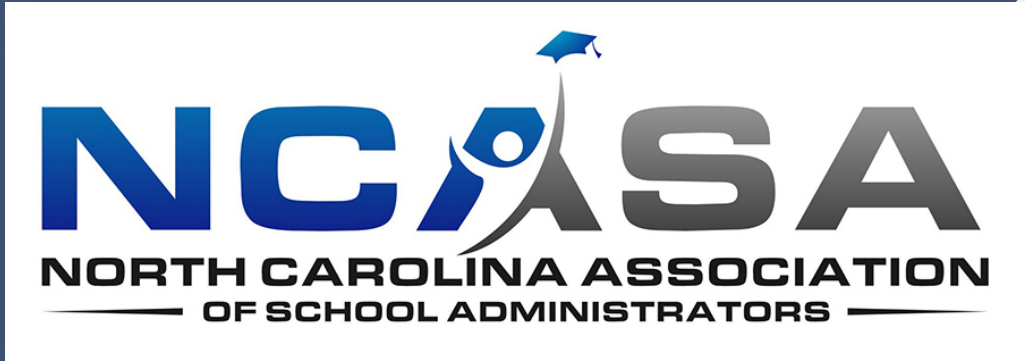


# The Role Of North Carolina Principals

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# School Principals: Outdated Perceptions





# Two Main Roles Of School Principals



## CEO

Holds senior management position in school

Responsible for school budget oversight and management

Oversees staff recruitment and retention

Ensures staff are supported and held accountable for results

## STUDENT SUCCESS



## Instructional Leader

Focuses on student growth and achievement throughout school

Observes and works with teachers to improve classroom instruction

Leads professional development on instructional best practices



# 21 Competencies For Effective Principals



- **Change Management**
- **Communication**
- **Conflict Management**
- **Creative Thinking**
- **Customer Focus**
- **Delegation**
- **Dialogue/Inquiry**
- **Emotional Intelligence**
- **Environmental Awareness**
- **Global Perspective**
- **Judgment**
- **Organizational Ability**
- **Personal Ethics/Values**
- **Personal Responsibility**
- **Responsiveness**
- **Results Orientation**
- **Sensitivity**
- **Systems Thinking**
- **Technology**
- **Time Management**
- **Visionary**



# SBE Standards For School Executives



- **Standard 1: Strategic Leadership** – Ensure collective responsibility for establishing and addressing priorities, goals, and actions that support the success and well-being of each member of the school community by taking specific action to drive the continuous improvement of the mission and vision of the school and establishing a set of core values and goals to address data use, technology, equity, diversity, digital citizenship, community engagement and student success.
- **Standard 2: Instructional Leadership** – Ensure coherently aligned systems of curriculum, instruction, and assessment and equip educators to address the needs of all students by setting high standards for collaborative professional practice, that uses data-based decision making, and assessment systems to help educators design, implement, and evaluate intellectually rigorous instruction, and ensure the academic success and socioemotional well-being of the students they teach.
- **Standard 3: Cultural Leadership** – Ensure diversity is perceived as an asset, and all members of the school community feel respected, valued, and included by helping educators better understand the perspectives of people and groups who are different from themselves, and work together to productively address the issues that emerge in diverse environments as they develop skills and strategies to engage effectively with students and their families.



# SBE Standards For School Executives

- **Standard 4: Human Resource Leadership** – Ensure the school operates as a professional learning community that productively builds the school’s collective instructional capacity by developing equitable systems, processes, and strategies to address the recruitment, induction, supervision, evaluation, and retention of a strong diverse high-performing staff, that has the skills to continuously assess and improve the working conditions and learning outcomes at the school.
- **Standard 5: Managerial Leadership** – Ensure that school-level governance processes involve representative stakeholders in decision making, and comply with policy and law, by using appropriate data, regulations, and practices to address identified needs and develop plans for resource allocation, management, and monitoring, so the school community may be confident that there are equitable systems in place to use school resources effectively and appropriately.
- **Standard 6: External Development Leadership** – Ensure members of the school community are engaged in the advocacy, action, and decision-making processes that shape the school by establishing policies, systems, and structures to connect school personnel with families and community members in ways that improve equity, strengthen learning, support school improvement, and promote the current and future success and well-being of every student.



# SBE Standards For School Executives



- **Standard 7: Ethical and Micro-Political Leadership** – Follow the *Code of Ethics for NC Educators* and the *Standards for Professional Conduct*, adopted by the NC State Board of Education, to ensure the appropriate use of power and influence within their school, as they facilitate shared decision-making processes to achieve identified goals for improvement, and use professional norms and constructive discourse, to include marginalized voices and build community cohesion, as constituents work together to establish collective responsibility for outcomes that realize the school’s vision for success.
- **Standard 8: Equity-Driven Leadership** – Ensure that all students have equitable access to school resources and experiences that will allow them to thrive academically and personally by helping staff identify, confront, and alter personal, and institutional biases to eliminate practices and behaviors that implicitly or explicitly use race, class, culture, language, ability, gender, sexual orientation, or special status to marginalize or set low expectations for students.



# Distributed Leadership In Schools



## ➤ Effective Principals Often Utilize Distributed Leadership.

“Distributed Leadership means mobilizing leadership expertise at all levels in the school in order to generate more opportunities for change and to build the capacity for improvement. The emphasis is upon *interdependent* interaction and practice rather than individual and *independent* actions associated with those with formal leadership roles or responsibilities.”

*Source: Teacher Magazine, Dr. Alma Harris, Sept. 29, 2014*



# Distributed Leadership Models

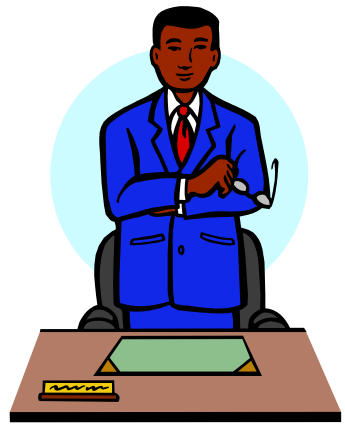


- **Advanced Teaching Roles (ATR) is the newest addition to the Distributed Leadership model in many public schools in NC.**
- **Other common Distributed Leadership structures/relationships:**
  - Principal – Assistant Principal
  - School Leadership Team
  - School Management Team
  - Departments
  - Multi-Disciplinary Teams
  - Grade Levels
  - Faculty
  - Professional Learning Community (PLC) Teams
  - Student Support Team (SST/RTI)
  - School Improvement Team
  - PTA/ Booster Clubs/Affinity Groups
  - Student Government/Advisory Committee
  - Others?



## Principal Is Accountable For The Team

- **BUT Advanced Teaching Roles or other instructional leadership roles cannot replace the need for a Principal as the manager of a school – both for operating it as a business and ensuring a quality learning environment for students.**

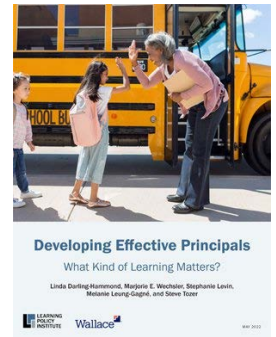


# Which “Head” Leads The School?



If principals were only CEOs, someone else would have to lead instruction. Who would staff, students, and parents follow?

# Principal's Impact On Student Success



*“Effective principals can generate better outcomes for the teachers, students and the schools they lead. But great principals don’t grow on trees; they receive high-quality development and ongoing support.” –2022 Wallace Foundation Report\**

\*Darling-Hammond, L., Wechsler, M. E., Levin, S., Leung-Gagné, M., & Tozer, S. (2022). Developing effective principals: What Kind of Learning Matters? [Report]. Learning Policy Institute. <https://doi.org/10.54300/641.201>

# Needed Legislative & Policy Changes



- **Revamp Principal Pay Plan** – 1) Provide alignment for advancing from Teacher to Assistant Principal to Principal; 2) Value Experience; and 3) Move Performance Component to Bonuses to Stabilize Base Salaries.
- **Increase State Support For Assistant Principals** – Current funding ratio provides only 1 10-month Assistant Principal for each 985.3 students in Average Daily Membership (ADM).
- **Increase State Support For Teachers & Instructional Support Personnel.**
- **Revamp School Performance Grades To Reflect Multiple Measures Of Student Success.**
- **Expand Principal Preparation Programs And Ensure They Provide School Business & Instructional Leadership Training.**
- **Enhance Professional Development & On-The-Job Mentoring For Practicing Principals.**



# Contact Information



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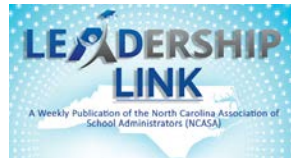
*Mission: Ensuring student success through visionary leadership.*

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