



## Department of Educational Leadership

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# **Guidelines for Electronic Evidences Leading to NC Superintendent Licensure 2022-2024**

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## Introduction

The State Board of Education approved (2014) blueprints for licensure embedded in both the EdS and EDD programs at ECU that were remodeled to meet the standards for superintendents adopted by the Board in September 2007. In determining electronic evidences utilized for continuing program approval, the licensure webfolio requires key evidences to demonstrate attainment of the North Carolina Standards for Superintendents. The evidences are performance-related.

### North Carolina Standards for Superintendents

- Standard 1 Strategic Leadership:** Evidence that demonstrates the ability to create conditions that result in strategically re-imagining the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century.
- Standard 2 Instructional Leadership:** Evidence that demonstrates the ability to set high standards for professional practice of 21<sup>st</sup> Century instruction and assessment that result in an accountable environment.
- Standard 3 Cultural Leadership:** Evidence that demonstrates the ability to understand and act on the important role a system's culture has in the exemplary performance of all schools.
- Standard 4 Human Resource Leadership:** Evidence that demonstrates the ability to ensure the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff.
- Standard 5 Managerial Leadership:** Evidence that demonstrates the ability to ensure the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and prioritize student learning and safety.
- Standard 6 External Development Leadership:** Evidence that demonstrates the ability to design structures and processes that result in broad community engagement with, support for, and ownership of the district vision.
- Standard 7 Micro-political Leadership:** Evidence that demonstrates the ability to promote the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context.

## Licensure and Project-Based Learning

The candidate's leadership performance will be evaluated based on project-based learning in the form of District Service Leadership Projects (DSLPS). These DSLPS will be used to determine the impact of the candidate's leadership performance on educational district improvement. The faculty and public school partners have designed the DSLPS so that the integration within and among the courses, projects, and fieldwork allows licensure candidates to work across the required descriptors throughout the program of study of both the EdS and EDD programs. Faculty, rather than teaching courses in isolation, will plan collaboratively so that projects in one course (in which certain standards are covered) will be carried over to other courses to add their dimensions of those standards within the projects. This integrated leadership development approach allows for students to benefit from a team of professionals working with them from the beginning to the end of their program to ensure students are prepared to assume additional leadership roles and responsibilities of a school system. Four of the six required DSLPS will be completed within courses and the remaining two DSLPS will be completed in the internship. In the internship, the district level mentor and university supervisor work more collaboratively and in greater depth to ensure the candidate is mentored. The Department of Educational Leadership will work with the candidate and the candidate's school district mentor to design the internship experience.

The licensure candidate must first obtain approval from their district level mentor and superintendent by completing the *Letter of Agreement* (see Appendix A).

## Electronic Evidences

Licensure candidates will complete an electronic webfolio of DSLP evidences to demonstrate they meet the following standard areas:

**Evidence Standard 1. Strategic Leadership:** Evidence that demonstrates the ability to create conditions that result in strategically re-imagining the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century (standard elements 1a1, 1a2, 1a3, 1a4, 1b1, 1b2, 1b3, 1c1, 1c2, 1c3).

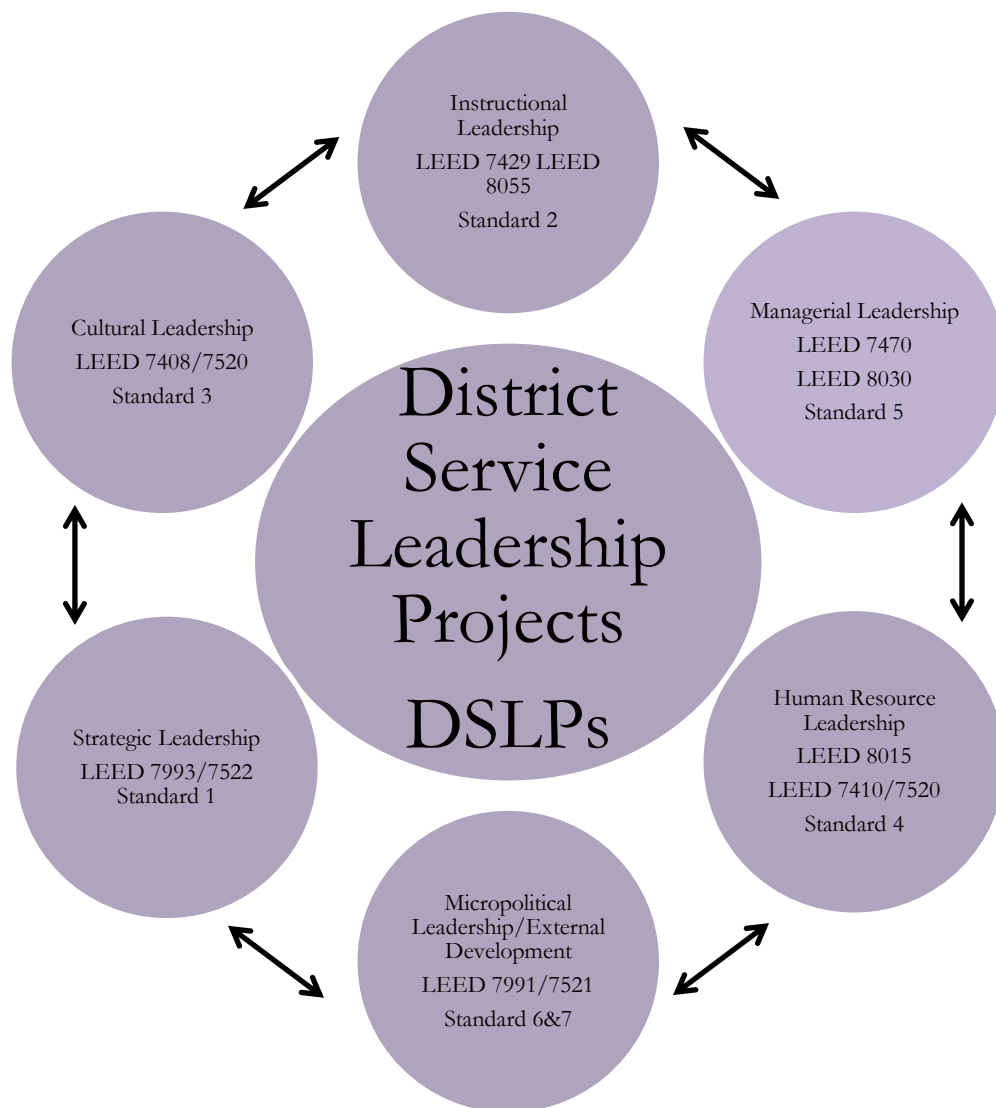
**Evidence Standard 2. Instructional Leadership:** Evidence that demonstrates the ability to systemically impact the learning and development of all students (standard elements 2a1; 2a2; 2a3; 2a4; 2a5; 2a6).

**Evidence Standard 3. Cultural Leadership:** Evidence that demonstrates the ability to positively create, sustain, improve, monitor, and communicate a positive district culture that is conducive to learning (Standard elements 3a1. 3a2. 3a3. 3a4. 3b1. 3b2. 3b3. 3c1. 3c2).

**Evidence Standard 4. Human Resource Leadership:** Evidence that demonstrates the ability to positively create, sustain, improve, monitor, and communicate policies / procedures that foster the professional development faculty and staff (standard elements 4a1. 4a2. 4a3. 4b1. 4b2. 4b3. 4b4. 4b5. 4c14c2. 4c3).

**Evidence Standard 5. Managerial Leadership:** Evidence that demonstrates the ability to ensure the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and prioritize student learning and safety (standard elements 5a1.5a2. 5b1. 5b2. 5b3. 5c1. 5c2. 5c3. 5d1. 5d2.5d3. 5d4).

**Evidence Standards 6&7. Micro-Political Leadership and External Development Leadership:** Evidence that demonstrates the ability to promote the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context as well as evidence that demonstrates the ability to design structures and processes that result in broad community engagement with, support for, and ownership of the district vision (standard elements 7a1. 7a2. 7a3. 6a1. 6a2. 6b1. 6b2).



*Figure 1. District Service Leadership Project (DSLPS) Conceptual Framework.*

## Taskstream

Licensure evidences are uploaded to a webfolio on Taskstream – a subsidiary of Watermark [www.watermarkinsights.com](http://www.watermarkinsights.com). Visit the Watermark website and click on login/signup and then select TaskStream. Check the How-To-Guides on this webpage for help with creating/renewing accounts and uploading your licensure projects or visit the ECU College of Education helpful documents at <https://education.ecu.edu/taskstream/>.

The College of Education pays for your subscription and each academic year you will receive a code to renew your account. For Summer Session 2 2022, please **utilize the code: ECUJS7-AK9SMR**

You are expected to enroll yourself as an Author in the Superintendent Licensure Folio 2024 on TaskStream so that you can submit work for evaluation. **Utilize the self-enrollment code: Superintendent2024.** To self-enroll follow the following steps on TaskStream:

1. Click the **Self-enrollment code** button at the bottom of the home page. *If you are already enrolled in a number of programs, you may need to scroll to see this.*
2. Enter the program code you were provided. Be sure not to enter any additional spaces. **The code is: Superintendent2024.**
3. Click the **Search** button. If you have entered a valid program code for your learning community, you should see information about the program.
4. If this is the appropriate program, click the **Enroll** button. You will then be notified that you were successfully enrolled into the program.

Once you are enrolled you are ready to start working on the superintendent license webfolio. You should see the program listed under *Work on a DRF Program* on your Taskstream home page. To start working, click on the Superintendent Licensure Folio 2024 webfolio. Click **Start working on your new program.**

### Adding and uploading work to TaskStream

After selecting your program from your home page, you will see a structure tree in the left frame of your work screen. This tree displays all of the requirements that are associated with the licensure folio.

To add work to your licensure folio:

1. Click the name of the appropriate requirement in the left-hand structure tree. The workspace for that requirement opens in the main, right-hand frame
2. Click any of the buttons in the Add toolbar at the bottom of the page. You can enter text, add an image, add standards, and attach files, web links, and/or

Taskstream work. *Please note that some of these buttons may not be available, depending on how your internship was set by ECU.*

### **To upload a file (as an attachment) into Taskstream:**

1. Click the Attachments button in the Add toolbar. You are navigated to an *Add/Edit Attachments* screen.
2. Click the Browse or Choose File button (depending on your browser) on the left side of the screen. Find your work on your computer.
3. (*Optional*) Name File (or leave blank, and your DRF will reference the original file name) and/or add a Description. *Names and Descriptions can help you and your instructor(s) recall the purpose of these attachments.*
5. Click the Add File button. You can add as many attachments as you need, however there is a maximum file size of 50 MB for each attachment.
- f. When you are done with all attachments, click on the Save and Return button to go back to the work area for this internship folio.

### **Submitting your work for evaluation**

When you determine that you are ready to submit your work for evaluation, click the Submit Work button for that assignment.

- a. You will need to select your Evaluator before clicking the Send for Evaluation button; your evaluator is your internship supervisor
- b. *Either* enter a comment to send to your Evaluator and click the Send Comments button, *OR* click the Skip Sending Comments button to submit your work without any comments

Once your work has been submitted for evaluation, it will automatically be locked and a lock icon will appear next to it. This will prevent you from adding additional work, or editing existing work.

### **Revising work after submission**

Work is locked when it is submitted for evaluation. The work is unlocked when either the submission is canceled or when an Evaluator sends the work back for revision.

If the evaluation process has not yet begun, you can [cancel your own work submission](#) and revise your work.

If the evaluation process has already begun, you will need to contact your Evaluator or instructor, to ask him or her to send your work back for revision.

Once your work is unlocked, you will be able to edit the content of your work using the Add toolbar or the Edit/Manage buttons for each content section. After making the appropriate changes, you can resubmit your work for evaluation.

## Checking your evaluations

Access the Scores/Results tab of your DRF Program to see if your work has been evaluated. The evaluation page contains a chart displaying five columns:

- Description displays the structure of your internship webfolio.
- Status displays the progress of work submissions.
- Actions may contain an Edit Work or Submit Work button, if there is work in that requirement/category to be edited or submitted.
  - Once you click the Submit Work button, it will record the date the work has been submitted and the name of the evaluator.
- Results displays the evaluation score.
  - Click the View Report button in this column for a detailed evaluation.
- History allows you to view the history of submissions and comments on each assignment.

You will not see a score *until an Evaluator has selected to return that score to you.*

## Licensure Expectation: DSLP Report Template

Each DLSP report will contain the following sections:

- Section 1. DSLP Coversheet
- Section 2. Proficiency Descriptors
- Section 3. Data Collection and Preliminary Findings
- Section 4. Analysis of Data and Identification of Area for Improvement
- Section 5. Action Plan and Implementation Evaluation

Each section will be described in more detail next.



## DSLP Standard 1: Strategic Leadership

### **DSLP Standard 1: Strategic Leadership: A Framework for Continuous Improvement**

Descriptors of the elements addressed in the evidence: **1a1; 1a2; 1a3; 1a4; 1b1; 1b2; 1b3; 1c1; 1c2; 1c3**

As an educational leader, you must be able to work with others to create conditions that result in strategically re-imagining the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century. Additionally, you must create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district's core values, and beliefs about the preferred future and then developing a pathway to reach it. These assignments will take you through steps designed to enable you to gather information, identify needs, determine the current status of district improvement efforts related to strategic leadership, and make recommendations for strengthening those efforts. Portions of these assignments will be completed in courses, early field experiences, and during the internship experience. For Evidence, ***Strategic Leadership: A Framework for Continuous Improvement***, candidates will complete a strategic leadership project. The project will require candidates to gather and analyze data, identify area(s) of need, develop and implement a written plan of action and relevant artifacts, and evaluate and reflect on the plan's impact on district improvement. Candidates will work with principals, other administrators, district/school improvement teams, teachers, staff, parents, students, and other members of the school community/stakeholders to do the following:

- creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st Century
- convenes a core group of district leaders to engage in a strategic and comprehensive district planning process focused on student learning and targeting short-term goals and objectives
- communicates the strategic and comprehensive district planning process to principals and other stakeholders
- articulates the core concepts and beliefs that define the district's value frameworks
- systematically review and when appropriate challenge guiding assumptions, strategies and processes and implement change focused on improving student learning of 21st Century knowledge and skills
- Uses the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning
- develop effective working relationships with members of the local school board, both as individuals and as a group

- implements structures to distribute leadership and decision-making among faculty/staff members throughout the district
- develops capacity of educators to effectively assume leadership roles
- engages in consistent, sustained and open dialogue with principals, faculty, and staff members about how policies and practices relate to the district mission and vision

## Section 1. DSLP Coversheet

Each DSLP will contain coversheets to help you summarize your projects and your evidence for meeting the superintendent license proficiency descriptors. The template of the coversheet (below) is described next.

Note: Even though the DSLP Coversheet is the first section a reader will see in your completed DSLP, it will be the last section of the DSLP that you complete. You will review and complete a *preliminary* descriptors page before you begin your DSLP. This will help guide your DSLP throughout the semester.

### **DSLP Evidence 1: The Context: A Model for District Success**

**Project Name:** *Please provide a **Project Name** that describes your project and its relation to the superintendent license topic associated with this project*

#### **Overview**

School District:

Student's name:

District Mentor's name:

University Professor/ Supervisor:

Semester, year, course number:

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

*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 DSLP report).*

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

*The **Impact Summary** section allows you to summarize the impact the project had on the district 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!*

Briefly describe your interactions with various cultural groups (1-2 paragraphs):  
*The **Diversity Summary** allows you to summarize your interactions with various cultural groups. Remember to include your communications with groups of different races, ages, religions, languages, sexual orientation, countries, stakeholders, content areas, grade levels, or expertise.*

**DSLP Standard 1: Strategic Leadership: A Framework for Continuous Improvement**

Descriptors of the elements addressed in the evidence: **1a1; 1a2; 1a3; 1a4; 1b1; 1b2; 1b3; 1c1; 1c2; 1c3**

Candidate Directions

**Section 2. Proficiency Descriptors**

| Strategic Leadership: A Framework for Continuous Improvement   |   |                   |   |
|--|---|-------------------|---|
| Standard 1   |   |                   |   |
| <i>Evidence that demonstrates the ability to create conditions that result in strategically re-imagining the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.</i> |   |                   |   |
| <i>Evidence</i>  | <i>Proficient</i>   | <i>What I Did</i> | <i>What I learned (impact on leadership skills)</i> |
| <b>1a. District Strategic Plan:</b><br><b>The district's identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes, and the ways they are embodied in the life of the community.</b>  | The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21<sup>st</sup> Century (1a1).</li> <li><input type="checkbox"/> Convene a core group of district leaders to engage in a strategic and comprehensive district planning process focused on student learning and targeting short-term goals and objectives (1a2).</li> <li><input type="checkbox"/> Effectively communicate the strategic and comprehensive district planning process to principals and other stakeholders (1a3).</li> </ul> |                   |   |

|  |  |  |  |
|--|--|--|--|
|  | <input type="checkbox"/> Effectively articulate the core concepts and beliefs that define the district's value frameworks (1a4). |  |  |
|--|--|--|--|

*Evidence that demonstrates the ability to create conditions that result in strategically re-imagining the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.*

| <i>Evidence</i>  | <i>Proficient</i>   | <i>What I Did</i> | <i>What I learned (impact on leadership skills)</i> |
|--|---|-------------------|---|
| <b>1b. Leading Change: The superintendent articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.</b> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically review and when appropriate challenge guiding assumptions, strategies and processes and implement change focused on improving student learning of 21<sup>st</sup> Century knowledge and skills (1b1).</li> <li><input type="checkbox"/> Use the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning (1b2).</li> <li><input type="checkbox"/> Develop effective working relationships with members of the local school board, both as individuals and as a group (1b3).</li> </ul> |                   |   |
| <b>1c. Distributive Leadership: The superintendent creates and utilizes structures that distribute leadership and decision-making throughout the district.</b>                       | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement structures to distribute leadership and decision-making among faculty/staff members throughout the district (1c1).</li> <li><input type="checkbox"/> Develop capacity of educators to effectively assume leadership roles (1c2).</li> </ul>   |                   |   |

|  |  |  |  |
|--|--|--|--|
|  | <input type="checkbox"/> Engage in consistent, sustained and open dialogue with principals, faculty, and staff members about how policies and practices relate to the district mission and vision (1c3). |  |  |
|--|--|--|--|

### **Section 3—Data Collection (Qualitative and Quantitative Data) and Preliminary Findings**

Candidates will gather and analyze as much available quantitative data related to the district's vision/mission (i.e. school improvement plans, district initiatives, district improvement plans, School Report Cards, Teacher Working Conditions Survey results, EOG/EOC reports, MTSS data, student data by subgroups, student data by subject areas, etc.). Candidates also will use the following questions to generate qualitative data through discussions with the district leaders, school level administrators, community members/leaders, other school personnel, as well as any identified stakeholder:

- What is the purpose of the district's vision/mission?
- What are the district values/beliefs?
- Who participates in the process?
- How is the process established?
- How is the district's vision/mission communicated?
- How is the district's vision/mission reviewed, by whom, and frequency?
- How is the district's vision/mission evaluated for success?
- How has the district's vision/mission impacted student learning?

Candidates will compile qualitative and quantitative data into a Preliminary Findings Summary (Strategic Findings) regarding strategic leadership to ensure student academic achievement

### **Section 4—Analysis of Data and Identification of Area for Improvement**

Candidates will produce an Analysis of Data (Strategic Assessment) to determine an area that needs improvement regarding the district's mission/values. Candidates will identify one Area of Improvement (Strategic Development Need).

Candidates will discuss his/her identified area for improvement with the superintendent to obtain feedback and receive permission to develop a plan to address the identified area (The superintendent's permission will imply he/she will work with the candidate to implement the plan). Candidates will summarize their discussions with their superintendents. If the project is different than the area of need identified prior to meeting with the superintendent or designee then the candidate will add additional data analysis to support the project determined in collaboration with the district leader.

## Section 5--Action Plan and Implementation Evaluation

Candidates will produce an Action Plan (Strategic Direction Impact Plan) to address the need identified in section two. In doing, the candidate will do the following:

- Identify appropriate action steps to remedy a problem.
- Clearly communicate and enforce expectations, structures, rules and procedures.
- Communicate a clear and convincing rationale for the action.
- Provide appropriate support.
- Provide feedback and encouragement.
- Monitor progress.
- Adjust the plan to obtain the desired outcome

Candidates will involve the appropriate school personnel / stakeholders by presenting the Strategic Direction Impact Plan, allow them to provide feedback, and then summarize your stakeholder feedback with your university professors.

## Section 6—Project Evaluation and Impact Summary

Candidates will work with the superintendent (or his/her designee) to evaluate the degree to which the project impacted student learning and development. This evaluation and impact summary (Strategic Leadership Evaluation Summary) includes the following:

- Summary of data outcomes that resulted from the project
- Describe how your efforts and leadership behaviors impacted student performance
- Reflect on how this project has impacted your leadership skills and abilities

### DSLP Standard 1: Strategic Leadership Scoring Rubric

| 1a. District Strategic Plan: The district's identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes, and the ways they are embodied in the life of the community. |   |  |   |
|--|---|--|---|
| 1 -Emerging  | 2- Developing   | 3-Proficient   | 4-Accomplished  |
| The candidate's artifact demonstrates awareness of the need to:<br><br>Understand the attributes, characteristics, and importance of district vision, mission, and   | The candidate's artifact demonstrates they worked in isolation to:<br><br><input type="checkbox"/> Develop and communicate a personal vision of a 21 <sup>st</sup> Century school district.<br><br><input type="checkbox"/> Understand the lines of | The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:<br><br><input type="checkbox"/> Create a working relationship with the local board of education that results in a shared vision for the | The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:<br><br><input type="checkbox"/> Facilitate the development and implementation of a district strategic plan, aligned to the district's mission, local priorities and to the mission and |

|   |   |   |  |
|---|---|---|--|
| <p>strategic goals; and can apply this understanding to the analysis and critique of existing district plans.</p> | <p>communication necessary to inform relevant stakeholders of the strategic planning process and to help them understand their roles in its development and implementation.</p> | <p>district of the changing world in the 21<sup>st</sup> Century (1a1).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convene a core group of district leaders to engage in a strategic and comprehensive district planning process focused on student learning and targeting short-term goals and objectives (1a2).</li> <li><input type="checkbox"/> Effectively communicate the strategic and comprehensive district planning process to principals and other stakeholders (1a3).</li> <li><input type="checkbox"/> Effectively articulate the core concepts and beliefs that define the district's value frameworks (1a4).</li> </ul> | <p>goals of the North Carolina State Board of Education.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in consistent, sustained, and open communication about how school policies and practices relate to the district's mission and vision.</li> <li><input type="checkbox"/> Create processes and procedures for developing, implementing, and maintaining the district's strategic plan that:</li> <li><input type="checkbox"/> Ensure the periodic review and update of the district's vision, mission, and strategic goals.</li> <li><input type="checkbox"/> Drive decisions and reflect the culture of the district.</li> <li><input type="checkbox"/> Establish clear priorities among the district's instructional goals and objectives.</li> <li><input type="checkbox"/> Ensure that organizational processes and routines are consistent with stated beliefs, values, and vision.</li> </ul> |
|---|---|---|--|

| 1b. Leading Change: The superintendent articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.   |   |   |   |
|---|---|---|---|
| 1 -Emerging   | 2- Developing   | 3-Proficient  | 4-Accomplished  |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly articulate the skills and experiences students will need to live and work in the 21<sup>st</sup> Century.</li> <li><input type="checkbox"/> Identify potential school and district changes for improving student learning.</li> <li><input type="checkbox"/> Understand the fundamentals and value of program evaluation.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use rigorous evaluation techniques to determine the efficacy of change efforts on student achievement.</li> </ul> <p>Effectively communicate to all stakeholders the results of evaluation of change efforts.</p> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically review and when appropriate challenge guiding assumptions, strategies and processes and implement change focused on improving student learning of 21<sup>st</sup> Century knowledge and skills (1b1).</li> <li><input type="checkbox"/> Use the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning (1b2).</li> <li><input type="checkbox"/> Develop effective working relationships with members of the local school board, both as individuals and as a group (1b3).</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase student learning of 21<sup>st</sup> Century knowledge and skills as a result of routine and systematic evaluation.</li> <li><input type="checkbox"/> Use evaluation results to identify and eliminate programs and initiatives that are ineffective or inefficient.</li> </ul> |



| 1c. Distributive Leadership: The superintendent creates and utilizes structures that distribute leadership and decision-making throughout the district.   |   |   |  |
|---|---|---|--|
| 1 -Emerging   | 2- Developing   | 3-Proficient  | 4-Accomplished   |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulate the rationale of distributed leadership.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use input from a variety of stakeholder groups, including parents, district faculty/staff members, school board members, and community members to inform decisions.</li> <li><input type="checkbox"/> Understand and have the ability communicate the culture of leadership in the district.</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement structures to distribute leadership and decision-making among faculty/staff members throughout the district (1c1).</li> <li><input type="checkbox"/> Develop capacity of educators to effectively assume leadership roles (1c2).</li> <li><input type="checkbox"/> Engage in consistent, sustained and open dialogue with principals, faculty, and staff members about how policies and practices relate to the district mission and vision (1c3).</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement structures to distribute leadership and decision-making in ways that include a wide range of stakeholders including parents and community members.</li> <li><input type="checkbox"/> Create policies, procedures, and processes that support distributed leadership</li> </ul> |

## DSLP Standard 2: Instructional Leadership

### **DSLP Standard 2: Instructional Leadership: Impact on Learning and Student Development**

Descriptors of the elements addressed in the evidence: **2a1; 2a2; 2a3; 2a4; 2a5; 2a6.**

#### Candidate Directions

As an educational leader, you must be able to work with others to set high standards for the professional practice of 21<sup>st</sup> Century instruction and assessment that result in an accountable environment. Also, you must create professional learning communities resulting in highly engaging instruction and improved student learning and set specific achievement targets for schools and students, then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets. These assignments will take you through steps designed to enable you to gather information, identify needs, determine the current status of district improvement efforts related to teaching and learning, and make recommendations for strengthening those efforts. Portions of these assignments will be completed in courses, early field experiences, and during the internship experience.

For Evidence, ***Instructional Leadership: Impact on Learning and Student Development***, candidates will complete an instructional leadership project. The project will require candidates to gather and analyze data, identify area(s) of need, develop and implement a written action plan and relevant artifacts, and evaluate and reflect on the plan's impact on district improvement. Candidates will work with principals, other administrators, district/school improvement teams, teachers, staff, parents, students, and other members of the school community/stakeholders to do the following:

- design scheduling processes that maximize learning time
- use the results of monitoring to make adaptations to curriculum, instruction, and assessments
- ensure that instructional time is valued and protected across the district
- develop appropriate rewards for and recognition of improved student achievement
- develop appropriate and specific achievement targets for schools and students
- use of appropriate and specific research-based instructional strategies for the purpose of improving school success and student achievement

### **Section 1. DSLP Coversheet**

Each DSLP will contain coversheets to help you summarize your projects and your evidence for meeting the superintendent license proficiency descriptors. The template of the coversheet (below) is described next.

**Note:** Even though the DSLP Coversheet is the first section a reader will see in your completed DSLP, it will be the last section of the DSLP that you complete. You will review and complete a preliminary descriptors page before you begin your DSLP. This will help guide your DSLP throughout the semester.

**DSLP Standard 2: Instructional Leadership:  
Impact on Learning and Student Development**

Project Name: *Please provide a Project Name that describes your project and its relation to the superintendent license topic associated with this project*

Overview

School District:

Student's name:

District Mentor's name:

University Professor/ Supervisor:

Semester, year, course number: *Fall 2018 LEED 7991*

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

*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 DSLP report).*

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

*The Impact Summary section allows you to summarize the impact the project had on the district 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!*

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

*The Diversity Summary allows you to summarize your interactions with various cultural groups. Remember to include your communications with groups of different races, ages, religions, languages, sexual orientation, countries, stakeholders, content areas, grade levels, or expertise.*

## Section 2. Proficiency Descriptors

| Instructional Leadership: Impact on Learning and Student Development: Completed in LEED 7429  |   |                   |   |
|---|---|-------------------|---|
| Standard 2  |   |                   |   |
| Evidence that demonstrates the ability to systemically impact the learning and development of all students  |   |                   |   |
| <i>Evidence</i>   | <i>Proficient</i>   | <i>What I Did</i> | <i>What I learned (impact on leadership skills)</i> |
| 2a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The superintendent 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. | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design scheduling processes that maximize learning time (2a1).</li> <li><input type="checkbox"/> Use the results of monitoring to make adaptations to curriculum, instruction, and assessment (2a2).</li> <li><input type="checkbox"/> Ensure that instructional time is valued and protected across the district (2a3).</li> <li><input type="checkbox"/> Develop appropriate rewards for and recognition of improved student achievement (2a4).</li> <li><input type="checkbox"/> Develop appropriate and specific achievement targets for schools and students (2a5).</li> <li><input type="checkbox"/> Ensure the use of appropriate and specific research-based instructional strategies for the purpose of improving school success and student achievement (2a6).</li> </ul> |                   |   |

### **Section 3—Data Collection (Qualitative and Quantitative Data) and Preliminary Findings**

Candidates gather and analyze as much available quantitative data related to student academic performance and instructional practices, (i.e. school improvement plans, district initiatives, School Report Cards, Teacher Working Conditions Survey results, EOG/EOC reports, MTSS data, student data by subgroups, student data by subject areas, etc.). Candidates will compile qualitative and quantitative data into a Preliminary Findings Summary (Instructional Framework Findings) regarding instructional practice and student performance.

### **Section 4—Analysis of Data and Identification of Areas for Improvement**

Candidates will produce an Analysis of Data (Instructional Assessment) to determine areas that need improvement concerning learning, teaching, curriculum, instruction, and assessment. Candidates will discuss their identified areas for improvement with the superintendent to obtain feedback and receive permission to develop a plan to address the identified area(s). The superintendent's permission will imply he/she will work with the candidate to implement the plan. Candidates will summarize their discussions with their superintendents. If the project is different than the area of need identified prior to meeting with the superintendent or designee then the candidate will add additional data analysis to support the project determined in collaboration with the district leader.

### **Section 5--Action Plan and Implementation Evaluation**

Candidates will produce an Action Plan (Teaching and Learning Impact Plan) to address the needs identified in section two. In doing so they will do the following:

- Identify appropriate action steps to remedy a problem.
- Clearly communicate and enforce expectations, structures, rules and procedures.
- Communicate a clear and convincing rationale for the action.
- Provide appropriate support.
- Provide feedback and encouragement.
- Monitor progress
- Adjust the plan to obtain the desired outcome

Candidates will involve the appropriate school personnel / stakeholders by presenting the Strategic Direction Impact Plan, allow them to provide feedback, and then summarize your stakeholder feedback with your university professors.

### **Section 6—Project Evaluation and Impact Summary**

Candidates will work with the superintendent and/or other district leaders (at the discretion of the superintendent) to evaluate the degree to which the project impacted student learning and instruction. This evaluation and impact summary (Instructional Performance Evaluation Summary) includes the following:

- Summary of data outcomes that resulted from the project
- Describe how your efforts and leadership behaviors impacted teaching practices and student performance
- Reflect on how this project has impacted your leadership skills and abilities

## DSL Standard 2: Instructional Leadership Scoring Rubric

| 2a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The superintendent 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   |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <p>Articulate the practice of superintendent leadership in the context of 21<sup>st</sup> Century knowledge and skills.</p> <p>Understand the importance of identifying appropriate and specific achievement targets for schools and students.</p> <p>Understand the importance of establishing appropriate and specific research-based instructional strategies for the purpose of improving a school success and student achievement.</p> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <p>Communicate strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work.</p> <p>Know 21<sup>st</sup> Century curricular, instructional, and assessment practices.</p> <p>Identify appropriate and specific achievement targets for schools and students.</p> <p>Identify appropriate and specific research-based instructional strategies for the purpose of improving a school success and student achievement.</p> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <p>Design scheduling processes that maximize learning time (2a1).</p> <p>Use the results of monitoring to make adaptations to curriculum, instruction, and assessment (2a2).</p> <p>Ensure that instructional time is valued and protected across the district (2a3).</p> <p>Develop appropriate rewards for and recognition of improved student achievement (2a4).</p> <p>Develop appropriate and specific achievement targets for schools and students (2a5).</p> <p>Ensure the use of appropriate and specific research-based instructional strategies for the purpose of improving school success and student achievement (2a6).</p> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <p>Challenge faculty/staff to reflect on and define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21<sup>st</sup> Century.</p> <p>Ensure that there is an appropriate and logical alignment between the district's curriculum, instruction and assessment, and the state accountability program.</p> <p>Implement 21<sup>st</sup> Century: Instructional tools and best practices, Assessment and feedback processes, Professional development programs on instructional leadership, and</p> <p>Uses of student assessment data to improve instruction.</p> <p>Evaluate the effectiveness of curriculum, instruction, and assessment in promoting student success.</p> <p>Use evaluation data to improve curriculum, instruction, and assessment strategies.</p> |

## DSLP Standard 3: Cultural Leadership

### **DSLP Standard 3: District Culture: A Climate Conducive to Learning**

Descriptors of the elements addressed in the evidence: **3a1. 3a2. 3a3. 3a4. 3b1. 3b2. 3b3. 3c1. 3c2.**

### Candidate Directions

As an educational leader, you must understand and act on the important role a system's culture has in the exemplary performance of all schools. You must understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. You must do this while supporting and valuing the history, traditions, and norms of the district and community. You must be able to "reculture" the district, if needed, to align with the district's goals of improving student and adult learning and to infuse the work of the adult and student with passion, meaning, and purpose. These assignments will take you through steps designed to enable you to gather information, identify needs, determine the current status of the district improvement efforts related to district culture, and make recommendations for strengthening those efforts. Portions of these assignments will be completed in courses, early field experiences, and during the internship experience.

For Evidence, ***District Culture: A Climate Conducive to Learning***, candidates will complete a district culture leadership project. The project will require candidates to gather and analyze data, identify area(s) of need, develop and implement a written action plan and relevant artifacts, and evaluate and reflect on the plan's impact on district improvement. Candidates will work with principals, other administrators, district/school improvement teams, teachers, staff, and other members of the school community/stakeholders to do the following:

- design elements of a collaborative and positive culture throughout the district
- build the capacity of principals and other district leaders to develop data-based strategies for creating and maintaining collaborative cultures
- Monitor improvement of the culture in selected individual schools and throughout the district
- ensure access, engagement, and success for culturally diverse students, faculty, and staff
- help principals establish criteria for evaluating programs and performance
- utilize reward and advancement as a way to promote the accomplishments of the district
- Effectively communicate with selected stakeholder groups the successes and shortcomings of the district
- implement strategies that build efficacy and empowerment among principals

- monitor the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups

## Section 1. DSLP Coversheet

Each DSLP will contain coversheets to help you summarize your projects and your evidence for meeting the superintendent license proficiency descriptors. The template of the coversheet (below) is described next.

**Note:** Even though the DSLP Coversheet is the first section a reader will see in your completed DSLP, it will be the last section of the DSLP that you complete. You will review and complete a preliminary descriptors page before you begin your DSLP. This will help guide your DSLP throughout the semester.

### DSLP Standard 3: District Culture: A Climate Conducive to Learning

Project Name: *Please provide a Project Name that describes your project and its relation to the superintendent license topic associated with this project*

#### Overview

School District:

Student's name:

District Mentor's name:

University Professor/ Supervisor:

Semester, year, course number: *Fall 2018 LEED 7991*

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

*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 DSLP report).*

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

*The Impact Summary section allows you to summarize the impact the project had on the district 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!*

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

*The Diversity Summary allows you to summarize your interactions with various cultural groups. Remember to include your communications with groups of different races, ages, religions, languages, sexual orientation, countries, stakeholders, content areas, grade levels, or expertise.*



## Section 2. Proficiency Descriptors

| District Culture: A Climate Conducive to Learning – Completed in LEED 7408  |  |                   |   |
|---|--|-------------------|---|
| Standard 3  |  |                   |   |
| <i>Evidence that demonstrates the ability to positively create, sustain, improve, monitor, and communicate a positive district culture that is conducive to learning.</i>   |  |                   |   |
| <i>Evidence</i>   | <i>Proficient</i>  | <i>What I Did</i> | <i>What I learned<br/>(impact on leadership skills)</i> |
| <b>3a. Focus on Collaborative Work Environment: The superintendent understands and acts on the understanding of the positive role that a collaborative work environment can play in the district's culture.</b>                             | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design elements of a collaborative and positive culture throughout the district (3a1).</li> <li><input type="checkbox"/> Build the capacity of principals and other district leaders to develop data-based strategies for creating and maintaining collaborative cultures (3a2).</li> <li><input type="checkbox"/> Monitor improvement of the culture in selected individual schools and throughout the district (3a3).</li> <li><input type="checkbox"/> Ensure access, engagement, and success for culturally diverse students, faculty, and staff (3a4).</li> </ul> |                   |   |
| <b>3b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the identity, culture and performance of the district.</b> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Help principals establish criteria for evaluating programs and performance (3b1).</li> <li><input type="checkbox"/> Utilize reward and advancement as a way to promote the accomplishments of the district (3b2).</li> <li><input type="checkbox"/> Effectively communicate with selected stakeholder groups the successes and</li> </ul>  |                   |   |

|   |   |                   |   |
|---|---|-------------------|---|
|   | shortcomings of the district (3b3).   |                   |   |
| <i>Evidence that demonstrates the ability to positively create, sustain, improve, monitor, and communicate a positive district culture that is conducive to learning.</i>                     |   |                   |   |
| <i>Evidence</i>   | <i>Proficient</i>   | <i>What I Did</i> | <i>What I learned (impact on leadership skills)</i> |
| <b>3c. Efficacy and Empowerment:</b><br><b>The superintendent develops a sense of efficacy and empowerment among staff which influences the district's identity, culture and performance.</b> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement strategies that build efficacy and empowerment among principals (3c1).</li> <li><input type="checkbox"/> Monitor the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups (3c2).</li> </ul> |                   |   |

### **Section 3—Data Collection (Qualitative and Quantitative Data) and Preliminary Findings**

Candidates gather and analyze as much available quantitative data related to student academic performance and instructional practices, (i.e. school improvement plans, district initiatives, School Report Cards, Teacher Working Conditions Survey results, EOG/EOC reports, MTSS data, student data by subgroups, student data by subject areas, etc.). Candidates will compile qualitative and quantitative data into a Preliminary Findings Summary (District Culture Framework Findings) regarding the culture of the district related performance of schools.

### **Section 4—Analysis of Data and Identification of Areas for Improvement**

Candidates will produce an Analysis of Data (Culture Assessment) to determine areas that need improvement concerning district culture. Candidates will discuss their identified area(s) for improvement with the superintendent to obtain feedback and receive permission to develop a plan to address the identified area(s). The superintendent's permission will imply he/she will work with the candidate to implement the plan. Candidates will summarize their discussions with their superintendents. If the project is different than the area of need identified prior to meeting with the superintendent or designee then the candidate will add additional data analysis to support the project determined in collaboration with the district leader.

### **Section 5--Action Plan and Implementation Evaluation**

Candidates will produce an Action Plan (District Culture Impact Plan) to address the needs identified in section two. In doing so they will do the following:

- Identify appropriate action steps to remedy a problem.
- Clearly communicate and enforce expectations, structures, rules and procedures.
- Communicate a clear and convincing rationale for the action.

- Provide appropriate support.
- Provide feedback and encouragement.
- Monitor progress.
- Adjust the plan to obtain the desired outcome

Candidates will involve the appropriate school personnel / stakeholders by presenting the Strategic Direction Impact Plan, allow them to provide feedback, and then summarize your stakeholder feedback with your university professors.

### **Section 6—Project Evaluation and Impact Summary**

Candidates will work with the superintendent and/or other district leaders (at the discretion of the superintendent) to evaluate the degree to which the project impacted district culture and the performance of schools/students. This evaluation and impact summary (District Culture Evaluation Summary) includes the following:

- Summary of data outcomes that resulted from the project
- Describe how your efforts and leadership behaviors impacted teaching practices and student performance
- Reflect on how this project has impacted your leadership skills and abilities

### DSLP Standard 3: Cultural Leadership Evaluation Rubric

| 3b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the identity, culture and performance of the district.   |   |   |   |
|--|---|---|---|
| 1 -Emerging  | 2- Developing   | 3-Proficient  | 4-Accomplished  |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the importance of acknowledging concerns and celebrating accomplishments.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify district shortcomings and accomplishments.</li> <li><input type="checkbox"/> Use established criteria for performance as the fundamental to inform decisions about evaluation, reward, and advancement.</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Help principals establish criteria for evaluating programs and performance (3b1).</li> <li><input type="checkbox"/> Utilize reward and advancement as a way to promote the accomplishments of the district (3b2).</li> <li><input type="checkbox"/> Effectively communicate with selected stakeholder groups the successes and shortcomings of the district (3b3).</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize individual and collective contributions toward attainment of strategic goals.</li> <li><input type="checkbox"/> Implement appropriate and meaningful processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures.</li> <li><input type="checkbox"/> Institutionalize the district's response to success and shortcomings.</li> </ul> |

| 3c.  |   |   |                |
|--|---|---|----------------|
| 1 -Emerging  | 2- Developing   | 3-Proficient  | 4-Accomplished |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the value of efficacy among district faculty/staff in promoting district goals.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have a sense of professional efficacy and belief in her/his ability to affect positive leadership in the district.</li> <li><input type="checkbox"/> Understand the importance of and contribute to the development of an environment of trust among faculty/staff.</li> <li><input type="checkbox"/> Understand the importance of and contributes to the development of efficacy and empowerment among faculty/staff.</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement strategies that build efficacy and empowerment among principals (3c1).</li> <li><input type="checkbox"/> Monitor the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups (3c2).</li> </ul> |                |

## DSLP Standard 4: Human Resource Leadership

### **DSLP Standard 4: Human Resource Development: A Framework for Creating a High Performing School District**

Descriptors of the elements addressed in the evidence: **4a1. 4a2. 4a3. 4b1. 4b2. 4b3. 4b4. 4b5. 4c14c2. 4c3.**

#### Candidate Directions

As an educational leader, you must ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. You also must use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning. These assignments will take you through steps designed to enable you to gather information, identify needs, determine the current status of the district improvement efforts related to human resource development, and make recommendations for strengthening those efforts. Portions of these assignments will be completed in courses, early field experiences, and during the internship experience.

For Evidence, ***Human Resource Development: A Framework for Creating a High Performing School District***, candidates will complete a human resource leadership project. The project will require candidates to gather and analyze data, identify area(s) of need, develop and implement a written action plan and relevant artifacts, and evaluate and reflect on the plan's impact on district improvement. Candidates will work with principals, other administrators, district/school improvement teams, teachers, staff, parents, students, and other members of the school community/stakeholders to do the following:

- assist others in developing an understanding of and support for professional learning communities
- implement professional learning communities to support student learning throughout the district
- support ongoing professional development activities throughout the district that are intended to improve curriculum, instruction, and assessment
- create and implement effective policies and procedures for recruiting and retaining highly qualified and diverse personnel
- create and implement effective policies and procedures for continuously searching for the best placement and utilization of faculty/staff to fully develop and benefit from their strengths
- create and implement effective policies and procedures for coaching and mentoring new faculty/staff members to support their success

- create and implement effective policies and procedures for identifying, remediating, and recommending replacing, when necessary, poorly performing faculty and staff members
- identify key positions in the district and has a succession plan for each
- support and fully implement the North Carolina Educator Evaluation System to assure that all faculty/staff members are evaluated fairly and equitably
- evaluate how effectively principals and other district leaders apply the North Carolina Educator Evaluation System
- ensure that performance evaluation data are used effectively to support and improve faculty/staff performance

### **Section 1. DSLP Coversheet**

Each DSLP will contain coversheets to help you summarize your projects and your evidence for meeting the superintendent license proficiency descriptors. The template of the coversheet (below) is described next.

**Note:** Even though the DSLP Coversheet is the first section a reader will see in your completed DSLP, it will be the last section of the DSLP that you complete. You will review and complete a preliminary descriptors page before you begin your DSLP. This will help guide your DSLP throughout the semester.

### **DSLP Standard 4: Human Resource Development:**

#### **A Framework for Creating a High Performing School District**

Project Name: *Please provide a Project Name that describes your project and its relation to the superintendent license topic associated with this project*

#### **Overview**

School District:

Student's name:

District Mentor's name:

University Professor/ Supervisor:

Semester, year, course number:

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

*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 DSLP report).*

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

*The Impact Summary section allows you to summarize the impact the project had on the district 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!*

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

*The Diversity Summary allows you to summarize your interactions with various cultural groups. Remember to include your communications with groups of different races, ages, religions, languages, sexual orientation, countries, stakeholders, content areas, grade levels, or expertise.*

## Section 2. Proficiency Descriptors

| Human Resource Development: A Framework for Creating a High Performing School District – Standard 4  |  |                   |   |
|--|--|-------------------|---|
| <i>Evidence that demonstrates the ability to ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Evidence that demonstrates the ability to use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.</i> |  |                   |   |
| <i>Evidence</i>  | <i>Proficient</i>  | <i>What I Did</i> | <i>What I learned (impact on leadership skills)</i> |
| <b>4a. Professional Development/Learning Communities:</b> The superintendent ensures that the district is a professional learning community.   | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assists others in developing an understanding of and support for professional learning communities. (4a1)</li> <li><input type="checkbox"/> Works with others to implement professional learning communities to support student learning throughout the district. (4a2)</li> </ul> |                   |   |



|  |   |  |  |
|--|---|--|--|
|  | <input type="checkbox"/> Works with others to support ongoing professional development activities throughout the district that are intended to improve curriculum, instruction, and assessment.<br>(4a.3) |  |  |
|--|---|--|--|

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

| <i>Evidence</i>   | <i>Proficient</i>  | <i>What I Did</i> | <i>What I learned<br/>(impact on leadership skills)</i> |
|---|--|-------------------|---|
| <b>4b. Recruiting, Hiring, Placing and Mentoring of staff:</b> The superintendent establishes processes and systems in order to ensure a high-quality, high-performing staff. | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for recruiting and retaining highly qualified and diverse personnel.(4b1)</li> <li><input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for continuously searching for the best placement and utilization of faculty/staff to fully develop and benefit from their strengths. (4b2)</li> <li><input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for coaching and mentoring new faculty/staff members to support their success. (4b3)</li> <li><input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for identifying, remediating, and recommending replacing, when necessary, poorly (4b4)</li> </ul> |                   |   |

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

| <i>Evidence</i>   | <i>Proficient</i>   | <i>What I Did</i> | <i>What I learned<br/>(impact on<br/>leadership skills)</i> |
|---|---|-------------------|---|
| <b>4c. Teacher and Staff</b><br><b>Evaluation:</b> The superintendent ensures that staff members are evaluated in a fair and equitable manner with the focus on improving performance and, thus, student achievement. | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Works with others to support and fully implement the North Carolina Educator Evaluation System to assure that all faculty/staff members are evaluated fairly and equitably. (4c1)</li> <li><input type="checkbox"/> Works with others to evaluate how effectively principals and other district leaders apply the North Carolina Educator Evaluation System. (4c2)</li> <li><input type="checkbox"/> Works with others to ensure that performance evaluation data are used effectively to support and improve faculty/staff performance. (4c3)</li> </ul> |                   |   |

### **Section 3—Data Collection (Qualitative and Quantitative Data) and Preliminary Findings**

Candidates gather and analyze as much available quantitative data related to student academic performance and instructional practices, (i.e. school improvement plans, district initiatives, School Report Cards, Teacher Working Conditions Survey results, EOG/EOC reports, MTSS data, student data by subgroups, student data by subject areas, etc.). Candidates will compile qualitative and quantitative data into a Preliminary Findings Summary (Human Resource Framework Findings) regarding the human resource development in the district.

### **Section 4—Analysis of Data and Identification of Areas for Improvement**

Candidates will produce an Analysis of Data (Human Resource Assessment) to determine areas that need improvement concerning human resource development. Candidates will discuss their identified area(s) for improvement with the superintendent to obtain feedback and receive permission to develop a plan to address the identified area(s). The superintendent's permission will imply he/she will work with the candidate to implement the plan. Candidates will summarize their discussions with their superintendents. If the project is different than the area of need identified prior to meeting with the superintendent or designee then the candidate will add additional data analysis to support the project determined in collaboration with the district leader.

### **Section 5--Action Plan and Implementation Evaluation**

Candidates will produce an Action Plan (Human Resource Impact Plan) to address the needs identified in section two. In doing so they will do the following:

- Identify appropriate action steps to remedy a problem.
- Clearly communicate and enforce expectations, structures, rules and procedures.
- Communicate a clear and convincing rationale for the action.
- Provide appropriate support.
- Provide feedback and encouragement.
- Monitor progress.
- Adjust the plan to obtain the desired outcome

Candidates will involve the appropriate school personnel / stakeholders by presenting the Human Resource Impact Plan, allow them to provide feedback, and then summarize your stakeholder feedback with your university professors.

### **Section 6—Project Evaluation and Impact Summary**

Candidates will work with the superintendent and/or other district leaders (at the discretion of the superintendent) to evaluate the degree to which the project impacted district human resource development and the performance of schools/students. This evaluation and impact summary (Human Resource Evaluation Summary) includes the following:

- Summary of data outcomes that resulted from the project

- Describe how your efforts and leadership behaviors impacted teaching practices and student performance
- Reflect on how this project has impacted your leadership skills and abilities

#### DSLP Standard 4: Human Resource Development Scoring Rubric

| 4a. Professional Development/Learning Communities: The superintendent ensures that the district is a professional learning community.  |  |  |   |
|--|--|--|---|
| 1 -Emerging  | 2- Developing  | 3-Proficient   | 4-Accomplished  |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <p><input type="checkbox"/> Understand the concept of professional learning communities and can articulate their characteristics.</p> <p><input type="checkbox"/></p> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <p><input type="checkbox"/> Describe specific strategies by which professional learning communities can be developed, supported, and encouraged. Accurately analyze the use of professional learning communities in selected schools and identifies areas of particular strength or improvement.</p> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <p><input type="checkbox"/> Assists others in developing an understanding of and support for professional learning communities (4a1).</p> <p><input type="checkbox"/> Implement professional learning communities to support student learning throughout the district (4a2).</p> <p><input type="checkbox"/> Support ongoing professional development activities throughout the district that are intended to improve curriculum, instruction, and assessment (4a3).</p> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <p><input type="checkbox"/> Support professional learning communities guided by the district's strategic plan, focused on results, and characterized by collective responsibility for 21<sup>st</sup> Century student learning.</p> <p><input type="checkbox"/> Assure scheduling processes and protocols that provide time for every teacher to engage in collaborative planning.</p> <p><input type="checkbox"/> Model the importance of continued adult learning by engaging in activities to develop professional knowledge and skill. Provide for professional development that is aligned with 21<sup>st</sup> Century curricular, instructional, and assessment practices; connected to district improvement goals; and differentiated based on faculty/staff needs.</p> |

4b. Recruiting, Hiring, Placing and Mentoring of staff: The superintendent establishes processes and systems in order to ensure a high-quality, high-performing staff.

| 1 -Emerging  | 2- Developing   | 3-Proficient  | 4-Accomplished  |
|--|---|---|---|
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand state and federal laws or policies regarding the recruitment, hiring, placement, and termination of faculty/ staff.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulate district policies and procedures for recruiting, hiring, placing, and mentoring faculty/staff.</li> <li><input type="checkbox"/> Understand and support the processes required to recruit, hire, place, mentor, reward, and when necessary terminate faculty/staff members.</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for recruiting and retaining highly qualified and diverse personnel (4b1).</li> <li><input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for continuously searching for the best placement and utilization of faculty/staff to fully develop and benefit from their strengths (4b2).</li> <li><input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for coaching and mentoring new faculty/staff members to support their success. (4b3)</li> <li><input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for identifying, remediating, and recommending replacing, when necessary, poorly performing faculty and staff members (4b4).</li> <li><input type="checkbox"/> Assists others in identifying key positions in the district and has a succession plan for each.</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support other district leaders in the development of effective recruitment and retention strategies.</li> <li><input type="checkbox"/> Assist in building the capacity of principals and other district leaders to apply policies and adapt procedures to the unique needs of their buildings or instructional contexts.</li> </ul> |

| 4c. Teacher and Staff Evaluation: The superintendent ensures that staff members are evaluated in a fair and equitable manner with the focus on improving performance and, thus, student achievement.  |  |  |   |
|---|--|--|---|
| 1 -Emerging   | 2- Developing  | 3-Proficient   | 4-Accomplished  |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand state and federal law and policy related to the appropriate and defensible evaluation of educational professionals and staff.</li> <li><input type="checkbox"/> Understand the importance of performance evaluation data for supporting and improving faculty/staff performance.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulate the district's procedures for supporting and implementing the North Carolina Educator Evaluation System to assure that all faculty and staff members are evaluated fairly and equitably.</li> <li><input type="checkbox"/> Appropriately interpret performance evaluation data to support and improve faculty/staff performance.</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support and fully implement the North Carolina Educator Evaluation System to assure that all faculty/staff members are evaluated fairly and equitably (4c1).</li> <li><input type="checkbox"/> Evaluate how effectively principals and other district leaders apply the North Carolina Educator Evaluation System (4c2).</li> <li><input type="checkbox"/> Ensure that performance evaluation data are used effectively to support and improve faculty/staff performance (4c3).</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish procedures to assure that multiple measures are used to evaluate faculty/ staff.</li> <li><input type="checkbox"/> Ensure that processes, structures, and systems are in place to respond to performance evaluation needs.</li> </ul> |

## DSLP Standard 5: Managerial Leadership

### **DSLP Standard 5: Managerial Leadership: Designing and Improving Effective and Efficient Operational Systems**

Descriptors of the elements addressed in the evidence: **5a1.5a2. 5b1. 5b2. 5b3. 5c1. 5c2. 5c3. 5d1. 5d2.5d3. 5d4.**

#### Candidate Directions

As an educational leader, you must ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. You must also solicit resources, both operating and capital, monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21<sup>st</sup> Century needs of the district. These assignments will take you through steps designed to enable you to gather information, identify needs, determine the current status of the district improvement efforts related to managerial structures, and make recommendations for strengthening those efforts. Portions of these assignments will be completed in courses, early field experiences, and during the internship experience.

For Evidence, ***Managerial Leadership: Designing and Improving Effective and Efficient Operational Systems***, candidates will complete a managerial leadership project. The project will require candidates to gather and analyze data, identify area(s) of need, develop and implement a written plan of action and relevant artifacts, and evaluate and reflect on the plan's impact on district improvement. Candidates will work with principals, other administrators, district/school improvement teams, teachers, staff, parents, students, and other members of the school community/stakeholders to do the following:

- develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources
- holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs. Routinely and conscientiously monitors the use of district resources to ensure fairness, equity, and efficiency
- creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way
- demonstrates awareness of potential problems and/or areas of conflict within the district and proposes possible solutions
- assists others in preparing and conducting hearings, responding to grievances, and implementing formal processes for dealing with serious conflict



- assures that district faculty, staff, stakeholder groups, and board members receive and exchange information in a timely manner
- develops the capacity among district faculty/staff and board members to use a variety of media to communicate with their respective communities
- participates in and helps lead various advisory groups to improve external and internal communication
- collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring effective and efficient operations including management, business procedures, and scheduling
- collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the health and safety of students, faculty, and staff including physical and emotional well-being
- collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the security of all sensitive and confidential data
- systematically monitor the implementation of district rules and procedures

### **Section 1. DSLP Coversheet**

Each DSLP will contain coversheets to help you summarize your projects and your evidence for meeting the superintendent license proficiency descriptors. The template of the coversheet (below) is described next.

**Note:** Even though the DSLP Coversheet is the first section a reader will see in your completed DSLP, it will be the last section of the DSLP that you complete. You will review and complete a preliminary descriptors page before you begin your DSLP. This will help guide your DSLP throughout the semester.

### **DSLP Standard 5 Evidence: Managerial Leadership:**

#### **Designing and Improving Effective and Efficient Operational Systems**

Project Name: *Please provide a Project Name that describes your project and its relation to the superintendent license topic associated with this project*

#### Overview

School District:

Student's name:

District Mentor's name:

University Professor/ Supervisor:

Semester, year, course number: *Spring 201 LEED 7470*

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

*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 DSLP report).*

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

*The Impact Summary section allows you to summarize the impact the project had on the district 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!*

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

*The Diversity Summary allows you to summarize your interactions with various cultural groups. Remember to include your communications with groups of different races, ages, religions, languages, sexual orientation, countries, stakeholders, content areas, grade levels, or expertise.*

## Section 2. Proficiency Descriptors

| Managerial Leadership: Designing and Improving Effective and Efficient Operational Systems – Standard 5   |   |                   |   |
|---|---|-------------------|---|
| <i>Evidence that demonstrates the ability to ensure the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and prioritize student learning and safety.</i> |   |                   |   |
| <i>Evidence</i>   | <i>Proficient</i>   | <i>What I Did</i> | <i>What I learned (impact on leadership skills)</i> |
| <b>5a. School Resources and Budget:</b> The superintendent establishes budget processes and systems focused on, and resulting in, improved student achievement.   | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources (5a1).</li> <li><input type="checkbox"/> Hold principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs (5a2).</li> </ul> |                   |   |

|  |  |  |  |
|--|--|--|--|
|  | <input type="checkbox"/> Routinely and conscientiously monitor the use of district resources to ensure fairness, equity, and efficiency (5a2). |  |  |
|--|--|--|--|

*Evidence that demonstrates the ability to ensure the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and prioritize student learning and safety.*

| <i>Evidence</i>   | <i>Proficient</i>  | <i>What I Did</i> | <i>What I learned (impact on leadership skills)</i> |
|---|--|-------------------|---|
| <b>5b. Conflict Management and Resolution:</b><br>The superintendent effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement. | The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Create processes to build consensus, communicate, and resolve conflicts in a fair and democratic way (5b1).</li> <li><input type="checkbox"/> Demonstrate awareness of potential problems and/or areas of conflict within the district and proposes possible solutions (5b2).</li> <li><input type="checkbox"/> Assist others in preparing and conducting hearings, responding to grievances, and implementing formal processes for dealing with serious conflict (5b3).</li> </ul> |                   |   |

*Evidence that demonstrates the ability to ensure the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and prioritize student learning and safety.*

| <i>Evidence</i>  | <i>Proficient</i>   | <i>What I Did</i> | <i>What I learned<br/>(impact on leadership skills)</i> |
|--|---|-------------------|---|
| <b>5c. Systematic Communication:</b><br>The superintendent designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement. | The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Assure that district faculty, staff, stakeholder groups, and board members receive and exchange information in a timely manner (5c1).</li> <li><input type="checkbox"/> Develop the capacity among district faculty/staff and board members to use a variety of media to communicate with their respective communities (5c2).</li> <li><input type="checkbox"/> Participate and help lead various advisory groups to improve external and internal communication (5c3).</li> </ul> |                   |   |

*Evidence that demonstrates the ability to ensure the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and prioritize student learning and safety.*

| <i>Evidence</i>   | <i>Proficient</i>  | <i>What I Did</i> | <i>What I learned<br/>(impact on<br/>leadership skills)</i> |
|---|--|-------------------|---|
| <b>5d. District Expectations for Students and Staff:</b><br>The superintendent develops and enforces expectations, structures, rules and procedures for students and staff. | The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and enforce clear expectations, structures, rules and procedures for ensuring effective and efficient operations including management, business procedures, and scheduling (5d1).</li> <li><input type="checkbox"/> Develop and enforce clear expectations, structures, rules and procedures for ensuring the health and safety of students, faculty, and staff including physical and emotional well being (5d2).</li> <li><input type="checkbox"/> Develop and enforce clear expectations, structures, rules and procedures for ensuring the security of all sensitive and confidential data(5d3).</li> <li><input type="checkbox"/> Systematically monitor the implementation of district rules and procedures (5d4).</li> </ul> |                   |   |

### **Section 3—Data Collection (Qualitative and Quantitative Data) and Preliminary Findings**

Candidates gather and analyze as much available quantitative data related to management of resources, (i.e. school improvement plans, district initiatives, School Report Cards, Teacher Working Conditions Survey results, EOG/EOC reports, MTSS data, student data by subgroups, student data by subject areas, etc.). Candidates will compile qualitative and quantitative data into a Preliminary Findings Summary (Managerial Framework Findings) regarding the management of resources within and pertaining to the district.

### **Section 4—Analysis of Data and Identification of Areas for Improvement**

Candidates will produce an Analysis of Data (Management Assessment) to determine areas that need improvement concerning effective and efficient district operations. Candidates will discuss their identified area(s) for improvement with the superintendent to obtain feedback and receive permission to develop a plan to address the identified area(s). The superintendent's permission will imply he/she will work with the candidate to implement the plan. Candidates will summarize their discussions with their superintendents. If the project is different than the area of need identified prior to meeting with the superintendent or designee then the candidate will add additional data analysis to support the project determined in collaboration with the district leader.

### **Section 5--Action Plan and Implementation Evaluation**

Candidates will produce an Action Plan (Management Impact Plan) to address the needs identified in section two. In doing so they will do the following:

- Identify appropriate action steps to remedy a problem.
- Clearly communicate and enforce expectations, structures, rules and procedures.
- Communicate a clear and convincing rationale for the action.
- Provide appropriate support.
- Provide feedback and encouragement.
- Monitor progress.
- Adjust the plan to obtain the desired outcome

Candidates will involve the appropriate school personnel / stakeholders by presenting the Management Impact Plan, allow them to provide feedback, and then summarize your stakeholder feedback with your university professors.

### **Section 6—Project Evaluation and Impact Summary**

Candidates will work with the superintendent and/or other district leaders (at the discretion of the superintendent) to evaluate the degree to which the project impacted district management of resources. This evaluation and impact summary (Management Evaluation Summary) includes the following:

- Summary of data outcomes that resulted from the project
- Describe how your efforts and leadership behaviors impacted teaching practices and student performance
- Reflect on how this project has impacted your leadership skills and abilities

### DLSP Standard 5: Managerial Leadership Scoring Rubric

| 5a. School Resources and Budget: The superintendent establishes budget processes and systems focused on, and resulting in, improved student achievement.   |   |   |   |
|--|---|---|---|
| 1 -Emerging  | 2- Developing   | 3-Proficient  | 4-Accomplished  |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and plan for facility needs.</li> <li><input type="checkbox"/> Manage the district budget and resources according to legal and ethical standards.</li> <li><input type="checkbox"/> Use district resources in ways that are efficient and reflect responsible stewardship of public resources.</li> <li><input type="checkbox"/> Know and be able to apply sound business practices for budgeting and accounting. Utilize collaborative process to determine financial priorities and establish a balanced operational budget for school programs and activities.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strategically align resource allocation to support the district's vision and strategic plan.</li> <li><input type="checkbox"/> Use value-added assessment to improve the relevancy and impact of resource allocation and use.</li> </ul> <p>Work with others to ensure that necessary resources, including time, space, funding, and personnel, are allocated to meet the district's goals for achievement and instruction.</p> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources (5a1).</li> <li><input type="checkbox"/> Hold principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs (5a2).</li> <li><input type="checkbox"/> Routinely and conscientiously monitor the use of district resources to ensure fairness, equity, and efficiency (5a2).</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively communicate the district's budget and resource allocation in ways that build the understanding and trust of constituents.</li> <li><input type="checkbox"/> Use the budgetary process to assure that effective programs are maintained and less effective programs are eliminated.</li> <li><input type="checkbox"/> Embed transparency into the processes that create the district's financial policies and procedures. Leverage district resources to attain their highest and best use to improve student learning.</li> </ul> |

| 5b. Conflict Management and Resolution: The superintendent effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement.  |  |   |  |
|--|--|---|--|
| 1 -Emerging  | 2- Developing  | 3-Proficient  | 4-Accomplished   |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that conflict is a part of shared human endeavor.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulate knowledge of strategies for constructively engaging conflict.</li> <li><input type="checkbox"/> Model appropriate behavior.</li> <li><input type="checkbox"/> Allow others to professionally express views that conflict or contrast with her/his own.</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create processes to build consensus, communicate, and resolve conflicts in a fair and democratic way (5b1).</li> <li><input type="checkbox"/> Demonstrate awareness of potential problems and/or areas of conflict within the district and proposes possible solutions (5b2).</li> <li><input type="checkbox"/> Assist others in preparing and conducting hearings, responding to grievances, and implementing formal processes for dealing with serious conflict (5b3).</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop in principals and other faculty/staff the capacity to manage conflict.</li> <li><input type="checkbox"/> Establish mediation and conflict resolution procedures and processes for dealing with interpersonal relations.</li> </ul> |



| 5c. Systematic Communication: The superintendent designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.   |  |   |   |
|--|--|---|---|
| 1 -Emerging  | 2- Developing  | 3-Proficient  | 4-Accomplished  |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate effectively orally and in writing.</li> <li><input type="checkbox"/> Recognize a variety of communication media and the need to articulate the comparative advantages of each.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Disseminate necessary information to relevant district faculty/staff members, stakeholder groups, and the local board of education.</li> <li><input type="checkbox"/> Use a variety of media to communicate to relevant stakeholder groups.</li> <li><input type="checkbox"/> Analyze processes that assure accessibility for board members, faculty, staff, and community members.</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assure that district faculty, staff, stakeholder groups, and board members receive and exchange information in a timely manner(5c1).</li> <li><input type="checkbox"/> Develop the capacity among district faculty/staff and board members to use a variety of media to communicate with their respective communities (5c2).</li> <li><input type="checkbox"/> Help lead various advisory groups to improve external and internal communication (5c3).</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a system of communication that contributes to realizing district goals.</li> <li><input type="checkbox"/> Ensure that all board members, community stakeholders, faculty, and staff are aware of district goals for instruction and achievement, activities used to reaching these goals, and progress toward achieving these goals.</li> <li><input type="checkbox"/> Establish various advisory groups to improve external and internal communication.</li> </ul> |

**5d. District Expectations for Students and Staff: The superintendent develops and enforces expectations, structures, rules and procedures for students and staff.**

| <b>1 -Emerging</b>   | <b>2- Developing</b>   | <b>3-Proficient</b>  | <b>4-Accomplished</b>  |
|--|--|--|--|
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the importance of clearly established expectations, structures, rules, and procedures.</li> <li><input type="checkbox"/> Articulate appropriate strategies for developing, implementing, and supporting district expectations, structures, rules, and procedures.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulate existing district and school safety and crisis plans, community emergency response plans, and the district's data security plan.</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and enforce clear expectations, structures, rules and procedures for ensuring effective and efficient operations including management, business procedures, and scheduling (5d1).</li> <li><input type="checkbox"/> Develop and enforce clear expectations, structures, rules and procedures for ensuring the health and safety of students, faculty, and staff including physical and emotional well being (5d2).</li> <li><input type="checkbox"/> Develop and enforce clear expectations, structures, rules and procedures for ensuring the security of all sensitive and confidential data (5d3).</li> <li><input type="checkbox"/> Systematically monitor the implementation of district rules and procedures (5d4).</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement innovative approaches to increase the effectiveness and efficiency of district operations, improve the health, safety and emotional well being of students, faculty, and staff, and ensure the security of all sensitive and confidential data.</li> <li><input type="checkbox"/> Evaluate the impact of district rules and procedures.</li> <li><input type="checkbox"/> Use evaluation results to improve the effectiveness and efficiency of district operations.</li> <li><input type="checkbox"/> Hold students, faculty, and staff accountable for meeting district expectations.</li> </ul> |

## DSLP Standard 6 and 7: External Development and Micro-political Leadership

### **DSLP Standards 6 & 7: The Context: A Model for District Success**

Descriptors of the elements addressed in the evidence: **7a1. 7a2. 7a3. 6a1. 6a2. 6b1. 6b2.**

#### Candidate Directions

As an educational leader, you must be able to promote the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, you must work with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students. Additionally, in concert with the local board of education, you must design structures and processes that result in broad community engagement with, support for, and ownership of the district vision while acknowledging that strong schools build strong communities, you must create, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will. These assignments will take you through steps designed to enable you to gather information, identify needs, determine the current status of district improvement efforts related to strategic leadership, and make recommendations for strengthening those efforts. These assignments will be completed through a series of simulations aligned with the specific Standards as well as through early field experiences, coursework, and the internship experience.

For Evidence, *The Context: A Model for District Success*, candidates will complete a district success project. The project will require candidates to gather and analyze data, identify area(s) of need, develop and implement a written plan of action and relevant artifacts, and evaluate and reflect on the plan's impact on district improvement.

Candidates will work with principals, other administrators, district/school improvement teams, teachers, staff, parents, students, and other members of the school community/stakeholders to do the following:

- Develop relationships with state, district, and influential community groups that further the district's goals of positive culture and student performance
- Maintain a positive working relationship with the school board members individually and collectively
- Create events that provide opportunities to promote the visibility of the district
- Build relationships with individuals and groups to support the district's learning-teaching agenda
- Create opportunities for both faculty/staff involvement in the community and community involvement in designing structures and processes within the schools and school districts
- Routinely and consistently assess the progress of district compliance with local, state, and federal mandates and adjusts as necessary

- Interpret federal, state, and district mandates so that they are viewed as opportunities for the district.

## Section 1. DSLP Coversheet

Each DSLP will contain coversheets to help you summarize your projects and your evidence for meeting the superintendent license proficiency descriptors. The template of the coversheet (below) is described next.

Note: Even though the DSLP Coversheet is the first section a reader will see in your completed DSLP, it will be the last section of the DSLP that you complete. You will review and complete a *preliminary* descriptors page before you begin your DSLP. This will help guide your DSLP throughout the semester.

### **DSLP Standard 6 & 7: The Context: A Model for District Success**

**Project Name:** *Please provide a **Project Name** that describes your project and its relation to the superintendent license topic associated with this project*

#### **Overview**

School District:

Student's name:

District Mentor's name:

University Professor/ Supervisor:

Semester, year, course number: *Fall 2018 LEED 7991*

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

*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 DSLP report).*

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

*The **Impact Summary** section allows you to summarize the impact the project had on the district 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!*

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

*The **Diversity Summary** allows you to summarize your interactions with various cultural groups. Remember to include your communications with groups of different races,*

*ages, religions, languages, sexual orientation, countries, stakeholders, content areas, grade levels, or expertise.*

## **Section 2. Proficiency Descriptors**

The proficiency descriptor table (see Table 1) allows you to describe, in clear detail, how you met each indicator. Remember to describe the clear evidence of YOUR work in the column entitled, “What I Did”. Clearly describe how YOU met each of the proficiency descriptors and provide a parenthetical reference to the sections within your DSLP 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 middle school principals to...”). In the column entitled, “What I learned (impact on leadership skills)” write a reflection of how this descriptor influenced your leadership skills and perspectives about leading at the district level. Feel free to copy the table below into your DSLP report and fill in the two columns for what you did and what you learned.

Table 1: *Proficiency Descriptors*

| <b>The Context: A Model for District Success</b>  |  |                   |   |
|---|--|-------------------|---|
| <i>Evidence that demonstrates the ability to promote the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context as well as evidence that demonstrates the ability to design structures and processes that result in broad community engagement with, support for, and ownership of the district vision.</i> |  |                   |   |
| <i>Evidence</i>   | <i>Proficient</i>  | <i>What I Did</i> | <i>What I learned (impact on leadership skills)</i> |
| <b>6a. Parent and Community Involvement and Outreach:</b><br>The superintendent designs structures and processes which result in parent and community engagement, support and ownership for the district.   | The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Build relationships with individuals and groups to support the district's learning-teaching agenda (6a1).</li> <li><input type="checkbox"/> Create opportunities for both faculty/staff involvement in the community and community involvement in designing structures and processes within the schools and school district (6a2).</li> </ul> |                   |   |
| <b>6b. Federal, State and District Mandates:</b> The superintendent designs protocols and processes in order to comply with federal, state, and district mandates.  | The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Routinely and consistently assess the progress of district compliance with local, state, and federal mandates and adjusts as necessary (6b1).</li> <li><input type="checkbox"/> Interpret federal, state, and district mandates so that they are viewed as opportunities for the district (6b2).</li> </ul>                                   |                   |   |

| <b>The Context: A Model for District Success</b>  |   |                   |   |
|---|---|-------------------|---|
| <i>Evidence that demonstrates the ability to promote the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context as well as evidence that demonstrates the ability to design structures and processes that result in broad community engagement with, support for, and ownership of the district vision.</i> |   |                   |   |
| <b>Evidence</b>   | <b>Proficient</b>   | <b>What I Did</b> | <b>What I learned<br/>(impact on leadership skills)</b> |
| <b>7a. Superintendent Micro-political Leadership:</b><br>The superintendent develops systems and relationships to leverage staff expertise and influence in order to influence the district's identity, culture and performance.  | The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop relationships with state, district, and influential community groups that further the district's goals of positive culture and student performance (7a1).</li> <li><input type="checkbox"/> Maintain a positive working relationship with the school board members individually and collectively (7a2).</li> <li><input type="checkbox"/> Create events that provide opportunities to promote the visibility of the district (7a3).</li> </ul> |                   |   |

### **Section 3—Data Collection (Qualitative and Quantitative Data) and Preliminary Findings**

Candidates will gather and analyze as much available qualitative and quantitative data related to the district's partnership initiatives and relationships with stakeholders (i.e. school improvement plans, district initiatives, district improvement plans, School Report Cards, Teacher Working Conditions Survey results, EOG/EOC reports, MTSS data, student data by subgroups, student data by subject areas, MOUs, etc.). Candidates also will use the following questions to generate qualitative data through discussions with the district leaders, school level administrators, community members/leaders, other school personnel, as well as any identified stakeholder:

- What is the purpose of established partnerships in the district?
- How has the partnership improved district performance/image?
- Who participates in the establishment of partnerships?
- How has the district's partnerships impacted student learning?

Candidates will compile qualitative and quantitative data into a Preliminary Findings Summary (Partnership/Relationship Findings) regarding strategic leadership to ensure student academic achievement

### **Section 4—Analysis of Data and Identification of Area for Improvement**

Candidates will produce an Analysis of Data (Partnership/Relationship Assessment) to determine an area that needs improvement regarding the district's mission/values. Candidates will identify one Area of Improvement (Partnership/Relationship Development Need).

Candidates will discuss his/her identified area for improvement with the superintendent to obtain feedback and receive permission to develop a plan to address the identified area (The superintendent's permission will imply he/she will work with the candidate to implement the plan). Candidates will summarize their discussions with their superintendents. If the project is different than the area of need identified prior to meeting with the superintendent or designee then the candidate will add additional data analysis to support the project determined in collaboration with the district leader.

### **Section 5--Action Plan and Implementation Evaluation**

Candidates will produce an Action Plan (Partnership/Relationship Impact Plan) to address the need identified for this DSLP. In doing, the candidate will do the following:

- Identify appropriate action steps to remedy a problem.
- Clearly communicate and enforce expectations, structures, rules and procedures.
- Communicate a clear and convincing rationale for the action.
- Provide appropriate support.
- Provide feedback and encouragement.
- Monitor progress.
- Adjust the plan to obtain the desired outcome

Candidates will involve the appropriate school personnel / stakeholders by presenting the Strategic Direction Impact Plan, allow them to provide feedback, and then summarize your stakeholder feedback with your university professors. The report will describe the stakeholder feedback and process.

### **Section 6—Project Evaluation and Impact Summary**

Candidates will work with the superintendent (or his/her designee) to evaluate the degree to which the project impacted student learning and development. This evaluation and impact summary (Partnership/Relationship Leadership Evaluation Summary) includes the following:

- Summary of data outcomes that resulted from the project
- Describe how your efforts and leadership behaviors impacted student performance
- Reflect on how this project has impacted your leadership skills and abilities



### DSL P Evaluation Rubric

| <b>7a. Superintendent Micro-political Leadership:</b> The superintendent develops systems and relationships to leverage staff expertise and influence in order to influence the district's identity, culture and performance.                              |  |   |  |
|--|--|---|--|
| <b>1 -Emerging</b>   | <b>2- Developing</b>   | <b>3-Proficient</b>   | <b>4-Accomplished</b>  |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <p>Understand and articulate the role of the superintendent in accessing and influencing the state and local political context to support the goals and vision of the district.</p> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Define and understand the internal and external political systems and their impact on the educational organization.</li> <li><input type="checkbox"/> Be aware of and understand the political, economic, and social aspects/needs of groups in the community and of the community at large for effective and responsive decision-making.</li> </ul> <p>Work with others to clarify and understand superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship.</p> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop relationships with state, district, and influential community groups that further the district's goals of positive culture and student performance (7a1).</li> <li><input type="checkbox"/> Maintain a positive working relationship with the school board members individually and collectively (7a2).</li> </ul> <p>Create events that provide opportunities to promote the visibility of the district (7a3).</p> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <p>Develop the capacity of principals, faculty, and staff to foster relationships with influential school and school- community groups that further the district's goals of positive culture and student learning.</p> |

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

| <b>1 -Emerging</b>   | <b>2- Developing</b>  | <b>3-Proficient</b>   | <b>4-Accomplished</b>  |
|--|---|---|--|
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the value and impact of community involvement in schools and in the district.</li> <li><input type="checkbox"/> Articulate\ strategies for increasing community involvement in schools and in the district.</li> <li><input type="checkbox"/> Recognize the full range, diversity, and perspectives of district stakeholders.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify potential partners within the community.</li> <li><input type="checkbox"/> Recognize ways in which parental and community involvement activities honor the cultures and traditions of the local community.</li> <li><input type="checkbox"/> Interact with parents and community groups that have a critical role in developing support for the school district.</li> </ul> <p>Identify stakeholder groups as potential partners within the community.</p> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Build relationships with individuals and groups to support the district's learning-teaching agenda (6a1). Create opportunities for both faculty/staff involvement in the community and community involvement in designing structures and processes within the schools and school district (6a2).</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Build community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century.</li> </ul> |

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

| 1 -Emerging   | 2- Developing  | 3-Proficient  | 4-Accomplished  |
|---|--|---|---|
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be knowledgeable of federal, state, and district mandates that affect education.</li> <li><input type="checkbox"/> Define, understand, and communicate the impact of legal issues affecting public education. Articulate legal systems that protect the rights of students and faculty/staff.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with others to facilitate the implementation of state education policy.</li> <li><input type="checkbox"/> Work with others to prepare and recommend district policies in compliance with local, state, and federal requirements that improve student learning and district performance.</li> <li><input type="checkbox"/> Work with others to apply laws, policies, and procedures fairly, wisely, and consistently.</li> <li><input type="checkbox"/></li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Routinely and consistently assess the progress of district compliance with local, state, and federal mandates and adjusts as necessary (6b1).</li> <li><input type="checkbox"/> Interpret federal, state, and district mandates so that they are viewed as opportunities for the district (6b2).</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop in principals and other district faculty/staff the capacity to comply with local, state, and federal mandates.</li> </ul> <p>Take advantage of the opportunities provided by federal, state, and district mandates.</p> |



## Appendix A

### Department of Educational Leadership

210 Ragsdale Building | Mail Stop 515 | East Carolina University | Greenville, NC 27858-4353  
252-328-6135 office | 252-328-4062 fax | <http://ecu.edu/edleadership>

Dear District Mentor and Superintendent,

The purpose of this letter is to notify you that \_\_\_\_\_ has been admitted to pursue the Educational Specialist (EdS) or Doctorate of Education (EDD) degree at East Carolina University (ECU) and to gauge your level of support in providing a supportive environment for this student's leadership training. The Department of Educational Leadership in collaboration with our public school partners recently revised our EdS and EDD programs. Our programs include a stronger collaborative effort to prepare district leaders as well as a significant service-learning component. These leadership preparation models require our EdS and EDD students to immerse themselves into problems of practice throughout their program of study resulting in the meaningful contributions to their school systems. The field experiences require students to work with the superintendent or his/her designated district mentor and other stakeholders to present solutions that potentially resolve problems of practice within the district service leadership framework. This framework of leadership preparation has resulted in authentic learning for our students and the completion of six District Service Learning Projects (DSLPP) that will be submitted to NCDPI to satisfy superintendent licensure requirements.

The support provided by the district mentor and superintendent are essential for EdS and EDD students as they immerse themselves into leadership experiences. Attached is a document entitled "*Letter of Agreement and Support*". This letter of support helps to establish guidelines of agreement for the EdS and EDD student, the district mentor, 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 EdS/EDD student.

EdS/EDD students bring a variety of experiences and capabilities with them and we recognize that integrating them into the school system's mission and getting them "plugged into" the overall district level operations can be a challenge. 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 EdS/EDD students understand they have much to learn, and they must work hard to align themselves and their activities with their school system's mission and vision. 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!

Our faculty members are committed to maintaining purposeful relationships with educators in the region by responding to specific areas of need. 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,

A handwritten signature in blue ink, appearing to read "Marjorie Ringler".

Marjorie Ringler, Chair  
Dept. of Educational Leadership

A handwritten signature in blue ink, appearing to read "Heidi Puckett".

Heidi Puckett, Director  
Outreach and Leadership Development

## EdS/EDD Superintendent Licensure Projects

### Letter of Agreement and Support

I appreciate the opportunity to complete my District Service Leadership Projects (DSLPS) at

\_\_\_\_\_ School District (county code \_\_\_\_\_),

and look forward to working with my support team (district mentor and university supervisor) and aligning my efforts with the district's mission and vision.

Superintendent Licensure Candidate's Name: \_\_\_\_\_

Superintendent Licensure Candidate's Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Banner ID: \_\_\_\_\_ email: \_\_\_\_\_

### Supervising District Level Mentor

I have read the superintendent license manual and will work to provide guidance and assistance to the superintendent license candidate as much as possible.

District Level Mentor's Name: \_\_\_\_\_

District Level Mentor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_ email: \_\_\_\_\_ phone: \_\_\_\_\_

### Superintendent's Approval (If mentor is not the superintendent)

I will work to provide a supportive environment for the superintendent licensure candidate's leadership training, as much as possible

Name: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_ email: \_\_\_\_\_ phone: \_\_\_\_\_

*Please contact Dan Novey at [noveyd17@ecu.edu](mailto:noveyd17@ecu.edu) or Heidi Puckett at [puckettth14@ecu.edu](mailto:puckettth14@ecu.edu) with any questions or concerns.*

## **Appendix B**

RUNNING HEAD: #WCSISREADY: DISTRICT CULTURE

**#WCSisREADY!**

# **District Culture: A Climate Conducive to Learning**

O. Yanisha Mann

April 23, 2020

## **Section 1. DSLP Coversheet**

### **DSLP Standard 3: District Culture: A Climate Conducive to Learning**

**Project Name:** *#WCSisREADY: District Culture*

#### **Overview**

**School District:** Washington County

**Student's name:** O. Yanisha Mann

**District Mentor's name:** Shawnda Cherry

**University Professor/ Supervisor:** D. Novey

**Semester, year, course number:** *Spring 2020 LEED 7408*

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

According to Sahin (2011), teacher perceptions are fundamental in creating the feeling in a building. Helping to create a culture and climate that is conducive to learning is one of the most important roles of a superintendent. This can be accomplished by working collaboratively, acknowledging failures

and successes, and empowering staff. In this study, focus and consideration will be given to the district's climate, traditions, and culture of the community. There was an investment of 152 hours in the completion of this project to ensure the district can see the positive impacts of having a shared vision and a strategic plan.

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

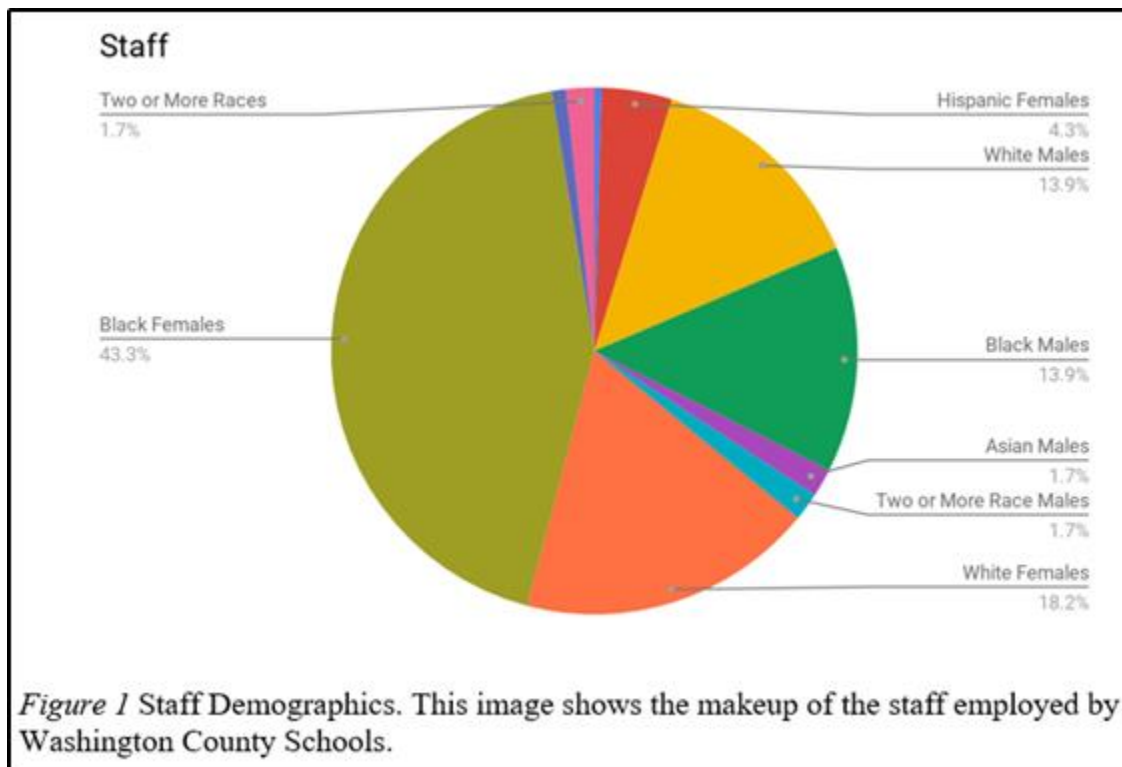
In review of the impact of this project, as the researcher and a leader in this district, I can truly see the impacts of rewards and acknowledgements. Having a clear strategy with expectations and easy ways for staff to identify ways to be recognized or gain incentives makes their work worthwhile. As noted in Sykes's interview (V. Sykes, personal communication, March 24, 2020), "It is nice to get a little recognition for something every now and then!" For many years as an instructional leader, I think and lived with the mindset that people are supposed to do because it is their job to do. This is not how all people think and function.

Sometimes the smallest recognitions can make people work harder to reach a common goal. When people feel they are a part of a collective, they want to do their part for the organization to be a success. This is complimented by the data from the NC Teacher Working Conditions Survey (NCPDI, 2020) which showed that 72% of the teacher in this district feel they have an appropriate level of influence on decision making in this school. It also showed that 81% of the staff feel they are recognized for their accomplishments. Hopefully, this data from teachers will continue to improve as we focus more on recognizing teachers. Having a way to look at setbacks and plan proactively for success, acknowledge when success comes for the group and the individual, and empower staff will always benefit the students in the end. In this study, I was able to see the impacts of change on the district's climate, traditions, and culture.

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



When planning to strategically address the climate of the district stakeholder involvement is critical. This allows you to see the district from a variety of perspectives. When a variety of stakeholders can give input, they can work together to change the climate of the district. Figure 1 below shows the makeup of the district staff.



The staff in this school district is comprised of 226 staff members. This includes 0.5% Hispanic males, 1% Hispanic females, 5% White males, 16% Black males, 2% Asian males, 2% Two or more races males, 21% White females, 50% Black females, 1 % Native American females, and 2% Two or more races females, (United States Equal Employment Opportunity Commission, 2019).

Although Washington County Schools (WCS) is a small, rural district with an ADM of only 1,365 students, a variety of stakeholders are impacted by the school system. 53% of the students are elementary age, 21% middle, and 26% are high school aged. There is also gender statistics of 48% female

and 52% male. The ethnicity of the students in this district is comprised of 1% Asian, 76% Black, 9% Hispanic, 3% 2 or More Races, and 11% White.

Beyond the children, these ethnicities link to stakeholders from public and private business sectors, county leadership, religious organizations, and a plethora of stakeholders from birth to around mid-80s impacting the lives of our students each day.

Our “Sunshine Committee” gives advice on the culture and focus areas to better align goals of our strategic plan with appreciation for our staff. Connections to community stakeholders are apparent in our school and district improvement meetings and community meetings. These are a great platform to inform and entertain a variety of stakeholders while ensuring understanding, and soliciting input.

As a school community, the diversity of our stakeholders helps us to meet the needs of all students. We have processes that allow for input from the students to parents as well as from community members to employees. WCS wants to make our school systems a professional learning setting that encourages a positive culture of growth.

## Section 2. Proficiency Descriptors

| District Culture: A Climate Conducive to Learning – Completed in LEED 7408  |  |  |   |
|---|--|--|---|
| Standard 3  |  |  |   |
| <i>Evidence that demonstrates the ability to positively create, sustain, improve, monitor, and communicate a positive district culture that is conducive to learning.</i>                                       |  |  |   |
| <i>Evidence</i>   | <i>Proficient</i>  | <i>What I Did</i>  | <i>What I learned (impact on leadership skills)</i>   |
| <b>3a. Focus on Collaborative Work Environment: The superintendent understands and acts on the understanding of the positive role that a collaborative work environment can play in the district's culture.</b> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li>• Design elements of a collaborative and positive culture throughout the district (3a1).</li> <li>• Build the capacity of principals and other district leaders to develop data-based strategies for creating and maintaining collaborative cultures (3a2).</li> <li>• Monitor improvement of the culture in selected individual schools and throughout the district (3a3).</li> <li>• Ensure access, engagement, and success for culturally diverse students, faculty, and staff (3a4).</li> </ul> | <ul style="list-style-type: none"> <li>✓ Create a structure of meetings to ensure interactions with school leaders</li> <li>✓ Create a monthly plan for recognition of attendance and students lunch participation</li> <li>✓ Assist principals with creating vertical and grade-oriented PLC structures.</li> </ul> | <ul style="list-style-type: none"> <li>• PLCs are powerful structures that encourage staff collaboration and support.</li> <li>• Strategic structures and protocols can ensure you maximize time on task when working collaboratively.</li> </ul>               |
| <b>3b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the</b>                        | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li>• Help principals establish criteria for evaluating programs and performance (3b1).</li> <li>• Utilize reward and advancement as a way to</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Created a "Good news" section for staff and student recognition at board meetings</li> <li>✓ Create a marketing plan to show the</li> </ul>   | <ul style="list-style-type: none"> <li>• Everyone likes to be recognized for achievements.</li> <li>• Having clear criteria for rewards ensures the staff knows how to meet expectations for success.</li> <li>• Sometimes staff doesn't not realize</li> </ul> |

|   |  |   |  |
|---|--|---|--|
| <b>identity, culture and performance of the district.</b> | <p>promote the accomplishments of the district (3b2).</p> <ul style="list-style-type: none"> <li>● Effectively communicate with selected stakeholder groups the successes and shortcomings of the district (3b3).</li> </ul> | <p>schools progress and areas of focus</p> <ul style="list-style-type: none"> <li>✓ Present to county commissioners on school strategic plan</li> <li>✓ Create an incentive plan for teacher attendance</li> <li>✓ Create a gratitude cart to say thank you to staff quarterly.</li> <li>✓ Sign and send birthday cards to staff each month.</li> </ul> | <p>how much they have grown because we rarely take time to acknowledge progress.</p> <ul style="list-style-type: none"> <li>● The little things matter exponentially when you are saying "Thank you!"</li> </ul> |
|---|--|---|--|

*Evidence that demonstrates the ability to positively create, sustain, improve, monitor, and communicate a positive district culture that is conducive to learning.*

| <i>Evidence</i>   | <i>Proficient</i>   | <i>What I Did</i>  | <i>What I learned (impact on leadership skills)</i>   |
|---|---|--|---|
| <b>3c. Efficacy and Empowerment: The superintendent develops a sense of efficacy and empowerment among staff which influences the district's identity, culture and performance.</b> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li>● Implement strategies that build efficacy and empowerment among principals (3c1).</li> <li>● Monitor the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups (3c2).</li> </ul> | <ul style="list-style-type: none"> <li>✓ Create master teacher roles to have teachers provide peer professional learning opportunities.</li> <li>□ Create a plus delta system for each school to determine areas of growth and concern.</li> </ul> | <ul style="list-style-type: none"> <li>● Teachers feel empowered when they can lead other staff.</li> <li>● Staff also learns to value each other and their talents when they see their peers presenting materials.</li> <li>● Staff will be more open to share, if they know things will be fixed after they share.</li> </ul> |

### **Section 3—Data Collection (Qualitative and Quantitative Data) and Preliminary Findings**

When looking at the student academic performance and instructional practices there are several areas that are directly impacted by district culture. For starters, Washington County Schools has an Average Daily Membership (ADM) of approximately 1,365 students. Since it is a rural, low income area, several challenges exist that ensure a constant need to increase resources for all students and staff. This small town setting also provides a great place to create a strong culture with relationships.

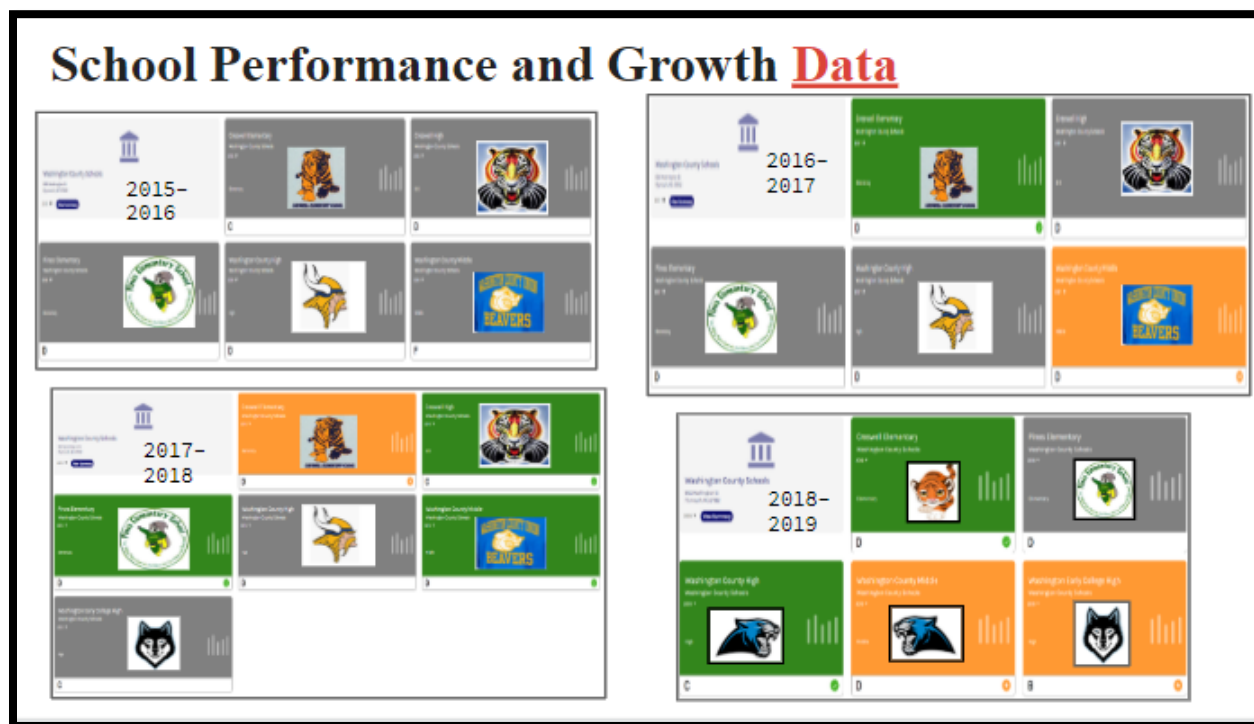
#### **Teacher Working Conditions**

The NC Teacher Working Conditions survey (2020), will be a valuable resource for giving information on Washington County School's progress. This survey is administered by NCDPI every 2 years to determine the conditions of teachers working in NC. While 2020 data is not yet available, 2018 data can still serve as a great resource. Although in 2018 there was a high teacher turnover rate, overall the Teacher Working Conditions Survey (2018) shows that 91% of the teachers think their school is a great place to work and learn and 81 % of them planned to return to teaching in their same school for 2018-2019. This speaks volumes about the teachers' feelings for their district if they are willing to return each year. This is especially true since we have several vacancies for teachers in counties surrounding Washington which also offer a larger supplement.

#### **District and School Performance**

According to the North Carolina Department of Public Instruction's (NCDPI) Low-Performing District List, Washington County Schools was 6th from the bottom of the low-performing districts in 2018 (NCDPI, 2018). This county is now proud to announce in 2019 that they have been removed from the state's low performing district listing. As seen Figure 2, four the five schools have all met or exceeded growth in the 2018-2019 academic year (green equals

met, orange equals exceeded). The only school that did not met growth was Pines Elementary (grey equals not met).

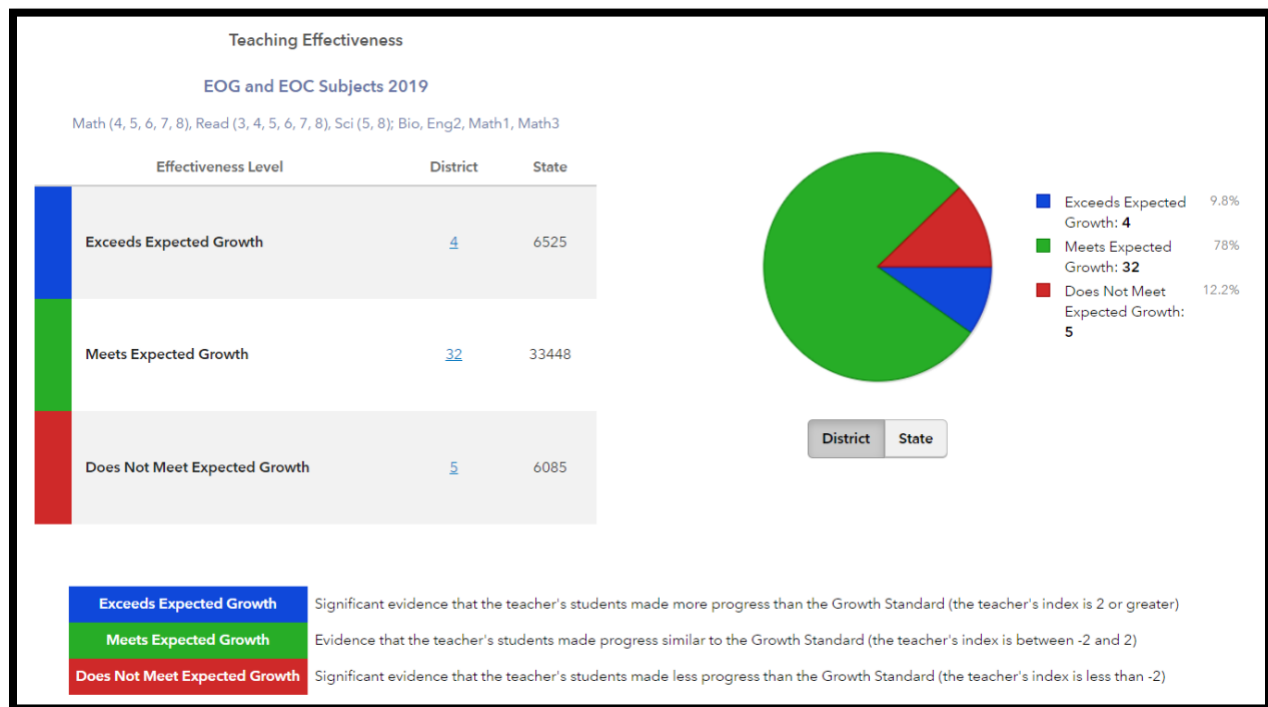


*Figure 2: School Performance and Growth Data. This figure represents the growth of all schools in WCS for the 2015-2019 school years.*

Based on school growth and performance, school performance grades are calculated (NCDPI, 2018). Four of the five sites, Creswell Elementary School (CES) and Washington County High School (WCHS) met growth. Washington County Middle School (WCMS), and Washington County HS(WCHS) exceeded growth. A school performance grade of D is in place for Creswell ES, Washington County MS, and Pines Elementary School (PES). Washington County HS has a grade of C and the Washington County Early College has a grade of B.

Although results have not been released for the 18-19 school year, Teacher Effectiveness data from EVAAS (2018), from 2018-2019 that 87.8 % of the teachers in the district met or exceed 1 year of academic growth. See Table 1 below.

Table 1: All EOG/EOC Subjects Teaching Effectiveness Report



From this table, there are 78% of the 41 teachers who met expect growth, while 9% exceeded growth in the 18-19 school year. These teachers were able to growth their students with an equivalency of 1 academic year of growth or more.

#### Subgroups and Academic Performance Targets

For specific groups at each site, additional supports will be provided by the state. As seen in Table 2 below, the Black subgroups for CES are targeted (CHS closed at the end of 2017-2018 school year), the Students with Disabilities (SWD) group is targeted for PES, and both the SWD and Hispanic groups are targeted for WCUS (changed to WCMS in the 2018-2019 school year). These subgroups-based show larger disparities of success as compared to other subgroups at their school site.

**Table 2: Qualifying Subgroups for Targeted or Comprehensive Supports**

| District Name             | School Code | School Name             | State Board of Education Region | Grade Span | Qualifying Subgroups for TSI-CU<br>EDS = Economically Disadvantaged Students<br>ELS = English Learners<br>SWD = Students with Disabilities |
|---------------------------|-------------|-------------------------|---------------------------------|------------|--|
| Washington County Schools | 940306      | Creswell Elementary     | Northeast                       | PK-05      | Black  |
| Washington County Schools | 940308      | Creswell High           | Northeast                       | 06-12      | Black  |
| Washington County Schools | 940314      | Pines Elementary        | Northeast                       | PK-05      | SWD  |
| Washington County Schools | 940328      | Washington County Union | Northeast                       | 06-08      | Hispanic, SWD  |



| Table 3: WCS Subgroups for Federal Reporting |                        |                           |                  |                                     |                  |                                     |              |                                |                  |                        |                           |                  |      |                  |      |              |                  |                  |
|--|------------------------|---------------------------|------------------|-------------------------------------|------------------|-------------------------------------|--------------|--------------------------------|------------------|------------------------|---------------------------|------------------|------|------------------|------|--------------|------------------|------------------|
| CRESWELL ELEMENTARY (ALL, W, EDS)            |                        |                           |                  |                                     |                  |                                     |              | PINES ELEMENTARY (ALL, B, EDS) |                  |                        |                           |                  |      |                  |      |              |                  |                  |
| Reading 3-8 Long Term Goals                  | Baseline Perf (% Prof) | Percent Increase Per Year | 2017-18 (% Prof) |                                     | 2018-19 (% Prof) |                                     | 18/19 Actual | 2019-20 (% Prof)               | 2020-21 (% Prof) | Baseline Perf (% Prof) | Percent Increase Per Year | 2017-18 (% Prof) |      | 2018-19 (% Prof) |      | 18/19 Actual | 2019-20 (% Prof) | 2020-21 (% Prof) |
|  |                        |                           | (Goal   Actual)  | Yearly Measures of Interim Progress | (Goal   Actual)  | Yearly Measures of Interim Progress |              |                                |                  |                        |                           |                  |      |                  |      |              |                  |                  |
|  |                        |                           |                  |                                     |                  |                                     |              |                                |                  |                        |                           |                  |      |                  |      |              |                  |                  |
| All  | 35.4 (2015-16)         | 2.003                     | 37.4             | 32.5                                | 39.4             | 23.3                                | 41.4         | 43.4                           | 26.1 (2015-16)   | 2.003                  | 28.1                      | 28.6             | 30.1 | 24.4             | 32.1 | 34.1         |                  |                  |
| Black  |                        | 2.549                     |                  | 13                                  |                  |                                     |              |                                | 25 (2015-16)     | 2.549                  | 27.5                      | 25.2             | 30.1 | 22               | 32.6 | 35.2         |                  |                  |
| Hispanic                                     |                        | 2.439                     |                  | 32                                  |                  |                                     |              |                                |                  | 2.439                  |                           | 33.3             |      |                  |      |              |                  |                  |
| White  | 52.8 (2015-16)         | 1.606                     | 54.5             | *                                   | 56               | *                                   | 57.6         | 59.2                           |                  | 1.606                  |                           | 48.4             | 50   | 33.3             |      |              |                  |                  |
| EDS  | 30.0 (2015-16)         | 2.464                     | 32.5             | 25.8                                | 34.9             | 16.7                                | 34.4         | 39.9                           | 18.4 (2015-16)   | 2.464                  | 20.9                      | 22.9             | 23.3 | 16.9             | 25.8 | 28.3         |                  |                  |
| SWD  |                        | 2.985                     |                  | 7.1                                 |                  |                                     |              |                                |                  | 2.985                  |                           | 17.9             |      |                  |      |              |                  |                  |
| Math 3-8 Long Term Goals                     | Baseline Perf (% Prof) | Percent Increase Per Year | 2017-18 (% Prof) |                                     | 2018-19 (% Prof) |                                     | 18-19 Actual | 2019-20 (% Prof)               | 2020-21 (% Prof) | Baseline Perf (% Prof) | Percent Increase Per Year | 2017-18 (% Prof) |      | 2018-19 (% Prof) |      | 18/19 Actual | 2019-20 (% Prof) | 2020-21 (% Prof) |
|  |                        |                           | (Goal   Actual)  | Yearly Measures of Interim Progress | (Goal   Actual)  | Yearly Measures of Interim Progress |              |                                |                  |                        |                           |                  |      |                  |      |              |                  |                  |
|  |                        |                           |                  |                                     |                  |                                     |              |                                |                  |                        |                           |                  |      |                  |      |              |                  |                  |
| ALL  | 32.9 (2015-16)         | 2.709                     | 35.6             | 31.3                                | 38.3             | 28.3                                | 41           | 43.4                           | 32.2 (2015-16)   | 2.709                  | 34.9                      | 27.9             | 37.6 | 20.7             | 40.3 | 43           |                  |                  |
| Black  |                        | 3.363                     |                  | 26.1                                |                  |                                     |              |                                | 29.2 (2015-16)   | 3.363                  | 32.6                      | 23               | 35.9 | 19.3             | 39.3 | 42.7         |                  |                  |
| Hispanic                                     |                        | 3.004                     |                  | 24                                  |                  |                                     |              |                                |                  | 3.004                  |                           | 66.7             |      |                  |      |              |                  |                  |
| White  | 41.7 (2015-16)         | 2.325                     | 44               | *                                   | 46.5             | *                                   | 58.7         | 51                             |                  | 2.325                  |                           | 38.7             | 41   | 23.3             | 43.4 | 45.7         |                  |                  |
| EDS  | 23.3 (2015-16)         | 3.2                       | 26.5             | 22.6                                | 29.7             | 23.3                                | 32.9         | 36.1                           | 28.1 (2015-16)   | 3.2                    | 31.3                      | 21.4             | 34.5 | 18.1             | 37.7 | 40.9         |                  |                  |
| EL   |                        | 3.549                     |                  | 31.8                                |                  |                                     |              |                                |                  | 3.549                  |                           | 64.7             |      |                  |      |              |                  |                  |
| SWD  |                        | 3.788                     |                  | 7.1                                 |                  |                                     |              |                                |                  | 3.788                  |                           | 17.9             |      |                  |      |              |                  |                  |
| CRESWELL ELEMENTARY                          |                        |                           |                  |                                     |                  |                                     |              | PINES ELEMENTARY               |                  |                        |                           |                  |      |                  |      |              |                  |                  |

| Table 3: WCS Subgroups for Federal Reporting        |                                 |                     |                     |                 |                     |                     |   |                                 |                     |                     |                 |                     |                     |
|---|---------------------------------|---------------------|---------------------|-----------------|---------------------|---------------------|---|---------------------------------|---------------------|---------------------|-----------------|---------------------|---------------------|
| WCMS (ALL, B, EDS)                                  |                                 |                     |                     |                 |                     |                     | WCHS (ALL, B, EDS)                                  |                                 |                     |                     |                 |                     |                     |
| Baseline Perf<br>(% Prof)                           | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof) | 2018-19<br>(% Prof) | 18/19<br>Actual | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) | Baseline Perf<br>(% Prof)                           | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof) | 2018-19<br>(% Prof) | 18/19<br>Actual | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) |
| (Goal   Actual) Yearly Measures of Interim Progress |                                 |                     |                     |                 |                     |                     | (Goal   Actual) Yearly Measures of Interim Progress |                                 |                     |                     |                 |                     |                     |
| 21.3<br>(2015-16)                                   | 2.003                           | 23.3                | 25.2                | 25.3            | 29.5                | 27.3                | 20.8<br>(2015-16)                                   | 2.031                           | 22.8                | 17.2                | 24.9            | 26.9                | 28.9                |
| 18.3<br>(2015-16)                                   | 2.549                           | 20.8                | 25.2                | 23.4            | 26.6                | 25.9                | 20.2<br>(2015-16)                                   | 2.62                            | 22.8                | 14.8                | 25.4            | 23.6                | 28.1                |
|   | 2.439                           |                     | 13.3                |                 |                     |                     |   | 2.442                           |                     |                     |                 |                     |                     |
|   | 1.606                           |                     | 35.3                |                 |                     |                     |   | 1.636                           |                     |                     |                 |                     |                     |
| 19.6<br>(2015-16)                                   | 2.464                           | 22.1                | 21                  | 24.5            | 18.4                | 27                  | 14.5<br>(2015-16)                                   | 2.55                            | 17.1                | 21.6                | 19.6            | 23.8                | 22.2                |
|   | 2.985                           |                     |                     | 21.8            | 10.5                | 24.8                |   | 3.232                           |                     |                     |                 |                     |                     |
| Baseline Perf<br>(% Prof)                           | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof) | 2018-19<br>(% Prof) | 18/19<br>Actual | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) | Baseline Perf<br>(% Prof)                           | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof) | 2018-19<br>(% Prof) | 18/19<br>Actual | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) |
| (Goal   Actual) Yearly Measures of Interim Progress |                                 |                     |                     |                 |                     |                     | (Goal   Actual) Yearly Measures of Interim Progress |                                 |                     |                     |                 |                     |                     |
| 13.4<br>(2015-16)                                   | 2.709                           | 16.1                | 18.9                | 18.8            | 17.1                | 21.5                | 20.0<br>(2015-16)                                   | 2.981                           | 23                  | 19.8                | 26              | 11.1                | 28.9                |
| 31.1<br>(2015-16)                                   | 3.363                           | 16.5                | 18.3                | 19.8            | 15.3                | 23.2                | 18.1<br>(2015-16)                                   | 3.569                           | 21.7                | 20                  | 25.2            | 8.3                 | 28.8                |
|   | 3.004                           |                     | 20                  |                 |                     |                     |   | 3.308                           |                     |                     |                 |                     |                     |
|   | 2.325                           |                     | 29.4                |                 |                     |                     |   | 2.645                           |                     |                     |                 |                     |                     |
| 10.4<br>(2015-16)                                   | 3.2                             | 13.6                | 15.4                | 16.8            | 11.5                | 20                  | 14.8<br>(2015-16)                                   | 3.45                            | 18.3                | 21.3                | 21.7            | 9.4                 | 25.2                |
|   | 3.549                           |                     | 18.2                |                 |                     |                     |   | 4.116                           |                     |                     |                 |                     |                     |
|   | 3.788                           |                     | 9.4                 |                 | <5                  |                     |   | 3.95                            |                     |                     |                 |                     |                     |
| WCMS  |                                 |                     |                     |                 |                     |                     |   |                                 |                     |                     |                 |                     |                     |

| Table 3: WCS Subgroups for Federal Reporting        |                                 |                     |                     |                 |                     |                     |   |                                 |                     |                     |                 |                     |                     |
|---|---------------------------------|---------------------|---------------------|-----------------|---------------------|---------------------|---|---------------------------------|---------------------|---------------------|-----------------|---------------------|---------------------|
| WCMS (ALL, B, EDS)                                  |                                 |                     |                     |                 |                     |                     | WCHS (ALL, B, EDS)                                  |                                 |                     |                     |                 |                     |                     |
| Baseline Perf<br>(% Prof)                           | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof) | 2018-19<br>(% Prof) | 18/19<br>Actual | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) | Baseline Perf<br>(% Prof)                           | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof) | 2018-19<br>(% Prof) | 18/19<br>Actual | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) |
| (Goal   Actual) Yearly Measures of Interim Progress |                                 |                     |                     |                 |                     |                     | (Goal   Actual) Yearly Measures of Interim Progress |                                 |                     |                     |                 |                     |                     |
| 21.3<br>(2015-16)                                   | 2.003                           | 23.3                | 25.2                | 25.3            | 29.5                | 27.3                | 20.8<br>(2015-16)                                   | 2.031                           | 22.8                | 17.2                | 24.9            | 26.9                | 28.9                |
| 18.3<br>(2015-16)                                   | 2.549                           | 20.8                | 25.2                | 23.4            | 26.6                | 25.9                | 20.2<br>(2015-16)                                   | 2.62                            | 22.8                | 14.8                | 25.4            | 23.6                | 28.1                |
|   | 2.439                           |                     | 13.3                |                 |                     |                     |   | 2.442                           |                     |                     |                 |                     |                     |
|   | 1.606                           |                     | 35.3                |                 |                     |                     |   | 1.636                           |                     |                     |                 |                     |                     |
| 19.6<br>(2015-16)                                   | 2.464                           | 22.1                | 21                  | 24.5            | 18.4                | 27                  | 14.5<br>(2015-16)                                   | 2.55                            | 17.1                | 21.6                | 19.6            | 23.8                | 22.2                |
|   | 2.985                           |                     |                     | 21.8            | 10.5                | 24.8                |   | 3.232                           |                     |                     |                 |                     |                     |
| Baseline Perf<br>(% Prof)                           | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof) | 2018-19<br>(% Prof) | 18/19<br>Actual | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) | Baseline Perf<br>(% Prof)                           | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof) | 2018-19<br>(% Prof) | 18/19<br>Actual | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) |
| (Goal   Actual) Yearly Measures of Interim Progress |                                 |                     |                     |                 |                     |                     | (Goal   Actual) Yearly Measures of Interim Progress |                                 |                     |                     |                 |                     |                     |
| 13.4<br>(2015-16)                                   | 2.709                           | 16.1                | 18.9                | 18.8            | 17.1                | 21.5                | 20.0<br>(2015-16)                                   | 2.981                           | 23                  | 19.8                | 26              | 11.1                | 28.9                |
| 31.1<br>(2015-16)                                   | 3.363                           | 16.5                | 18.3                | 19.8            | 15.3                | 23.2                | 18.1<br>(2015-16)                                   | 3.569                           | 21.7                | 20                  | 25.2            | 8.3                 | 28.8                |
|   | 3.004                           |                     | 20                  |                 |                     |                     |   | 3.308                           |                     |                     |                 |                     |                     |
|   | 2.325                           |                     | 29.4                |                 |                     |                     |   | 2.645                           |                     |                     |                 |                     |                     |
| 10.4<br>(2015-16)                                   | 3.2                             | 13.6                | 15.4                | 16.8            | 11.5                | 20                  | 14.8<br>(2015-16)                                   | 3.45                            | 18.3                | 21.3                | 21.7            | 9.4                 | 25.2                |
|   | 3.549                           |                     | 18.2                |                 |                     |                     |   | 4.116                           |                     |                     |                 |                     |                     |
|   | 3.788                           |                     | 9.4                 |                 | <5                  |                     |   | 3.95                            |                     |                     |                 |                     |                     |
| WCMS  |                                 |                     |                     |                 |                     |                     |   |                                 |                     |                     |                 |                     |                     |

| Table 3: WCS Subgroups for Federal Reporting        |                                 |                     |                     |                 |                     |                     |   |
|---|---------------------------------|---------------------|---------------------|-----------------|---------------------|---------------------|---|
| WCECHS (ALL)  |                                 |                     |                     |                 |                     |                     |   |
| Baseline Perf<br>(% Prof)                           | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof) | 2018-19<br>(% Prof) | 18/19<br>Actual | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) | Reading - Gr.<br>10<br>Long Term<br>Goals |
| {Goal   Actual} Yearly Measures of Interim Progress |                                 |                     |                     |                 |                     |                     |   |
|   | 2.003                           |                     |                     |                 |                     |                     | All                                       |
|   | 2.549                           |                     |                     |                 |                     |                     | Black                                     |
|   | 2.439                           |                     |                     |                 |                     |                     | Hispanic                                  |
|   | 1.606                           |                     |                     |                 |                     |                     | White                                     |
|   | 2.464                           |                     |                     |                 |                     |                     | EDS                                       |
|   | 2.985                           |                     |                     |                 |                     |                     | SWD                                       |
| Baseline Perf<br>(% Prof)                           | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof) | 2018-19<br>(% Prof) | 18/19<br>Actual | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) | Math - Gr. 11<br>Long Term<br>Goals       |
| {Goal   Actual} Yearly Measures of Interim Progress |                                 |                     |                     |                 |                     |                     |   |
|   | 2.709                           |                     |                     |                 |                     |                     | ALL                                       |
|   | 3.363                           |                     |                     |                 |                     |                     | Black                                     |
|   | 3.004                           |                     |                     |                 |                     |                     | Hispanic                                  |
|   | 2.325                           |                     |                     |                 |                     |                     | White                                     |
|   | 3.2                             |                     |                     |                 |                     |                     | EDS                                       |
|   | 3.549                           |                     |                     |                 |                     |                     | EL  |
|   | 3.788                           |                     |                     |                 |                     |                     | SWD                                       |

When looking deeper into the end-of-year performance for these groups, there are set targets released for each subgroup at each site. Table 3 below shows in blue the subgroups that are tracked by NCDPI due to having more than 30 students in that group. Each of the five school sites for both reading and math have the “All” subgroup. CES has White and EDS, while PES, WCMS, and WCHS all have Black and EDS. This means that each school site has 3 targets for reporting.

In green above you can also see that 12% (3 of the 24) of the subgroup met their targets. These areas are WCMS subgroups of all and black in reading, and WCHS subgroups of economically disadvantaged in reading. Since this is based on federal reporting targets (only level 4 and 5 student proficiency), the state targets would have shown more growth (level 3, 4, and 5 proficiency).

In a review of the third academic indicator, 4 Year Graduation Cohort Rate (for high schools only) you can see that WCHS has 3 subgroups of All, Black and EDS. Each group exceeded the predicted proficiency for the 2018-2019 school year. The WCECHS does not have this data due to them not having a graduating class at this time.

| <b>Table 4: 4 Year Graduation Cohort Rate</b> |                                 |   |                     |                 |                     |                     |                           |                                 |   |                     |                     |                     |   |
|---|---------------------------------|---|---------------------|-----------------|---------------------|---------------------|---------------------------|---------------------------------|---|---------------------|---------------------|---------------------|---|
| 4-Year Baseline Perf<br>(% Prof)              | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof)                                 | 2018-19<br>(% Prof) | 18/19<br>Actual | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) | Baseline Perf<br>(% Prof) | Percent<br>Increase Per<br>Year | 2017-18<br>(% Prof)                                 | 2018-19<br>(% Prof) | 2019-20<br>(% Prof) | 2020-21<br>(% Prof) | 4-Year Cohort<br>Graduation<br>Rate<br>Long Term<br>Goals |
|   |                                 | (Goal   Actual) Yearly Measures of Interim Progress |                     |                 |                     |                     |                           |                                 | (Goal   Actual) Yearly Measures of Interim Progress |                     |                     |                     |   |
| 75.3<br>(2015-16)                             | 0.91                            | 76.2  | 67.7                | 77.1            | 78.8                | 78                  |                           | 2.709                           |   |                     |                     |                     | ALL   |
| 78.3<br>(2015-16)                             | 1.21                            | 79.5  | 68.6                | 80.7            | 83.8                | 81.9                |                           | 3.363                           |   |                     |                     |                     | Black   |
| 80<br>(2015-16)                               | 1.44                            | 81.4  | 57.1                | 82.9            | 84.9                | 84.3                |                           | 3.2                             |   |                     |                     |                     | EDS   |
|   | 2.61                            |   | 38.5                |                 |                     |                     |                           | 3.788                           |   |                     |                     |                     | SWD   |
| WCHS  |                                 |   |                     |                 |                     |                     | WCECHS                    |                                 |   |                     |                     |                     |   |

## School Improvement Plans



This current year's school improvement plans focus on curriculum supports, district contacts for individual schools, strategies, and professional learning communities. WCS uses the state school improvement tool NCStar which is a revamped data collection tool from the Academic Development (2018) called Indistar. NCStar tracks school improvement. For the 18-19 school year, the district had 3 specific improvement focus areas aligned with the "Wise Ways" in this program. These are

1. The district will set district, school, and student subgroup achievement targets. (5627)

2. The LEA will orient its culture toward shared responsibility and accountability. (5140)
3. The district will examine existing school improvement strategies being implemented across the district and determine their value, expanding, modifying, and culling as evidence suggests. (5634)

As seen in Table 5 below, the targets currently range from 43 % to 75% completed. By focusing on these three areas, the district hopes to see improved learning outcomes for all students.

**Table 5: WCS NCStar Data**

|  |  | Indicator/Objective (Count 6)  | Initial Implementation          | Index Score | Assigned to: | Target date: |
|---|---|--|---------------------------------|-------------|--------------|--------------|
| <b>Dimension A - Instructional Excellence and Alignment</b>                       |   |  |                                 |             |              |              |
|   |   | A03 The district will set district, school, and student subgroup achievement targets. (5627)   | None/Will Include<br>02/12/2018 | 6           | Yanisha Mann | 05/01/2019   |
|   |   | A04 The district will provide a cohesive district curriculum guide aligned with state standards or otherwise place curricular expectation on the school. (5642)                                      | Limited<br>11/15/2019           | 6           | Keith Kremer | 11/15/2019   |
| <b>Dimension B - Leadership Capacity</b>  |   |  |                                 |             |              |              |
|   |   | B01 The LEA will orient its culture toward shared responsibility and accountability. (5140)  | None/Will Include<br>02/12/2018 | 9           | Daniel Smith | 04/20/2019   |
|   |   | B07 The district will examine existing school improvement strategies being implemented across the district and determine their value, expanding, modifying, and culling as evidence suggests. (5634) | None/Will Include<br>02/12/2018 | 6           | Yanisha Mann | 05/01/2019   |
|   |   | B08 The district will designate a central office contact person for the school, and that person will maintain close communication with the school and an interest in its progress. (5639)            | Limited<br>03/02/2020           | 4           | Yanisha Mann | 01/01/2020   |
| <b>Dimension C - Professional Capacity</b>  |   |  |                                 |             |              |              |
|   |   | C06 Staff development will be built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (5644)   | Limited<br>03/02/2020           | 6           | Daniel Smith | 05/31/2020   |

For the 19-20 school year, the district has added 3 more improvement focus area. These are

4. 2021, 100% of staff will use a district provided, cohesive curriculum guide aligned with state standards and curricular expectations for the schools. (Indicator 5642)

5. By 2021 100% of the schools will have a district designated central office contact person, and that person maintains close communication with the school and an interest in its progress. (Indicator 5639)
6. By 2021 100% of the district will ensure staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (Indicator 5644)

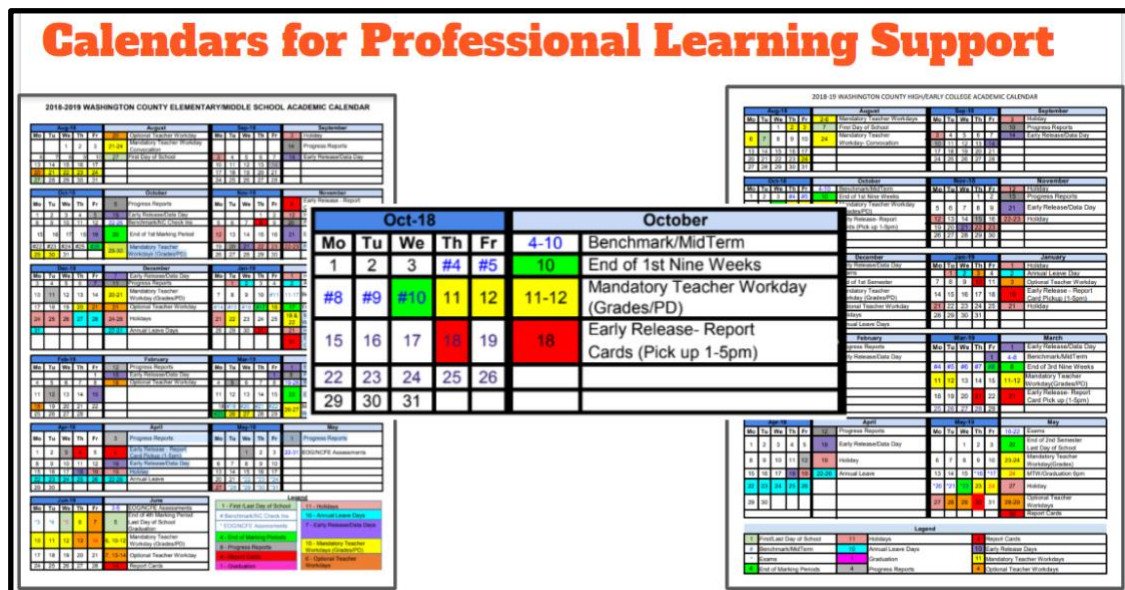
Focus areas 5 and 6 will also help to establish stronger relationships and improve the climate of staff within the district. According to Farr (2019), relationships help to increase teacher confidence and motivation leading to collective efficacy and a supportive climate. Therefore, having a direct connection from central office to schools and encouraging staff members to learn together should have a positive impact on the climate.

## Section 4—Analysis of Data and Identification of Areas for Improvement

After reviewing and analyzing all data, findings to detail a culture assessment was created to increase morale and positively impact the district's culture. A common vision, good communication, empowerment, and rewards will help us to accomplish this task. For deeper review in this paper, these areas will be aligned with the NC Superintendent Evaluation Standards Elements relating to a climate conducive for learning. The following areas have been identified as areas for improvement.

## Focus on Collaborative Work Environment

When first reviewing structures in the system, there was a lack of planning to support teacher and staff development. As stated by the NCDPI NCStar Weebly (2018, p 2), “Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs.” In order to establish an opportunity for professional development, the school calendar must be used to strategically plan for professional learning for all staff. Figure 3 below show how professional learning days are built into the calendar for staff support.



*Figure 3: Calendars for Professional Learning Support. This figure shows the calendars developed for elementary/middle school and high school sites. Each of the months show a key that details the dates the county will have professional development*

This will ensure a strategic focus on goals and time to accomplish this. The content of these professional learning days must also be considered. Figure 4 below shows the type of professional learning days offered in WCS. Using stakeholders from a variety of settings we will align the strategic plan with professional learning goals for each day of professional development. PLCs should be better developed with a structure to share data, collaboratively plan, and unpack assessments.

## WCS Professional Development Plan

**Washington County Schools  
Professional Development Plan**

In the 18-19 school year, WCS will create a flexible schedule providing each staff member with five meeting structures. These are centered around

1. **Early Release Days** School level focus on data to drive school goal
2. **District Level Professional Development Opportunities** (some will be selected by staff choice while others will be required by principals based on data). **All staff** should have the opportunity to select one area that most interests him/her, from the district/school level choices below
  - a. Possible topics are:
    - i. The integration of technology into lesson design.
    - ii. SchoolNet
    - iii. PowerSchool
    - iv. Data Analysis – Mclass
    - v. Data Analysis – Imagine Learning
    - vi. Data Analysis – Classroom Observation Data
    - vii. Imagine Learning
    - viii. Meeting the needs of our special populations
    - ix. Campus Visits
    - x. Others as needed
3. **School Level Professional Development Opportunities** (some will volunteer while others will be volun-“told” by principals).
  - a. Possible topics are:
    - i. Next quarter planning
    - ii. Effective use of data to drive the decision-making process
    - iii. Comprehensive Planning
    - iv. Lesson Design
    - v. Classroom Management
    - vi. Data Analysis – Walkthrough Data
    - vii. Others as needed

4. **School Level Teacher Grading Time– Finalize Grades** (2 -3 hours to finalize data)
5. **Job Alike Meetings–** (1 -3 hours to work with people of the same job type)
  - a. ENCORE-Lead- Dunlow
  - b. Curriculum APs- Lead - Kremer
  - c. Non-Curricular APs- lead- S. Cherry
  - d. Custodian- Young/Cantrell
  - e. Counselors- Cherry
  - f. CTE- MS stay with MS Staff (unless otherwise noted), HS- Wrighton
  - g. Nurses- Wilborg
  - h. SROs- Officer Shelton
  - i. Social Workers- Brown
  - j. Child Nutrition- Fall/Spring Meeting - Mitchell
  - k. Maintenance Staff- as desired- Cantrell
  - l. Transportation Staff - as desired- Stokes
  - m. Technology Staff - as desired- Smith
  - n. SLMC- 1 day of the 2 Yellow PD Days,

**Washington County Schools  
Professional Development Plan**

- o. Student Transporters -Fall/Spring Meeting- Stokes
- p. Bookkeepers/Secretaries- vs Data manager- 1 day of the 2 yellow days
- q. Teacher Assistants- BOY or EOY date (5 days excused due to decrease)
- r. Teachers/ EC Teachers-Principals

*Figure 4: WCS Professional Development Plan. This figure shows the structures that will be provided for professional learning in Washington County Schools. Job alike meetings will also allow many staff to have a PLC that were not of traditional focus.*

**Acknowledges Failures, Celebrates Accomplishments and Rewards**



One of the items of reward for WCS, is the fact that they are off the state low performing schools list. The district has been on this list since 2011 (8 years). While this great feat occurred, there has been little recognition and reward. The district did, however, purchase cake and ice cream for each of the sites.

This data and several other observations conclude the need for a plan to acknowledge failures and celebrate recognitions with rewards. Beyond this recognition, there are several other areas to improve on or celebrate. Getting the information about school improvements out to the community and stakeholders is important. It builds their awareness of the schools' progress. It can also lead to increase funding from county commissioners as they recognize the accomplishments being created.

### **Efficacy and Empowerment**

Last, but not least, there needs to be a system of leadership development and empowerment to keep the climate positive. High quality staff members can be a great asset to district professional learning settings. This can reduce the cost of speakers and professional learning leads, while providing encouragement and support to the staff. This in combination with a strategy to check feedback will help to support positive change in school culture.

After discussing these ideas with staff, the researcher (who is the current superintendent) created an action plan to address each of these areas.

### **Section 5--Action Plan and Implementation Evaluation**

To begin implementation of this project, an initial meeting was had with board members to review the strategic plan and create some areas to focus on for rewards in alignment with the strategic plan. The areas suggested by the board was individual and school recognitions based on happenings in the district. This will be labeled as "Good News" in each monthly board meeting. There was also a suggestion to recognize schools with a banner for highest attendance and most improved attendance. This led to also having a "Golden Spoon" for the highest percentage of students eating breakfast and lunch. In

addition to the board's request, several other stakeholders including staff, parents, and students contributed to other positive things that can be done to make the district climate more positive.

## Collaborative Work Environment


In order to have a positive district culture, it starts with first having structures in place to connect the staff and students. From this idea and with the use of the school calendar, dates were established so that various stakeholders have a time to interact and plan. Meetings with group like the Business Advisory Council, Student Leadership Teams, and the Parent and Community Leadership Team allow stakeholders beyond the classroom to be valued and give input on our community of learners. As seen in Figure 5 below these meetings are set to occur at different times so that roles are overlapped for those attending multiple meetings.

# Meeting Structures

**WCS Leadership Team Meetings  
2019-2020**

- **Executive Leadership Team**
  - Team: Superintendent, Chief Academic Officer, Finance, Personnel, Technology
  - Goal: Refine strategic leadership for the district with external resources
    - Monday's from 1-4pm 1st and 3rd weeks (hold on 2nd and 4th weeks)
    - Develop and shape a shared vision for our district
    - Meet for updates on general direction and state of the district
    - Share state-related impacts
    - Reports out on supervision of employees
      - Location: CSS Conference
      - Mon, Aug 12th 1-3pm, Wed, August 28 1-3pm
      - Tue, Sept 11 1:00-3pm, Wed, Sept 25 1-3pm
      - Mon, Oct 9 10-12pm, Mon, Oct 28 1-3pm
      - Mon, Nov 4 1-3pm, Mon, Nov 18 1-3pm
      - Mon, Dec 2 1-3pm, Mon, Dec 16 1-3pm
      - Mon, Jan 13 1-3pm, Tue, Jan 27 1-3pm
      - Mon, Feb 10 1-3pm, Mon, Feb 24 1-3pm
      - Mon, Mar 2 1-3pm, Mon, Mar 16 1-3pm
      - Wed, Apr 8 1-3pm, Mon, April 27 1-3pm
      - Mon, May 4 1-3pm, Mon, May 18 1-3pm
      - Mon, June 8 1-3pm, Mon, June 22 1-3pm
- **District Leadership Team**
  - Team: Superintendent, Chief Academic Officer, Director Supt Assistants, Chief Technology, Communications, Testing CTE, Exceptional Children, Personnel, Finance, Child Nutrition, Maintenance, and Transportation
  - Goal: Refine strategic leadership for the district with internal connections, NCStar (link): Strategic Planning Document
    - Develop and shape experiences in the district
    - Review internal data to drive direction
    - Share best practices and promote professionalism (attendance)
      - 1st Fridays 8-1pm
      - Location: CSS Conference
      - Aug 29\*, Sept 27\*, Oct 22\*, Nov 15, Dec 19, Jan 16\*, \*Feb 20\*, Mar 20, April 21, May 21, June 23\*
- **Principal Leadership Team**
  - Team: Superintendent, Principals, Chief Academic Officer, Chief Personnel, Communications, Finance, CTE, EC, Testing, Child Nutrition, Maintenance, Transportation
  - Goal: Share information, give principals a voice
    - Review district to school level practices and policies
    - Build leadership capacity of principals
      - Location: CSS Conference Room
      - 1st Tuesday of the Month
      - 8-9 Supt and Principals
      - 9-9 All Lead Staff

- Executive Leadership Team
- District Leadership Team
- Principal Leadership Team
- Curriculum Leadership Team
- District Quarterly Walkthroughs
- Board of Education Walkthrough Team
- Teacher Advisory Council
- WCS Student Advisory
- Community Meeting Dates
- Parent and Community Leadership Team
- Business Advisory Board
- County Managers Meeting
- Student Support Services Initiative /School Health Advisory Committee (SHAC)
- Additional Meetings
  - Teacher Leadership Initiative
  - Beginning Teacher Support Program
  - Media & Technology Advisory Council



*Figure 5: Meeting Structures.* This figure shows a structure of meetings to ensure interactions with school leaders

In addition to meetings, professional learning communities are a great way to increase shared vision, camaraderie, and collaborative planning. For these settings, as a district we supported the idea of assist principals creating vertical and grade-oriented PLC structures. Furthermore, the daily planning with start with a share out of positive things working in classrooms as a motivator for their peers.

#### Celebrate Accomplishments and Awards, Acknowledge Failures

In order to draw more attention to the items that are positive happening in the county the logistics coordinated was tasked with creating e a marketing plan to show the schools progress. As the superintendent, I also helped to spread the positivity by presenting to county commissioners about our celebrations and recognitions in alignment with the strategic plan. The images below in Figure 6 show slides used in the county managers meeting.

The slide features a yellow header with the title "Washington County Schools 2017-2020". On the left side, there are five logos: a circular seal for "HOME • COMMUNITY • SCHOOL", a tiger mascot, a circular seal for "FINEST ELEMENTARY SCHOOL", a wolf mascot, and a blue panther mascot. To the right of these logos is a bulleted list of accomplishments:

- **Chromebook Refresh Initiative (annually)**
- **Created a “Drop In” program for HS dropouts (2017)**
- **Ensured job and evaluation alignment for all employees (2018)**
- **Rebranded Schools to reflect new mascots (2018)**
- **Eliminated all “F” schools (2018)**
- **WCECHS to BCCC Transportation (2019)**
- **1st “B” school WCECHS (2019)**
- **Off the State Low Performing Schools List (2019)**
- **Established a Dual Language program in Creswell**
- **Acquired over \$1,000,000.00 in grant funding**
- **Teacher Assistant Supplement (2019)**

*Figure 6:* County Commissioners Presentation. This figure shows a highlight of district progress shared with County Commissioners in Washington County.

As stated earlier, the board wanted to recognize student attendance. Another issue is adult attendance. In order to provide an incentive to those who are at work each day on time to fight for children, we created a monthly budget for recognition of a teacher at each site who has perfect attendance. If we have a tie a name will be drawn for the winner. We also plan to take all names with monthly perfect attendance to be entered into a raffle for \$100 worth of school supplies. In addition to this, all staff members will receive a birthday card and they will get to experience the district's gratitude cart. This will be a sweet and salty snack cart we will roll from room to room to reward teachers each quarter

Table 6: Budget Sheet for a Staff Incentive Plan

|                               |                               |           |           |  |                              |
|-------------------------------|-------------------------------|-----------|-----------|--|------------------------------|
| Teacher Attendance Incentives |                               | \$1,000   |           |  | Celebration and Recognitions |
| District Leadership meeting   | 11                            | \$2,000   |           |  | Celebration and Recognitions |
| Principal Meetings            | 11                            | \$2,000   |           |  | Celebration and Recognitions |
| parent Advisory               | 4                             | \$500     |           |  | Celebration and Recognitions |
| teacher advisory council      | 10                            | \$1,000   |           |  | Celebration and Recognitions |
| subway- pick of the crop      | 4 c per m, 10 m=40c           | \$200     |           |  | Celebration and Recognitions |
| Coaches                       | stipend                       | Crossen   |           |  | Athletics                    |
| HS                            | washer/drier                  |           |           |  | Athletics                    |
| MS                            | track                         |           | \$250,000 |  | Athletics                    |
| HS                            | library                       | see below |           |  | Capital Outlay               |
| MS                            | Library                       | see below |           |  | Capital Outlay               |
| gratitude cart                | quarterly at each school site |           | \$2,000   |  | Celebration and Recognitions |

## Efficacy and Empowerment

In a school district you have several teachers. Those that shine and excel in this role are called Master Teachers in WCS. Master teachers can lead their peers in some areas of professional learning. This could prove to be the start of an excellent foundation for empowering new leaders. As a change to this tradition, we will identify master teachers to help us lead. We will also call in the teacher of the year and the principal of the year to speak in convocation.

A final way to empower staff is to give them a voice. Traditionally, WCS does an annual survey to collect data on returning staff and location transfers. However, this is done annually. In

the future, plus Delta weekly wrap ups will occur. This will give all staff time to reflect on the week they had and give any positives and other areas we should improve. Below in Figure 7 you see an example of a plus delta used at the district level to collect data.

| <p style="text-align: center;"><b>How was your week?</b><br/> <b>Washington County Schools Central Office Staff</b><br/> Weekly Plus / Delta</p> <p>Please fill in your +/- for the week. If you accidentally delete something please use "undo" or Control+"z" to undo!<br/> Please put your initials at the end of any issue you post. This will serve as your weekly exit ticket (Due Friday).<br/> Thanks!</p> <p>Staff that should be adding to this document:<br/> T. Gallop, S. Cherry, K. Kremer, D. Brown, F. Daniels, J. Simpson, D. Smith, W. Stokes, L. Cantrell, J. Jordan, C. Rasonabe, T. Wrighton,<br/> Staff that would additionally value input from:<br/> T. Gill, B. Dail, D. Riddick, M. Pugh, J. Brickhouse, T. Taylor, T. Smith, M. Cox, C. Pettiford, Admins, Maintenance Staff, Transportation Staff</p>     |   |
|---|---|
| <p style="text-align: center;"><b>Plus / Glows</b><br/> <b>What went well ...</b></p>   | <p style="text-align: center;"><b>Delta / Grows</b><br/> <b>What needs to be modified ...</b></p>   |
| <p style="text-align: center;"><u><b>Week of 12/02/2019-12/08/2019</b></u></p> <ul style="list-style-type: none"> <li>• Glad to be back together with Work Family!! Have a Great Week EVERYONE!! TMG</li> <li>• Thank-you to those involved in planning our Thanksgiving Get-together:) KDK</li> <li>• Washington County High School Cheerleaders performed well at the regional cheer competition held at Gates County High School on Saturday, Nov. 23, 2019. They also had a nice group of fans attending. B. Dail</li> <li>• Washington County AIG cohort did a nice job with their final presentations. We will soon have five new AIG certified teachers in our district. B. Dail</li> <li>• Missing everyone but thankful that Ms. Chesson and Ms. Cherry are in place and folding the fort down while I'm out. JTS</li> </ul> | <p style="text-align: center;"><u><b>Week of 12/02/2019-12/08/2019</b></u></p> <ul style="list-style-type: none"> <li>• "We all need people who will give us feedback. That's how we improve."– <b>Bill Gates KDK</b></li> <li>• "Criticism may not be agreeable, but it is necessary. It fulfils the same function as pain in the human body. It calls attention to an unhealthy state of things." – <b>Winston Churchill KDK</b></li> </ul> |

Figure 7: Sample District Plus Delta Chart. This figure shows a sample plus delta system for each school to determine areas of growth and concern

A connected staff will always first perform when they feel valued and supported by leadership. With a focus on collaborative work, acknowledgement of success and failures, and empowering the staff, we will have a swimming school. All together, these items create an environment conducive to learning.

## Section 6—Project Evaluation and Impact Summary

In closing my work on this project, I have genuinely understood more about the importance of a system's culture on the performance of all schools. Although we have not created an ideal environment at all sites, we have grown as a staff to keep students at the forefront and to learn to recognize progress. This project has also created a plan to incentivize and promote the staff who work hard to make this happen.

As a result of this project, there has been a plan to create meeting and PLC structures, recognize staff for hard work, and to better market the good things happening as a district. As a key leader in this district, the attention that I gave to honoring and acknowledging staff at the district level, was then reflected in school level staff acknowledgement too. This made staff feel more appreciated. My reflection on this as leader is that the expectation starts at the top. If you are showing the staff how important it is to create a positive culture, they will reflect this.

There are many ways current traditions and norms can be honored, while new celebrations and future traditions are established. In my work on this project I have learned the importance of culture in creating a climate that is conducive to learning. With collaboration, acknowledgement, and empowerment, you can support a staff that shows WCSisReady!

### DSL Standard 3: Cultural Leadership Evaluation Rubric

**Standard 3: Cultural Leadership**—Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to “re-culture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

**a. Focus on Collaborative Work Environment:** The superintendent understands and acts on the understanding of the positive role that a collaborative work environment can play in the district’s culture.

| Developing  | Proficient   | Accomplished  | Distinguished  | Not Demonstrated<br>(Comment Required) |
|---|--|---|--|--|
| <input type="checkbox"/> Collaborates with central office staff, local school board members, and principals.<br><input type="checkbox"/> Solicits advice and guidance of key advisors and mentors.<br><input type="checkbox"/> Uses multiple sources of data to understand the culture of the district. | . . . and<br><input type="checkbox"/> Designs elements of a collaborative and positive work environment throughout the district.<br><input type="checkbox"/> Routinely and systematically seeks the advice and guidance of teachers, principals, staff, board members, and other stakeholders regarding the strategic direction of the district.<br><input type="checkbox"/> Uses data to create and maintain a positive work environment.<br><input type="checkbox"/> Develops the capacity of principals and other district leaders to establish and maintain collaborative work environments. | . . . and<br><input type="checkbox"/> Holds principals and other district leaders accountable for establishing and maintaining collaborative work environments.<br><input type="checkbox"/> Monitors improvement of the work environment in individual schools and throughout the district. | . . . and<br><input type="checkbox"/> Develops a plan to implement policies and procedures that ensure cohesion and cooperation among staff.<br><input type="checkbox"/> Establishes working relationships with professional colleagues, business and industry associates, and policy makers to support the collaborative culture of the district. |  |

**3b. Acknowledges Failures; Celebrates Accomplishments and Rewards:** The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the identity, culture and performance of the district.

|             |               |              |                |
|-------------|---------------|--------------|----------------|
| 1 -Emerging | 2- Developing | 3-Proficient | 4-Accomplished |
|-------------|---------------|--------------|----------------|

|  |   |   |   |
|--|---|---|---|
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the importance of acknowledging concerns and celebrating accomplishments.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify district shortcomings and accomplishments.</li> <li><input type="checkbox"/> Use established criteria for performance as the fundamental to inform decisions about evaluation, reward, and advancement.</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Help principals establish criteria for evaluating programs and performance (3b1).</li> <li><input type="checkbox"/> Utilize reward and advancement as a way to promote the accomplishments of the district (3b2).</li> <li><input type="checkbox"/> Effectively communicate with selected stakeholder groups the successes and shortcomings of the district (3b3).</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize individual and collective contributions toward attainment of strategic goals.</li> <li><input type="checkbox"/> Implement appropriate and meaningful processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures.</li> <li><input type="checkbox"/> Institutionalize the district's response to success and shortcomings.</li> </ul> |
|--|---|---|---|



| 3c.   |  |   |                |
|---|--|---|----------------|
| 1 -Emerging   | 2- Developing  | 3-Proficient  | 4-Accomplished |
| <p>The candidate's artifact demonstrates awareness of the need to:</p> <ul style="list-style-type: none"> <li>● Understand the value of efficacy among district faculty/staff in promoting district goals.</li> </ul> | <p>The candidate's artifact demonstrates they worked in isolation to:</p> <ul style="list-style-type: none"> <li>● Have a sense of professional efficacy and belief in her/his ability to affect positive leadership in the district.</li> <li>● Understand the importance of and contribute to the development of an environment of trust among faculty/staff.</li> <li>● Understand the importance of and contributes to the development of efficacy and empowerment among faculty/staff.</li> </ul> | <p>The candidate's artifact demonstrates they worked collaboratively with principals and district level leaders to:</p> <ul style="list-style-type: none"> <li>● Implement strategies that build efficacy and empowerment among principals (3c1).</li> <li>● Monitor the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups (3c2).</li> </ul> |                |

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