

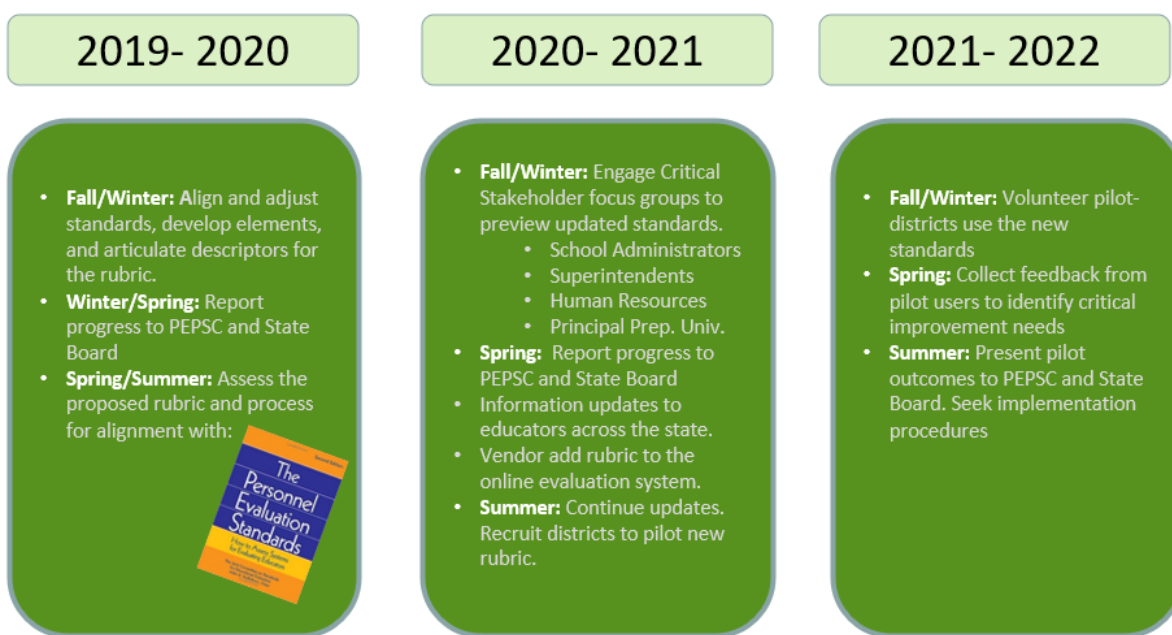
# Principal Standards Revision Process Update

## Timeline

While COVID interruptions did impact our stakeholder review and feedback processes, the overall project is still on track to conduct a voluntary pilot in the fall of the upcoming school year.

The graphic below outlines the general activities of the project:

## Current Planning Timeline



The last of the focus groups wrapped up their work Friday, so at this time, all stakeholder feedback has all been collected.

Dr. Tim Drake at NCSU graciously agreed to organize, map out, and consolidate trends and themes from the feedback documents. Simultaneously, recommendations and feedback from the focus groups that would serve to strengthen the structural underpinnings the revision committee put in place during their planning and design sessions is being used to fine tune the rubric. For instance, various groups offered recommendations for alternative verbs in some of the descriptors. In cases where those recommendations clarify meaning and improve the progressive nature of the rubric, and support the content, structure, and intent established by the committee, the draft rubric will be revised to use the stronger recommended verbs.

The project is on track to conduct a voluntary pilot of these standards, in districts that wish to participate, in the fall of 2021.

# Principal Standards Revision Process Update

## Structure

As the revision committee has worked to revise our state’s school leadership expectations to better align with the *Professional Standards for Educational Leadership* (PSEL), and the *National Educational Leadership Preparation (NELP) Standards*, the committee recognized how important it was for the language and structure of the rubric to be organized in a way that would better support both the formative and summative process of the principal evaluation process.

**Two Important Functions**

**SUPERVISION:** The *formative* process of providing assistance and support to refine and improve practice (*Coaching*)

**EVALUATION:** The process of collecting and reviewing evidence of practice in order to assign a *summative* rating of quality

To that end the expectations of each element in the revised rubric are consistently organized in a structure that identifies the summative **outcomes** the evaluator should assess and rate at the end of the year, while also including logical **outputs** that would be necessary to produce those outcomes, allowing both the principal and his/her evaluator go beyond using the rubric to simply rate performance at the end of each year. This Outcome/Output frame now allows principals and their supervisors to use the rubric as a guiding resource for identifying and prioritizing goals and actions.

## Consistent element structure to support both Summative Judgement and Formative Support.

Domain Area		Outcome Goal	Essential Outputs
Element	In the area of:	Accomplishing this:	Involves doing this:
<b>1b.</b>	<b>Leading Change</b>	To develop a culture of collaborative inquiry and problem solving for successful innovation and change	the principal/assistant principal will establish high expectations for teachers and students, identify barriers to success and disrupt the status quo to lead systematic-change efforts to make the school’s structures, systems and processes more collaborative and productive for students, staff, and families
		<b>Summative Measure:</b> <i>Evaluate this</i>	<b>Formative Support:</b> <i>Support, coach, and collect data &amp; artifacts on this this</i>

This updated design feature should better position the standards and the rubric to evolve beyond being a tool for annual judgement to be a resource for supporting the ongoing efforts to refine and align the practices of school leaders to achieve successful outcomes for students and staff.