



Service Leadership Project Handbook

Master of School Administration Program

*Guidelines for Completing a
Portfolio of Leadership Evidence
for NC Principal Licensure*

2021-2023



ECU

**EDUCATIONAL
LEADERSHIP**

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The Master of School Administration (MSA) at ECU and Service Leadership

The [Department of Educational Leadership](#) at East Carolina University is committed to preparing and supporting the future school leaders in our region. We believe leadership starts with serving others, and therefore, leadership training should start with service opportunities within schools and school districts. With a significant service-learning component, the MSA program at ECU is nationally accredited by the [Educational Leadership Constituent Council \(ELCC\)](#) and has been approved by other national and state panels. This service-learning model requires our MSA graduate students to immerse themselves into problems of practice at the very beginning of their program. The new course activities require students to go back to their school principal and ask, “How can I help? How can I serve?” MSA students benefit from the authentic learning, and schools receive valuable assistance with their improvement efforts: A win-win!

The MSA at ECU encourages and supports students to *serve as problem-solvers, communicators, innovators, collaborators, and change agents* in their respective schools and school districts. A supportive school and district setting is essential for MSA students as they immerse themselves into these service learning experiences.

Over the last several years, we have learned a great deal about the positive impact of these Service Leadership Projects (SLPs) on leadership development and the schools throughout our region. Many students have discovered the power of “service” and have practiced the transformational skills of *leading through serving* and *serving through leading*. Our program components are the result of meaningful and ongoing discussions with public school partners (i.e. superintendents, central office leaders, principals, assistant principals, agency leaders, higher education faculty, and community college faculty), a thorough review of other principal preparation programs throughout the nation, and the infusion of best leadership preparation practices within a 21st century learning framework.

We have attached a document entitled “MSA Letter of Agreement and Support” (see Appendix D). This letter of support is the foundation of a partnership to foster innovation and will help to establish guidelines of agreement for the MSA student, the principal, and the superintendent.

Service Leadership Projects (SLPs)

As an educational leader you will be asked to identify areas of need within your school and work with others to develop a course of action to address those needs. The Service Leadership Project component, or SLP, will provide you with opportunities to work with principals and other appropriate personnel on data collection, data analysis, needs identification, problem-solving, comprehensive planning, action plan implementation, and evaluation. These projects (see Appendix B) will focus on six (6) Leadership Themes, or Leadership Development Areas, for school leaders at any level:

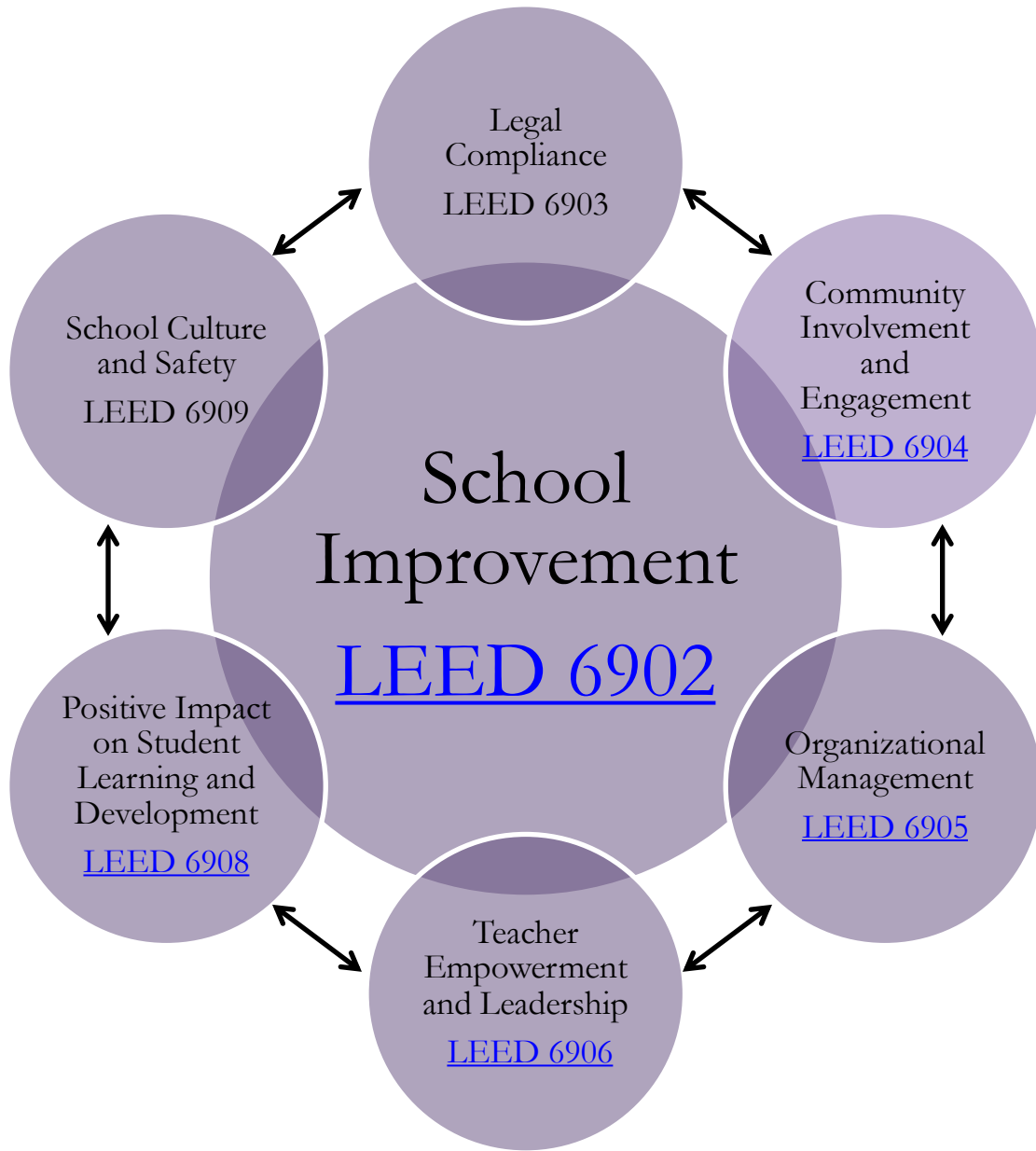
- Positive Impact on Student Learning and Development
- Teacher Empowerment and Leadership
- Community Involvement and Engagement
- Organizational Management
- School Culture and Safety
- School Improvement

Figure 1 provides a conceptual framework for organizing your SLPs. You will see links across all six (6) of the Leadership Themes, with *School Improvement* at the center. Your first SLP will be *Evidence 6: School Improvement*. LEED 6902 will provide an overview of the SLP process and you will have the opportunity to focus on *School Improvement* and determine areas of need in your school. This first *School Improvement SLP* will provide a foundation for you to incorporate some (or all) of the other SLP themes. In fact, we have observed the SLPs with the greatest sustained impact often incorporate many (or all) of the 6 leadership development areas.

For example, in LEED 6902 you might work with your principal to determine that support for beginning teachers is a key area of concern. For your *School Improvement SLP* you would research this area and determine a research-based plan for improvement. While working on the *School Improvement SLP* you could also look at the other 5 leadership development areas and determine that *School Culture and Safety*, *Community Involvement and Engagement*, and *Teacher Empowerment and Leadership* issues could also be addressed. The key is to “step back” and examine the connections across these leadership development areas and determine how you can best use them to support real school transformation (see Figure 2).

While the Service Leadership Project is a required part of your coursework, the main objective for the SLP is to provide you with authentic opportunities to: apply what you are learning in class, strengthen your leadership skills, and practice building positive relationships to support further efforts for school improvement and student success.

This handbook will provide you with instructions for completing your Service Leadership Projects and offer you examples and suggestions to help you get the most out of this experience!



Note. *Leadership proficiency descriptors for each project provide details of the evidence needed. ** For ideas and examples of specific Service Leadership Projects (SLP) click on the links above

Figure 1. Service Leadership Project Conceptual Framework.

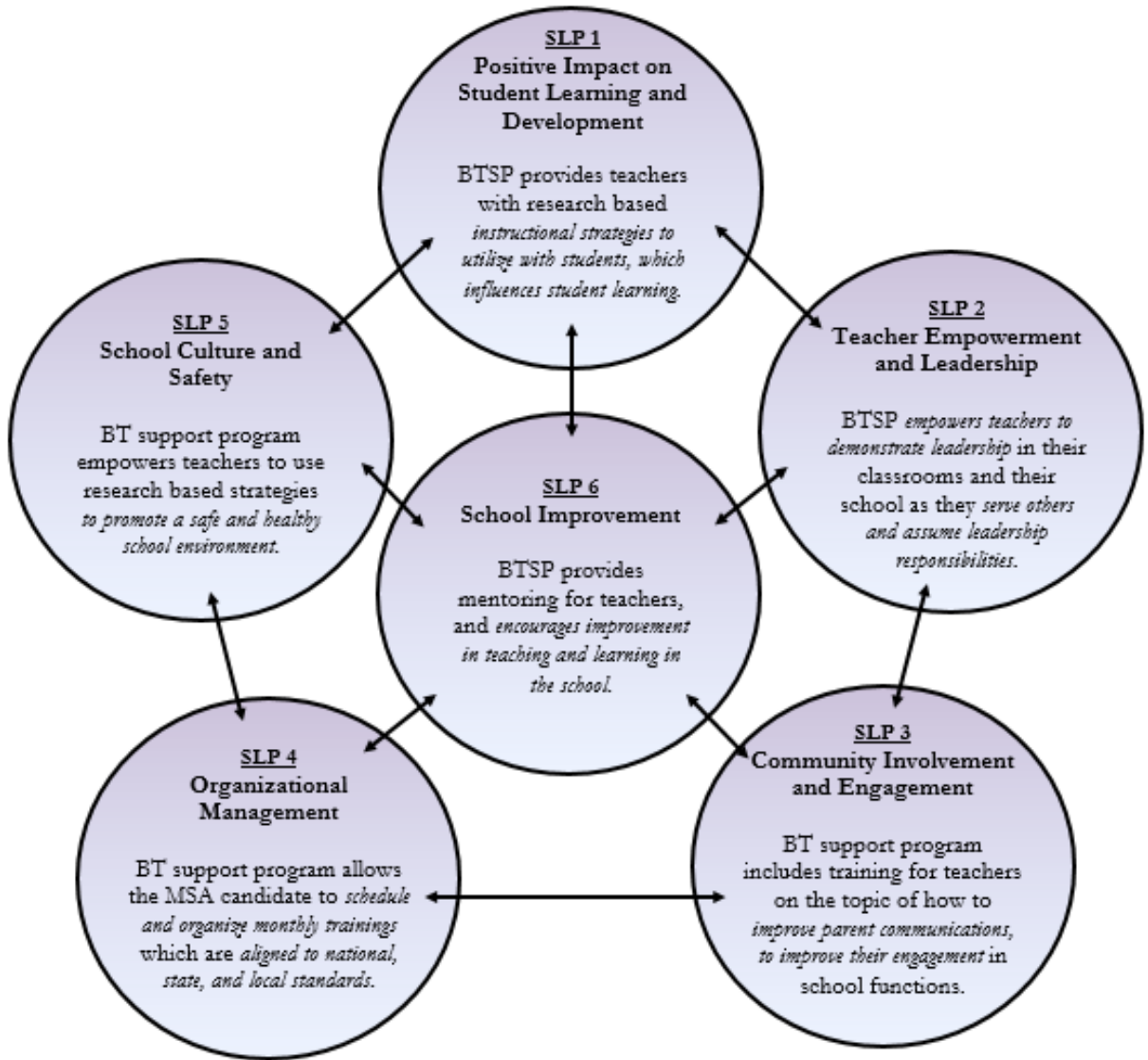


Figure 2. Service Leadership Project Sample Framework based on SLP for Beginning Teacher Support Program (BTSP).

SLPs, DPI Licensure, and the DPI Proficiency Descriptors

In Appendix A, we have provided a copy of the pre-service candidate rubric for NC School Executives. The rubric outlines the criteria for *Emerging, Developing, Proficient, and Accomplished* pre-service school leaders. You must demonstrate irrefutable evidence for all of the *proficiency descriptors* to meet the NC principal licensure guidelines. The SLP framework at ECU and your program of study will provide a clear process for meeting these licensure guidelines.

Each SLP has specific proficiency descriptors assigned to it (see Appendix B). You will complete each SLP and compile your evidence into an electronic portfolio using a website called TaskStream. You will find directions for how to create a Taskstream account, enroll in the MSA Licensure Folio, and upload an SLP in **Appendix F**. Once you have successfully completed your six (6) SLPs and successfully presented your evidence via electronic portfolio, you will meet the NC principal licensure guidelines.

SLP Reminders

Here are some things to remember as you complete your SLP reports:

- Consider your SLP as an executive summary document you might share with a board of education, or legislative committee. Choose professional fonts and keep them consistent throughout the document (even when you copy and paste items into your report).
- Provide clear evidence of your work. Clearly describe how you demonstrated leadership throughout each SLP and the SLP coversheets.
- Keep a distinction between your Service Leadership Project and your SLP Report. Each SLP Report needs to be distinctly different. There will be some data-subheading similarities, but each SLP Report needs to be completely distinct and reflect new data analysis, updated priorities, new research articles, updated action plans, and new impact summaries.
- Seek guidance from your principal and your ECU professor if you are unsure of how to proceed with an issue.
- Maintain confidentiality.
- Remain “beyond reproach” (definition: So good as to preclude—or prevent—any possibility of criticism.)
- Model humility.
- Listen to the language of your organization and its stakeholders.
- Be creative!
- Be there!
- Be your best!

Overview: SLP Coversheets

Each SLP will contain coversheets to help you summarize your projects and your evidence for meeting the DPI proficiency descriptors. These coversheets can be found in Appendix B.

Note. Even though the SLP Coversheet is the first section a reader will see in your completed SLP, it will be the last section of the SLP that you complete. You will review and complete a *Preliminary DPI Descriptors Table* before you begin your SLP. This will help guide your SLP throughout the semester. A sample of a completed SLP can be found in Appendix G.

The first coversheet is an overview of your project and its impact. Please provide a **Project Name** that describes your project and its relation to the Leadership Development Area.

The **Abstract** section allows you an opportunity to summarize what you did and how many hours you worked on it. (Note: Remember to include all of the time you spent researching and completing your SLP report).

The **Impact Summary** section allows you to summarize the impact the project had on the school and its stakeholders. Remember to include both quantitative data and qualitative data as evidence. Stakeholder quotes provide great evidence of your leadership and your positive impact!

The **Diversity Summary** allows you to summarize your interactions with various cultural groups and individuals who are different than yourself. Remember to include your communications with groups of different races, content areas, grade levels, or expertise (see Appendix G for an example).

The second coversheet is a DPI Proficiency Descriptor Table which allows you to describe, in clear detail, how you met each indicator. Remember to describe the clear evidence of YOUR work. Clearly describe how YOU met each of the proficiency descriptors and provide a parenthetical reference to the sections within your SLP where support evidence can be found. (i.e. Data Collection, Action Plan, etc.) Feel free to include “first person” language (i.e. “I worked with 8th grade teachers to...” (see [Sample Coversheet](#)).

Overview: Section 1 – Data Collection and Data Analysis

Purpose of Section 1:

Data Collection: A school leader must know where to find, and how to gather data (both qualitative and quantitative) from the vast array of school data sources. A school leader must also discern the difference between relevant and irrelevant data.

Data Analysis: A school leader must know how to analyze data (both qualitative and quantitative) to determine areas of need. A school leader must also understand how to use data to set clear and data-based priorities which lead to improvement in the following areas: positive impact on student learning and development, teacher empowerment and leadership, community involvement and engagement, organizational management, and school culture and safety.

Context: Imagine you have just been named principal at your school. Other than the location of the building itself, you know very little about the school you are now expected to lead. How will you find out more about your school, your staff, and your students? How will you determine what is working well, what needs improving, and most importantly, who you can count on to help with school improvement efforts? Data collection is the first step. Secondly, how will you analyze the data? How will you identify the needs and issues at your school? Data analysis is the next step to determining areas of need.

Data Collection

This section of your SLP will include both quantitative and qualitative data. First, research your school “from a distance.” Gather as much information as you can using the school’s website, Teacher Working Conditions survey results, NC School Report Card, NCLB data, the Internet, newspapers, etc. BE CREATIVE! Look for developing *quantitative* data trends over the last several years and begin identifying what **YOU** see as potential areas for improvement at your school.

Data subheadings are provided for all of the SLPs you will complete in the program (see Appendix E). You will organize your data under the **SLP data subheadings** for the specific SLP you will be working on at that time. Each SLP has different sub-headings. For example, your first SLP for LEED 6902 will be **Evidence 6: School Improvement**. Please use the corresponding coversheets and data subheadings (i.e. Evidence 6 Coversheets, p. 38-39. Evidence 6 Data Subheadings, p. 50.) Your focus will be to only collect data that relates to your current SLP. You do not have to collect the data subheadings for all six SLPs at one time.

The following are the six SLPs for which you will collect and gather data:

- SLP1: Positive Impact on Student Learning and Development
- SLP 2: Teacher Empowerment and Leadership
- SLP 3: Community Involvement and Engagement
- SLP 4: Organizational Management
- SLP 5: School Culture and Safety
- SLP 6: School Improvement (You will complete this SLP first.)

As you gather data for your first SLP—SLP 6: School Improvement (in LEED 6902) you will have the opportunity to view the school “through a principal’s eyes.” Each data-subheading will provide you with examples of important data to inform and support school improvement efforts at your school.

As you collect quantitative data for Section 1 of your SLP, begin collecting *qualitative* data, as well. Listen carefully to others! What are stakeholders saying about your school? Pay special attention to the “organization’s language” during your observations and conversations with stakeholders. You will use some of the “stakeholder language quotes” you gather to compile a **Professional Language Summary** for Section 3, Part 1 of your SLP.

Data Analysis

Under each data subheading, include data analysis boxes with 2 analysis bullet points that you would address if you were the principal of the school (see Appendix G).

Overview: Section 2 – Identification of Areas for Improvement

Purpose of Section 2: A school leader must know how to analyze data (both qualitative and quantitative) to determine areas of need. A school leader must also understand how to use data to set clear and data-based priorities which lead to improvement in the following areas: positive impact on student learning and development, teacher empowerment and leadership, community involvement and engagement, organizational management, and school culture and safety.

Part One: Identified Areas for Improvement

Context: Imagine that you are the principal of this school. You have collected and analyzed data, but how will you prioritize these concerns? As a future principal, it is important for you to consistently “visualize yourself in the position” and practice how you plan to respond to these challenges. Compile your 10 identified priorities from your data analysis that you would address if you were the principal of your school.

Part Two: Focused Area for Improvement

Your initial visit to your school will include a meeting with the principal to offer your assistance to help with any school improvement task your principal deems appropriate. Keep in mind, your first goal is to establish trust and a positive work relationship with your principal. ***If the project your principal assigns you does not coincide with your identified areas of need, no problem at all. Revisit the data you collected in Section 1. Try and determine what data, if any, might support the principal’s request for your project. Compile a brief Revised Findings Summary using this information.

If you are fortunate enough to have your project closely align with your identified area of need, simply provide a short statement of your intended course of action (see Example in Appendix G).

Special Note: Your first SLP centers around overall school improvement. It is possible that the broad nature of this project will ultimately address some (or all) of the other DPI leadership areas.

Overview: Section 3 – Summary of Professional Language

Purpose of Section 3: A school leader must listen closely to others. A school leader must understand the power of language and its power to transform the culture of an organization. A school leader must listen for patterns of language throughout the organization to discern how stakeholders perceive their organization and its current condition. A school leader must know how to find relevant research, and how to use “research language” and evidence-based practices to support school improvement efforts. A school leader must also understand how their “language of leadership” will influence the stakeholders within their organization.

Context: As part of the SLP, you will share a summary of the professional language gathered from both inside and outside the school setting. The goal of this section is to provide examples of what stakeholders are and/or should be saying about the issue in a positive, practical manner. Remember, stakeholder examples should only include quotes, not actual names (see Example in Appendix G).

Part 1: Stakeholder Language Examples

This section will include a summary of the Language of Practice examples in your school from various stakeholders concerning the Focused Area of Need and proposed course of action. With the table provided in the example, students will provide Language of Practice examples and designate them as either Best Practice Language (BPL) examples (positive), or Other Language of Practice Examples (neutral/poor).

Please include a narrative summary at the end of Part One. Make sure this summary section reflects your voice and your thoughts as a future principal!

Part 2: Researcher Language Examples

This section will include Language of Practice examples from researchers. What do researchers say that will provide possible solutions to address the area for improvement? What does that mean for us? Please include at least five (5) refereed articles (or other appropriate sources) to support this section. Use at least ten (10) specific quotes from the researchers, and include page references and a reference list (see [APA style manual](#)).

Please include a narrative summary at the end of Part Two. Make sure that this summary reflects your voice and your thoughts as a future principal!

Overview: Section 4 – Action Plan

Purpose of Section 4: A school leader must plan thoughtfully, carefully, and collaboratively. A school leader must understand the importance of detailed planning. A school leader must also understand how to organize a planning system with well-documented action steps and clear stakeholder responsibilities to promote and ensure a culture of professional accomplishment.

Context: As you work with your principal and other appropriate school personnel, you will outline the action steps to address the identified area of need for your school. Action plans should include the people responsible for each step, specific dates, plans for monitoring each step, and evidence of impact (see Example in Appendix G for template).

Keep in mind, the goal is to account for what you have done throughout the project, but also to create an action plan that could potentially be used for future school improvement efforts. As a school leader, you want to include others as much as possible in your efforts for school improvement.

Collaboration is essential for your success! This action plan should not be completed in isolation! Think about ways to involve the school improvement team, grade level teams, other PLCs, and various stakeholder groups whenever possible. As you work with multiple stakeholders, please remember to include these collaborators in the “person(s) responsible” column of your action plan.

Overview: Section 5 – Project Evaluation and Impact Summary

Purpose of Section 5: A school leader must know how to evaluate and summarize the data outcomes (both quantitative and qualitative) of a particular initiative, program, or project. A school leader must know how to write clearly and convincingly. A school leader must listen to and consider “stakeholder feedback” when evaluating the impact of a particular initiative, program, or project. A school leader must understand the importance of summarizing and sharing project outcomes with stakeholders and the larger community. A school leader must understand how honest self-reflection can promote their individual growth and development.

Context: Next to the action plan, the project evaluation and impact summary are perhaps the most important sections of your Service Leadership Project. For this section of the project, you will work with school administration and personnel to evaluate the degree to which your project impacted overall school improvement (see Example in Appendix G). The impact summary will have 3 sub-sections:

- **Quantitative Data Outcomes** will include a list of bulleted “quantitative data points” impacted by your work. For example, # of teachers impacted, # of parents impacted, # of student impacted, # of hours the team worked on the activity, # of volunteer hours from parents, etc.
- **Qualitative Data Outcomes and Impact on Overall School Improvement** will include a narrative description of how your efforts and leadership behaviors impacted overall school improvement. This section will also include qualitative data (i.e. quotes from stakeholders) that will serve as powerful evidence of your project’s impact.
- **Impact on My Leadership Skills and Development** will include a narrative reflection on how this project impacted YOU as a future school leader. You will include examples of positive leadership skill performance and skill areas where you need additional growth and development.

(Note: Please include your Northouse Leadership Journal at the end of Section 5.)

APPENDIX A: NORTH CAROLINA SCHOOL EXECUTIVE EVALUATION RUBRIC

Preservice Candidates

Standard 1: Strategic Leadership

School executives will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

1a. School Vision, Mission and Strategic Goals: The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.							
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)	
Understands the attributes, characteristics, and importance of school vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing school plans.	AND	Develops his/her own vision of the changing world in the 21 st century that schools are preparing children to enter.	AND	<p>Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff.</p> <p>Maintains a focus on the vision and strategic goals throughout the school year.</p>	AND	<p>Designs and implements collaborative processes to collect and analyze data, from the <i>North Carolina Teacher Working Conditions Survey</i> and other data sources, about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals.</p>	

1b. Leading Change: The school executive articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.							
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)	
Is knowledgeable of research and theory associated with school change particularly the relationship between school vision, student achievement, and organizational change.	AND	Identifies changes necessary for the improvement of student learning.	AND	Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process.	AND	<p>Adapts/varies leadership style according to the changing needs of the school and community.</p> <p>Effectively communicates the impact of change.</p>	

Ic. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands statutory requirements regarding the School Improvement Plan.	<p>AND</p> <p>Works with others to facilitate the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives.</p> <p>Uses the <i>North Carolina Teacher Working Conditions Survey</i> and other data sources to develop a framework for the School Improvement Plan.</p>	<p>AND</p> <p>Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.</p> <p>Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives.</p>	<p>AND</p> <p>Works with others to facilitate the successful implementation of the School Improvement Plan aligned to the mission and goals set by the State Board of Education and the local Board of Education.</p>	

Id. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school.	<p>AND</p> <p>Works with others to plan and provide leadership development activities for staff members.</p>	<p>AND</p> <p>Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles.</p> <p>Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.</p>	<p>AND</p> <p>Works with others to encourage staff members to accept leadership opportunities beyond the school.</p>	

Standard 2: Instructional Leadership

School executives 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.

2a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.						
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)
<p>Comprehends literature, research, and theory associated with learning, teaching, curriculum, instruction, and assessment.</p> <p>Is knowledgeable of: the <i>North Carolina Standard Course of Study</i>, state and federal standards for accountability, and best instructional practices.</p>	AND	<p>Draws from a variety of data, including student assessment data, to identify areas of strength and weakness in learning, teaching, curriculum, and instruction.</p>	<p>Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning.</p> <p>Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons.</p> <p>Utilizes multiple sources of data, including the <i>Teacher Working Conditions Survey</i>, for the improvement of instruction.</p>	AND	<p>Works with others to ensure that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning.</p> <p>Works with others to create a culture in which it is the responsibility of all staff to make sure that students are successful.</p> <p>Works with others to reflect on data including the <i>Teacher Working Conditions Survey</i>, IGP's, student achievement, and other appropriate sources to create staff development through professional learning communities.</p> <p>Works with others to ensure that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems.</p>	

2b. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands the need for teachers to have daily planning and duty-free lunch periods.</p> <p>Is knowledgeable of legal requirements regarding teacher planning time and duty-free lunch periods.</p> <p>Is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations.</p>	<p style="text-align: center;">AND</p> <p>Analyzes/evaluates a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher.</p>	<p style="text-align: center;">AND</p> <p>Adheres to legal requirements for planning and instructional time.</p> <p>Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs.</p>	<p style="text-align: center;">AND</p> <p>Works with others to ensure that teachers have the legally required amount of daily planning and lunch periods.</p> <p>Works with others to routinely and conscientiously implement processes to protect instructional time.</p> <p>Works with others to develop schedules that provide teachers with collaborative time to promote student learning.</p>	

Standard 3: Cultural Leadership

School executives will understand and act on the understanding of the important role a school’s culture plays in contributing to the exemplary performance of the school. 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 “re-culture” the school if needed to align with school’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school’s efforts to achieve individual and collective goals.

3a. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative work environment can play in the school’s culture.							
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)	
Comprehends literature, research, and theory associated with organizational climate, particularly as it is manifested in schools.	AND	Identifies characteristics of a collaborative work environment within the school. Analyzes data from the <i>Teacher Working Conditions Survey</i> and other data sources from parents, students, teachers, and stakeholders to diagnose and evaluate the teaching and learning environment within the school.	AND	Designs strategies for achieving a collaborative and positive work environment within the school. Seeks input from the School Improvement Team and other stakeholders to make decisions. Utilizes data gained from the <i>Teacher Working Conditions Survey</i> and other sources to identify perceptions of the work environment.	AND	Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the school. Works with others to monitor the implementation and response to school policies and provide feedback to the School Improvement Team for their consideration. Works with others to initiate changes resulting from data gained from the <i>Teacher Working Conditions Survey</i> and other sources.	

3b. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.

Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)	
<p>Understands research and scholarship on school culture and its relationship with meaningful school vision, values, and goals.</p> <p>Understands the many aspects of diversity as they apply to schools and their missions.</p>	AND	<p>Articulates how a shared vision, mission, values, beliefs, and goals have defined the identity and culture of the school.</p> <p>Articulates the influences of school demographics, equity, and diversity in determining the schools' mission, vision, and goals.</p>	AND	<p>Uses shared values, beliefs and a shared vision to promote a school culture of learning and success.</p> <p>Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.</p>	AND	<p>Works with others to establish a culture of collaboration, distributed leadership, and continuous improvement in the school which guides the disciplined thought and action of all staff and students.</p> <p>Works with others to foster a commitment to diversity and equity in the instructional program.</p>	

3c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.

Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)	
<p>Can identify a range of criteria by which school success may be judged and with techniques that have been shown to be effective in recognizing and acknowledging both successes and failures within a school.</p>	AND	<p>Works with others to recognize the importance of acknowledging failures and celebrating accomplishments of the school and staff.</p>	AND	<p>Works with others to use established criteria for performance as the primary basis for reward and recognition.</p>	AND	<p>Works with others to recognize individual and collective contributions toward attainment of strategic goals.</p>	

3d. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture, and performance.

Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)	
<p>Understands the importance of building a sense of efficacy and empowerment among staff.</p> <p>Understands the importance of developing a sense of well-being among staff, students, and parents/guardians.</p>	AND	<p>Analyzes school contexts and cultures and identifies areas of both high and low levels of staff efficacy and empowerment.</p>	AND	<p>Identifies strategies for building a sense of efficacy and empowerment among staff.</p> <p>Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians.</p>	AND	<p>Works with others to utilize a variety of activities, tools and protocols to develop efficacy and empowerment among staff.</p> <p>Works with others to actively model and promote a sense of well-being among staff, students, and parents/guardians.</p>	

Standard 4: Human Resource Leadership

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

4a. Professional Development/Learning Communities: The school executive ensures that the school is a professional learning community.							
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate		Not Demonstrated (Comment Required)	
<p>Understands the importance of developing effective professional learning communities and results-oriented professional development.</p> <p>Understands the importance of continued personal learning and professional development.</p>	AND	<p>Analyzes a school context/community, drawing from sources including the <i>North Carolina Teacher Working Conditions Survey</i> and student achievement data, to develop concrete suggestions or strategies for professional development that reflect characteristics of, and promote the use of, professional learning communities.</p>	AND	<p>Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development.</p> <p>Routinely participates in professional development focused on improving instructional programs and practices.</p>	AND	<p>Works with others to facilitate opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning.</p>	

4b. Recruiting, Hiring, Placing and Mentoring of staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.					
Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)	
<p>Understands theories and research on the recruitment, placement, and mentoring of school staff at all levels.</p> <p>Comprehends state and federal laws or regulations related to the recruitment, placement, and mentoring of school staff.</p>	<p>AND</p> <p>Using a variety of data at the school level:</p> <ul style="list-style-type: none"> • Identifies school needs in recruiting new teachers and staff • Identifies school needs in hiring new teachers and staff • Identifies school needs in placing new teachers and staff • Identifies school needs in mentoring new teachers and staff 	<p>AND</p> <p>Supports, mentors, and coaches staff members and emerging teacher leaders.</p>	<p>AND</p> <p>Works with others to guide the learning community in establishing and implementing data-based goals for enhancing recruitment, employment, retention, mentoring, professional development, and support of all teachers and staff</p>		

4c. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.					
Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)	
<p>Understands multiple tools and approaches to the evaluation of school staff.</p>	<p>AND</p> <p>Demonstrates ability to adhere to legal requirements for teacher and staff evaluation.</p>	<p>AND</p> <p>Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.</p> <p>Works with others to implement district and state evaluation policies in a fair and equitable manner.</p>	<p>AND</p> <p>Works with others to utilize multiple assessments to evaluate teachers and other staff members.</p> <p>Works with others to evaluate teachers and other staff in a fair and equitable manner and utilize the results of evaluations to improve instructional practice.</p>		

Standard 5: Managerial Leadership

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 decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.

5a. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.								
Emerging Candidate	AND	Developing Candidate	AND	Proficient Candidate	AND	Accomplished Candidate	AND	Not Demonstrated (Comment Required)
<p>Is knowledgeable of ethical budgeting and accounting procedures.</p> <p>Understands the school-based budgeting process as it relates to district, state, and federal guidelines.</p>	AND	<p>Works with others to utilize input from staff to establish funding priorities and a balanced operational budget for school programs and activities.</p>	AND	<p>Works with others to incorporate the input of the School Improvement Team in budget and resource decisions.</p> <p>Works with others to use feedback and data to assess the success of funding and program decisions.</p>	AND	<p>Works with others to design transparent systems to equitably manage human and financial resources.</p>	AND	

5b. Conflict Management and Resolution: The school executive effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.								
Emerging Candidate	AND	Developing Candidate	AND	Proficient Candidate	AND	Accomplished Candidate	AND	Not Demonstrated (Comment Required)
<p>Understands factors that affect conflict and conflict resolution, and is aware of multiple strategies that can be used to resolve or manage conflict in a school setting.</p>	AND	<p>Demonstrates awareness of potential problems and/or areas of conflict within the school that affect students' learning and achievement.</p>	AND	<p>Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.</p>	AND	<p>Works with others to provide opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues, particularly those that affect student achievement.</p> <p>Works with others to discuss with staff and implement solutions to address potentially discordant issues.</p>	AND	

5c. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands the importance of open, effective communication in the operation of the school.	<p>Works with others to routinely involve the school improvement team in school wide communications processes.</p> <p>AND</p> <p>Works with others to design a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community.</p>	<p>Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.</p> <p>AND</p> <p>Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.</p>	<p>Works with others to ensure that all community stakeholders and educators are aware of school goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals.</p>	

5d. School Expectations for Students and Staff: The school executive develops and enforces expectations, structures, rules, and procedures for students and staff.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Understands the importance of clear expectations, structures, rules, and procedures for students and staff.</p> <p>Understands district and state policy and law related to student conduct, etc.</p>	<p>Works with others to collaboratively develop clear expectations, structures, rules, and procedures for students and staff through the School Improvement Team.</p> <p>AND</p>	<p>Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.</p> <p>AND</p> <p>Works with others to effectively implement district rules and procedures.</p>	<p>Works with others to systematically monitor issues around compliance with expectations, structures, and rules.</p> <p>AND</p> <p>Uses staff and student input to resolve issues related to expectations, structures, and rules.</p> <p>AND</p> <p>Works with others to regularly review the need for changes to expectations, structures, and rules.</p>	

Standard 6: External Development Leadership

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/guardians, community, and business representatives to participate as “stockholders” in the school such that continued investment of resources and good will are not left to chance.

6a. Parent and Community Involvement and Outreach: The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
Understands theory and research on parental and community engagement in schools, and can apply this both to the analysis/examination of school settings and to development of concrete strategies for improving involvement.	<p>AND</p> <p>Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school.</p> <p>Identifies the positive, culturally-responsive traditions of the school and community.</p>	<p>AND</p> <p>Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.</p>	<p>AND</p> <p>Works with others to implement processes that empower parents/guardians and all community stakeholders to make significant decisions.</p>	

6b. Federal, State and District Mandates: The school executive designs protocols and processes in order to comply with federal, state, and district mandates.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
<p>Is knowledgeable of applicable federal, state, and district mandates.</p> <p>Understands district goals and initiatives directed at improving student achievement.</p>	<p>AND</p> <p>Works with others to design protocols and processes to comply with federal, state, and district mandates.</p> <p>Works with others to develop strategies for implementing district initiatives directed at improving student achievement.</p>	<p>AND</p> <p>Works with others to ensure compliance with federal, state, and district mandates.</p> <p>Continually assesses the progress of district initiatives and reports results to district-level decision-makers.</p> <p>Works with others to implement district initiatives directed at improving student achievement.</p>	<p>AND</p> <p>Explains federal, state, and district mandates for the school community so that such mandates are viewed as opportunities for improvement within the school.</p> <p>Works with others to develop district goals and initiatives directed at improving student achievement.</p>	

Standard 7: Micro-Political Leadership

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

7a. School Executive Micro-political Leadership: The school executive develops systems and relationships to leverage staff expertise and influence in order to affect the school’s identity, culture, and performance.							
Emerging Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
<p>Understands theories of leadership and interpersonal relations that are relevant and can be applied by the effective school executive.</p> <p>Understands ethical leadership and the principles of fairness and equity as they apply to people, processes, and resources in schools.</p>	AND	<p>Develops strategies to maintain high visibility and easy accessibility throughout the school.</p> <p>Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs.</p>	AND	<p>Works with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals.</p>	AND	<p>Works with others to employ an awareness of staff’s professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.</p>	

**APPENDIX B: SLP COVERSHEETS
(OVERVIEW PAGE AND DPI DESCRIPTORS TABLE)**

DPI Evidence 1: Positive Impact on Student Learning and Development

Service Leadership Project

Project Name:

Overview

School:

District:

MSA student's name:

Principal's name:

University Professor/ Supervisor:

Brief abstract describing project (1-2 paragraphs) (include number of hours spent on project):

Brief impact/evaluation of project (1-2 paragraphs):

Briefly describe your interactions with various cultural groups (1-2 paragraphs):

DPI Evidence 1: Positive Impact on Student Learning and Development SLP

Descriptors of the elements addressed in the evidence: *DPI: 1b1; 2a1; 2a2; 2b1; 2b2; 4a2; 4c1*

Project Name:

DPI pre-service descriptors	Service Leadership Project Evidence (what you did)
1b1. Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process.	
2a1. Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning.	
2a2. Helps organize targeted opportunities for teachers to learn how to teach subjects well with engaging lessons.	
2b1. Adheres to legal requirements for planning and instructional time	
2b2. Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs	
4a2. Routinely participates in professional development focused on improving instructional programs and practices	
4c1. Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice	

DPI Evidence 2: Teacher Empowerment and Leadership Service Leadership Project

Project Name:

Overview

School:

District:

MSA student's name:

Principal's name:

University Professor/ Supervisor:

Brief abstract describing project (1-2 paragraphs) (include number of hours spent on project):

Brief impact/evaluation of project (1-2 paragraphs):

Briefly describe your interactions with various cultural groups (1-2 paragraphs):

DPI Evidence 2: Teacher Empowerment and Leadership SLP

Descriptors of the elements addressed in the evidence: *DPI: 1d1, 1d2, 3a2, 3b2, 3d1, 4a1, 4b1*

Project Name:

DPI pre-service descriptors	Service Leadership Project Evidence (what you did)
1d1. Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles.	
1d2. Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.	
3a2. Seeks input from the School Improvement Team and other stakeholders to make decisions.	
3b2. Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.	
3d1. Identifies strategies for building a sense of efficacy and empowerment among staff.	
4a1. Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development.	
4b1. Supports, mentors, and coaches staff members and emerging teacher leaders.	

DPI Evidence 3: Community Involvement and Engagement Service Leadership Project

Project Name:

Overview

School:

District:

MSA student's name:

Principal's name:

University Professor/ Supervisor:

Brief abstract describing project (1-2 paragraphs) (include number of hours spent on project):

Brief impact/evaluation of project (1-2 paragraphs):

Briefly describe your interactions with various cultural groups (1-2 paragraphs):

DPI Evidence 3: Community Involvement and Engagement SLP

Descriptors of the elements addressed in the evidence: **5b1, 5c1, 5c2, 6a1, 7a1**

Project Name:

DPI pre-service descriptors	Service Leadership Project Evidence (what you did)
5b1. Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.	
5c1. Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.	
5c2. Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.	
6a1. Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school	
7a1. Works with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals.	

DPI Evidence 4: Organizational Management Service Leadership Project

Project Name:

Overview

School:

District:

MSA student's name:

Principal's name:

University Professor/ Supervisor:

Brief abstract describing project (1-2 paragraphs) (include number of hours spent on project):

Brief impact/evaluation of project (1-2 paragraphs):

Briefly describe your interactions with various cultural groups (1-2 paragraphs):

DPI Evidence 4: Organizational Management SLP

Descriptors of the elements addressed in the evidence: *DPI: 4c2, 5a1, 5a2, 5d1, 5d2, 6b1*

Project Name:

DPI pre-service descriptors	Service Leadership Project Evidence (what you did)
4c2. Works with others to implement district and state evaluation policies in a fair and equitable manner.	
5a1. Works with others to incorporate the input of the School Improvement Team in budget and resource decisions.	
5a2. Works with others to use feedback and data to assess the success of funding and program decisions	
5d1. Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.	
5d2. Works with others to effectively implement district rules and procedures.	
6b1. Works with others to ensure compliance with federal, state, and district mandates.	

DPI Evidence 5: School Culture and Safety Service Leadership Project

Project Name:

Overview

School:

District:

MSA student's name:

Principal's name:

University Professor/ Supervisor:

Brief abstract describing project (1-2 paragraphs) (include number of hours spent on project):

Brief impact/evaluation of project (1-2 paragraphs):

Briefly describe your interactions with various cultural groups (1-2 paragraphs):

DPI Evidence 5: School Culture and Safety SLP

Descriptors of the elements addressed in the evidence: *DPI: 3a1, 3a3, 3b1, 3c1, 3d2*

Project Name:

DPI pre-service descriptors	Service Leadership Project Evidence (what you did)
3a1. Designs strategies for achieving a collaborative and positive work environment within the school.	
3a3. Utilizes data gained from the <i>Teacher Working Conditions Survey</i> and other sources to identify perceptions of the work environment	
3b1. Uses shared values, beliefs, and a shared vision to promote a school culture of learning and success.	
3c1. Works with others to use established criteria for performance as the primary basis for reward and recognition.	
3d2. Identifies strategies for developing a sense of well-being among staff, students and parents/guardians.	

DPI Evidence 6: School Improvement Service Leadership Project

Project Name:

Overview

School:

District:

MSA student's name:

Principal's name:

University Professor/ Supervisor:

Brief abstract describing project (1-2 paragraphs) (include number of hours spent on project):

Brief impact/evaluation of project (1-2 paragraphs):

Briefly describe your interactions with various cultural groups (1-2 paragraphs):

DPI Evidence 6: School Improvement SLP

Descriptors of the elements addressed in the evidence: *DPI: 1a1, 1a2, 1c1, 1c2, 2a3, 6b2, 6b3*

Project Name:

DPI pre-service descriptors	Service Leadership Project Evidence (what you did)
1a1. Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff.	
1a2. Maintains a focus on the vision and strategic goals throughout the school year.	
1c1. Works with others to incorporate principles of continuous improvement and 21 st century concepts into the School Improvement Plan.	
1c2. Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives.	
2a3. Utilizes multiple sources of data including the Teacher Working Conditions Survey, for improvement of instruction	
6b2. Continually assesses the progress of district initiatives and reports results to district-level decision makers.	
6b3. Works with others to implement district initiatives directed at improving student achievement	

APPENDIX C: 14 KEY COMPONENTS FOR EVALUATION AND EVIDENCE:

PURPOSE AND OVERVIEW

As a future leader, you will strive to continuously hone and improve your leadership skills. The following matrix can be used as a leadership self-assessment tool. Honestly reflect on your practice and determine “where you fall” as a leader. Decide on areas that need improvement and make plans to work on those areas. These 14 components are excellent indicators of leadership effectiveness and success.

Evidence of Personal Involvement and Commitment

The MSA candidate is moving from an awareness of involvement and commitment in school culture to an immersion in the school culture by being personally invested in the progress of the school. The candidate will learn about the school culture by engaging with all stakeholders.

Evidence of Collaboration

The MSA candidate shifts from isolation in the school environment (working alone) to productive collaboration with all stakeholders.

Evidence of Organizational Ability

The MSA candidate continuously strives to improve their organizational ability by moving from low level management skills to systems leadership involving families, the school, and the community.

Evidence of Student Benefits

The MSA candidate utilizes goal setting and strategic planning to meet the needs of students. There is evidence of growth from no student benefits to significant student benefits.

Evidence of Communicating Clear and High Expectations

The MSA candidate holds stakeholders accountable and expresses clear and high expectations for learning in the school. The MSA candidate sets the tone for continuous improvement and life-long learning.

Evidence of Impact on Teacher Effectiveness

The MSA candidate encourages teachers to reflect on their practice. The candidate progresses from having no impact on teachers to having a positive impact on teachers.

Evidence of Impact on other Stakeholders

The MSA candidate has a positive impact on other stakeholders, such as support staff, parents, and community organizations.

Evidence of Research-Based Practices

The MSA candidate will advance from use of practices with no research-based support, to use of practices grounded in comprehensive research support.

Evidence of Data-Directed Practices

The MSA candidate will strive to use various sources of data to direct their decisions related to practices that they are using in the school. They will reflect on the data as it changes and make necessary revisions.

Evidence of Continuous and Effective Monitoring

The MSA candidate will use effective monitoring skills that are detailed and continuous.

Evidence of Transferability

The MSA candidate utilizes strategies and skills that are transferable to other settings, demonstrating ability to work in various locations.

Evidence of Strategic Alignment

The MSA candidate aligns resources that they acquire and use to school and district goals. They can utilize strategic planning and collaboration to align resources.

Evidence of Effective Use of Technology

The MSA candidate is aware of and demonstrates ability to use various forms of technology and uses technology with increasing frequency.

Evidence of Feedback from Others

The MSA candidate seeks feedback from stakeholders and collects evidence of the feedback. Feedback should reflect positive encounters with others and demonstrate a dedication to continuous improvement.

Service Leadership Project
14 Key Components for Evaluation & Evidence

Evidence of Personal Involvement & Commitment			
1—Awareness	2	3	4—Immersion
Evidence of Collaboration			
1—Isolation	2	3	4—Collaboration
Evidence of Organizational Ability			
1—Low-level Managerial	2	3	4—Systems Leadership
Evidence of Student Benefits			
1—No Student Benefits	2	3	4—Significant Student Benefits
Evidence of Communicating Clear & High Expectations			
1—Low Expectations	2	3	4—Clear & High Expectations
Evidence of Impact on Teacher Effectiveness			
1—No Impact on Teachers	2	3	4—Positive Impact on Teachers
Evidence of Impact on other Stakeholders			
1—No Impact	2	3	4—Positive Impact
Evidence of Research-Based Practices			
1—No research support	2	3	4—Comprehensive research support
Evidence of Data-Directed Practices			
1—Limited data sources	2	3	4—Various data sources used
Evidence of Continuous & Effective Monitoring			
1—Limited monitoring	2	3	4—Detailed and ongoing monitoring
Evidence of Transferability			
1—Not replicable	2	3	4—Transferable; replicable to other settings
Evidence of Strategic Alignment			
1—No alignment of resources to goals	2	3	4—Clear alignment of resources to goals
Evidence of Effective Use of Technology			
1—No use of technology	2	3	4—Strong use of technology
Evidence of Feedback from Others			
1—No feedback	2	3	4—Positive Feedback

APPENDIX D: MSA LETTER OF AGREEMENT AND SUPPORT



Dear MSA Supervising Principal and Superintendent,

The purpose of this letter is to notify you that (_____) has applied to pursue the Masters of School Administration (MSA) degree at East Carolina University (ECU). We would like to gauge your level of support for this student’s leadership training. Our program relies on a strong collaboration with you to prepare school principals through significant service-learning field experiences. This leadership preparation model requires our MSA students to immerse themselves into problems of practice throughout the two-year program of study resulting in meaningful contributions to your school. These field experiences require students to work with the principal and other stakeholders to present solutions that potentially resolve problems of practice. This model of leadership preparation has resulted in authentic learning for our students and the completion of six Service Leadership Projects (SLPs) that will be submitted to NCDPI to satisfy licensure requirements.

The support provided by the principal and superintendent is essential for MSA students as they immerse themselves into leadership experiences. Attached is a document entitled “*MSA Letter of Agreement and Support*”. This letter of support helps to establish guidelines of agreement for the MSA student, the principal, and the superintendent. This letter of agreement serves as mutual understanding that a district and school setting will be, as much as possible, a supportive environment for the MSA student.

MSA students bring a variety of experiences and capabilities with them. Our MSA students understand they have much to learn, and they must work hard to align themselves and their activities with their school’s mission and vision. Throughout their program of study we will also ask you to complete a formative and summative assessment on this student. More information about these assessments will be forthcoming.

Our faculty members are committed to maintaining purposeful relationships with principals working with our MSA students. We hope to provide a strong support team for each student and acknowledge that clear communication among everyone will be essential to their ultimate success. We appreciate the strong partnership with your school system, and welcome your feedback and further input regarding areas where we can be of service.

Sincerely,
Dr. Marjorie C. Ringler, Chair
Dept. of Educational Leadership



ECU[®]

EDUCATIONAL
LEADERSHIP

MSA/Licensure Only
Letter of Agreement and Support

MSA Student

I appreciate the opportunity to complete my field experiences and internship at _____ school (school code _____) located in _____ county (county code _____). I will work to establish and maintain relationships built on trust and mutual respect, and I will serve the school and align my efforts with the school's mission and vision.

Student's Name: _____ Banner ID: _____

Student's Signature: _____

Date: _____ email: _____

Supervising Principal

I have read the cover letter and will work to provide guidance and assistance to the MSA student, as much as possible, during their service leadership projects, field experiences, and internship

Principal's Name: _____ email: _____ phone: _____

Principal's Signature: _____

Date: _____

Superintendent

I will work to provide a supportive environment for the MSA student's leadership training, as much as possible.

Superintendent's Name: _____ email: _____ phone: _____

Superintendent's Signature: _____

Date: _____

Note: The MSA student must return the signed form prior to starting their MSA program.

APPENDIX E: SERVICE LEADERSHIP PROJECT (SLP) DATA SUBHEADINGS

DPI Evidence 1: Positive Impact on Student Learning and Development SLP

Data Collection:

- 1) History of the School
- 2) Basic Demographics
- 3) NC School Report Card
- 4) NC Teacher Working Conditions Survey Results: Sections on Professional Learning Opportunities and Instructional Development and Support
- 5) School Attendance Data
- 6) Subject Performance Data by Subgroup and Subject (3-year trend of state assessments)
- 7) Evidence of Curriculum/Instructional Team Development
- 8) School Improvement Plan as It Relates to Student Learning and Development
- 9) Record of Professional Development and Evidence of Professional Development on Student Learning
- 10) Assignment and Utilization of Mentors and Coaches
- 11) Adherence to Legal Requirements for Planning and Instructional Time
- 12) Processes and Protocols for the Creation and Implementation of Master Schedule
- 13) Format for Teacher Observations and Formal Feedback to Teachers Concerning Instruction and Improving Instructional Practice

DPI Evidence 2: Teacher Empowerment and Leadership SLP

Data Collection:

- 1) History of the School
- 2) Basic School Demographics
- 3) School Improvement Plan as It Relates to Teacher Empowerment
- 4) NC Teacher Working Conditions Results: Sections on Teacher Leadership and School Leadership
- 5) Sections of Master School Schedule Documenting the Time Provided for Individual and Collaborative Planning for Every Teacher and Professional Learning Communities
- 6) Teacher Retention Data
- 7) Number of Teachers Pursuing School Executive Credentials, National Board Certification, or Advanced Licensure in their Teaching Areas
- 8) Evidence of How Diversity and Equity Issues Are Addressed
- 9) Record of Providing Structure for Results Oriented Professional Development and an Assessment of the Impact of Professional Development on Student Learning
- 10) Structures for Implementing Effective Professional Learning Communities
- 11) Evidence of Support for Beginning Teachers, Mentors, Coaches, and Emerging Teacher Leaders
- 12) Documented Use of the School Improvement Team in Decision-Making throughout the Year
- 13) Awards Structure for Teachers and Students Developed by the School

DPI Evidence 3: Community Involvement and Engagement SLP

Data Collection:

- 1) History of the School
- 2) Basic School Demographics
- 3) School Improvement Plan as It Relates to Community Involvement and Engagement
- 4) Teacher Working Conditions Survey: Section on Community Support and Involvement
- 5) Evidence of How the School's Vision and Mission Are Created and Shared by all Stakeholders
- 6) Evidence of Providing Information in Different Formats and Multiple Ways to Stakeholders and the Media
- 7) PTSA Membership and Participation and Parent Attendance at School Improvement Team Meeting
- 8) Survey Results from Parents
- 9) Number of School Volunteers and How Volunteers Are Utilized
- 10) Evidence of Business and non-profit Partnerships and Projects Involving Business and non-profit Partners
- 11) Implementation of a Plan for Engaging Parents/Guardians and All Community Stakeholders in a Shared Responsibility for Student and School Success Reflecting the Community's Vision of the School
- 12) Evidence of How the Staff's Diversity, Ideological Differences, and Expertise Are Utilized to Support the School's Goal of Supporting Families
- 13) Evidence of Processes to Distribute Leadership throughout the School

DPI Evidence 4: Organizational Management SLP

Data Collection:

- 1) History of the School
- 2) Basic Demographics
- 3) North Carolina Teacher Working Conditions Survey: Sections on Time, Facilities and Resources, and Managing Student Conduct
- 4) Review of Processes for Providing a Balanced Operational Budget for School Programs and Activities
- 5) Evidence of the Input of the School Improvement Team in Budget and Resource Decisions
- 6) Development of a Master Schedule for the School to Maximize Student Learning
- 7) Policies and Procedures for Communicating and Enforcing Clear Expectations, Structures, Rules, and Procedures for Students and Staff
- 8) Evidence of Working with Staff to Effectively Implement District Rules and Procedures
- 9) Student Discipline Data
- 10) Data on Class Size and Non-Instructional Time Provided for Teachers
- 11) Evidence of Facilities Reports (i.e. Current List of Facility Needs, Fire Drill, Health Inspections, Safety Audits, etc.)
- 12) Technology Plans and Utilization of Technology
- 13) Evidence of Compliance with District, State, and Federal Mandates

DPI Evidence 5: School Culture and Safety SLP

Data Collection:

- 1) History of the School
- 2) Basic Demographics
- 3) School Improvement Plan as It Relates to School Safety and Culture
- 4) Teacher Working Conditions Survey: Sections on Time, Facilities and Resources, Managing Student Conduct, Instructional Practices and Support, Equity, and School Safety
- 5) Evidence of the Creation of a Collaborative Work Environment Predicated on Site-Based Management
- 6) Evidence of How Positive, Culturally Responsive Traditions of the School Community Are Supported Within the School
- 7) Copy of the School Safety and Procedures, and Plans for Dealing with Crises that Result from Fire, Natural Causes, and Acts of School Violence
- 8) Copy of School-Wide Discipline Plan
- 9) Student Discipline Data (over the last 2 years)
- 10) Procedures and Involvement for Working with School Social Worker. and other Community Health Professionals
- 11) Evidence of How the Staff is Empowered to Recommend and Implement 21st century Concepts for School Improvement
- 12) Evidence of Performance Criteria as the Basis for Reward and Recognition for Staff and Students
- 13) Implementation of a Plan for Celebrating the Accomplishments of Staff, Students, and Volunteers

DPI Evidence 6: School Improvement SLP

Data Collection:

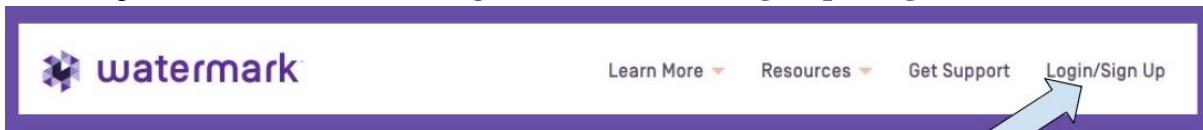
- 1) History of the School
- 2) Basic Demographics
- 3) Copy of NC Teacher Working Conditions Survey: Choose the three (3) lowest scored items in each subsection: Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Learning Opportunities, and Instructional Practices and Support, Overall, New Teacher, Equity, and School Safety
- 4) Copy of Surveys Used to Drive School Improvement
- 5) Evidence of the Collaborative Development of Annual School Improvement Plans to Realize Strategic Goals and Objectives
- 6) Copy of the Major Goals of the School Improvement Plan
- 7) Graphs and Charts of the Student Testing Data (3-year trend of state assessments)
- 8) Evidence of the Adherence of the Statutory Requirements Regarding the School Improvement Plan
- 9) Processes that Provide for the Periodic Review and Revision of the School's Vision, Mission, Values, Beliefs, and Strategic Goals by All Stakeholders
- 10) Evidence of an Effectively Functionally, Elected School Improvement Team
- 11) Assessment of the Progress of District Initiatives and the Reporting of Results to District-Level Decision Makers
- 12) Evidence of Professional Development Aimed at Improving Instruction

APPENDIX F: HOW TO CREATE A TASKSTREAM ACCOUNT, ENROLL IN A LICENSURE FOLIO, AND UPLOAD AN SLP

You will need to subscribe to Taskstream and enroll yourself as an “Author” in the MSA Licensure Folio **2021-2023**. Taskstream is a web-based portfolio site that allows you to submit your SLPs for evaluation and it serves as your MSA Licensure Portfolio for the MSA program.

How to Create a Taskstream Account

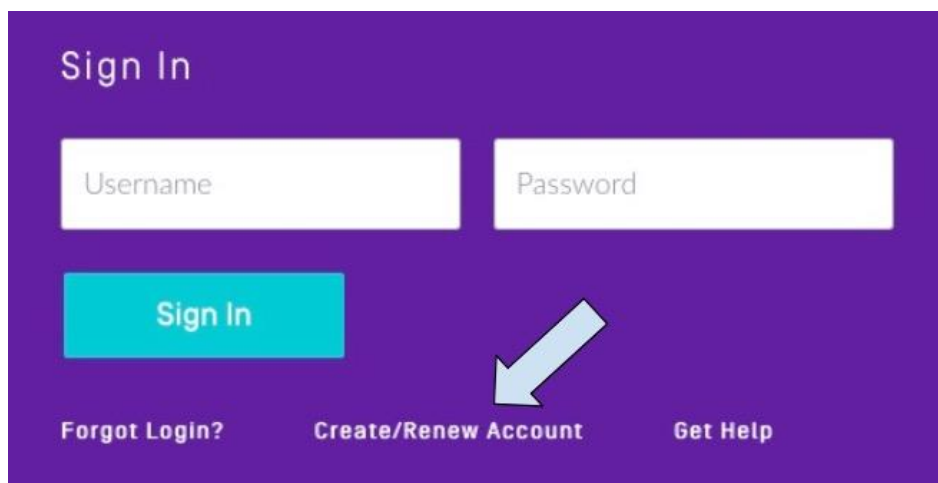
1. Log on to www.watermarkinsights.com . Click on **Sign Up / Login**



2. Choose the Taskstream option



3. Select **Create/Renew Account**



- Select whether or not you are creating a new account (First Time Subscriber), renewing an account, or converting a guest account. Then enter the key code specified below in the appropriate fields and click the **Continue** button

KEY CODE:

ECULGN-SPS6BT

Step 1 - Activate Subscription

- Complete steps 2 and 3. Make sure to note the **username and password** that you have chosen.
- From the Categories menu, select **Teacher Ed/Other Professional Educator**. From the Program menu, select **Teacher Education/Other Professional Educator**. From the Group menu, select **Student**. From the College menu, select **College of Education**. From the Degree menu, select **MSA**. Click on **Continue**.

Step 2 of 4 -

7. Complete the General Information section. Be sure to use your **ECU email address**. Be sure to record your choices and keep them somewhere that you can access them when needed.

General Information (required by Taskstream)

First name: Wendy

Last name: Darling

Banner ID: B00019999
 I am not a student

Email: darlingw13@students.ecu.edu

Confirm Email: darlingw13@students.ecu.edu

Home/Cell Phone: 555-555-1212

Alternate Phone: (optional)

Username: darlingw14
 (minimum 6 characters)

Password: ••••••••
 (6 characters, must contain at least 1 number) (Please note: passwords are case sensitive)

Confirm Password: ••••••••

Password hint: haven|
 (minimum 1 character) (Password hint cannot contain the password)

Use your ECU email address.

8. Complete the Other Information section. Once you have completed the Other Information section, click on the box to accept the end-user agreement. Click on **Continue**.

Other Information (required by your organization)

Degree sought(Undergraduate Programs):

- 1. Bachelor of Science
- 2. Licensure Only
- 3. MAT
- 4. Bachelor of Fine Arts
- 5. Bachelor of Music

County of Residence (permanent address) (Teacher Education Program):

- 001. Alamance County
- 002. Alexander County
- 003. Alleghany County
- 004. Anson County
- 005. Ashe County
- 006. Avery County
- 007. Beaufort County
- 008. Bertie County
- 009. Bladen County
- 010. Brunswick County
- 011. Buncombe County
- 012. Burke County
- 013. Cabarrus County
- 014. Caldwell County
- 052. Jones County
- 053. Lee County
- 054. Lenoir County
- 055. Lincoln County
- 056. McDowell County
- 057. Macon County
- 058. Madison County
- 059. Martin County
- 060. Mecklenburg County
- 061. Mitchell County
- 062. Montgomery County
- 063. Moore County
- 064. Nash County
- 065. New Hanover County

2015
 2016
 2017

2021
 2022

Anticipated Degree Completion Semester:

- Fall
- Spring
- Summer

End-user Agreement: 1. The Service

1.1 Prior to registering for the services (the "Service") offered on this Website (the "Website"), the End-User ("you") must agree to the following terms and conditions between you and TaskStream, LLC ("TaskStream"). The

I accept the end-user agreement

Cancel Continue

If you require further assistance or have questions, contact Taskstream:
 Phone: 1-800-311-5556
 Email: LearnMore@taskstream.com

9. Review your registration information. Click on Edit if you need to change anything. If the information is correct, click on **Continue**.

STEP 4 OF 4 - CONFIRM REGISTRATION INFORMATION

You must confirm all information before your account can be created!
Click the "Continue" button to activate your account.

Name:	barbie bender
Customized ID For TS:	1234
Email:	bb13@taskstream.com
Home phone:	333-222-4545
Username:	bbender13
Password:	*****
Affiliation:	TaskStream
Department:	Technical1
Subscription start date:	Today
Subscription end date:	10/31/2016



10. Click on **Go to home page and log in now**.

Registration Complete

Thank you for registering with Taskstream 'Advancing Educational Excellence!'

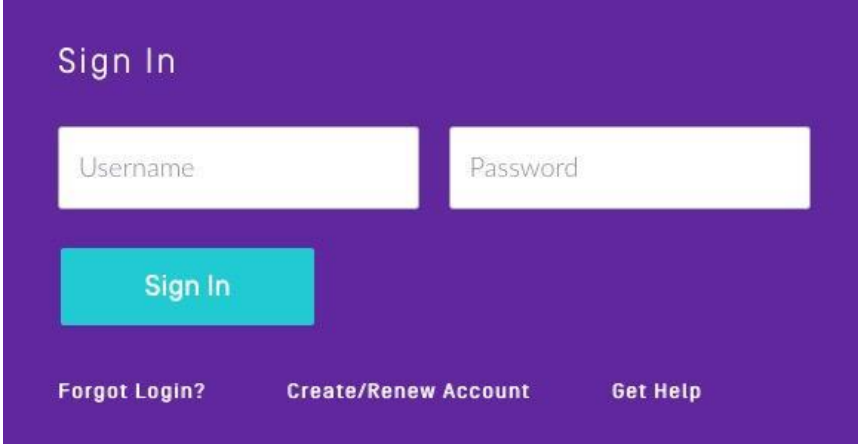
We hope that you enjoy using the site.

- Go to home page to log in now!

If you require further assistance or have questions, contact Taskstream:
Phone: 1-800-311-5656
Email: help@taskstream.com

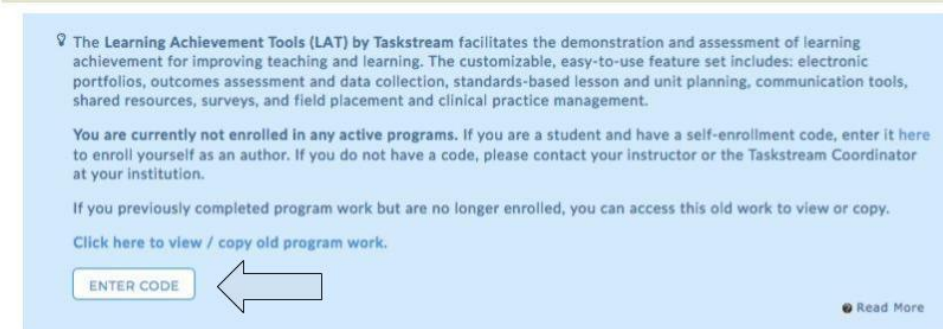
How to Enroll in MSA Licensure Folio

1. Enter your username and password. Click on **Sign In**.



The image shows a purple sign-in form. At the top left, it says "Sign In". Below this are two white input fields: "Username" and "Password". Underneath the fields is a teal button labeled "Sign In". At the bottom of the form, there are three links: "Forgot Login?", "Create/Renew Account", and "Get Help".

2. Click on **Enter Code**.



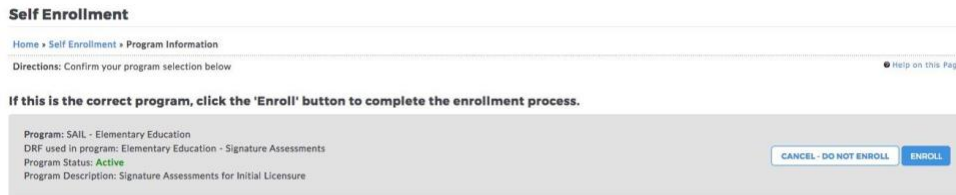
The image shows a light blue informational box. It contains text about Learning Achievement Tools (LAT) by Taskstream. Below the text, there is a button labeled "ENTER CODE" with a grey arrow pointing to it from the right. A "Read More" link is visible in the bottom right corner.

3. Enter the enrollment code for your program area: **license2023**
4. Click on **Search**.

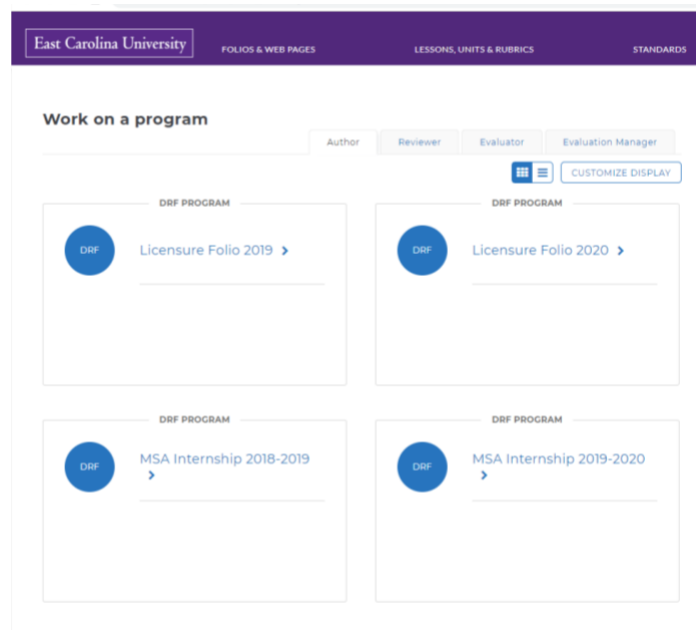


The image shows a "Self Enrollment" form. At the top, it says "Self Enrollment". Below this, there is a breadcrumb "Home > Self Enrollment". The main text says: "Directions: To self-enroll into a program, enter your program code below. Program codes are created by your institution. If you do not have your code, please contact your instructor or the Taskstream Coordinator at your Institution." At the bottom, there is a search bar with the text "Enter program code:" followed by an input field containing "saelem1314" and a blue "SEARCH" button.

5. The name of your program should be listed. If so, click on **Enroll**.



Now you are ready to work on your MSA Licensure Folio 2023.



How to Upload an SLP

Once you are enrolled, you are ready to start working on your **MSA Licensure Folio 2023**. You will now see **Licensure Folio 2023** listed under “Work on a Program” on your Taskstream home page. To start working, click on “**Licensure Folio 2023**.” You will see a structure tree in the left frame of your work screen with the SLPs listed. When it is time to upload your SLPs, you will click on the respective SLP link and attach your SLP. For example, to submit your SLP 6, click on “SLP 6 School Improvement” and then you will see options across the top of the box for “Attachments”. You can attach your SLP 6 here.

APPENDIX G: SLP 6 - SCHOOL IMPROVEMENT (SAMPLE)



**Service Leadership Project Sample
School Improvement (SLP 6)**

**MSA Student
Service Leadership Project
Just Keep Swimming: A Beginning Teacher Support Program**

Coversheet with Abstract and Brief Impact..... pg. 57

DPI Descriptors Table for Evidence 6.....pg. 60

Section 1: Data Collection and Data Analysis.....pg. 63

Section 2: Identification of Areas for Improvement.....pg. 77

Section 3: Professional Language Summary.....pg. 79

Section 4: Action Plan.....pg. 85

Section 5: Project Evaluation and Impact Summary.....pg. 89

Leadership Journal and Appendix.....pg. 92

(Please copy your SLP Digital Story Link here.)

****Leadership Journal and Appendices are not included in the sample.**

DPI Evidence 6: School Improvement Leadership Project

Project Name:

Just Keep Swimming-A Beginning Teacher Support Program

Overview

School: ABC Elementary

District: Learning County Schools

MSA Student's name: *Judith Conway (self)*

Principal's name: *Mrs. Smith*

University Professor/Supervisor: *Dr. Everett*

Brief Abstract describing project (1-2 paragraphs) (include number of hours spent on project):

After meeting with the principal of ABC Elementary, we came to the consensus that for the School Improvement Service Leadership Project I would establish a support program for the beginning teachers at the school. This year, there are 11 first year teachers, seven second year teachers, and two third year teachers at ABC Elementary. With this high of a number, as well as new administration in the building, it was evident that these teachers would need additional support. According to the Teacher Working Conditions Survey, 56% of teachers at ABC Elementary feel that professional development is not differentiated to meet their needs in the classroom. Up to this point, I have spent about 45 hours on this Service Leadership Project.

To begin this project, I started by sitting down with the principal and assistant principal of the school to discuss the elements that the project would need to incorporate. We decided that a monthly professional development session held after school would be beneficial. This training would be followed up by one to one coaching sessions with the beginning teachers. The principal gave me a great deal of autonomy at this point to establish the specifics of the meetings. I used the Google calendar for the school to set the dates for the meetings, which are generally held the first Wednesday of each month. To determine the topics for the sessions, I began with Google surveys. I sent the anonymous surveys out to the beginning teachers to find out the topics that they would most like support with. Once I received that data from the teachers regarding the types of things that they wanted to learn about in the professional development sessions, I visited each teacher in their classroom to make face to face contact and to learn if there were other needs that had not been addressed by the surveys. After each professional development session, I spend the remainder of the month making visits to the classrooms of the beginning teachers to observe, give feedback, and coach them on topics with which they

specifically are struggling. Several of the teachers have emailed me with questions or to ask advice. One of the BTs even asked to set up an additional meeting to work on her time management skills during guided reading.

Brief Impact/Evaluation of project (1-2 paragraphs):

When I initially began this project, I was met with many diverse responses to the idea of being required to attend additional meetings, and have additional observations. When meeting with one teacher face to face, she even said, “If you aren't going to provide for an EC component, then this is a waste of my time and yours. But, I am a rule follower, so I will be there even if it has nothing to do with me.” I am happy to say that this teacher has had a complete change of attitude regarding the professional development. She sent me an email recently saying, “The book on tape idea worked wonders, I found one in our library and was able to check out books from the primary side. They love it I wish I had of known about that earlier in the year...I was appalled at how negative I sound!! I felt so bad. I really tried to bring that around today and gave out more dollars this seemed to keep them on track and kept me from talking so much about behavior. Better. Thank you for your feedback and ideas.” Many of the other teachers have expressed gratitude at receiving guidance and additional support as well. One third grade teacher emailed me to say, “I understood everything you were saying and it was great to be given praise and also be given things to work on so thank you for that.” It is because of statements like these that I feel my project has had a positive influence on the teachers at ABC Elementary Not only have I received positive feedback from the teachers, but the nonverbal interactions that I have with them in the hallways changed. Initially, the looks that I received from the teachers were looks of apprehension, but now they are excited to see me, and wave and say hello when we see each other.

In addition to the morale boost that the teachers have expressed through emails and conversations, I have also documented that 100% of the teachers who attended the first professional development session that I led were using strategies that I taught them during the session. I was so pleased to see them implementing effective time management strategies in their classroom that they had not used before the sessions. When I collected anonymous feedback from the teachers after the first professional development session that I hosted, I asked teachers if they planned on using any of the resources that I shared. I received many responses such as, “yes-the timer. I liked the clips from the teacher channel not only for myself but for students” and, “timer-and quick songs to fill 5 minutes”. When asked what was the most beneficial thing that they learned from the first session, I received responses such as “fillers when we have extra time in the classroom”, “LOVED the skip counting song”, and “ideas from other teachers.” Since the beginning of the fall semester, I have seen evidence and have collected data to prove effectiveness of the professional development sessions that I held at ABC Elementary. The immediate impact of the project addresses the issue of teacher input regarding differentiated professional development. For these 18 beginning teachers, professional development is differentiated, and based on surveys of needs. The individualized coaching also

addresses this school improvement need. The less measurable impact involves the learning of the students. While I will not have comparison data for students and scores to determine the effect that this professional development has on their learning, I would hope that they would be positively impacted by the improvement in best teaching practices that are being used in classrooms by these beginning teachers.

Briefly describe your interactions with various cultural groups (1-2 paragraphs) :

During this SLP, I worked with many cultural groups, and with people who come from different cultural backgrounds than me. The beginning teachers that I worked with were 16 Caucasian females and 2 Caucasian males. Fourteen out of the 18 beginning teachers are general education teachers, one is an art elective teacher, and 3 of the teachers are special education teachers. In gathering data about the school before beginning my project, I had the opportunity to work with assistant principals (Caucasian females), data managers (Caucasian female and African American female), secretaries (Caucasian females and African American females), teacher assistants (African American females), librarians (Caucasian males and females), teachers (Caucasian males and females), and custodians (African American males).

I took on this Service Leadership Project in a school where I was unfamiliar, and had never worked before. This school was also unique to my previous experience because it is often referred to as one school, but is actually two separate schools under the leadership of one principal. I have worked in a K-5 school before, so this culture was familiar to me, but I am accustomed to working with 3rd and 5th grades, as these are the two grades that I taught. It was culturally different for me to work with EC, Art, Kindergarten, 1st grade, 2nd grade, and 4th grade teachers as I do not have personal experience teaching these grade levels. However, I have branched out and made contact with other schools in an effort to provide support for the beginning teachers. For example, I made contact with AU and Art teachers in other school buildings, and have scheduled observations in other buildings to provide more support for the beginning teachers at ABC Elementary.

DPI Evidence 6: School Improvement Service Leadership Project

Descriptors of the elements addressed in the evidence: **DPI: 1a1, 1a2, 1c1, 1c2, 2a3, 6b2, 6b3**

Project Name:

Just Keep Swimming-A Beginning Teacher Support Program

DPI pre-service descriptors	Service Leadership Project Evidence (what I did)
<p>1a1. Works with others to develop a shared vision and strategic goals for student achievement that reflect high expectations for students and staff.</p>	<p>I worked with the principal and assistant principal to analyze multiple data sources to determine the strategic goal of providing support for the beginning teachers at ABC Elementary, with the intention that best practice teaching strategies would be taught and implemented, directly affecting student achievement, and reflecting high expectations for the lifelong learning of the staff (beginning teachers) at the school. (Action Plan)</p>
<p>1a2. Maintains a focus on the vision and strategic goals throughout the school year.</p>	<p>Goals 1 and 2 of the School Improvement Plan at ABC Elementary address the issue of student achievement. By continuously providing beginning teachers with professional development to hone their skills throughout the school year, I am maintaining a focus on these strategic goals. Also, the mission of the school is: “ABC Elementary students will develop into life-long learners and contributing members in an ever changing global society.” By engaging the teachers in professional development, they are given the opportunity to model lifelong learning for their students, thereby addressing this school mission. (Action Plan, Data Collection)</p>
<p>1c1. Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.</p>	<p>I am working with beginning teachers in a group setting to offer professional development, as well as in a one to one coaching setting to provide them with professional suggestions for continuous improvement. During the professional development sessions, I am offering suggestions for how to make their lessons more effective and engaging. During the observations, I am holding the teachers</p>

	<p>accountable for trying out the new strategies that they learned in the professional development session using a skill specific observation template. I then give them explicit feedback on the strategies that I previously coached. Teachers receive written feedback on an observation template as well as less formal scripting from me. (Action Plan)</p>
<p>1c2. Works with others to systematically collect, analyze, and use data regarding the schools progress toward attaining strategic goals and objectives.</p>	<p>I have worked with the principal, secretary, data manager, and other stakeholders to collect data about the school. I also collected data from the North Carolina Teacher Working Conditions Survey, which indicated a lack of autonomy for teachers in determining their differentiated professional development needs. I have worked with the principal, assistant principal, and teachers to use this data to set strategic objectives to be met during the Service Leadership Project. (Data Collection, Action Plan)</p>
<p>2a3. Utilizes multiple sources of data including the Teacher Working Conditions Survey, for improvement of instruction.</p>	<p>I have used the Teacher Working Conditions Survey, NC Report Card, and qualitative data (informal conversations and anonymous surveys) from teachers to determine areas for school improvement that would have a positive effect on improvement of instruction. After I determined areas for improvement for the school, I sat down with the principal and assistant principal to discuss my findings and suggestions for potential Service Leadership Projects. We decided that I would work with beginning teachers, and would engage in holding professional development sessions to meet the instructional needs of the teachers. (Data Collection, Data Analysis, Action Plan)</p>

<p>6b2. Continually assess the progress of district initiatives and reports results to district-level decision makers.</p>	<p>One of Learning County’s district goals is “100% of our schools will meet EXPECTED GROWTH and 75% will make HIGH GROWTH by the end of the 2013-2014 school years.” In an effort to address this goal, I provided professional development and support to beginning teachers, which supports this district goal for expected and high growth. I sent progress updates and reports to the principal, who in turn shared the information with district level representatives through conversations and updates to the School Improvement Plan. (Action Plan)</p>
<p>6b3. Works with others to implement district initiatives directed at improving student achievement.</p>	<p>During my one to one coaching sessions with the beginning teachers, I have worked with the teachers to develop strategies for best time management practices to help with the implementation of READ 3D, a district reading initiative to improve student achievement. All of the beginning teacher sessions are addressing district goal one, which relates to students achieving expected or high growth, as the teachers are receiving professional development and coaching to improve their teaching practice. (Action Plan)</p>

Section 1: Data Collection and Data Analysis School Improvement SLP:

ABC Elementary

1. History of ABC Elementary School

ABC Elementary School, home of the Mustangs, was built in 1987, and was housed in the building that is now ABC Elementary School. When ABC Elementary opened, it was a K-5 School, and was much smaller than the ABC Elementary of today. Around the 1999-2000 school year, a new addition was built onto ABC Elementary, and the school split into two separate schools, which are ABC Primary School (which became a Pre-K-2 school) and ABC Intermediate School (which became a 3-6 school). The addition is connected to the older wing by a long hallway. In the year 2008, the 6th grade left ABC Elementary School, making that school 3rd through 5th grade. Since its opening, ABC Elementary has had 8 principals. Even though the two schools are separate, there is only one principal for the school, and that principal has an office in both of the buildings.

Analysis:

- ABC Elementary has been fortunate to have little principal turnover since its opening in 1987.
- There are feelings of hostility between some members of each side of the school (Primary vs. Intermediate).

2. Basic Demographics

- School of Distinction, Title 1 School, Traditional Calendar School
- Grades Pre-K through 5th Grade
- Total Number of Classroom Teachers
 - ABC Primary: 47
 - ABC Intermediate: 44
- 2018-2019 Student Enrollment: 1,372
- 2018-2019 Average Class Size by Grade Level

Grade Level	Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Average Class Size	16 **Only 1 Class	20	21	18	19	23	24

- Administrative Turnover:
 - Most recent principal retired at the end of the 2018-2019 school year after 8 years of service to the school
 - Current Principal: Mrs. Everett
 - Current Assistant Principals: Mr. Butler, Ms. Chandler, Mrs. Turner

- Breakdown of Demographics by Subgroup for the 2018-2019 School Year for ABC Primary School (Subgroups not represented at the school are not included in the data)
 - Total Students: 701

Subgroup	Number of Males	Number of Females	Total Students	Percent of Total Population
American Indian	2	1	3	.42%
Asian	11	13	24	3.4%
Hispanic	36	26	62	8.8%
Black	113	96	209	29.8%
White	185	174	359	51.2%
Two or More	25	19	44	6.2%

- Breakdown of Demographics by Subgroup for the 2018-2019 School Year for ABC Intermediate School (Subgroups not represented at the school are not included in the data)
 - Total Students: 676

Subgroup	Number of Males	Number of Females	Total Students	Percent of Total Population
American Indian	1	0	1	.14%
Asian	10	16	26	3.8%
Hispanic	18	29	47	6.9%
Black	101	94	195	28.8%
White	201	184	385	56.9%
Two or More	15	7	22	3.2%

Analysis:

- ABC Elementary has had very little principal turnover until this year, and this turnover happened after the retirement of the standing principal.
- The free and reduced lunch percentage for the school is at 37.27% (Intermediate) and 39.64% (Primary) in comparison to the state average at 56%, and with the county average of 61.38%.

3. NC Teacher Working Conditions Survey (2018-2019 School Year): ABC Elementary

- Total Number of Classroom Teachers: 44
- 100 % of Teachers Responded for the NCTWCS

1. Time

Item	Question	% in Agreement
Q2.1e	Efforts are made to minimize the amount of routine paperwork teachers are required to do.	39.2
Q2.1f	Teachers have sufficient instructional time to meet the needs of all students.	65.3
Q2.1g	Teachers are protected from duties that interfere with their essential role of educating students.	62.7

2. Facilities and Resources

Item	Question	% in Agreement
Q3.1d	Teacher have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	82.4
Q3.1e	Teachers have sufficient access to a broad range of professional support personnel.	86.3
Q3.1g	Teacher have adequate space to work productively.	92.0

3. Community Support and Involvement

Item	Question	% in Agreement
Q4.1a	Parents/guardians are influential decision makers in this school.	66.7
Q4.1c	This school does a good job of encouraging parent/guardian involvement.	96.1
Q4.1f	Parents/guardians support teachers, contributing to their success with students.	94.1

4. Managing Student Conduct

Item	Question	% in Agreement
Q5.1b	Students at this school follow rules of conduct.	86.0
Q5.1d	School administrators consistently enforce rules for student conduct.	88.0
Q5.1f	Teachers consistently enforce rules for student conduct.	91.7

5. Teacher Leadership

Item	Question	% in Agreement
Q6.1b	Teachers are trusted to make sound professional decisions about instruction.	82.0
Q6.1e	The faculty has an effective process for making group decisions to solve problems.	82.4
Q6.5	Teachers have an appropriate level of influence on decision making in this school.	60.9

6. School Leadership

Item	Question	% in Agreement
Q7.1b	There is an atmosphere of trust and mutual respect in this school.	71.4
Q7.1c	Teachers feel comfortable raising issues and concerns that are important to them.	48.0
Q7.3a	The school leadership makes a sustained effort to address teacher concerns about leadership issues.	76.0

7. Professional Development

Item	Question	% in Agreement
Q8.1b	An appropriate amount of time is provided for professional development.	76.5
Q8.1e	Professional development is differentiated to meet the individual needs of teachers.	61.2
Q8.1g	Teachers have sufficient training to fully utilize instructional technology.	76.5

8. Instructional Practices and Support

Item	Question	% in Agreement
Q9.1d	The curriculum taught in the school is aligned with the Common Core Standards.	63.8
Q9.1i	Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials, and pedagogy)	59.2
Q9.1k	State assessments accurately gauge students understanding of standards.	57.1

Analysis:

- 61.2% of teachers at ABC do not feel that professional development is differentiated to meet their individual needs.
- 59.2% of teachers at ABC express concerns regarding their autonomy to make decisions about instructional delivery.

3. Surveys Used to Drive School Improvement Plan

School Improvement Goals are based off of district goals, climate surveys, the NCTWCS, EVAAS data, observation data, and Read 3D data.

The current principal has a walkthrough snapshot survey that she uses to guide her decision making, but that was not used in the creation of the current School Improvement Plan.

Analysis:

- The ABC Elementary Walkthrough snapshot that is used by the principal gives teachers immediate feedback on ways to improve their instruction practice. While it is not listed in the School Improvement Plan, I think this is an excellent way to promote school improvement.
- Administration is not utilizing the NCTWCS or climate survey to determine areas from school improvement, but all administrators have changed since the last survey was given.

4. Evidence of the Collaborative Development of Annual School Improvement Plans to Realize Strategic Goals and Objectives

Each representative on the SIT team has one vote with the majority that is present ruling. A substitute representative may vote in the absence of the regular representative. Your vote is to be a consensus from your team.

Analysis:

- All members of SIT have an equal share/vote in making school improvement decisions.
- All of the different grade levels/departments of teachers are equally represented. Representatives from each department are voted on by the members of that department.

5. Major Goals of the School Improvement Plan

Goal	District Goal	School Goal	Indicator	Strategy 1	Strategy 2	Strategy 3
1	100% of our schools will meet EXPECTED GROWTH and 75% will make HIGH GROWTH by the end of the 2013-2014 school year.	Decrease the percentage of students not making growth in each subgroup by 10%.	ABC student growth data	Meet or exceed AMO targets on Read 3D Assessments, K-2 Math Summatives, & 3-5 EOG Scores.	Meet or exceed AMO targets on Read 3D Assessments in 1st grade.	NA
2	Identified district subgroups performing below the district average in reading and math will either make EXPECTED GROWTH or improve proficiency by 5% annually.	Decrease the percentage of students not proficient in each subgroup by 10%.	ABC proficiency results	Increase proficiency on statewide exams in reading.	Increase proficiency on statewide exams in math.	Meet or exceed AMO targets on Read 3D Assessments in 1st grade.
3	In grades K-8, we will decrease the number of students accumulating 10 or more unexcused absences from school by 5%. In grades 9-12, we will decrease the number of students accumulating 8 or more unexcused absences per semester by 5%.	Decrease the number of students accumulating 10/8 by 5%.	NCWISE attendance data	Teacher will contact parents after a student has accumulated 3 unexcused absences.	Recognize students with perfect attendance at awards assemblies.	Parent notification of unexcused absences.

4	We will reduce the drop-out rate by 25% in the next two years.	Reduce the drop-out rate/retention rate by 12.5%.	NCWISE/Promotion - Retention Report	Identify students performing below grade level and employ differentiated instructional strategies to increase student proficiency.	Decrease tardies and promote regular student attendance.	NA
5	We will improve our graduation rate from 70% to 80% in the next three years.	Improve graduation rate/promotion rate by 3.5%	NCWISE/Promotion report	Meet or exceed AMO targets on Read 3D, Assessments, K-2 Math Summatives, & 3-5 EOG Scores.	NA	NA
6	In order to realize greater family involvement and support for student learning, each school will sponsor at least 2 family engagement activities and share measures of their impact.	Sponsor 2 family engagement activities	Calendar and Sign In sheets	Hold Title 1 parent meetings (9/11, 9/18, 10/2, 10/18, 12/13, 1/15, 2/7, 3/5, 5/7)	Hold PTA meetings and events (9/11, 9/18, 11/1, 2/5, 2/14, 4/16)	Hold parent/teacher conference night (11/8, 3/28)
7	100% of our schools will demonstrate partnerships within their communities that garner support for school programs.	Identify partnerships and show evidence of support for school programs.	Brochures, Calendar Activities	Contact community businesses to provide student incentives	Contact community organizations to provide help for students	
8	A targeted communications effort will	Identifiable communications plan	Increase in student attendance	Create and implement strategies	Create an incentive program for	

	be implemented to raise awareness regarding student attendance. Strategies to support school efforts and outreach to the medical / dental community will be measured in 2011-2012.	addressing student attendance created at the district level.		within the community to help support schools efforts to increase attendance	perfect attendance each nine weeks	
Physical Activity Goal	State Requirement: All K-8 students must participate in physical activity with the intent of addressing issues such as overweight, obesity, cardiovascular disease, and Type II diabetes.	All students will participate in physical activity to address healthy active children initiative	School schedules	Students will participate in physical activity as required by DPI.	Assess student BMI	
All 3 rd Graders Reading at or Above Grade Level	State Requirement: All School Improvement Plans must address how to have all third graders on grade level in reading.	All third graders reading at grade level.	EOG Reading Assessment	Progress review of READ 3D assessments of K-3	Develop instructional strategies to address deficiencies	Develop intervention strategies to address deficiencies
Technology Readiness Goal	State Requirement: 100% of our schools will be ready for online assessments by the end of the 2013-2014 school year.	Have technology in place for online assessments	Technology inventory	The school will purchase 20% of the district mobile cart total allotment (cart with 32 laptops)	Prepare all students for effective online assessment test taking strategies	Effectively integrate technology into daily instruction to impact student learning

Duty Free	State Requirement: All School Improvement Plans must plan to provide duty free lunch periods and instructional planning times	Duty Free lunch periods and planning times for teachers	Schedules	Working towards providing duty free lunch periods for teachers once per month.	Provide planning time daily for each teacher.	
State Staff Development Funds	State Requirement: All School Improvement Plans must address the use of staff development funds	Every school will have an instructional coach	instructional coach	The district will provide each school an instructional coach trained in district initiatives.	The district will provide an evaluation model for each instructional coach that is based on input from teachers, principals, and district training staff.	The district will provide the Technology Instructional Support Model to all 6-8 and 9-12 schools.
Unitary Status Goal	Obtain Unitary Status by December , 2012	Obtain unitary status by December 2012	court designation	To identify schools that are racially identifiable with low performing student results.	To provide resources to schools identified as racially identifiable with low performing student results.	

Analysis:

- School Improvement Goals are focused on decreasing absences and increasing proficiency levels, which are noble goals, but do not seem to be applicable to the needs at ABC Elementary.
 - ABC school should be focusing more specifically on decreasing the achievement gaps for their subgroups.
 - ABC school should be seeking more ways to meet the need for teacher autonomy and decisions regarding professional development.

**6. Graphs and Charts of Student Testing Data (3-year trend of state assessments)-
ABC Intermediate**

- Performance of Students in Each Grade on the ABCs End-of-Grade Tests
- Percentage of Students' Scores At or Above Grade Level
- Total Number of Valid Scores: 706

Grade 3		Grade 4		Grade 5		Overall	
Total Students: 222		Total Students: 239		Total Students: 245		Total Students: 706	
Reading	Math	Reading	Math	Reading	Math	Reading	Math
82.9%	92.8%	80.8%	92.1%	80.4%	86.1%	81.3%	90.2%

- Performance of Each Student Group on the ABCs End-of-Grade Tests
- Percentage of Students, Group by Gender, Ethnicity, and Other Factors, Who Passed BOTH the Reading and Math Tests
- Total Number of Tests Taken: 706

Subgroup	Male	Female	White	Black	Hispanic	Asian	Two or More Races	E.D	N.E.D	L.E.P	Students with Disabilities
% Proficient	77.9%	79.7%	91%	61.4%	60.4%	78.3%	70.4%	61.8%	88.1%	28.6%	40.8%
Total Number of Tests Taken	366	340	390	215	48	23	27	251	455	21	71

Analysis:

- The percentage of students at or above grade level is higher for all subject areas and grade levels (Reading-81.3%, Math-90.2% for 2011-2012) than district averages and state averages of students at or above grade level (State: Reading-71.2%, Math-82.8% for 2011-2012)(District: Reading-63.4%, Math-76.6% for 2011-2012). Their math end of grade percent proficient (90.2% for 2011-2012) is the highest for Learning County, and their reading is the highest elementary percent proficient.
- There are significantly lower reading achievement levels (lower than 50% proficient) for LEP students and Students with Disabilities across all grade levels and for 5th graders on the science test. Math scores are not as remarkably low for these subgroups.

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- There is a large gap in performance between white and black students reading proficiency scores (30%).

7. Adherence of the Statutory Requirements Regarding the School Improvement Plan

SIT has the responsibility to follow all Learning County Policies and to help make decisions for improving student performance.

Learning County School Policy:

Both the State Accountability Program and Learning County Board of Education policy require each school to have a School Improvement Team that annually assesses the school's progress toward goals and updates the school's School Improvement Plan. The School Improvement Plan should identify the efforts by the school to improve student performance with the expectation of having all students perform at grade level or higher in the basic subject and skill areas identified by the State Board and to reach additional educational goals set forth by the Learning County Board. The Plan is updated annually based on a "needs assessment" which would include student performance, teacher surveys, and analysis of other school data. School Improvement Plans must be submitted for approval and must address any student performance deficiencies identified by the testing program and the school's self-analysis.

The School Improvement Team consists of the principals, assistant principals, teachers, other instructional staff, instructional support staff, along with input from the community (including parents, students, and representatives from businesses and other agencies). Parents are elected to participate in accordance with G.S. 115C-105.27.

Analysis:

- ABC Elementary adheres to all legal requirements in regards to their School Improvement Plan membership and meetings.
- A SIT secretary records minutes to ensure requirements are being met and documented during SIT meetings.

8. Processes for Periodic Review and Revision of the School's Vision, Mission, Values, Beliefs, and Strategic Goals by all Stakeholders

- Staff Procedure for placing an item on the agenda:
 1. Take issue to team for discussion and possible solutions.

2. If not resolved by team, take it to the SIT Chairperson. All discussion items are to be related to improving student performance or improvement of the school. Place the item in his/her mailbox the week prior to a SIT meeting.
 3. The chairperson will discuss the issue with the principal. Together they will determine if it is a SIT issue or an administrative issue.
- Parent Procedure for placing an item on the agenda:
 1. Take the issue to the Chairperson.
 2. If not resolved by the SIT Chairperson, it will be brought to the principal. Together they will decide if it is a SIT issue or an administrative issue.
 - All issues submitted to the Chairperson that are not placed on the SIT agenda will be handled by the Administration and feedback will be provided to those parties.

Analysis:

- ABC Elementary has a step by step process to be followed in regards to revisions of the SIP, which is listed in the school handbook.
- Issues from stakeholders are either added to the SIT agenda, or are handled by administration

9. Effectively Functionally, Elected School Improvement Team

The School Improvement Team representatives consist of:

1. Grade/Team Chairs
2. Teacher Assistant Representative
3. Principal
4. Assistant Principals
5. Parent Representative (Regular ed)
6. Parent Representative (EC)

Grade Level/team chairs are chosen by ballot voting each year.

During the month of May, at the end of the previous year, all school representatives are to be elected by their teams and parent representatives nominated by the parent population. The parent representatives will be presented at the last PTA meeting of the year.

It is the duty and responsibility of the chairperson/s to conduct all meetings in an orderly and expeditious manner from the agenda. The agenda is written at least one week prior to each SIT meeting. The Chairperson/s will meet with the principal on the first and third Wednesday of each month to prepare the agenda.

It is the duty and responsibility of the SIT Secretary to record minutes of each SIT meeting and email the minutes of the meeting to the school secretary the day after the meeting. The chairperson's will meet with the principal on the first and third Wednesday of each month to prepare the agenda.

It is the duty and responsibility of each Representative to attend all meetings or to provide a substitute in your absence. The Representative is to report all business and decisions of SIT to your constituency as well as provide accurate feedback from your constituency when requested.

Analysis:

- Teachers elect their grade level chairs, who in turn serve on the School Improvement Team, therefore, teachers essentially elect their SIT representative.
- The School Improvement Team at ABC Elementary is large, and all departments of teachers and stakeholders are represented.

10. Progress of District Initiatives and Reporting Results to District Level Decision

Makers

At ABC Elementary, the school improvement plan integrates many district goals in with the goals of the school.

When the district representatives come to hear the presentation of the school improvement plan, they will also hear about the district initiatives that are in place through the school improvement plan, and what strategies the school is using to accomplish the district initiatives.

The principal must also report back to the district representatives at the time of her principal evaluation.



Analysis:

- The district representatives are made aware of changes happening at ABC School in a timely manner via email.
- The School Improvement Plan is revisited upon each principal evaluation.

11. Professional Development Aimed at Instructional Improvement

Professional Learning Communities shall meet a minimum of once per week. The minutes from this meeting shall be kept on a form provided in the common drive. (Staff Handbook)

ABC Elementary continues to use the Instructional Coaches to provide staff development in the areas of questioning, advanced organizers, Guided Reading, Cooperative Learning, Differentiated math groups, 28 Research Based Instructional Strategies, 21st Century Skills and literacy. (School Improvement Plan)

Professional development for Personnel Days is dictated by the district representatives, and on days that the district does not mandate professional development, the principal allows teachers to work in their rooms or with PLCs. The district notifies principals of what trainings will occur through their weekly memo during the week before the training will occur. Principals are also made aware of yearly required trainings regarding topics such as blood-borne pathogens, diabetes, asthma, etc.

Analysis:

- No differentiated professional development for teachers is offered at ABC Elementary.
- Professional development is a mandated task at the school, although teachers have expressed that they feel professional development does not meet their needs as instructional leaders.

Section 2: Identification of Areas for Improvement and Focused Area for Improvement **ABC Elementary School**

Part 1: Identified Areas for Improvement

After analyzing the data for ABC Elementary, and meeting with the principal and other stakeholders, I have come up with 10 concerns that I would address if I were the principal at ABC Elementary:

- There are no vertically aligned PLCs that meet at ABC Elementary.
- There is a need for specific reading interventions for LEP students and Students with Disabilities.
- 5th grade science scores for LEP students and Students with Disabilities are low, and need to be addressed, or further researched to determine if the discrepancy in scores is due to lack of science understanding, or due to a reading deficiency.
- There is not currently a program in place to meet the specific needs of Beginning Teachers at ABC Elementary.
- No differentiated professional development for teachers is offered at ABC Elementary.
- School Improvement goals are not addressing the needs of the teachers for differentiated staff development and autonomy in the classroom.
- There is not an active PTA/PTO at ABC Elementary.
- There is not an active group of organized volunteers supporting the work at ABC Elementary.
- Many students do not have access to technology support at home to enrich their learning experiences.
- Beginning teachers (of which there are 20) are overwhelmed with classroom management, scheduling, parent communications, and district initiatives; and need a resource to help them manage their first couple of years so that they may be instructional leaders within the school.

Part 2: Focused Area for Improvement

The principal of ABC Elementary and I decided that my Service Leadership Project should create a beginning teacher support program through the use of differentiated professional development to be held monthly at the school. Surveys will be used to gain information about topics with which the beginning teachers at ABC Elementary feel they need the most support, which will meet the school need for differentiating teacher professional development. Included on the survey will be potential topics such as classroom management, scheduling, reflection on instruction, using data to drive instruction, district initiatives, engagement techniques for students, and parent/teacher interactions. I will be working with the instructional coaches at the school to determine more needs of the beginning teachers at ABC School to make sure that I am

providing applicable assistance. There are 18 first and second year beginning teachers at ABC Elementary who will be attending the monthly sessions, and the two third year beginning teachers will be invited to attend the sessions as well. The goal of the program would be to empower the teachers so that they feel confident in their ability to positively meet the instructional needs of their students, and to help the teachers become stronger instructional leaders within the school.

Section 3-Summary of Professional Language

Part One: Stakeholder Language Examples Relating to Beginning Teacher Site-Level Support and School Improvement

Best Practice Language (positive)	Other Language of Practice (neutral/poor)
“I think at ECU they prepared me for the lesson planning, like, I love the teaching part of this.”	“It's ridiculous all that we have to do for these red folder kids. I just finished testing them, and I am going to have to test them every ten days. I don't know how to fit it all in.”
“My mentor is always emailing me and checking in with me. She makes me feel calm.”	“If you aren't going to provide for an EC component, then this is a waste of my time and yours. But, I am a rule follower, so I will be there even if it has nothing to do with me.”
“I knew her (my mentor) a little last year through people. She is phenomenal. I'm interested in observing other people in my grade level (including mentor) in guided reading groups.”	“Unless you know AU, you won't be able to help me.”
“My biggest concern right now is that even though I am an EC teacher, I want to meet the needs of every kid.”	“This kid missed 98 days of school last year, and all he does is make whining noises all day. I don't know what to do with him.”
“My mentor is fabulous. 5 times a day I am emailing her or in her room.”	“I want to feel like I am accomplishing something every day, not like it's a blur to get through the day and to just survive. I am a very organized person, but I can't keep up. I want to strive and be a great teacher but already I feel like I'm sinking.”
“The better you are as a beginning teacher, the better you are as a career teacher. Overall, this improves the school environment as well as teacher ability.”	“There is no one here who can help me.”
“Because schools in Learning County have many BT's because of ECU, it is important BTs get the training needed to understand best practices to reach AMO's, and to understand how to reach AMO's - BT's need to feel comfortable to ask questions, BT's need suggestions on how to best reach all students.”	“MSV is so annoying to assess.”
“A school cannot be successful unless all of its teachers are successful. BT's need support and guidance in order to be successful teachers.”	“I have not had much support and I think this may be because I am special education.”
“I began teaching at ABC Elementary last January. I have unlimited support from each	“If beginning teachers do not have a clue as to what is expected of them and how to best

of my 5th grade team members, as well as the support of my mentor. I never feel like there's not someone I can ask about something.”	meet what those expectations, it is definitely harder for them to meet the goals of school improvement.”
“By providing support to BTs, it gives us the backbone to learn and it's beneficial to us and the students.”	
“It helps us to realize that there is someone there for us at all times. We have so many outlets to go to for help and support.”	
“Providing support for beginning teachers helps improve the school because it helps us be better teachers now and in the future.”	

Summary of Stakeholder Language

After holding conversations with beginning teachers and other stakeholders in the school regarding the relation of beginning teachers to school improvement, I can see that the beginning teachers place a lot of value in the time that they spend with their mentors. This strategy is an excellent practice, and you can see that the mentors are very concerned with the growth of the beginning teachers that they are responsible for. All of the beginning teachers I spoke to expressed that their mentor had an “open door” to them, and for that they were appreciative. Many of the first year beginning teachers were extremely receptive to getting as much help and coaching from me as possible through the beginning teacher support program, but many of the second and third year teachers were more unaffected by my offer of support. I am assuming that their indifference is due to thoughts that they will not benefit from the program.

Two out of three teachers in exceptional classrooms were extremely frustrated when I spoke to them, and seem to think that all professional development is a waste of time for them, which shows me that there is a need for them that is not being met in terms of differentiating trainings. The EC teachers feel alone and separate from the other teachers in the building, and are in desperate need of a higher level of support. I find it interesting that while the EC teachers feel “alone”, the needs that they expressed were similar to the needs expressed of beginning teachers in the general education classroom; specifically, the need for engaging, independent activities to use during small groups.

The responses from the beginning teachers regarding school improvement were all similar in nature. The beginning teachers feel that if they are given appropriate support and help regarding county guidelines and standards with which they are unfamiliar, they will rise to the occasion and be successful in their first few years of teaching. Not only that, but many of the beginning teachers envision themselves as successful career teachers based on the experiences that they have as a beginning teacher. For overall school improvement, it is important that the needs of these teachers are being met.

Part Two: Researcher Language Examples Related to Beginning Teacher Site-Level Support

What the researchers are saying:	What it means for us:
<p>“The following recommendations may enhance teachers’ sense of self-efficacy: ... 4. Develop school programs to help beginning teachers deal with the role transition from student teaching to full time classroom instruction.” (Dembo & Gibson, 1985, p. 181)</p>	<p>Teachers’ sense of self efficacy at ABC Elementary is positively related to school improvement. As principals, we should be taking steps to ensure that our teachers at ABC Elementary feel capable to do their job. This need is especially important for our beginning teachers, who are transitioning to a full-time classroom role.</p>
<p>“The experience of working with both general education and special education teachers in a school improvement program highlighted for me not only the enormous communication gap between the two groups in this school, but also the enormous similarities in perceptions of and attitudes toward students.” (Showers, 1990, p. 39)</p>	<p>Special education and general education teachers at feel that they have exclusively different needs because their students are different. However, their attitudes regarding students are similar. Principals need to be encouraging collaboration between these two groups of teachers at ABC Elementary to maximize the ability of the groups to meet their students’ needs.</p>
<p>“A recurring concern for teacher education programs is teacher attrition within the first five years of teaching. According to Ingersoll (2001, 2008), one-third of new teachers leave within the first three years and one-half leave within the first five years....Research has shown that mentoring can be effective in reducing teacher attrition.” (Wepner, Krute, & Jacobs, 2009, p. 56)</p>	<p>To improve our schools and to promote vitality at ABC Elementary, we need to be able to keep teachers longer than 1-5 years. We need to be meeting the needs of these beginning teachers to help them want to stay in the teaching profession. Mentoring has been shown to be an effective method for retaining beginning teachers. This is a method that we should be utilizing and developing in our schools.</p>
<p>“Almost all of the studies we reviewed showed that beginning teachers who participated in some kind of induction had higher satisfaction, commitment, or retention.” (Ingersoll & Strong, 2011, p. 225)</p>	<p>To decrease teacher turnover and increase teacher retention at ABC Elementary, specifically for beginning teachers, mentors should be carefully assigned, and should take on the role of peer advisor, rather than evaluator. The beginning teachers need to feel that they can confidentially and safely approach their mentor with concerns, and not feel that they will be reprimanded or evaluated for their lack of knowledge regarding ‘what to do’ in a given situation.</p>
<p>“School improvement depends on the efforts of staff who must have access to collegial assistance and be able to collaborate on an ongoing basis. In such an environment</p>	<p>ABC Elementary teachers need to be given time to collaborate together in a reciprocal fashion to best meet their own learning needs, as well as the needs of other teachers in the</p>

<p>teacher will continue to learn more about how learning occurs when working with students, reflecting on their teaching, and observing their most successful colleagues.” (Bowers & Eberhart, 2009, p. 229)</p>	<p>school. As principals, we should be providing our beginning teachers with time to observe their more experienced colleagues.</p>
<p>“Coached Teachers: Exhibit greater long-term retention of knowledge about and skill with strategies in which they have been coached and, as a group, increase the appropriateness of use of new teaching models over time.” (Showers, 1990, p. 39)</p>	<p>In order to best utilize the strategies that we are asking our teachers to learn, as principals we need to require follow-up coaching sessions so that the teachers will retain the knowledge, and more appropriately use the newly acquired skill.</p>
<p>“Likewise, for teachers’ classroom practices, most of the studies reviewed showed that beginning teachers who participated in some kind of induction performed better at various aspects of teaching....” (Ingersoll & Strong, 2011, p. 225)</p>	<p>Beginning teachers at ABC Elementary would benefit greatly from the use of programs to help them ease through the transition from college to classroom. As principals, we should make sure that beginning teacher support programs are in place to increase teacher satisfaction, retention, performance, and therefore, overall school improvement.</p>
<p>“The study provides evidence that beginning teachers who experience constructivist mentoring show higher levels of efficacy, teaching enthusiasm, and job satisfaction and lower levels of emotional exhaustion after one year of training compared to teachers without constructivist mentoring.” (Richter et al., 2013, p. 174)</p>	<p>Beginning teachers at ABC Elementary need to have constructive, effective mentors in order to increase levels of efficacy, teaching enthusiasm, job satisfaction, and maintain low levels of emotional exhaustion. As principals, we need to be monitoring the effectiveness of our mentors within the school and making sure that these beginning teacher needs are being met to increase the likelihood of their staying in the teaching profession.</p>
<p>“...for student achievement, almost all of the studies reviewed showed that students of beginning teachers who participated in some kind of induction had higher scores, or gains, on academic achievement tests.” (Ingersoll & Strong, 2011, p. 225)</p>	<p>In almost all school improvement plans, there is a strand addressing the need for improved student achievement. Research shows that beginning teachers participating in some kind of support program had higher student achievement gains. Principals should be utilizing these types of programs to increase student performance within their schools.</p>
<p>“The teaching occupation suffers from chronic and relatively high annual turnover compared with many other occupations. The turnover problem, although high for the entire teaching occupation, affects beginning teachers more than others.” (Ingersoll & Smith, 2003, p.31)</p>	<p>We as principals need to be concerned with the high turnover rates of teachers, especially beginning teachers, and actively working on solutions to help these teachers stay in the profession (mentors, BT support programs, peer coaching).</p>

<p>“Increasing support from school administrators for new teachers, for example, might range from providing enough classroom supplies to providing mentors. Mentors are especially crucial. Life for beginning teachers has traditionally been described as a sink-or-swim proposition.” (Ingersoll & Smith, 2003, p.33)</p>	<p>Mentors and other school support are critical for the success of our beginning teachers, and therein, the success of our schools. As principals, we need to know that to improve our schools, we need to provide support for the staff that are working hard every day with the students.</p>
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Summary of Researcher Language Relating to Beginning Teacher Site-Level Support and School Improvement

On reading the research about beginning teacher retention and its relation to school improvement, I have come to several conclusions. First, beginning teachers are leaving the profession at rapid rates. The numbers are staggering. One third of teachers are leaving the profession in the first 3 years, and one half of the beginning teachers are leaving in five years. With school improvement in mind, this trend has to stop. As principals, we need to be finding and utilizing effective solutions for keeping teachers in the classroom. Second, mentoring and peer coaching have positive effects on teacher efficacy and retention. Mentoring is a piece of the solution. This is not the ultimate “fix” for the problem of teacher attrition, but research is showing that a strong mentor relationship can help keep beginning teachers motivated and confident that they are doing well starting their new career. Thirdly, beginning teacher induction or support programs that are being utilized are not only helping keep teachers in the classroom, but are also helping these teachers to have higher levels of student performance in the classroom. Almost all school improvement plans call for the school to increase rates of proficiency and growth in student performance. Clearly, there is a need to provide support, training, and coaching to these beginning teachers. Meeting their needs in the first few years is critical for changing turnover rates, teacher efficacy, and school performance.

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Section 4: Action Plan

Goal 1: Implement a Beginning Teacher’s Support Program

Actions	Person Responsible	Methods	Timeline	Evidence
Data Collection	<ul style="list-style-type: none"> • Data Manager • Custodian • Secretary • PE teacher, Mr. Thomas 	<ul style="list-style-type: none"> • Collect school data using resources and stakeholder input 	<ul style="list-style-type: none"> • August 6, 2020-September 5, 2020 	<ul style="list-style-type: none"> • SLP Data Collection
Analysis of Data	<ul style="list-style-type: none"> • Judith Conway • Mrs. Smith • Ms. Turner 	<ul style="list-style-type: none"> • Analyze school data to determine school needs 	<ul style="list-style-type: none"> • September 5-12, 2020 	<ul style="list-style-type: none"> • SLP Analysis of Data
Provide Beginning Teachers with an Overview of the Program	<ul style="list-style-type: none"> • Judith Conway • Mrs. Smith 	<ul style="list-style-type: none"> • Email beginning teachers (BTs) to share the purpose and vision of the <i>Just Keep Swimming</i> sessions 	<ul style="list-style-type: none"> • September 15, 2020 	<ul style="list-style-type: none"> • Copy of Email
Conduct Survey for Needs Assessment Analyze Results of Survey	<ul style="list-style-type: none"> • Judith Conway 	<ul style="list-style-type: none"> • Send out Google Survey to BTs to find out what kinds of topics they would be interested in for professional development • Analyze and prioritize results 	<ul style="list-style-type: none"> • September 17, 2020 	<ul style="list-style-type: none"> • Google Survey Results Spreadsheet
Meet and Greet All beginning teachers in their classrooms	<ul style="list-style-type: none"> • Judith Conway 	<ul style="list-style-type: none"> • Visit each BT classroom to meet all of the teachers and introduce myself 	<ul style="list-style-type: none"> • September 18, 2020 	<ul style="list-style-type: none"> • Emails and Schedule of BT meetings • Notes from meetings

Presentation Creation (Meeting 1)	<ul style="list-style-type: none"> • Judith Conway • Dr. Everett 	<ul style="list-style-type: none"> • Create an interactive PowerPoint for BTs first session • Collaborate with professor 	<ul style="list-style-type: none"> • September 22, 2020 	<ul style="list-style-type: none"> • Finalized presentation for first training session
Obtain snacks and printouts to take to the first meeting Verify Location and time	<ul style="list-style-type: none"> • Judith Conway • ABC Elementary Beginning Teachers • Ms. Jones • Mr. Smith • Mrs. Waters 	<ul style="list-style-type: none"> • Email Mrs. Smith to verify time of initial meeting, and determine location of initial meeting 	<ul style="list-style-type: none"> • September 30, 2020 	<ul style="list-style-type: none"> • Emails and receipts for snacks
October Beginning Teacher Training-Time Management	<ul style="list-style-type: none"> • Judith Conway • ABC Elementary Beginning Teachers • Ms. Jones • Mr. Smith • Mrs. Waters 	<ul style="list-style-type: none"> • Use PowerPoint to introduce time management techniques to BTs • Allow time for collaboration and feedback regarding current time management strategies the BTs are using 	<ul style="list-style-type: none"> • October 2, 2020 	<ul style="list-style-type: none"> • Sign-in sheet • Filled-out observation schedule • Anonymous feedback forms
October Follow-up Observation Visits	<ul style="list-style-type: none"> • Judith Conway • ABC Elementary Beginning Teachers • Ms. Jones • Mr. Smith • Mrs. Waters 	<ul style="list-style-type: none"> • Observe each BT in their classroom, looking specifically at time management, or other specified need • Provide written and verbal feedback for the BT 	<ul style="list-style-type: none"> • October 9, 2020 • October 16, 2020 • October 21, 2020 • October 26, 2020 	<ul style="list-style-type: none"> • Copies of Reflection Forms and scripting records

November Beginning Teacher Training-Small Group Instruction	<ul style="list-style-type: none"> • Judith Conway • ABC Elementary Beginning Teachers • Ms. Jones • Mr. Smith • Mrs. Waters 	<ul style="list-style-type: none"> • Use PowerPoint to introduce best practice small group instruction techniques to BTs • Allow time for collaboration and feedback regarding small group instruction strategies the BTs are using 	<ul style="list-style-type: none"> • November 13, 2020 	<ul style="list-style-type: none"> • Sign-in sheet • Filled-out observation schedule • Anonymous feedback forms
November Follow-up Observation Visits	<ul style="list-style-type: none"> • Judith Conway • ABC Elementary Beginning Teachers • Ms. Jones • Mr. Smith • Mrs. Waters 	<ul style="list-style-type: none"> • Observe each BT in their classroom, looking specifically at small group instruction, or other specified need • Provide written and verbal feedback for the BT 	<ul style="list-style-type: none"> • November 15, 2020 • November 18, 2020 • November 25, 2020 	<ul style="list-style-type: none"> • Copies of Reflection Forms and scripting records
December Beginning Teacher Training-Guided Reading	<ul style="list-style-type: none"> • Judith Conway • ABC Elementary Beginning Teachers • Ms. Jones • Mr. Smith • Mrs. Waters 	<ul style="list-style-type: none"> • Use PowerPoint to introduce best practice guided reading techniques to BTs • Allow time for collaboration and feedback regarding current guided reading strategies the BTs are using 	<ul style="list-style-type: none"> • December 4, 2020 	<ul style="list-style-type: none"> • Sign-in sheet • Filled-out observation schedule • Anonymous feedback forms

<p>December Follow-up Observation Visits</p>	<ul style="list-style-type: none"> • Judith Conway • ABC Elementary Beginning Teachers • Ms. Jones • Mr. Smith • Mrs. Waters 	<ul style="list-style-type: none"> • Observe each BT in their classroom, looking specifically at guided reading, or other specified need • Provide written and verbal feedback for the BT 	<ul style="list-style-type: none"> • December 12, 2020 • December 17, 2020 • December 18, 2020 	<ul style="list-style-type: none"> • Copies of Reflection Forms and scripting records
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Section 5: Service Leadership Project Evaluation and Impact Summary

ABC Elementary School

Quantitative Data Outcomes

- Three teachers have contacted me for additional coaching regarding classroom instructional or management practices.
- One teacher requested an additional conference during her planning time to discuss instructional strategies for guided reading.
- Eighteen teachers have begun implementing best practice time management strategies based on information I presented to them at my October training.
- Five teachers have sent emails showing appreciation for constructive feedback, and all 18 teachers expressed gratitude for the feedback in person immediately following their observations.
- Two teachers are making changes in their classrooms based on ideas that I gathered during observations that I made at other schools and communications that I made with teachers at other schools.
- 37 students have been impacted by these best practices that have been implemented by the beginning teachers.
- The principal and 2 assistant principals expressed appreciation for the work that is being done with the beginning teachers, and excitement at the receptiveness of the beginning teachers to the training and coaching that I am providing.
- One EC teacher is making changes to her classroom management plan and implementing more positive reinforcement through the use of encouraging language based on notes from an observation that I made.
- That same EC teacher has made changes to her reading centers, and now has begun using a listening center for her non-reading students based on my suggestions.

Qualitative Data Outcomes and Impact on Overall School Improvement

The principal of ABC Elementary and I reviewed the school data, and came to the consensus that my service leadership project would be beneficial to the school if I spent my time initiating a beginning teacher support program, with monthly trainings and one to one coaching sessions happening throughout the month following each training.

When I initially began this project, I was met with many various responses from teachers in regard to the idea of being required to attend additional meetings each month, and have additional observations. Some teachers were excited at the learning opportunity, while others were more hesitant. When meeting with one teacher face to face, she even said, “If you aren't going to provide for an EC component, then this is a waste of my time and yours. But, I am a rule follower, so I will be there even if it has nothing to do with me.” I am happy to say that this

teacher has had a complete change of attitude regarding the professional development. She sent me an email recently saying, “The book on tape idea worked wonders, I found one in our library and was able to check out books from the primary side. They love it I wish I had of known about that earlier in the year.... I was appalled at how negative I sound!! I felt so bad. I really tried to bring that around today and gave out more dollars this seemed to keep them on track and kept me from talking so much about behavior. Better. Thank you for your feedback and ideas.” Many of the other teachers have expressed gratitude at receiving guidance and additional support as well. One third grade teacher emailed me to say, “I understood everything you were saying, and it was great to be given praise and also be given things to work on so thank you for that.” It is because of statements like these that I feel my project has had a positive influence on the teachers at Wintergreen. Not only have I received positive feedback from the teachers, but the nonverbal interactions that I have with them in the hallways have changed. Initially, the looks that I received from the teachers were looks of apprehension, but now they are excited to see me, and wave and say hello when we see each other. The principal of ABC Elementary has also expressed excitement and gratitude since the beginning of the project. She has articulated that the beginning teachers have conveyed positive information to her regarding the trainings, and that they are benefitting greatly from the program.

In addition to the morale boost that the teachers have expressed through emails and conversations, I have also documented that 100% of the teachers who attended the first professional development session that I led were using strategies that I taught them during the session. I was so pleased to see them implementing effective time management strategies in their classroom that they had not used before the sessions. When I collected anonymous feedback from the teachers after the first professional development session that I hosted, I asked teachers if they planned on using any of the resources that I shared. I received many responses such as, “yes-the timer. I liked the clips from the teacher channel not only for myself but for students” and, “timer-and quick songs to fill 5 minutes”. When asked what was the most beneficial thing that they learned from the first session, I received responses such as “fillers when we have extra time in the classroom”, “LOVED the skip counting song”, and “ideas from other teachers.” Since the beginning of the fall semester, I have seen evidence and have collected data to prove effectiveness of the professional development sessions that I held at ABC Elementary. The immediate impact of the project addresses the issue of teacher input regarding differentiated professional development. For these 18 beginning teachers, professional development is differentiated, and based on surveys of needs. The individualized coaching also addresses this school improvement need. The less measurable impact involves the learning of the students. While I will not have comparison data for students and scores to determine the effect that this professional development has on their learning, I would hope that they would be positively impacted by the improvement in best teaching practices that are being used in classrooms by these beginning teachers.

Impact on My Leadership Skills and Development:

Through the implementation of this Service Leadership Project, I was forced to face some of my fears head on. I was uncertain of how successful I would be in conferencing with teachers and providing them with advice. Before beginning the SLP, I had a very hard time with having “crucial” conversations with teachers. I would become very anxious and nervous to confront an issue that I saw during instruction. During the SLP so far, I have met with 18 beginning teachers at least two times each, with each conference being just a little different than the last. I have had the opportunity to work on my tone, nonverbal language, listening skills, and time management in regard to conferencing with teachers. This experience was extremely valuable to me. My anxiety in regard to constructive confrontation is much lower, and I feel a heightened degree of confidence concerning my own ability to be an instructional coach and leader. I am so thankful for this opportunity.

I have also learned about the importance of providing beginning teachers with instructional leadership and coaching. I did not realize how much the beginning teachers would value my input and suggestions. Some of these teachers were crying out for help and advice, and I am so happy that I have been able to provide it. I have seen growth in my ability to lead as an instructional coach, regardless of grade level or subject area.

Since beginning my SLP, I also now have a greater understanding of the importance of timely feedback, whether the feedback is in regard to observations or simply emails. In my communication with school stakeholders, it was very frustrating to wait for an extended time to receive a response. As a future principal, I intend to let people know where I stand and communicate clearly and regularly. My leadership skills have improved significantly over the course of this first semester, and I am excited to see myself continue to grow as I move forward with my Service Leadership Project!

(Note: Please add your Northouse Leadership Development Journal after Section 5.)