



Principal and Assistant Principal 2020-2021 NCEES Orientation

The word "Welcome" is rendered in a large, 3D cursive font. Each letter has a different color, creating a rainbow gradient from left to right: the 'W' is orange/yellow, 'e' is green, 'l' is light green, 'c' is blue, 'o' is dark blue, 'm' is purple, and 'e' is red. The letters have a slight shadow, giving them a three-dimensional appearance.

Orientation

At the beginning of the school year, the superintendent/designee will conduct a group orientation with all of the LEA (Local Education Agency) principals and assistant principals. At this orientation, each principal and assistant principal will be provided a complete set of materials outlining the evaluation process. (SBE Policy EVAL-005)

Principal Evaluation Process

Red- Required Document
Green- Optional Forms
Black- Required Process

Step
1

Orientation

- Meeting to distribute materials outlining the evaluation process

Step
2

Pre-Evaluation Planning

- **Self Assessment- Required Document**
- Performance Goals (PG) → *The NC P/AP Goal Form is an optional form, however highly recommended.*

Step
3

Initial Meeting

- Meeting to discuss 1. Self Assessment 2. Goal Development 3. Evidence and Data/ Artifacts
- Principal/AP and Superintendent/ designee agree on components of meeting and confirm level of performance.

Step
4

Data Collection

- Principal collects data agreed upon as evidence to support goals → *The Principal/Assistant Principal Evaluation Process Documentation is an optional form used to document site visits and Conf. dates*
- Superintendent/designee visit

Step
5

Mid-Year Conference

- Meeting to discuss progress of goal attainment. → *The Mid-Year Evaluation: Progress Toward Achieving Goals form is an optional form used , by the evaluator, to document progress.*
- School-wide student growth data should be available for review.

Step
6

Prepare a Consolidated Performance Assessment

- Brief summary of Steps 4 and 5 → *Obtained under Steps 4 and 5*
- Should be provided to the superintendent/ designee well in advance of Step 7

The Goal Setting Worksheet is an optional form to identify professional growth goals based on data gathered from artifacts and other sources.

Step
7

Summary Evaluation Conference

- Meeting at the school site to discuss: 1. **Self Assessment –Required Document**
- 2. Consolidated Performance Assessment (agree upon progress towards performance goals for the year)
- 3. **Summary Evaluation Form / Rubric -Required Document**

Intended Purposes of the School Executive Standards

The North Carolina School Executive Standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school executive's development, these standards will serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century...The main responsibility of the school executive is to create aligned systems of leadership throughout the school and its community. (Excerpt from SBE Policy EVAL 030)

STANDARD 1: STRATEGIC LEADERSHIP

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

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Summary: School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.

STANDARD 3: CULTURAL LEADERSHIP

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

STANDARD 4: HUMAN RESOURCE LEADERSHIP

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

STANDARD 5: MANAGERIAL LEADERSHIP

Summary: School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decisions so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

STANDARD 6: EXTERNAL DEVELOPMENT LEADERSHIP

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

STANDARD 7: MICROPOLITICAL LEADERSHIP

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

Evaluation Timelines	PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION PROCESS
By October 9, 2020	Step 1: Orientation: Meeting to distribute materials outlining the evaluation process <ol style="list-style-type: none"> 1. Evaluation Policies: https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/ncees-policies (EVAL 005, EVAL 006, EVAL 030) 2. Evaluation Rubric: https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/principals (Rubric) 3. Evaluation Timelines: https://www.ucps.k12.nc.us/Page/5888 4. COVID-2020: Supporting Remote and Blended Instruction Using NCEES https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/covid-2020
By October 30, 2020	Step 2: Pre-Evaluation Planning: Prepare Self-Assessment and performance goals.
By November 20, 2020	Step 3: Initial Meeting: Meeting to discuss self-assessment, goal development, evidence and artifacts Note: The Principal/AP and Superintendent/designee (evaluator) agree on components of the meeting and confirm the level of performance.
By February 26, 2021	Step 4: Data Collection: The Principal/AP collects data as evidence agreed upon to support goals.
March 30, 2021	Step 5: Mid-Year Conference: Meeting to discuss progress of goal attainment
By April 30, 2021	Step 6: Consolidated Performance Assessment: Brief summary of steps 4 and 5 Note: The Consolidated Performance Assessment should be provided to the evaluator well in advance of the Step 7.
By June 26, 2021	Step 7: Summary Evaluation Conference



Visit the Human Resources Virtual Office on Fridays from 10:00-11:00 a.m. to ask questions about evaluation procedures or any other Human Resources topic of interest.

Human Resources	https://meet.google.com/okx-cmxx-tyy	+1 929-266-3034	715 910 426#
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Administrators may also request an individual or small group training session on the NCEES Tool.

Visit the Employee Performance Appraisal Systems Website at <https://www.ucps.k12.nc.us/Page/5888>.

Take care; be safe; and have a great day!

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