EXECUTIVE SUMMARY

Title: **Report from the ad hoc Committee on Professional Development for School Leaders**

Type of Executive Summary:
☒ Action   ☐ Action on First Reading   ☐ Discussion   ☐ Information

Policy Implications:
☐ Constitution _____
☐ General Statute #_____
☐ SBE Policy #_____
☐ SBE Policy Amendment
☐ SBE Policy (New)
☐ APA #_____
☐ APA Amendment
☐ APA (New)
☐ Other _____

Presenter(s):   Mr. John Tate (Member, State Board of Education) and Dr. Kathy Sullivan (Senior Policy Analyst, Office of the State Board of Education)

Description:
In July 2007, the State Board of Education and the University of North Carolina-General Administration convened an ad hoc committee to consider professional development for school leaders. The committee met monthly and considered a variety of issues including the professional development and on-going support needed to re-tool current administrators for 21st Century schools and possible delivery systems for this professional development and ongoing support. The committee's report is presented for approval this month.

Resources:
The report contains estimates of implementation costs

Input Process:
The report was prepared by a committee of representative stakeholders that included public school practitioners, higher education faculty, and the private sector.

Stakeholders:
LEAs, school leaders

Timeline For Action:
The report was presented for discussion last month and is presented for approval this month.

Recommendations:
That the Board accept the recommendations in the report.

Audiovisual equipment requested for the presentation:

☐   Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
      Specify:
☐   Audio Requirements (computer or other, except for PA system which is provided)
      Specify:
☐   Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____   Seconded By: _____
Vote: Yes _____   No _____   Abstain _____
Approved _____   Disapproved _____   Postponed _____   Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan (807-3608)

**Report from the State Board of
Education and University of North
Carolina-General Administration
Ad Hoc Committee on School
Leadership**

December 2007

Report from the
State Board of Education and University of North Carolina-General Administration
Ad Hoc Committee on School Leadership

Background

The focus of public schools has changed drastically in the last 30 years, from sorting and selecting students to determine who goes to college and who does not, to educating all students to be college and work ready. This change in focus is directly linked to the development of a global economy and our country's need for workers who are able to think, problem solve, use technology, work in teams, and communicate effectively.

Today there is a new sense of urgency for improved student achievement as never before. While we have made some progress in improving student achievement by addressing such factors as instructional practice, curriculum, schedules, school size, and school safety, we have come to realize the critical importance of school leadership if we are to transform schools to 21st Century learning communities and ensure that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

In December 2006, the State Board of Education adopted new standards for school executives (administrators) that reflect a new vision of school leadership. Likewise, in September 2007, the Board adopted new standards for superintendents. The new standards for both school executives and superintendents focus on seven areas of leadership: strategic, instructional, cultural, human resource, managerial, external development, and micropolitical. New evaluation instruments based on the new standards are being developed and the Department of Public Instruction is developing a comprehensive plan for the rollout of the new instruments. Additionally, a committee is currently working to articulate new standards for school executive and superintendent preparation programs that reflect the new standards. The new standards are included in Appendix A.

The committees that drafted the new standards for school executives and superintendents clearly understood the gap between the skill levels of current school leaders and the skill levels that are explicit and implicit in the new standards. They understood that to help school leaders meet the new standards, a comprehensive professional development program would be needed.

Committee Charge

In July 2007, the State Board of Education and the University of North Carolina-General Administration convened an ad hoc committee to consider professional development for school leaders. Specifically, the committee was charged with:

1) Identifying the professional development and on-going support needed to re-tool current administrators to become 21st Century leaders preparing 21st Century learners in reinvented 21st Century schools.

2) Designing the delivery system(s) for the needed professional development and on-going support.

3) Determining a governance structure to oversee successful implementation.

4) Recommending an accountability system to ensure that program services are achieving desired outcomes and improving student achievement.

5) Determining costs associated with the elements above and identifying possible sources of funding for future delivery systems.

Committee Members

The ad hoc committee was co-chaired by Dr. Alan Mabe, Vice President for Academic Planning and University-School Programs, UNC-General Administration, and Mr. John Tate, Member of the State Board of Education. Other committee members were:

- Dr. Lynn Bradshaw, Department of Educational Leadership, College of Education, East Carolina University
- Mr. JB Buxton, Deputy Superintendent, Department of Public Instruction
- Dr. Mary Lynne Calhoun, Dean, School of Education, UNC Charlotte
- Ms. Ann Clark, Associate Superintendent, Charlotte-Mecklenburg Schools
- Dr. Meghan Doyle, Principal, Onslow County
- Dr. Fenwick English, School of Education, UNC Chapel Hill
- Mr. Joe Freddoso, President and CEO, MCNC
- The Honorable Rick Glazier, Member, NC House of Representatives
- Ms. Heather Graham, Bill & Melinda Gates Foundation
- Dr. Tony Habit, North Carolina New Schools Project
- Dr. Carl Harris, Superintendent, Durham Public Schools
- The Honorable Howard Lee, Chair, SBE
- The Honorable Vernon Malone, Member, NC Senate
- Mr. Tim McDowell, Vice President of Government Relations and Public Information, North Carolina Independent Colleges and Universities
- Dr. Bill McNeal, Executive Director, NC Association of School Administrators
- Mr. André Peek, Director, Media & Entertainment Industry, IBM Global Technology Services
- Dr. Joe Peel, Executive Director, Triangle Leadership Academy
- Dr. Shirley Prince, Superintendent, Scotland County Schools
- Ms. Teresa Rivero, Bill & Melinda Gates Foundation
- Mr. Bill Shore, Director of US Community Partnerships, GlaxoSmithKline
- Dr. Mike Williams, Director, Center for School Leadership Development, UNC-GA

Ms. Alisa Chapman, Associate Vice President for University-School Programs, UNC-General Administration, and Dr. Kathy Sullivan, Senior Policy Analyst, State Board of Education, served as staff to the committee.

Guiding Principles

In arriving at its recommendations, the committee was guided by the following principles:

- 21st Century schools need 21st school leaders skilled in strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, and micropolitical leadership.

- School leaders need honest, constructive feedback on their performance against the new state standards for school leadership.

- 21st Century school leaders must engage in on-going high quality professional development aligned to new state standards for school leadership. This professional development must be customized to meet individual, school, and LEA needs for continuous improvement and succession planning.

- High quality professional development must be grounded in research and the wisdom of practice and job-embedded.

- Professional development must be evaluated for its effectiveness/impact on job and school performance.

- The use of 21st Century technologies, including on-line delivery of professional development experiences, can maximize accessibility and availability of quality professional development.

- Numerous stakeholders have a vested interest in the quality of professional development for school leaders: e.g., superintendents and school executives, local boards of education, teachers, policy-makers, State Board of Education, Department of Public Instruction, the University System, and business. These stakeholders have the responsibility for coordinating amongst themselves to ensure both quantity and quality of professional development for school leaders.

- Local school systems have and must assume a critical role in building leadership capacity. In addition to building the capacity of its current leaders, local school systems must proactively identify and support the development of future leaders for all roles in the district.

- Professional development for school executives should proactively address knowledge and skill deficits, rather than rehabilitate failed leaders.

- Accomplished school leaders need to be recognized and rewarded.

- Proposed solutions should minimize the introduction of bureaucratic structures, maximize use of already existing infrastructure as much as possible, and utilize additional layers of management and governance only to the extent they are absolutely necessary.

Findings and Recommendations

A needs analysis of the current status of professional development for school leaders identified a number of areas in which there are significant gaps between "what is" and "what is desired." The areas considered include: Delivery System(s); Content; Connection Between License Renewal and Professional Development; Succession Planning, Career Advancement, and Professional Development; Accountability; and Resources and Coordination. Recommendations have been made in each of these areas. For each area, a statement of desired status and current status precedes the recommendations. A consolidated list of recommendations is included as Appendix C.

DELIVERY SYSTEM

Desired Status: The State, districts, and other stakeholders (including colleges, universities, and the private sector) partner in an accessible, comprehensive, proactive system of continuous support of school leadership development focused on the standards for school executives adopted by the NC State Board of Education and the continuous improvement of school performance.

Current Status: Although North Carolina benefits from several valuable initiatives to provide training and development for school executives, the effectiveness of the delivery system is limited by the following gaps.

- Little comprehensive infrastructure exists for the systemic, continuous support of leadership development.

- Existing professional development programs often lack the capacity to deliver customized professional development to large numbers of school executives. In addition, there is no system for identifying a pool of highly qualified trainers to respond to the growing demand for a more comprehensive and systematic approach to develop and support school executives.

- There is not clear consensus among practitioners of the elements of effective school leadership development, so multiple approaches proliferate.

- Existing leadership training often lacks alignment to a consistent set of standards, and must be redirected to meet those standards recently adopted by the State Board of Education.

- Districts often have little or no ownership in current training and attendance is typically optional.

- There is little or no stakeholder involvement in determining developmental needs.

- Significant financial resources are expended to "fix" leadership problems rather than develop leadership capacity.

Guided by the principles noted above, and based on the current status, the Committee recommends that the State Board of Education:

1. Establish a state-wide center[1] under the Department of Public Instruction to:
   - coordinate and support a regional academy network (described in recommendation 2);
   - identify and develop and/or acquire needed professional development;
   - build a strong cadre of expert trainers across the state who can provide high quality leadership service to school districts through the academies;
   - provide training of trainers;
   - act as a clearinghouse for best practices and professional development opportunities;
   - provide an "on-line" portal for resources and expertise on leadership development in NC;
   - ensure the quality of the programs offered through the regional leadership academy network; and
   - collect, analyze, and maintain data on the effectiveness of professional development for school leaders.

   A representative stakeholder group (e.g., LEAs, colleges and universities, private sector) should serve in an advisory capacity to the state-wide center.

2. Work with LEAs and other stakeholders (e.g., colleges and universities, private sector) to develop a regional network of leadership academies[1] to broker or provide school leaders regular, ongoing professional development.

   - The regional academies should be public/private sector collaborations funded through a combination of local funds, state funds, and private funds.

   - Ownership of the regional academies should be shared between the state-wide center (at DPI) and the LEAs. The day-to-day operations of the academies should be driven by the LEAs, but each regional academy should be governed by a local board of stakeholders (e.g., LEAs, IHEs, and business partners) and accountable for the measures identified by the State Board of Education

---

[1] A cost estimate is included as Appendix B.

(see recommendation 15 below).   The Department of Public Instruction should be involved in the selection and on-going evaluation of the performance of the regional academy director.

- The leadership academies should reflect regional differences and should be treated as pilots to determine the most effective form to take. For example, the Area Health Education Centers (AHEC) and North Carolina Small Business and Technology Development Center (SBTDC) offer models of successful regional delivery.

- The regional academies in concert with the state-wide center should help LEAs with the development and implementation of leadership succession planning, including alternative routes to licensure, to ensure appropriate talent pools.

3. Ensure alignment of the work of the state-wide center and regional academies with the new assistance model being deployed by the Department of Public Instruction to support LEAs and schools.

4. Develop an appropriate phase-in plan for the development of the regional network of leadership academies that considers scalability and sustainability and ensures the quality and integrity of the academies.

5. Charge an individual, assisted by appropriate staff, with responsibility (and accountability) for implementing these recommendations.

6. Maximize use of on-line delivery of professional development for school leaders and create on-line professional learning communities for school leaders as on-going support mechanisms as appropriate.

CONTENT

Desired Status: Professional development is built on the new standards for teachers, school executives, and superintendents adopted by the State Board of Education. It is customized to meet the professional and personal growth needs of all educators.

Current Status: The State Board of Education has adopted new standards for teachers, school executives and superintendents. Professionals in North Carolina's public schools are either unaware of these standards or do not have working knowledge of these standards.

Guided by the principles noted above, and based on the current status, the Committee recommends that the State Board of Education:

7. Charge the state-wide center (described in recommendation 1) with developing/acquiring needed professional development modules and instructional resources aligned with the new state standards for school leadership and grounded in research and the wisdom of practice, including lessons learned from growing high performing organizations in business and industry that might inform the transformation of public schools.

8. Evaluate the professional development offered through the regional academies to ensure it is built from the new standards for school executives and superintendents, grounded in research and the wisdom of practice, appropriately field-based, focused on the day-to-day challenges of school improvement, and customized to the personal and professional growth needs of school leaders.

CONNECTION BETWEEN LICENSE RENEWAL AND PROFESSIONAL DEVELOPMENT

Desired Status: License renewal for school leaders is a process of acquiring units of renewal credit for professional development experiences that are coherent, grounded in research and the wisdom of practice, aligned with the NC standards for school executives, based on professional and personal goals and student outcomes, and identified in concert with the individual's supervisor.

Current Status: There is no system to connect license renewal to the evaluation system or personal growth needs. License renewal for school leaders is a process of acquiring a combination of years of service and units of renewal credit for professional development. The professional development is often random and without coordinated purpose.

Guided by the principles noted above, and based on the current status, the Committee recommends that the State Board of Education:

9. Revise the license renewal process to require high-quality professional development that is both coordinated and prescriptive based on the school leader evaluation process and student outcomes.

10. Revise the license renewal process to require supervisor input on required professional development activities that are based on the state standard for school executives and consider school outcomes, including student achievement.

SUCCESSION PLANNING, CAREER ADVANCEMENT, AND PROFESSIONAL DEVELOPMENT

Desired Status: Each school district has developed and is implementing a strategic leadership succession plan that results in an increased caliber of school leadership.

North Carolina school executives have an opportunity to acquire, through successful completion of a rigorous program of planned professional development, status as a North Carolina Board Certified School Executive. This status earns the individual a percentage increase in the salary provided by the state salary schedule.

Current Status: There is limited strategic succession planning for executives at the district or state levels. High performing school executives have little personal incentive to improve their performance.

The only way for school executives to advance on the state salary schedule is to change jobs. Classroom teachers with master's degrees and National Board Certification who move to assistant principal positions often receive a decrease in monthly state salary.

Guided by the principles noted above, and based on the current status, the Committee recommends that the State Board of Education:

11. Charge the state-wide center (described in recommendation 1) with working through the regional academies to assist LEAs with the development and implementation of strategic leadership succession plans. The plans should focus on the recruitment, support, and continued professional growth and development of potential leaders including consideration of alternative pipelines for potential leaders such as the private sector and/or higher education.

12. Develop and implement a rigorous system for recognizing and rewarding highly effective school executives (similar to National Board Certification) who can demonstrate mastery of the new standards for school executives as well as exemplary student outcomes.

13. Seek salary supplements for qualified[2] NC school executives providing expanded professional services beyond the school level such as mentors for beginning school leaders, coaches for experienced school leaders, and leading professional development activities, etc.

14. Seek legislative action to address the financial disincentive when accomplished, experienced teachers, especially those with National Board Certification, assume school leadership positions.

ACCOUNTABILITY

Desired Status: Professional development for school leaders, regardless of setting, is evaluated against the State Board of Education's standards for professional development and its impact on professional growth, school performance, and student achievement. The evaluation process is used to improve the effectiveness of school executives.

Current Status: There is no valid process for evaluating the effectiveness of professional development for school leaders, especially as it relates to student academic performance. No system exists to assess the impact of training on job or school performance. No system exists to assess the effective use and/or impact of the evaluation process to improve the effectiveness of school executives.

Guided by the principles noted above, and based on the current status, the Committee recommends that the State Board of Education:

15. Define accountability measures to evaluate the quality of the professional development. Both qualitative and quantitative measures should be defined. In addition to participant evaluation of the activities, the measures should focus on the impact of the activities on the performance of the school executive based on the new standards for school executives, school performance, and student achievement and performance.

16. Require that all professional development activities used for license renewal by school leaders be evaluated based on the accountability measures defined by the Board.

17. Charge a team of representative stakeholders, similar in make-up to this ad hoc committee, to work with the state-wide center to oversee the quality of the professional development for school leaders using the accountability measures defined by the Board.

18. Evaluate the use and impact of the new evaluation process on the effectiveness of school executives in improving student and school performance.

19. Charge the state-wide center with conducting longitudinal studies of the preparation, performance, and professional development of school leaders. This will require the Department of Public Instruction, the University of North Carolina, and the independent colleges and universities include data about completers of the school leadership programs and their subsequent employment, persistence, and performance in public schools in North Carolina in the project to link their data systems.

RESOURCES AND COORDINATION

Desired Status: In North Carolina, the federal, state, and local financial resources available for professional development for school leaders are tracked through a state-wide clearinghouse maintained by the state-wide center. This clearinghouse is accessible both through professional staff and on-line. The

---

[2] based on demonstrated knowledge and expertise and certified through the state-wide center

clearinghouse contains a consolidated list of professional development opportunities for school leaders and a catalog of professional development providers that are available to school systems. Through the clearinghouse, the State Board of Education informs professional development providers of the professional development needs of school leaders across the state and maintains quality control of said services.

Current Status: In the public schools of North Carolina there exist considerable financial resources to support professional development for school leaders. There is no state-wide coordination or alignment with regard to the allocation or use of these resources.

No single entity provides oversight to ensure coordination, alignment and monitoring among efforts.

Guided by the principles noted above, and based on the current status, the Committee recommends that the State Board of Education:

20. Charge the state-wide center with tracking the use of federal, state, and local financial resources for professional development for school leaders. The tracking should include analysis of expenditures in relation to student achievement.

21. Charge the state-wide center with maintaining a consolidated list of professional development opportunities for school leaders available to school systems.

22. Charge the state-wide center with a team of representative stakeholders, similar in make-up to this ad hoc committee, with analyzing and identifying professional development needs of school leaders on an on-going basis.

APPENDIX A

STANDARDS FOR SCHOOL EXECUTIVES

STANDARDS FOR SUPERINTENDENTS

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.

Practices: 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.

Practices: 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.

Practices: 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

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.

Practices: 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.

Practices: 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.

Practices: 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 ensure 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.

Practices: 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

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 Micropolitical Leadership, Strategic Leadership, 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.

A 21st Century 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. Like their executive colleagues in business, government, or health and human services, superintendents must create school districts as organizations that can learn and change quickly if they are to improve performance. School systems need chief executive officers, supported by local boards of education, who are adept at creating systems for change and at building powerful relationships with and across all staff that tap into the collective knowledge and insight they possess and stir their passions for their work for children. Out of these relationships the superintendent must create a common shared understanding of the purpose of the work of the schools and school district and commitment to and ownership of a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the district'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 improved 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 and others; communication is honest and open; there is focus on the use of data, teamwork, and research-based best practices; and modern tools are used to drive ethical, principled, and goal-oriented action. This culture of disciplined thought is rooted in the ability of the superintendent to build a trusting, transparent environment for all stakeholders.

Philosophical Foundation for the Superintendent Standards

The following points underlie this work:

- Today's schools must have proactive leaders who possess a great sense of urgency to ensure that every student graduates from high school prepared for life in the 21st Century.

- The primary goal of school district leadership is to transform schools so that large-scale, sustainable continuous improvement is built into their most basic modes of thinking and doing.

- The moral purpose of school district leadership is to create schools in which all students learn, where the gaps between high and low performance are greatly diminished, and where what students learn prepares them for success in their futures.

- Leadership is neither a position nor a person. It is a collection of practices that must be embedded in all job roles at all levels of schools and the school district.

- The work of school district leadership is with, for, and through people. Leadership is a social act, in which people are the medium of change.

- School district leadership does not require doing all tasks by oneself, but it does require creating systems and processes where all tasks can be accomplished at high levels of proficiency.

- School district leadership depends on the superintendent's ability to select and develop a senior-level executive staff whose complementary strengths promote excellence in all seven standards for executive leadership described in this document.

- Leadership is extremely complex and systemic in nature. Isolating parts misses the power of holistic thinking. Leadership requires not only knowing what to do, but knowing why to do it, how to do it, and when to do it as well.

- Within a school district, there are nested leadership systems (e.g., local boards of education, central office, schools, classrooms, etc.). To be successful, the superintendent must ensure these systems are aligned and are mutually supportive of one another.

- Superintendents bring themselves to the practices of executive leadership. Matching the context of school district leadership with the leadership character of the superintendent is important to the mutual success of both.

Intended Purposes of the Standards

The North Carolina Standards for Superintendents have been developed as a guide for superintendents and other senior-level school district executives as they continually reflect on and improve their effectiveness in whatever executive roles they assume in their professional careers. Although there are many influences on a superintendent's development, these standards can serve as a tool to aid in the improvement of school district leadership for 21st Century schools. Taken as a whole, these standards, practices, and competencies can be overwhelming. One might ask, "How can one person possess all of these?" The answer is: One person cannot. Therefore, it is critical that the superintendent build an executive team that has complementary knowledge, skills, and experiences. The more authentic diversity on the team, the more probable the team can deal with the complexities of leading educational systems in the challenges of the 21st century.

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

- Inform higher education programs in developing the content and requirements of degree programs leading to licensure as a school superintendent;
- Focus the goals and objectives of local boards of education as they support, monitor, and evaluate the performances of their senior executives;
- Guide the professional development and continuing professional improvement for superintendents and other senior-level executives;
- Serve as a tool in developing executive coaching and mentoring programs for senior-level 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. The lists of practices are not meant to be exhaustive.
- Artifacts: The artifacts are examples of 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 a framework for the North Carolina Superintendent Standards are aligned with the seven standards for school executives adopted by the NC State Board of Education in 2006. The school executive standards are adapted from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2004). Additionally, the seven standards for

superintendents reflect the 2006 work of McREL (Mid-continent Research for Education and Learning), *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement.*

North Carolina's Standards for Superintendents are interrelated and connect in the practices of superintendents and other senior-level executives. They are not intended to isolate competencies or practices. Superintendents' abilities in meeting the demands in any given standard impact their abilities to perform effectively in other challenges articulated in other standards. For example, a superintendent's effectiveness in developing and evaluating staff directly impacts the organization's ability to reach its goals and also impacts the development of cultural norms in the district. While superintendents may not actually have to do all of the work contained in all seven standards, they are responsible for ensuring that all areas have effective leadership.

The seven standards and their practices are:

STANDARD 1: STRATEGIC LEADERSHIP

Summary: Superintendents create conditions that result in strategically re-imaging the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district's core values and beliefs about the preferred future and then developing a pathway to reach it.

Practices: The superintendent practices effective strategic leadership when he or she:

- Creates a working relationship with the local board of education that results in a shared vision for the district 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;
- Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission, and goals;
- Is a driving force behind major initiatives that help students acquire 21st Century skills;
- Creates processes that provide for the development, periodic review, and revision of the district's vision, mission, and strategic goals by all stakeholders;
- Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district;
- Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives, adhering to statutory requirements;
- Facilitates the development and implementation of a district strategic plan, aligned to the mission and goals set by the State Board of Education and local priorities, using multiple sources of data (e.g., student performance data, data from the NC Teacher Working Conditions Survey), in concert with the local board of education;
- Determines financial priorities, in concert with the local board of education, based on the strategic plan;
- Facilitates the implementation of state education policy;
- Facilitates the setting of high, concrete goals and the expectations that all students meet them;
- Monitors progress in meeting district goals;
- Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work;
- Creates processes to distribute leadership throughout the district.

Artifacts:

- District strategic plan
- School Improvement Plans are implemented, assessed and modified
- Effectively functioning, elected School Improvement Teams
- Superintendent's performance plan aligned with state and local strategic priorities and objectives
- Staff can articulate the district's direction and focus
- Student performance data

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Summary: Superintendents set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

Practices: The superintendent practices effective instructional leadership when he or she:

- Leads with a clear, high-profile focus on learning and teaching oriented towards high expectations and concrete goals;
- Challenges staff to reflect deeply on and define the knowledge, skills, and concepts essential for ensuring that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;
- Establishes effectively functioning professional learning communities[3];
- Ensures collaborative goal setting resulting in non-negotiable goals (i.e., goals that all staff members must act upon) for student achievement and classroom instruction;
- Ensures that there is an appropriate and logical alignment between the district's curriculum, 21st Century instruction and assessment, and the state accountability program;
- Establishes clear priorities among the district's instructional goals and objectives;
- Creates processes for using student test data and formative data from other sources for the improvement of instruction;
- Utilizes an instructional evaluation program that accurately monitors implementation of the district's instructional program;
- Creates processes for identifying, implementing, and monitoring use of 21st Century instructional tools 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 school executives concerning the effectiveness of their instructional leadership;
- Monitors student achievement through feedback from the instructional evaluation program;
- Ensures that instructional time is valued and protected;
- Provides professional development for school executives in the area of instructional leadership.

Artifacts:

- District strategic plans
- School Improvement Plans

---

[3] As used throughout this document, the term professional learning communities (PLCs) describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' needs.

- Professional development plans based on data (e.g., student performance, results of the NC Teacher Working Conditions Survey)
- Student performance goals
- Student performance data
- Use of formative assessment to impact instruction
- District instructional evaluation program

STANDARD 3: CULTURAL LEADERSHIP

Summary: Superintendents understand and act on the important role a system's culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to "reculture" the district, if needed, to align with the district's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

Practices: The superintendent practices effective cultural leadership when he or she:

- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with all stakeholders and then operates from those beliefs;
- Builds community understanding of what is required to ensure that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;
- Creates a school system (and not a "system of schools") in which shared vision and equitable practices are the norm;
- Builds trust and promotes a sense of well-being between and among staff, students, parents, and the community at large;
- Systematically and fairly acknowledges failures and celebrates accomplishments of the district;
- Visibly supports and actively engages in the positive, culturally-responsive traditions of the community;
- Creates opportunities for both staff involvement in the community and community involvement in the schools;
- Creates an environment in which diversity is valued and is promoted.

Artifacts:
- Climate Survey Data
- NC Teacher Working Conditions Survey results
- Teacher retention data
- Student performance data
- Awards structures developed by the district and schools
- Community support of the district

STANDARD 4: HUMAN RESOURCE LEADERSHIP

Summary: Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

Practices: The superintendent practices effective human resource leadership when he or she:

- Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction;
- Provides for the development of effective professional learning communities aligned with the district strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning;
- Participates in consistent, sustained, and open communication with school executives particularly about how policies and practices relate to the district mission and vision;
- Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill;
- Communicates a positive attitude about the ability of personnel to accomplish substantial outcomes;
- Creates processes for educators to assume leadership and decision-making roles;
- Ensures processes for hiring, inducting and mentoring new teachers, new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel;
- Uses data, including the results of the Teacher Working Conditions Survey, to create and maintain a positive work environment;
- Ensures that all staff are evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance;
- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs;
- Continuously searches for the best placement and utilization of staff to fully develop and benefit from their strengths;
- Identifies strategic positions in the district and has a succession plan for each key position.

Artifacts:
- Student performance data
- District strategic plan
- NC Teacher Working Conditions Survey results
- Number of teachers with National Board Certification and graduate/advanced level licensure
- Teacher, school executive, and staff diversity, recruitment, and retention data
- Record of professional development provided staff and an assessment of the impact of professional development on student learning
- Leadership development plan
- Copies of professional growth plans for school executives
- District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets and other resources, to meet the individual needs of each student
- District leadership succession plan

STANDARD 5: MANAGERIAL LEADERSHIP

Summary: Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

Practices: The superintendent practices effective managerial leadership when he or she:

- Applies and assesses current technologies for management, business procedures, and scheduling;

- Creates collaborative budget processes to align resources with the district vision and strategic plan through proactive financial leadership using a value-added assessment process;
- Identifies and plans for facility needs;
- Assesses and reassesses programs and resource allocation and use for relevancy and impact as the organization changes;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for effective and efficient operations;
- Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way;
- Assures a system of communication that provides for the timely and responsible exchange of information among school and district staff and stakeholder groups;
- Assures scheduling processes and protocols that maximize staff input, address diverse student learning needs, and provide individual and on-going collaborative planning time for every teacher;
- Creates processes for the storage, security, privacy, and integrity of data;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the safety of students and staff;
- Develops, implements, and monitors emergency plans in collaboration with appropriate local, state, and federal officials.

Artifacts:
- District strategic plan
- External reviews and audits (e.g., budget, child nutrition, transportation)
- Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures)
- Communication of safety procedures and behavioral expectations throughout the school community
- NC Teacher Working Conditions Survey results
- District and school safety and crisis plans
- Community Emergency Response Plan

STANDARD 6: EXTERNAL DEVELOPMENT LEADERSHIP

Summary: A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

Practices: The superintendent practices effective external development leadership when he or she:

- Develops collaborative partnerships with the greater community to support the 21st Century learning priorities of the school district and its schools;
- Implements processes that engage stakeholders in shaping and then supporting significant (non-negotiable) achievement and instructional goals for the district and its schools;
- Creates systems that engage the local board, county commissioners, and all community stakeholders in a shared responsibility for aligning their support for district goals for student and school success;
- Designs protocols and processes that ensure compliance with federal, state and district mandates;
- Develops and implements proactive partnerships with community colleges, universities, professional associations, and other key professional development organizations to provide effective training and development opportunities for school district employees;
- Develops and implements proactive partnerships with community colleges and universities to ensure all students have access to college courses while in high school and that barriers to enrollment in the courses are eliminated;

- Communicates the schools' and district's status and needs to the local board, county commissioners, and public media to garner additional support for meeting district goals;
- Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement.

Artifacts:
- District strategic plan
- Minutes from school board meetings
- Survey results from parents and other community leaders
- Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc.
- Partnership agreements and other documents to support collaborative effort for achieving school district goals and priorities
- Accounts of school and district accomplishments in various forms of public media
- Newsletters and other public engagement documents designed to strengthen connections to the community
- Membership and participation with community organizations
- Business partnerships and projects involving business partners
- Community college/university partnerships, collaborative projects, and professional development initiatives;
- Student enrollment data for community college and university courses

STANDARD 7: MICROPOLITICAL LEADERSHIP

Summary: The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

Practices: The superintendent practices effective micropolitical leadership when he or she:

- Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship;
- Defines and understands the internal and external political systems and their impact on the educational organization;
- Defines, understands, and communicates the impact of legal issues affecting public education;
- Surveys and understands the political, economic, and social aspects/needs of groups in the community, and those of the community at large, for effective and responsive decision-making;
- Prepares and recommends district policies to improve student learning and district performance in compliance with local, state and federal requirements;
- Applies laws, policies and procedures fairly, wisely, and considerately;
- Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities;
- Accesses local, state and national political systems to provide input on critical educational issues.

Artifacts:
- Parent, community and staff survey data
- Teacher, School Executive, and Staff retention data
- Ability to confront conflict and build consensus
- Shared decision-making
- Outreach efforts
- School Board policies
- Minutes and reports
- Superintendent's Performance Goals

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 recognizing 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 superintendent 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 also can effectively and efficiently execute them. Although the superintendent 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 superintendents to possess to ensure their success. For example, the competency "*conflict management*" is important in Micropolitical Leadership, Strategic Leadership, 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 superintendents.

- **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 district 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 stakeholders 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 district.
- **Dialogue/Inquiry** – Is skilled in creating a risk-free environment for engaging people in conversations that explore issues, challenges or bad relationships for the purpose of obtaining system goals.
- **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 district's communities.
- **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 need to be successful in this economy.
- **Judgment –** Effectively reaches logical conclusions and makes 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. Knows what information to communicate and to whom. Relates 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 district.
- **Technology** – Effectively utilizes the latest technologies to continuously improve the effectiveness and efficiency of the district.
- **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or goals. 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 B

COST ESTIMATES

State-wide Center

Contracted Services	$65,000.00
Copier	$4,500.00
Technology (including server)	$20,000.00
Library	$6,000.00
Miscellaneous	$8,000.00
FFE (Furniture, Fixtures, Equipment for Office Setup)	$25,000.00
Office Supplies	$7,500.00
Phone, Fax, Internet	$5,000.00
Printing	$5,000.00
Rent	
Staff Executive ($125,000.00)	$166,250.00
Staff Adult Learning Specialist (110,000.00)	$146,300.00
Staff Adult Learning Specialist (110,000.00)	$146,300.00
Staff Data Base Manager/Educator ($85,000.00)	$113,050.00
Staff Admin/Technology ($45,000.00)	$59,850.00
Subscriptions	$1,500.00
Trainer Development	$10,000.00
Training Materials	$10,000.00
Travel	$30,000.00

$829,250.00

Regional Academy

Contracted Services	$125,000.00
Copier	$4,500.00
Course Development	$50,000.00
Technology	$16,000.00
Food	$10,000.00
Library	$3,500.00
Miscellaneous	$7,500.00
FFE (Furniture, Fixtures, Equipment for Office Setup)	$15,000.00
Office Supplies	$5,000.00
Phone, Fax, Internet	$4,000.00
Printing	$5,000.00
Rent	$25,000.00
Staff (Ex. Director, Director, Admin)	$330,000.00
Subscriptions	$1,000.00
Trainer Development	$40,000.00
Training Materials	$75,000.00
Travel	$12,000.00

$728,500.00

APPENDIX C

CONSOLIDATED RECOMMENDATIONS

DELIVERY SYSTEM

1. Establish a state-wide center under the Department of Public Instruction to:
   - coordinate and support a regional academy network (described in recommendation 2);
   - identify and develop and/or acquire needed professional development;
   - build a strong cadre of expert trainers across the state who can provide high quality leadership service to school districts through the academies;
   - provide training of trainers;
   - act as a clearinghouse for best practices and professional development opportunities;
   - provide an "on-line" portal for resources and expertise on leadership development in NC;
   - ensure the quality of the programs offered through the regional leadership academy network; and
   - collect, analyze, and maintain data on the effectiveness of professional development for school leaders.

   A representative stakeholder group (e.g., LEAs, colleges and universities, private sector) should serve in an advisory capacity to the state-wide center.

2. Work with LEAs and other stakeholders (e.g., colleges and universities, private sector) to develop a regional network of leadership academies to broker or provide school leaders regular, ongoing professional development.

   - The regional academies should be public/private sector collaborations funded through a combination of local funds, state funds, and private funds.

   - Ownership of the regional academies should be shared between the state-wide center (at DPI) and the LEAs. The day-to-day operations of the academies should be driven by the LEAs, but each regional academy should be governed by a local board of stakeholders (e.g., LEAs, IHEs, and business partners) and accountable for the measures identified by the State Board of Education (see recommendation 15 below). The Department of Public Instruction should be involved in the selection and on-going evaluation of the performance of the regional academy director.

   - The leadership academies should reflect regional differences and should be treated as pilots to determine the most effective form to take. For example, the Area Health Education Centers (AHEC) and North Carolina Small Business and Technology Development Center (SBTDC) offer models of successful regional delivery.

   - The regional academies in concert with the state-wide center should help LEAs with the development and implementation of leadership succession planning, including alternative routes to licensure, to ensure appropriate talent pools.

3. Ensure alignment of the work of the state-wide center and regional academies with the new assistance model being deployed by the Department of Public Instruction to support LEAs and schools.

4. Develop an appropriate phase-in plan for the development of the regional network of leadership academies that considers scalability and sustainability and ensures the quality and integrity of the academies.

5. Charge an individual, assisted by appropriate staff, with responsibility (and accountability) for implementing these recommendations.

6. Maximize use of on-line delivery of professional development for school leaders and create on-line professional learning communities for school leaders as on-going support mechanisms as appropriate.

7. Charge the state-wide center (described in recommendation 1) with developing/acquiring needed professional development modules and instructional resources aligned with the new state standards for school leadership and grounded in research and the wisdom of practice, including lessons learned from growing high performing organizations in business and industry that might inform the transformation of public schools.

8. Evaluate the professional development offered through the regional academies to ensure it is built from the new standards for school executives and superintendents, grounded in research and the wisdom of practice, appropriately field-based, focused on the day-to-day challenges of school improvement, and customized to the personal and professional growth needs of school leaders.

CONNECTION BETWEEN LICENSE RENEWAL AND PROFESSIONAL DEVELOPMENT

9. Revise the license renewal process to require high-quality professional development that is both coordinated and prescriptive based on the school leader evaluation process and student outcomes.

10. Revise the license renewal process to require supervisor input on required professional development activities that are based on the state standard for school executives and consider school outcomes, including student achievement.

SUCCESSION PLANNING, CAREER ADVANCEMENT, AND PROFESSIONAL DEVELOPMENT

11. Charge the state-wide center (described in recommendation 1) with working through the regional academies to assist LEAs with the development and implementation of strategic leadership succession plans. The plans should focus on the recruitment, support, and continued professional growth and development of potential leaders including consideration of alternative pipelines for potential leaders such as the private sector and/or higher education.

12. Develop and implement a rigorous system for recognizing and rewarding highly effective school executives (similar to National Board Certification) who can demonstrate mastery of the new standards for school executives as well as exemplary student outcomes.

13. Seek salary supplements for qualified NC school executives providing expanded professional services beyond the school level such as mentors for beginning school leaders, coaches for experienced school leaders, and leading professional development activities, etc.

14. Seek legislative action to address the financial disincentive when accomplished, experienced teachers, especially those with National Board Certification, assume school leadership positions.

ACCOUNTABILITY

15. Define accountability measures to evaluate the quality of the professional development. Both qualitative and quantitative measures should be defined. In addition to participant evaluation of the activities, the measures should focus on the impact of the activities on the performance of the school executive based on the new standards for school executives, school performance, and student achievement and performance.

16. Require that all professional development activities used for license renewal by school leaders be evaluated based on the accountability measures defined by the Board.

17. Charge a team of representative stakeholders, similar in make-up to this ad hoc committee, to work with the state-wide center to oversee the quality of the professional development for school leaders using the accountability measures defined by the Board.

18. Evaluate the use and impact of the new evaluation process on the effectiveness of school executives in improving student and school performance.

19. Charge the state-wide center with conducting longitudinal studies of the preparation, performance, and professional development of school leaders. This will require the Department of Public Instruction, the University of North Carolina, and the independent colleges and universities include data about completers of the school leadership programs and their subsequent employment, persistence, and performance in public schools in North Carolina in the project to link their data systems.

RESOURCES AND COORDINATION

20. Charge the state-wide center with tracking the use of federal, state, and local financial resources for professional development for school leaders. The tracking should include analysis of expenditures in relation to student achievement.

21. Charge the state-wide center with maintaining a consolidated list of professional development opportunities for school leaders available to school systems.

22. Charge the state-wide center with a team of representative stakeholders, similar in make-up to this ad hoc committee, with analyzing and identifying professional development needs of school leaders on an on-going basis.

EXECUTIVE SUMMARY

Title: <u>Clarification of the Lateral Entry Licensure Policies</u>

Type of Executive Summary:
☒ Action   ☐ Action on First Reading   ☐ Discussion   ☐ Information

Policy Implications:
☐ Constitution _____
☐ General Statute #_____
☒ SBE Policy # TCP-A-001
☒ SBE Policy Amendment
☐ SBE Policy (New)
☐ APA #_____
☐ APA Amendment
☐ APA (New)
☐ Other _____

Presenter(s):   Ms. Nadine Ejire (Assistant Section Chief, Licensure Section)

Description:

Individuals who have not completed an approved teacher education program may be issued a lateral entry license for up to three years if they meet the requirements detailed in Board policy.   Based on requests from and discussions with personnel administrators, two elements of the current policy need to be clarified. Revisions that focus on these areas in need of clarification are presented for approval. Since last month the proposed wording has been edited for greater clarity.

Resources:

NA

Input Process:

The proposed revisions are based on requests made to the Extenuating Circumstances Licensure Appeals Panel and questions from/discussions with personnel administrators.

Stakeholders:

LEAs, lateral entry teachers

Timeline For Action:

The proposed revisions were presented for discussion last month and are presented for approval this month.

Recommendations:

That the Board approve the proposed revisions of the lateral entry licensure policy.

Audiovisual equipment requested for the presentation:

☐   Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
      Specify:
☐   Audio Requirements (computer or other, except for PA system which is provided)
      Specify:
☐   Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____   Seconded By: _____
Vote: Yes _____   No _____   Abstain _____
Approved _____   Disapproved _____   Postponed _____   Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: ___Nadine Ejire (807-3355)

Policy Identification
Priority: Twenty-First Century Professionals
Category: Licensure
Policy ID Number: TCP-A-001

Policy Title: Policies on General Licensure Requirements

Current Policy Date: 02/07/2008

Other Historical Information:
Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006, 05/04/2006, 06/01/2006, 07/06/2006, 01/04/2007, 06/07/2007, 12/06/2007

Statutory Reference:
PL 107-110, the No Child Left Behind Act of 2001

Administrative Procedures Act (APA) Reference Number and Category:

(Note: Only relevant sections of the policy have been reprinted here.)

POLICIES ON GENERAL LICENSURE REQUIREMENTS

1.70 Lateral Entry License

An individual who has not completed an approved teacher education program may be licensed under the following lateral entry provisions:

    (1)   Be selected for employment by a North Carolina school system;

    (2)   Hold at least a bachelor's degree from a regionally accredited college or university in the subject area in which they are employed to teach or hold at least a bachelor's degree from a regionally accredited college or university and have satisfied Praxis II testing requirements for the license area and meet the requirements to be designated "highly qualified" as prescribed by No Child Left Behind. To be designated "highly qualified," elementary and exceptional children's teachers must pass a rigorous state assessment (currently Praxis II exams). To be designated "highly qualified," middle school, high school, and special subject area teachers (e.g., art, music, second languages) must hold a bachelor's or master's degree in the specific area, or have 24 semester hours in the area, or pass a rigorous state assessment (currently Praxis II exams) in the area.

    (3)   Have a minimum cumulative grade point average (GPA) of 2.5 or have five years of experience considered relevant by the LEA, or have passed the Praxis I exams and have attained one of the following:
        a) a GPA of at least 3.0 on all work completed in the senior year;
        b) a GPA of at least 3.0 in the major; or

c) a GPA of at least 3.0 in a minimum of 15 semester hours of course work completed after the bachelor's degree was earned and within the last 5 years.

A person who holds a lateral entry license shall complete a program that includes the following components:

(1) completion of an approved teacher education program in the area of licensure at a college or university or completion of a program of study outlined by the Regional Alternative Licensing Centers;

Prescribed academic *content* coursework that is available through community colleges may be used to satisfy licensure requirements. General pedagogy competencies can be satisfied as follows.

General Pedagogy Competencies	Completed Through
Educational/Instructional Technology	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Understanding the Learner: Human Growth and Development	Approved Teacher Education Program or Community College
Learning Theory; Learning Styles; Motivation; How Children/Adolescents Learn	Approved Teacher Education Program or Community College
Meeting Special Learning Needs; Exceptionalities; Diversity	Approved Teacher Education Program
Literacy/Reading Methods	Approved Teacher Education Program
Instructional Methods	Approved Teacher Education Program
School Policies/Procedures	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Home/School/Community Collaborations	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Classroom Management/Organizing the Classroom to Maximize Learning	Approved Teacher Education Program or Community College or Local Education Agency (if employed)

(2) attaining passing score on appropriate PRAXIS subject exam(s) during the first three school years of holding the lateral entry license if the exam(s) was/were not the basis of qualifying for the license;

(3) completion of a staff development program that includes a two-week training course prior to beginning the work assignment;

(4) completion of a cumulative of six semester hours of course work in the approved program each school year;

(5) successful completion of at least a three-year initial licensure program in the lateral entry license area;

(6) completion of all above requirements within 3 years of becoming eligible for a lateral entry license and recommendation of the IHE or RALC for clear licensure.

Individuals who possess five or more years of experience considered relevant by the LEA and satisfy testing requirements (currently Praxis II) for the licensure area within the first year of teaching shall be issued a Standard Professional 1 License upon**:**

a. Completion of the NC TEACH modules or the equivalent through an approved teacher education program: 1) The Teacher, The Learner, and The School; 2) Diversity; 3) Content Area Pedagogy. (Note: The NC TEACH modules are offered and administered through NC colleges and universities with approved teacher education programs. **and**

b. Completion of the NC TEACH module on Instructional Technology or the equivalent through an approved teacher education program, community college, or through professional development offered by the LEA; **and**

c. Completion of one year of successful teaching as verified by the employing LEA.

The employing school system shall formally commit to supporting the lateral entry teacher by:
(1)   providing a two-week orientation that includes:
   a. lesson planning,
   b. classroom organization,
   c. classroom management, including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint,
   d. an overview of the ABCs Program including the standard course of study and end-of-grade and end-of-course testing, and
   e. the identification and education of children with disabilities.
(2)   assignment of a mentor on or before the first day on the job;
(3)   providing working conditions that are appropriate for all novice teachers;
(4)   giving regular focused feedback to the teacher for improving instruction; and
(5)   assisting the individual in accessing prescribed course work and professional development opportunities.

Individuals who do not fulfill the requirements of their lateral entry license within the three years they are initially given may be issued another lateral entry license provided:

1. they have passed the required Praxis II exam(s) for the specialty area in which the license will be issued and
2. at least six years have elapsed since the prior lateral entry license was issued.

1.75   Lateral Entry for Licensed Educators
At the request of an employing school system, an individual who holds a clear (non-restricted) license in a teaching, administrative, supervisory, or student services area may be issued a lateral entry license in a teaching area provided he/she meets the federal requirements to be designated highly qualified in the teaching area. Licensed educators who are issued a lateral entry license shall be subject to the requirements for lateral entry teachers detailed in Section 1.70 of this policy.

EXECUTIVE SUMMARY

Title: **Policy on Eligibility for State Teacher of the Year**

Type of Executive Summary:
⊠ Action   ☐ Action on First Reading   ☐ Discussion   ☐ Information

Policy Implications:
☐ Constitution _____
☐ General Statute #_____
⊠ SBE Policy #QP-E-000
☐ SBE Policy Amendment
☐ SBE Policy (New)
☐ APA #_____
☐ APA Amendment
☐ APA (New)
☐ Other 115C-11(a2)

Presenter(s):   Mr. Danny Holloman (Section Chief, Center for Recruitment and Retention)

Description:
Currently, the SBE policy is titled, Policy on the Regional Teacher of the Year position. The policy does not provide any information on the eligibility requirement for the State Teacher of the Year. The policy is being revised to define eligibility requirements. Another policy will be developed to address financial incentives for both the State and Regional Teachers of the Year.

Resources:
NA

Input Process:
The proposal is based on discussions by DPI staff and the review of other state requirements.

Stakeholders:
LEAs, Teachers of the Year

Timeline For Action:
The proposed policy was presented for discussion last month and is presented for approval this month.

Recommendations:
That the Board adopt the policy on eligibility for State Teacher of the Year.
.

Audiovisual equipment requested for the presentation:
☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
   Specify: _____

☐ Audio Requirements (computer or other, except for PA system which is provided)
   Specify: _____

☐ Document Camera (for transparencies or paper documents – white paper preferred)

   _____

Motion By: _____   Seconded By: _____
Vote: Yes _____   No _____   Abstain _____
Approved _____   Disapproved _____   Postponed _____   Revised _____

----
*Person responsible for SBE agenda materials and SBE policy updates: Danny Holloman (807-3375)

Policy Identification
Priority: Twenty First Century Professionals
Category: Teacher of the Year
Policy ID Number: QP-E-000

Policy Title: Policy on eligibility of the State Teacher of the Year

Current Policy Date: 07/11/1996

Other Historical Information: Previous board dates: 06/06/1990, 05/05/1994

Statutory Reference: 115C-11(a2)

Administrative Procedures Act (APA) Reference Number and Category:

To be eligible for selection as a Teacher of the Year, a person must hold a Standard Professional 2 (SP2) license, have spent at least 700 hours each school year in classroom instruction of North Carolina public school students during the immediate past three (3) years, and be currently employed to provide classroom instruction to North Carolina public school students.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification
Priority: Quality Teachers, Administrators, and Staff
Category: Teacher of the Year
Policy ID Number: QP-E-000

Policy Title: Policy on the Regional Teacher of the Year position

Current Policy Date: 07/11/1996

Other Historical Information: Previous board dates: 06/06/1990, 05/05/1994

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

EXECUTIVE SUMMARY

Title: **Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements**

Type of Executive Summary:
☐ Action   ☒ Action on First Reading   ☐ Discussion   ☐ Information

Policy Implications:
☐ Constitution _____
☐ General Statute # _____
☒ SBE Policy # QP-A-021
☐ SBE Policy Amendment
☐ SBE Policy (New)
☐ APA # _____
☐ APA Amendment
☐ APA (New)
☐ Other

Presenter(s):   Dr. Kathy Sullivan (Senior Policy Analyst, SBE Office)

Description:
In April 2006 the Board adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. In June, a similar policy was approved to allow colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Resources:
No additional resources are requested.

Input Process:
The requests for exception and supporting documentation are reviewed by the appeals panel. In addition, the individual and the LEA/IHE seeking the exception are provided the opportunity to meet with the panel.

Stakeholders:
LEAs, teachers who have not been able to satisfy licensure requirements, prospective teachers who have not been able to satisfy Praxis I testing requirements

Timeline For Action:
Panel recommendations will be presented in closed session.

Recommendations:
It is recommended that the actions related to each request be approved.

Audiovisual equipment requested for the presentation:
☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
  Specify: _____

☐ Audio Requirements (computer or other, except for PA system which is provided)
  Specify: _____

☐ Document Camera (for transparencies or paper documents – white paper preferred)
  _____

Motion By: _____   Seconded By: _____
Vote: Yes _____   No _____   Abstain _____
Approved _____   Disapproved _____   Postponed _____   Revised _____
----
*Person responsible for SBE agenda materials and SBE policy updates: ___Kathy Sullivan, 807-3608

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification
Priority: Quality Teachers, Administrators, and Staff
Category: Licensure
Policy ID Number: QP-A-021

<u>**Policy Title:**</u> Procedure for Seeking Exception from Licensure Requirements

<u>**Current Policy Date:**</u> 04/06/2006

<u>**Other Historical Information:**</u>
Previous Board Dates: 05/05/2005

<u>**Statutory Reference:**</u>

<u>**Administrative Procedures Act (APA) Reference Number and Category:**</u>

*** Begin Policy *** (Do not tamper with this line)

The State Board of Education will consider requests for exceptions from licensure requirements in State Board Policy due to extenuating circumstances for individuals who: (1) following initial licensure, have not completed the course work required to maintain a license; OR (2) have not met other licensure requirements.

Exception from Required Course Work

A local board of education may apply to the State Board of Education for a one-year exception from licensure requirements for an individual who, due to extenuating circumstances, has not completed the course work required to maintain a license. The application must include:

1.   A document, signed by the individual, which includes:

   a. A description of the extenuating circumstances that the teacher claims prevented him or her from satisfying the requirements for licensure;

   b. A request for an extension of his or her license for one additional year to complete the course work required to maintain a license; and

   c. An acknowledgment that the teacher understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.

2. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:

   a. The dates the principal supervised the teacher;

   b. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and

   c. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and

   d. A copy of any of the individual's summative annual evaluations for the past three years.

3. A document, signed by the superintendent of the local school system, which includes:

   a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;

   b. A list of the required course work that the applicant has completed;

   c. A description of the efforts that the local school administrative unit has made to assist the teacher to complete the required course work;

   d. A list of the required course work that the applicant must complete to qualify for a license;

   e. A description of the efforts that the local school administrative unit will make to assist the teacher to complete the required course work during the next year of teaching; and

   f. A statement that the superintendent believes that the applicant is likely to complete the required course work within the one-year extension.

4. A document, signed by the chair of the local board of education, which includes:

   a. A certification that the local board of education has investigated the extenuating circumstances that the teacher claims prevented him or her from completing the required course work for a license without undue hardship;

b. A statement that the local board of education is satisfied that the teacher's description of the circumstances is true;

c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the teacher could not have completed the required course work for a license without undue hardship;

d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the requested one-year extension of the teacher's provisional license.

Exception from Other Licensure Requirements

A local board of education may apply to the State Board of Education for an exception from licensure requirements for an individual who has not fulfilled licensure requirements, other than course work, due to extenuating circumstances. The application must include:

1. A document, signed by the individual, which includes:

   a. A list of the licensure requirements from which he or she is requesting an exception;

   b. A description of the extenuating circumstances that the individual claims prevented him or her from fulfilling the licensure requirements; and

   c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.

2. If the individual is not currently employed in a North Carolina public school, the local board shall submit:

   a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and

   b. A copy of any teaching evaluations the individual received during the past three years.

3. If the individual is currently employed in a North Carolina public school, the local board shall submit:

   a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students;

b. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:

  i. The dates the principal supervised the teacher;

  ii. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and

  iii. A copy of any teaching evaluations the individual received during the past three years.

4. A document, signed by the superintendent of the local school system, which includes:

  a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;

  b. A description of the deficiencies that prevent the individual from meeting licensure requirements;

  c. A description of any efforts that the local school system has made to assist the individual to complete the licensure requirements; and

  d. The reasons the superintendent believes that the individual should be granted a license despite the failure to meet the licensure requirements.

5. A document, signed by the chair of the local board of education, which includes:

  a. A certification that the local board of education has investigated the extenuating circumstances that the individual claims prevented him or her from completing the requirements for a license;

  b. A statement that the local board of education is satisfied that the individual's description of the circumstances is true;

  c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the individual could not have completed the requirements for a license without undue hardship;

  d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the individual a license.

Decision of the State Board of Education

Upon the recommendation of the Chair, the State Board of Education shall appoint two or more members of the Board and at least four professional educators to an Advisory Board on Requests for Exception from Teacher Licensing Requirements. From those individuals appointed to the Advisory Board, the Chair shall construct review panels consisting of no less than four professional educators and one member of the State Board of Education.   The panels shall review those requests for exception from licensure assigned to them, evaluate the merits of the requests and submit to the State Board of Education recommendations to grant or deny the requests along with any other information the panels deem material.

Each review panel shall be chaired by a member of the State Board of Education. A panel may require the representatives of the local school administrative unit which submitted the application for exception as well as the individual in question to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of a request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception, provided an extension for course work will not extend the three-year time limit in which a lateral entry teacher must satisfy all course work and testing requirements for a continuing license.

Nothing herein is intended to permit exceptions from licensure requirements mandated by State or federal law.

Policy Identification

Priority: Quality Teachers, Administrators, and Staff
Category: Teacher Education
Policy ID Number: QP-B-009

Policy Title: Procedure for Seeking Exception from Teacher Education Program Praxis I
Admission Requirements

Current Policy Date: June 1, 2006

Other Historical Information:

Previous Board Dates:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

*** Begin Policy *** (Do not tamper with this line)

An institution of higher education (IHE) may apply to the State Board of Education for an
exception from PRAXIS I for an individual who, due to extenuating circumstances, has not been
able to pass PRAXIS I. The application must include:

1.   A document, signed by the individual, which includes:

        a.   Copies of the official scores for all the PRAXIS I tests that the individual has
                taken;

        b.   A description of the extenuating circumstances that the individual claims
                prevented him or her from passing PRAXIS I; and

        c.   An acknowledgment that the individual understands that the materials submitted
                to the State Board of Education in support of his or her request are public records
                subject to disclosure under Chapter 132 of the North Carolina General Statutes.

2.   The dean of the school of education at the IHE shall submit:

        a.   Evidence that the individual has passed tests in reading, writing, and mathematics
                sufficient to demonstrate that the individual is qualified to successfully complete
                the teacher education program at the IHE and

        b.   A copy of the individual's official transcript at the IHE.

Decision of the State Board of Education

Requests for exceptions to teacher education program Praxis I admission requirements will be considered by the Advisory Board on Requests for Exception from Teacher Licensing Requirements. The panel may require the dean of the IHE that submitted the application for exception, as well as the individual seeking the exception, to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of the request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception.