## **Aspiring Leader Needs Assessment**

## *Individual Leadership Learning Plan for NELA Fellows*

## **Name: Billy Strother**

**Due August 10 for Fall semester. To be revised at the beginning of Spring semester.**

This plan of work is to be based on your most recent self-assessment using the North Carolina School Executive Evaluation Rubric for Preservice Candidates. You will work with your mentor principal and coach to identify activities, experiences, projects, etc. that will help you move toward proficiency (Mastery) in each of the NC Standards for School Executives and Competencies. You should complete a draft PRIOR to a meeting you will schedule with your coach and mentor so you have a draft to work from when discussing possible activities. Be sure you carefully read the entire Internship Handbook so you are clear about the expectations for the Internship. Your executive coach will monitor progress towards the identified goals, with input from the mentor principal and NELA faculty. The resulting artifacts to document the Fellow's growth should be carefully archived and will become the Fellow's digital portfolio for licensure application. It is recommended that each artifact include a corresponding narrative or statement of explanation. This will make the development of the digital portfolio more manageable. Fellows should be actively documenting their experiences throughout internship using a variety of technology-based resources (web, video, multimedia). Revisit this document often throughout your internship to monitor your progress.

**This form is to be completed by Fellow and reviewed by mentor and coach. An electronic copy of this form is available on the NELA Internship Handbook site.**

**Note: Use the North Carolina School Executive Evaluation Rubric for Preservice Candidates for your self-assessment rankings (not demonstrated – 0; emerging – 1; developing – 2; proficient – 3; accomplished – 4).**

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| **Standard 1: Strategic Leadership** | **Fellow Current Self-Ranking** | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** | **Executive Coach and Mentor Comments/Feedback** |
| 1. **School Vision, Mission and Strategic Goals:** The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. | 2 | SIT  PLC  Admin. Meeting | SIP  Agenda  Minutes  Daily/Weekly/Monthly Reflection Reports |  |
| 1. **Leading Change:** The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students. | 2 | SIT  PLC  Admin. Meeting  Staff Meeting  Observations/Conferences  Coaching | SIP  Agenda  Minutes  Daily/Weekly/Monthly Reflection Reports |  |
| 1. **School Improvement Plan:** The school improvement plan provides the structure for the vision. Values, goals and changes necessary for improved achievement for all students. | 2 | SIT  Observations/Conferences  Admin. Meeting | SIP  Agenda  Minutes  Daily/Weekly/Monthly Reflection Reports |  |
| 1. **Distributive Leadership**: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school. | 2 | SIT  PLC  Admin. Meeting  Staff Meetings  Observations/Conferences  Coaching | SIP  Agenda  Minutes  Daily/Weekly/Monthly Reflection Reports |  |

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| **Standard 2: Instructional Leadership** | **Fellow Current Self-Ranking** | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** | **Executive Coach and Mentor Comments/Feedback** |
| 1. **Focus on Learning and Teaching, Curriculum, Instruction and Assessment:** The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students. | 2 | PLC  Observations/Conferences  Coaching  Facilitate & attend Professional development | Schedule matrix  Curriculum & Pacing Guides  Observation schedule  Agenda/Minutes  Data Reports  Daily/Weekly/Monthly Reflection Reports |  |
| 1. **Focus on Instructional Time:** The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time. | 2 | PLC  Observations/Conferences  Coaching | Schedule matrix  Observation schedule  Daily/Weekly/Monthly Reflection Reports |  |

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| **Standard 3: Cultural Leadership** | **Fellow Current Self-Ranking** | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** | **Executive Coach and Mentor Comments/Feedback** |
| 1. **Focus on Collaborative  Work Environment**: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school’s culture. | 2 | SIT  PLC  Admin. Meeting  Staff Meeting  Observations/Conferences  Coaching  District Meetings | NCTWCS  School climate surveys  Agenda/Minutes  Reflections |  |
| 1. **School Culture and Identity:** The school executive develops and uses shared vision, values and goals to define the identity and culture of the school. | 2 | Staff meeting  SIT  Discipline  Extra-curricular duties  Visibility (Presence in hallway & classrooms) | Duty schedule  Agenda/Minutes  Reflections |  |
| 1. **Acknowledges Failures; Celebrates Accomplishments and Rewards**: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school. | 2 | BOE Meetings  PBIS  Faculty Celebration Committee | Agenda/Minutes  Record of celebrations  Gold Key  Reflections |  |
| 1. **Efficacy and Empowerment:** The school executive develops a sense of efficacy and empowerment among staff which influences the school’s identity, culture and performance. | 2 | SIT  PLC  Admin. Meeting  Staff Meeting  PBIS | NCTWCS  School climate surveys  Agenda/Minutes  Reflections |  |

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| **Standard 4: Human Resource Leadership** | **Fellow Current Self-Ranking** | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** | **Executive Coach and Mentor Comments/Feedback** |
| 1. **Professional Development/ Learning Communities:** The school executive ensures that the school is a professional learning community. | 2 | PLC meetings | Agenda/Minutes  Data notebook  Reflections |  |
| 1. **Recruiting, hiring, placing and mentoring of Staff:** The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff. | 2 | Interviews  Observation/Conferences  Coaching | Evaluation timeline  Mentor/mentee logs  Reflections |  |
| 1. **Teacher and Staff Evaluation:** The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus student achievement. | 2 | Observations/Conferences  Coaching | Evaluation timeline  Mentor/mentee logs  Reflections |  |

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| **Standard 5: Managerial Leadership** | **Fellow Current Self-Ranking** | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** | **Executive Coach and Mentor Comments/Feedback** |
| 1. **School Resources and Budget:** The school executive establishes budget processes and systems which are focused on, and result, in improved student achievement. | 2 | SIT  Admin. Meeting  BOE Meeting | Budget matrices  Facility Operations Plan  Reflections |  |
| 1. **Conflict management and Resolution:** The school executive effectively and efficiently manages the complexity of human interaction so that the focus of the school can be on improved student achievement. | 2 | SIT  PLC  Admin. Meeting  Staff Meeting  PBIS | CM & Resolution Plans  PBIS Matrix  Reflections |  |
| 1. **Systematic Communication**: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement. | 2 | ConnectEd  Remind101  E-mail  Social Media  News Letter  Parent Portal  Monthly parent meetings  Open house/orientation  Progress reports/Report cards | Communication plan including emergency response  Student Handbook  Faculty Handbook  Logs  Reflections |  |
| 1. **School Expectation for Student and Staff:** The school executive develops and enforces expectations, structures, rules and procedures for students and staff. | 2 | Admin. Meeting  Staff Meeting  Student Meeting (Grade level & individual)  Discipline  PBIS | Student Handbook  Faculty Handbook  Discipline & Attendance Data  Duty rosters |  |

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| **Standard 6: External Development Leadership** | **Fellow Current Self-Ranking** | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** | **Executive Coach and Mentor Comments/Feedback** |
| 1. **Parent and Community Involvement and Outreach:** The school Executive designs structures and processes which result in parent and community engagement, support and ownership for the school | 2 | Open house  Freshman orientation  Game duties  BOE Meetings  Participation in community events/organizations | Agendas/Minutes  Parent & student surveys  Reflections |  |
| 1. **Federal, State and District mandates:** The school executive designs executive protocols and processes in order to comply with federal, state and district mandates. | 2 | BOE Meeting  Admin. Meeting  District Meeting | Agenda/minutes  Reflections |  |

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| **Standard 7: Micro-Political Leadership** | **Fellow Current Self-Ranking** | **Experiences Planned to Master the Standard** | **Artifacts and Documentation of Mastery** | **Executive Coach and Mentor Comments/Feedback** |
| **School Executive Micro-political Leadership:** The school executive develops systems and relationships to leverage staff expertise and influence the school’s identity, culture and performance. | 2 | Staff meeting  Visibility in classroom & hallways  Interactions with stakeholders  Observations/Conferences  Coaching | Staff exit interviews  Student/parent surveys/interviews  Reflections |  |

**Competencies:**

A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices.

The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them.

These 21 competencies are listed in the NC Standards for School Executives to emphasize their importance and to make sure they are incorporated into the development of school leaders.

**Note: Use the same ranking outlined in the North Carolina School Executive Evaluation Rubric for Preservice Candidates for your self-assessment rankings (not demonstrated – 0; emerging – 1; developing – 2; proficient – 3; accomplished – 4).**

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| **Competency 1-21** | **Fellow Self-Rating** | **Experiences Planned around this Competency** | **Executive Coach and Mentor Comments/Feedback** |
| 1. **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to   achieve school or team 21st century objectives. | **2** | **Facilitate & participate in meetings.**  **Observations/conferences**  **Coaching**  **Crucial Conversations application** |  |
| 1. **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation. | **2** | **Facilitate & participate in meetings.**  **Observations/conferences**  **Coaching** |  |
| 1. **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner. | **2** | **Discipline**  **Restorative practices**  **Mediation**  **Open door** |  |
| 1. **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative   thinking. | **2** | **Facilitate & participate in meetings**  **Observations/conferences**  **Coaching** |  |
| 1. **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly. | **2** | **Visibility & engagement**  **General resource for all students & staff as a servant leader** |  |
| 1. **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school. | **2** | **Facilitate & participate in meetings**  **Observations/conferences**  **Coaching**  **Use of facilitative leadership skills** |  |
| 1. **Dialogue/Inquiry** – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance. | **2** | **Facilitate & participate in meetings**  **Observations/conferences**  **Coaching**  **Crucial Conversations**  **Discipline** |  |
| 1. **Emotional Intelligence** – Is able to manage oneself through self awareness and self management and is able to manage relationships through empathy, social   awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community. | **2** | **Facilitate & participate in meetings**  **Observations/conferences**  **Discipline** |  |
| 1. **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions. | **2** | **Community involvement**  **Current events**  **Communication w/ staff, students, parents**  **Visibility**  **Open Door** |  |
| 1. **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy. | **2** | **Facilitate and Participate in Meetings**  **PD including VIF** |  |
| 1. **Judgment** – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information. | **2** | **Observations/conferences**  **Discipline**  **Communication w/ student, staff, parents**  **Scheduling** |  |
| 1. **Organizational Ability** – Effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects. | **2** | **Matrices, schedules, agendas**  **Facilitate meetings**  **Communication** |  |
| 1. **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality. | **2** | **Everything- modeling** |  |
| 1. **Personal Responsibility for Performance** –Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements. | **2** | **Facilitate and participate in meetings**  **Visibility and active involvement in school and community** |  |
| 1. **Responsiveness –** Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner. | **2** | **Visibility**  **Open communication** |  |
| 1. **Results Orientation –** Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals. | **2** | **Data driven decisions**  **Facilitate and participate in meetings** |  |
| 17) **Sensitivity –** Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds. | **2** | **Communication**  **Discipline**  **Personnel matters** |  |
| 1. **Systems Thinking** – Understands the   interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team. | **2** | **SIT**  **Visibility & involvement** |  |
| 1. **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction. | **2** | **Facilitate meetings and model use of technology** |  |
| 1. **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings. | **2** | **Calendars**  **Schedules**  **To do list**  **Schedule matrix** |  |
| 1. **Visionary** – Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students. | **2** | **Facilitate and participate in meetings** |  |