in 2007 (_House Bill 583, "An Act to Modify the Requirements for Participation in a Community College Lateral Entry Program."_) and thus the certificate was slightly modified in 2008. The curriculum standard includes specific courses that are taken at the community colleges as well as course competencies that must be fulfilled by a four year institution that partners with the community college to offer the certificate. The courses were designed around the Department of Public Instruction's (DPI) required competencies for lateral entry teachers.

As of Fall 2009, DPI is planning to review and potentially revise the lateral entry competency requirements. With DPI's revisions, likely will come necessary revisions to the Community College lateral entry certificate. This revision work for the community college certificate is likely to begin in late spring or early summer 2009 and NCCCS staff and DPI staff are working together in this effort.

In addition, the State Board of Education has passed policy allowing community colleges and/or four year colleges/universities and/or local LEAs to submit "innovative" lateral entry programs to the State Board of Education for approval. Guilford Tech has received approval for such a program, Sandhills CC has submitted a proposal and CPCC is considering such a proposal.

C.   **Additional Associate of Applied Science Degrees (AAS degrees) related to Career and Technical Education Teacher Preparation**
The NCCCS offers many AAS degree options that are related to Career and Technical Education including for example, AAS in Culinary Technologies, Cosmetology, Associate Degree Nursing,

Automotive Technologies, and various Business and Information Technology programs. For those Career and Technical Education Program areas that permit teachers to have obtained education at the Associate degree level for employment and/or licensure, these specialized AAS degrees would be available at various community colleges throughout the state.

In addition, teacher licensure in these Career and Technical Education areas often include specific coursework such as literacy/reading methods, learning theory, classroom management and other specific courses related to teaching. Many of the AAS programs in the community college system contain courses that could satisfy some of the "education/pedagogy" licensure requirements for example, EDU 271- Educational Technology, EDU 221- Children with Exceptionalities, EDU 243- Learning Theory, EDU 244- Human Growth/Development, EDU 163- Classroom Management and Instruction, etc.

Note eligibility requirements for employment are separate from license requirements.
Sources of Information:
1. NCCCS Combined Course Library:
   http://www.ncccs.cc.nc.us/Programs/common_course_library.htm
2. NCCCS Curriculum Standards: http://www.ncccs.cc.nc.us/Programs/curriculum_standards.htm
3. State Board of Education Meeting Minutes on Provisional Licensing Requirements for Career-Technical Education Teachers (2006:
   http://www.ncpublicschools.org/sbe_meetings/0608/0608_qp/qp/0608qp05.pdf
4. State Board of Education Policy Manual: Policy QP-A-002; http://sbepolicy.dpi.state.nc.us/

Contact Information:

President R. Scott Ralls rallss@nccommunitycolleges.edu
Dr. Delores A. Parker parked@nccommunitycolleges.edu
Ms. Erin Smith smithe@nccommunitycolleges.edu

The University of North Carolina
Teacher Recruitment, Preparation and Retention
Overview of UNC Coordinated Efforts

The University of North Carolina (UNC) has made important decisions in strengthening the systems' commitment to prepare more and better teachers and school leaders for the public schools across the state. As a result, significant accomplishments in establishing accountability plans for teacher recruitment, preparation, and new teacher support have furthered the University's progress in addressing this strategic priority which is highly emphasized by UNC President Erskine Bowles.

Teacher Enrollment Growth Plan and Productivity Goals

UNC has established an ambitious rolling five-year accountability plan to increase the supply of new teachers available to address the state's needs. Projection models through 2020-21 for overall and high-need areas have been prepared to guide institutional planning efforts. UNC Chief Academic Officers were asked in spring 2008 to call a team together to set expanded productivity goals for the accountability plan for three additional years (2010-11 through 2012-13) for overall traditional teacher education graduates, overall alternative licensure completers, and traditional and alternative goals for identified high-need licensure areas. As the system takes action in expanding institutional goals, major attention will be given to preparing more teachers in mathematics education, science education, middle grades education, and special education. Moving forward with the accountability plan, UNC Education and Arts & Sciences academic units will have a shared responsibility for meeting the goals established for mathematics and science high-need licensure areas, as well as a responsibility to assist in meeting the overall campus teacher productivity goals.

Teacher Recruitment

Current strategies for recruiting individuals into the pipeline of potential teachers are not enough to meet the ambitious goals laid out in the teacher enrollment plan. In response to this, the UNC Teacher Recruitment Initiative was launched to develop a strategic plan to coordinate teacher recruitment efforts within the University. To accomplish this task the University partnered with Noel-Levitz, a leading authority in the US in optimizing enrollment management on higher education campuses.

- The purpose of the initiative is to consider perceptions of the teaching profession in developing a system-wide plan for teacher recruitment that is coordinated with the UNC Teacher Education Enrollment Growth Plan. The research question addressed through the study is targeted directly at recruitment to the teaching profession; *What are the attitudes, motivations, and primary sources of influence of prospective teachers that are behind North Carolina's teacher supply and demand data and trends?*

- The study had two primary components, an *assessment phase* designed to gain a better understanding of the current situation and a *planning phase* that translated initial findings into actionable strategies to meet NC's teacher supply and demand needs.

  - The assessment phase of the study included market research targeted at six specific population segments; college-bound high school juniors and seniors, bachelor's and advanced degreed adult populations in NC (i.e. mid-career professionals that could transition into the teaching profession), community college students, all undergraduate students on UNC campuses, high school guidance counselors, and military personnel and their spouses. The assessment phase also included focus sessions conducted with campus representatives from teacher education and enrollment/admissions offices, financial aid offices, K12 representatives (teachers, principals, and superintendents), and other educational representatives in NC.

- Results from the study have been used to identify critical strategies for inclusion in a comprehensive plan for teacher recruitment. Each UNC institution has prepared a campus-based plan that is aligned to the overarching system recruitment plan and also aligned to the enrollment growth targets for their respective campus.

New Teacher Support

The overarching goal of UNC's New Teacher Support efforts is to establish a formalized program of support for beginning teachers for all new graduates and licensure completers of UNC teacher education programs that is focused on retention and ensures these new teachers are supported, monitored, and mentored in the first three years of service until a continuing license is issued. The effort is being organized at the state level by the UNC General Administration and UNC Deans' Council on Teacher Education, in consultation with the NC Department of Public Instruction (NCDPI), and will be implemented at a regional/local level to assist school districts in hiring, retaining, and developing high quality teachers.

Several tasks have been identified as important steps in developing this plan over a timeline extending through Fall 2007. These tasks are:

1. Selected data sets have been reviewed and synthesize the information for the UNC Deans' Council on Teacher Education.

   - Survey data from institutions of higher education in North Carolina.
   - Survey data from select K-12 school districts
   - Review of national/international literature
   - Review and discussion of North Carolina's mentoring program and researched impact
   - Review and discussion of the North Carolina Teacher Working Conditions Survey report
   - Review and discussion of NC Department of Public Instruction attrition data
   - Review of UNC teacher education programs coordinated approaches to new teacher support

2. Focus groups have been conducted with selected superintendents, principals, directors, and representatives from the NC Department of Public Instruction.

3. Discussion and communication of trends with the education deans, K12 and other selected personnel have transpired over the fall 2007 and spring 2008 semester.

Teacher Quality Research Efforts

To better investigate the preparation of high quality teachers graduating from UNC teacher education programs, a teacher quality research strategy has been identified. Three separate models have been developed to track teacher education graduates' entry into the field, retention and persistence once employed, and impact on K12 student achievement. The results will be used to drive policy and decisions for teacher education program quality throughout UNC institutions and K12 schools in the state.

Teacher Licensure Program Re-visioning

The University of North Carolina is focused not just on producing more teachers, but producing *better* teachers, especially in high need licensure areas. UNC is working to raise the quality of the state's teacher pool and to attract the best and brightest into the profession. Toward that end, UNC institutions are re-visioning their schools of education to ensure that the highest quality programs in place for preparing teachers and school leaders. The overall process has been aligned to meet North Carolina State Board of Education expectations that licensure programs incorporate newly adopted standards for teachers, that the programs address both content and pedagogy and systematically address the preparation of teachers to teach students with disabilities, that formative assessment is addressed throughout the curriculum, and that UNC teacher preparation programs are

organized to best meet the needs of K-12 schools across the state. To assist with this process, the UNC General Administration is coordinating a series of re-visioning focus session to be held this fall for teams of campus representatives. Faculty expertise at the state and national level will be tapped to ensure the appropriate content focus is addressed in licensure programs such as mathematics in K-5 teacher preparation programs.

MSA Program Re-visioning

The UNC General Administration has initiated a process to re-vision and re-authorized the current Master of School Administration programs on the following campuses to ensure that the University has the highest quality programs for preparing school leaders: ASU, ECU, ECSU, FSU, NCAT, NCCU, NCSU, UNC, UNCG, UNCP, UNCC, UNCW, WCU, WSSU. This process as been aligned to meet NC State Board of Education expectations that school leadership licensure programs incorporate newly adopted standards and that the programs are organized to best meet the needs of K12 schools in North Carolina

STEM Inventory

The UNC General Administration has hired a graduate student from UNC Chapel Hill to assemble a state-wide systematic inventory of STEM initiatives impacting the preparation of more and better mathematics and science teachers. The inventory will identify initiatives related to the recruitment of individuals into STEM disciplines, in addition to programs and services addressing professional development. Residual resources as a result of past grants or projects will be identified as well. In collecting this information, evaluation practices currently being used to show what works and what does not will be identified and this information will be organized in a usable format for school districts and higher education campuses.

- A gap analysis is being conducted to determine what is missing system-wide and state-wide.
- Action plans will be developed, addressing mathematics first, of key issues that need to be addressed to improve the quality of mathematics preparation in the state.
- Faculty expertise from UNC campuses, as well as expertise from DPI and K12 schools, will be tapped throughout this process to participate in events such as focus groups and expert panels to evaluate and advise us along the way.
- To the extent possible, the action plans will identify time lines, persons/entities responsible for implementation, funding sources, and other

Reemployed Retirees (exempt from the Cap)

Eligibility and Purpose	Employees of a local board of education are eligible to be re-employed under two provisions of the law. For retirees, there is a special allowance that allows re-employment in order to teach. First enacted in 1998, this policy has been revised several times over the years. Currently, retired persons who return to teach may do so without any earning restrictions provided the retiree has not done any other work in the immediate 6 months prior to employment.

Number of Teachers by Year and Number of Years 2008 Teachers have been Employed	**Fiscal Year**	**Retired Teachers**	**Avg Years Experience**	**Certified Salary**		**Employed (Years)**	**Teacher Headcount**
	1999					1	381
	2000	68	30.75	$4,484.47		2	495
	2001	390	31.51	$4,677.39		3	371
	2002	490	31.44	$4,675.94		4	302
	2003	616	31.79	$4,691.90		5	232
	2004	915	32.16	$4,694.49		6	156
	2005	1,435	32.21	$4,766.90		7	82
	2006	1,688	32.48	$4,868.54		8	29
	2007	2,006	32.64	$5,202.46		9	9
	2008	2,057	32.92			**Total**	**2,057**

Certified salary does not include local salary supplements, longevity, and other benefits

Subjects Taught	

Course	Taught by Retired Teacher
Arts	32
Civics & history	42
Career & Technical	81
Foreign Language	11
Language Arts	206
Math	157
Health & PE	59
Science	86
Self Contained	248
Social Studies	133
	1,055

One teacher will be teaching several courses. For example, a teacher teaching 4 math courses would be counted as 1 in this table.

Courses Taught by Retirees
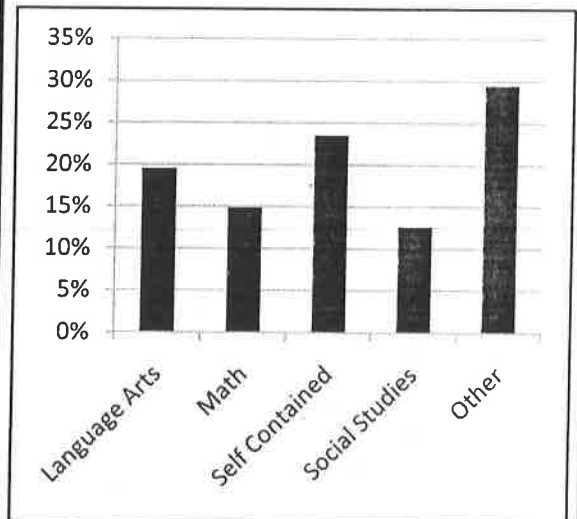
Reemployed Retirees by LEA
as of December 2007

LEA No.	LEA Name	# of Teachers	LEA No.	LEA Name	# of Teachers
010	Alamance Co.	26	500	Jackson Co.	4
020	Alexander Co.	4	510	Johnston Co.	32
030	Alleghany Co.	1	520	Jones Co.	5
040	Anson Co.	9	530	Lee Co.	8
050	Ashe Co.	2	540	Lenoir Co.	30
060	Avery Co.	1	550	Lincoln Co.	9
070	Beaufort Co.	8	560	Macon Co.	2
080	Bertie Co.	6	570	Madison Co.	4
090	Bladen Co.	18	580	Martin Co.	5
100	Brunswick Co.	7	590	McDowell Co.	8
110	Buncombe Co.	10	600	Mecklenburg Co.	83
111	Asheville City	3	610	Mitchell Co.	-
120	Burke Co.	14	620	Montgomery Co.	12
130	Cabarrus Co.	21	630	Moore Co.	8
132	Kannapolis City	3	640	Nash-Rocky Mount	57
140	Caldwell Co.	17	650	New Hanover Co.	5
150	Camden Co.	1	660	Northampton Co.	4
160	Carteret Co.	15	670	Onslow Co.	14
170	Caswell Co.	5	680	Orange Co.	7
180	Catawba Co.	27	681	Chapel Hill-Carrboro	1
181	Hickory City	6	690	Pamlico Co.	5
182	Newton-Conover	6	700	Pasquotank Co.	20
190	Chatham Co.	8	710	Pender Co.	12
200	Cherokee Co.	3	720	Perquimans Co.	2
210	Chowan Co.	5	730	Person Co.	4
220	Clay Co.	4	740	Pitt Co.	44
230	Cleveland Co.	30	750	Polk Co.	6
240	Columbus Co.	15	760	Randolph Co.	17
241	Whiteville City	7	761	Asheboro City	18
250	New Bern Craven	31	770	Richmond Co.	27
260	Cumberland Co.	101	780	Robeson Co.	93
270	Currituck Co.	3	790	Rockingham Co.	29
280	Dare Co.	1	800	Rowan Co.	50
290	Davidson Co.	15	810	Rutherford Co.	18
291	Lexington City	4	820	Sampson Co.	29
292	Thomasville City	3	821	Clinton City	11
300	Davie Co.	8	830	Scotland Co.	21
310	Duplin Co.	33	840	Stanly Co.	13
320	Durham Public	41	850	Stokes Co.	11
330	Edgecombe Co.	21	860	Surry Co.	14
340	Forsyth Co.	109	861	Elkin City	10
350	Franklin Co.	16	862	Mount Airy City	2
360	Gaston Co.	45	870	Swain Co.	2
370	Gates Co.	4	880	Transylvania Co.	1
380	Graham Co.	-	890	Tyrrell Co.	1
390	Granville Co.	9	900	Union Co.	34
400	Greene Co.	7	910	Vance Co.	40
410	Guilford Co.	75	920	Wake Co.	111
420	Halifax Co.	33	930	Warren Co.	6
421	Roanoke Rapids	7	940	Washington Co.	13
422	Weldon City	3	950	Watauga Co.	1
430	Harnett Co.	55	960	Wayne Co.	56
440	Haywood Co.	8	970	Wilkes Co.	12
450	Henderson Co.	3	980	Wilson Co.	31
460	Hertford Co.	11	990	Yadkin Co.	12
470	Hoke Co.	15	995	Yancey Co.	4
480	Hyde Co.	3			
490	Iredell Statesville	25		**Total**	**2,057**
491	Mooresville City	8			

Legislative Education Oversight Committee

History of Sports Medicine in NC Public Schools

Emergency Funding: 1972

Funds appropriated July 1, 1973

Purpose of Sports Medicine Program

Set up a system committed to the prevention of deaths associated with interscholastic athletics, reduce the number of injuries, and reduce the number of re-injuries associated with high school interscholastic athletics in the NC Public Schools.

The Problem:

UNC Chapel Hill Study:

- Two deaths occurred the year prior to the implementation of the Sports Medicine Program
- 50% of students participating in football in NC high schools were injured at some time during the football season.
- 71% of those injured were re-injured during that same season.

Sports Medicine Program Implementation:

Results after 10 years of implementation of the Sports Medicine Program, with the introduction and training of teacher athletic trainers in the secondary schools:

- No deaths occurred during that time.
- Injury rate dropped from 50% to 27%
- Re-injury rate dropped from 71% to 11%.
- Re-injury rate dropped to 7% in schools with certified athletic trainers

In 2008, three (3) NC high school football players died from injuries or conditions associated with football participation at the high school level. The circumstances associated with the cause of these deaths must be eliminated. We must prevent deaths from occurring in school

activities that are set up for the purpose of attracting students to have fun while enriching their educational experiences.

The Solution:

Implement a system of teacher athletic trainers responsible for preventing deaths and disabling injuries, and responsible for reconditioning injured student athletes to allow them to return to participation without the threat of re-injury.

Set up a system for certifying (licensing) existing teachers across the State who are now fulfilling the responsibilities as athletic trainers. A course of instruction can be developed for colleges and universities across the State through a combination of "distance education" and summer session courses that will allow these teachers to take the necessary courses for certification, without interfering with their teaching responsibilities. There are challenges associated with this course of study, but these can be overcome with support coming from the General Assembly.

Presently, there are 18 undergraduate sports medicine courses of instruction leading to a bachelors degree and athletic trainer certification, and there are two graduate programs leading to a masters degree and athletic trainer certification. These curricula could provide the foundation for the courses of instruction leading to athletic trainer certification.

In addition, there are four colleges of medicine in the State. These Schools of Medicine provided significant opportunities for the certification process when the previous Sports Medicine Program was operational. Courses in anatomy and physiology, physiology of exercise, therapeutic exercise, kinesiology, and the use of therapeutic modalities were made available through these schools of medicine. These kinds of instructional programs would certainly enhance this certification process.

The NC Sports Medicine Foundation was established as a 501(C)3 non-profit corporation with the NC Secretary of State office in case the State Sports Medicine Program lost its support from the NC Department of Public Instruction. With the changes in leadership in state education,

that support is no longer available. Consequently, the NC Sports Medicine Foundation is proposing the program described in this report.

The proposal to the Legislative Education Oversight Committee is to consider funding this effort for the first six months of the calendar year, 2009, in anticipation that the details of a proposal might be presented to the General Assembly for consideration in 2009-2010

Resume: Jesse Allan (Al) Proctor

Education Experience:

Doctorate in Education:
North Carolina State University
Masters in Education
North Carolina State University
Bachelors Degree
Wake Forest University

Professional Experience

Director, Division of Athletics and Sports Medicine (retired)
NC Department of Public Instruction
Initiated the development of teacher athletic trainers in the public schools
Proposed funding for teacher athletic trainers in the public schools,
approved by the General Assembly.

Director, Division of Healthful Living
NC Department of Public Instruction

Taught sports medicine courses at NC State University and UNC-Greensboro

Head Athletics Trainer,
NC State University Athletics Department

Teacher Athletic Trainer
Greensboro Senior (Grimsley) High School

Assistant Athletics Trainer,
New York Yankees Baseball Team, Manager Casey Stengal

Athletic Trainer,
North Carolina Coaches Association (NCCA) East-West All-Star Games
North Carolina-South Carolina Shrine Bowl Game

Co-Founder and Director, NCCA Student Trainer Clinic

Founder and Director, NC Sports Medicine Foundation

Founder and Director, NC Athletic Trainers Association