## **Aspiring Leader Needs Assessment**

## *Individual Leadership Learning Plan for NELA Fellows*

## **Name:**

**Due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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. |  |  |  |  |
| 1. **Leading Change:** The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students. |  |  |  |  |
| 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. |  |  |  |  |
| 1. **Distributive Leadership**: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school. |  |  |  |  |

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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. |  |  |  |  |
| 1. **Focus on Instructional Time:** The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time. |  |  |  |  |

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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. |  |  |  |  |
| 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. |  |  |  |  |
| 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. |  |  |  |  |
| 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. |  |  |  |  |

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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. |  |  |  |  |
| 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. |  |  |  |  |
| 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. |  |  |  |  |

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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. |  |  |  |  |
| 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. |  |  |  |  |
| 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. |  |  |  |  |
| 1. **School Expectation for Student and Staff:** The school executive develops and enforces expectations, structures, rules and procedures for students and staff. |  |  |  |  |

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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 |  |  |  |  |
| 1. **Federal, State and District mandates:** The school executive designs executive protocols and processes in order to comply with federal, state and district mandates. |  |  |  |  |

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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. |  |  |  |  |

**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. |  |  |  |
| 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. |  |  |  |
| 1. **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner. |  |  |  |
| 1. **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative   thinking. |  |  |  |
| 1. **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 1. **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 1. **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction. |  |  |  |
| 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. |  |  |  |
| 1. **Visionary** – Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students. |  |  |  |