

Western Carolina University

NCSELP : MSA/PMC Program in School Leadership

Core Competencies & Mentor Signature Record

The WCU Core Competencies (CC's) are intended to provide students with the opportunity to engage in a wide variety of leadership and managerial responsibilities required of 21st century school leaders. There are 65 Core Competencies total. Students are expected to complete the majority of the Core Competencies within each of their two internship courses (EDL 686 & 687). The remaining are completed as course assignments within other courses. It is the student's responsibility to schedule and complete ALL core activities in collaboration with their school site mentors. Students are responsible for completing all of the Core Competencies as a requirement for program completion/graduation and licensure from NCDPI..

In the table below, the Core Competencies are divided into categories that correspond with the courses students will take over the course of their program. This table serves as a suggested pacing guide.

FORMAT & COMPLETION INSTRUCTIONS: Please print this document and use the hard-copy to obtain mentor initials/signature as you discuss the completion of each one. Mentor initials indicate that the Core Competency was completed and discussed. We recommend that you meet with your mentor weekly to have reflective conversations about the Core Competencies. You are not obligated to share the written reflections or your analysis with your mentor. When you have completed all CC's, scan the document with signatures and dates as one pdf document. This will serve as a part of your program completion documentation and some CCs will serve as artifacts for your electronic evidences. **If you are unable to complete a core competency because the opportunity was not presented, you must discuss your situation with your internship supervisor. They will help identify a substitute opportunity. No more than three competencies can have substitutions.**

#	Course that embeds an assignment that will serve as a supporting artifact for CC.	CC serves as an artifact to support this EE Pre-Service Descriptor	Core Competency (CC)	Date Completed	Mentor Initials
NC School Executive Evaluation Standard 1: Strategic Leadership					
1			Discuss with your principal the present legislative accountability requirements (ex. ESEA, School Grades) including the benefits and the challenges. List the legislation, the intent, the benefits, and the challenges faced at your school in a two-page summary. (Also corresponds with Standard 6)		
2	EDL 604/704		Discuss with your principal ways s/he has tried to build a shared vision and develop a collective commitment to that vision. 1 page reflection.		
3	EDL 604/704		Review the school's written philosophy, mission, vision & goals (may be found in the School Improvement Plan). Discuss with the principal the connection to student learning and the school's instructional program. What did you learn? 2 page reflection.		

4	EDL 604/704		Assist in the development of the School Improvement plan/report or follow-up progress reporting 1-2 page description of your involvement and reflection.		
5			Attend at least three school improvement meetings and reflect (1-2 pages) on your observations and new learning.		
6	Internship I		Present the proposal for your Change Project to your School Leadership Team and/or School Improvement Team. If possible take the members of your change project team with you as fellow presenters. Elicit feedback from the team to make adjustments and improvements. Seek participation from others if appropriate. 1-2 page reflection.		

NC School Executive Evaluation Standard 2: Instructional Leadership

7			Review and compare a random sampling (at least 3) of teachers' lesson plans. How are they different? How are they the same? Do they appear connected to student learning of the standards? What do you notice about pacing, alignment of learning objectives, teaching strategies/pedagogical approaches, and assessment of learning across the three plans? 2-3 page analysis.		
8			Review the learning standards and instructional materials in a subject or grade level other than the one at which you have the most experience. What did you learn? 2 page reflection.		
9	EDL 603/703		With at least one other person (preferably two-three) conduct classroom learning walks, using indicators you develop collaboratively prior to the learning walks to focus your observations. With your learning walk partner(s), discuss what you observed. Facilitate a reflective discussion with those who participated in this process. (Assignment)		

10	EDL 603/703		<p>With the permission of your school principal, conduct a “mock” evaluation of two teachers using the NC Teacher Evaluation Rubric. YOU WILL NOT BE SUBMITTING YOUR EVALUATION TO THE TEACHERS OR THE SCHOOL PRINCIPAL FOR EVALUATIVE PURPOSES. You do not have to submit the actual completed rubrics but you do need to refer to the rubric and standards as you answer the following questions. Also, you do not need to have a post-conference with the teachers—however, chatting with the teachers after the observations and before you do this assignment will likely improve the quality of your responses.</p> <p><u>Answer the following questions:</u></p> <p>What do you like about the rubric? Benefits? What did you not like about the rubric? Challenges? Did you observe important behaviors that did not seem present on the rubric? Was it easy or difficult to use this rubric as a guide? Did the rubric seem more about teacher evaluation, development/growth, or both? Was your experience using the rubric for one teacher evaluation the same or different for the second teacher? Explain... (Assignment)</p>		
11	EDL 603/703		<p>Conduct an analysis and improvement plan for your school’s learning community. (Assignment)</p>		

12			Analyze summative, standardized test data, (ex. EOG, EOC tests) paying attention to “subgroup” performance. Consider at least three years of data. What do the data tell you? 2-4 pages. (Also corresponds with Standard 1)		
13			Have a discussion with the district CTE coordinator about CTE in your district. What is it? Why does it exist? Has it been successful? 2 page reflection.		
14			Interview the school media specialist. What is their role? What are their duties? How are their duties tied into the plan for providing high quality teaching and learning? Interview Protocol with responses (2-3 pages)		
15			Attend a collaborative meeting among teachers who provide special/exceptional services (gifted, special education, ELL/ESL or teachers responsible for instructional interventions) when they are discussing teaching and learning for students with special/exceptional needs. What was the focus of the conversation? Purpose? Outcome? 1-2 page reflection.		
16			Individualized Student Support Plan. With the help of your principal or counselor, identify a student who needs support beyond what the classroom teacher can provide and develop a comprehensive plan to address those needs. The plan must include the following: a narrative introducing the student’s needs and how he/she came to the staff’s attention; a timeline for delivery of services including action steps, person responsible, evaluation of progress, how parents will be informed/involved, and services that may be used; reflection/conclusion on what you learned from the process. The student does not have to have a disability/require an IEP. 4-5 page report		
17			Describe your school’s system of response for students who struggle to learn. (ex. MTSS, SMART lunch, remediation/intervention, tutoring student support system). Talk with your mentor about whether or not the system of response is effective. How do you know? What does the data say? How could it be improved? 1-2 page description with 1 page reflection on the conversation.		

NC School Executive Evaluation Standard 3: Cultural Leadership

18	EDL 604/704		Review the survey questions on the Teacher Working Conditions Survey. What is the purpose of this survey? How often is it administered? How are the results reported? Who receives the results reports? How does your school principal and/or district leaders use the data reports? Review your school's most recent survey results report. What are three conclusions you could draw from the results? 2-3 page reflection. (Also corresponds with Standard 1)		
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NC School Executive Evaluation Standard 4: Human Resource Leadership

19			<p>If possible, participate in a training session for administrators in the North Carolina Teacher Evaluation Process. If it's not possible, have a discussion with your principal about his/her training experiences. What did they include (learning objectives)? Was inter-rater reliability addressed? What do they recommend you do as self-study—to build your capacity as a teacher evaluator? 1-2 page summary.</p>		
20			<p>Develop a year-long schedule that ensures that all timelines are met for the evaluation of all teachers in the school OR discuss with your principal how these timelines are established in your district/county and at the school. What happens to make sure that the timelines are met? 1-2 page summary.</p>		
21			<p>Participate in the development of the teacher duty schedule or review the teacher duty schedule with your mentor. How was it developed? What needs to be considered when making assignments? Who develops it? What issues/challenges exist in developing the duty schedule? 1-2 page summary.</p>		
22			<p>Screen a set of applications for a teaching position in your school or at another school. Write a brief reflection on what you learned from this review. How many applicants? How many had qualifications that met the minimum qualifications set in the job description? How many exceeded? If you were in charge of hiring decisions, which two candidates would you interview and why? (Use pseudonyms to maintain confidentiality.) 2 page reflection.</p>		
23			<p>Observe a teacher applicant interview if possible. What were the criteria for selection? How were the interview questions determined? Who participated in the interviews? In your opinion, did the interview process give you a good picture of the applicant and help decide whether the applicant would be a good fit for the position? Discuss the process with your principal. 2 page reflection.</p>		
24			<p>Observe a classified employee selection interview and participate if possible. Discuss the process with your principal and write a 1-2 page reflection. What were the criteria for selection? How were the interview questions determined? Who participated in the interviews? How were decisions made as to whom to recommend for hire? If you cannot do this, talk with your mentor about the process for hiring. How is it different or the same as the</p>		

			process for hiring teachers? 1 page reflection.		
25			Talk with the principal about the process for orienting new faculty and staff members. What is that process? What materials are used? Who is involved in the process? 1-2 page reflection.		

NC School Executive Evaluation Standard 5: Managerial Leadership

26	EDL 721		Discuss with your mentor, principal, or assistant principal state and district policies and practices on student conduct/behavior and discipline. Write a two page summary describing the policies and practices and a one page reflection that describes your thoughts on these policies/practices and how you might integrate them into your personal philosophy of student conduct/behavior and discipline.		
27			Prepare a one page statement that answers these questions: What beliefs will guide your approach to student discipline? What are your goals related to student discipline? How will you know whether you are achieving those goals? Include concepts such as discipline, rewards, incentives and consequences.		
28			Observe while a member of the administrative team works with a student who has been referred to the principal for disciplinary reasons. Write a brief reflection, including an analysis of how the administrator’s philosophy of discipline and expectations for student behavior were evidenced in his/her handling of the situation. 1-2 page reflection.		
29	EDL 721		Discuss with your principal a major disciplinary hearing such as a suspension, expulsion, manifestation determination, and/or DJJ case with the principal or a district official. 1-2 page reflection.		
30			Review the school's health, safety, and first aid program. Ask your principal, school nurse or school health representative for a copy of a policy and procedures manual related to student health, safety and first aid. Review the manual. What did you learn? Write a 1-2 page reflection.		
31			Interview a school counselor to learn about the policy and procedure for reporting child abuse/neglect in your school/district. Write a 1-2 page paper that summarizes what you learned and include a personal reflection on your thoughts/concerns related to serving as a “mandated reporter”.		
32			Interview a social worker, school psychologist or student support provider. What is their role? What are their responsibilities? What does a typical day look like for them? What did you learn from them that you did not know before the interview? 2-3 page description and reflection.		
33	EDL 721		Review the school's safety plan/emergency		

			preparedness plans. What did you learn that you did not know before reviewing the plan? If possible, take responsibility for coordinating one of the following drills: bus, fire, tornado, or lock down. Write a two-page summary of lessons learned.		
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34			Interview a school resource officer and a principal from the same school on their perceptions of the role of the resource officer. Compare their responses in a one-two page summary.		
35			If possible, observe a small group or individual counseling session provided by the school's counselor. Student(s) must give permission. 1-2 page reflection. If this is not possible, interview a counselor and ask them about counseling challenges. What behaviors do they engage in to make counseling students successful? What is their greatest challenge? What is their greatest reward? Interview Protocol with responses (2-3 pages).		
36	EDL 601/701		Review the Code of Ethics for North Carolina Educators and the Code of Professional Practice and Conduct for North Carolina Educators. Reflect with at least one other student in the program how this Code is reflected in the WCU MSA/Cert Program Standards. What are some differences between the WCU Program Standards and the NC Codes? (The Codes can be found in the booklet, "The North Carolina Teacher Evaluation Process"—Appendix A. It should be available to you in your school and may also be accessed on the DPI website.) 1-2 page reflection.		
37	EDL 601/701		Determine an ethical dilemma in your school. Write a case study: What is the dilemma? Who is involved? How is it being addressed? What is the rationale for the way it is being addressed? Do you agree with the way the dilemma is being addressed? Why or Why not? 1-2 page case study (Also corresponds with Standard 4)		
38			Review your school's student handbook. Make a list of potential areas for revision. Have a discussion with your principal or another administrator about these potential revisions, discuss the process for changing the handbook, and develop a plan for making revisions that includes important stakeholders (ex. teachers, students, parents). You do not have to implement the plan/make revisions unless you and the principal have agreed to do so. Submit 1-2 page plan.		
39			Review your school's teacher handbook. Make a list of potential areas for revision. Have a discussion with your principal or another administrator about these potential revisions, discuss the process for changing the handbook,		

			and develop a plan for making revisions that includes important stakeholders (ex. teachers, students, parents). You do not have to implement the plan/make revisions unless you and the principal have agreed to do so. 1-2 page plan.		
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40			Review the system for obtaining substitute teachers in your school. Provide a 1-2 page written explanation of the process including the teacher's role in acquiring and preparing the substitute teacher. What happens if a substitute teacher is needed before a substitute teacher arrives? What if a substitute teacher is unavailable? (Also corresponds with Standard 4)		
41			Review the School's social media policy. What does it say? (Use the student, parent and staff handbook to examine these policies) 1-2 page description.		
42			Discuss the District's policy for use of electronic devices. Summarize or provide bullet points for the policy. 1-2 page description.		
43			Review the district's policies concerning use of facilities by non-school groups. Summarize or provide bullet points for the policy. 1-2 page description.		
44			Describe the process for new student registration. If possible, observe/help with the registration process. 1 page reflection.		
45			Interview the person designated to manage/supervise the school's transportation (ex. busses) operations. What are their responsibilities? What are the challenges? Review any manuals associated with their role. What did you learn? 2 page interview and reflection.		
46			a) Discuss with the principal his/her role in managing/supervising the school's food services operation. b) Discuss with the cafeteria manager their role. What are their responsibilities? Who do they report to? What does a typical day look like? What kind of support can administrators provide to make their job easier? 2-3 page reflection.		
47			Talk to the person in charge of submitting building maintenance/work orders. What is the process? What types of things are reported on work orders? How much time is spent on this responsibility? 1-2 page reflection.		
48			a) Discuss with the principal how s/he works with the custodial staff. b) Conduct an interview with the head custodian at your school. Ask questions to learn about their role and responsibilities. What does a typical day look like? What do they enjoy about their job? What is a challenge? What		

			kind of support can administrators provide to make their job easier? 2 page reflection.		
49			Interview the person responsible for the procurement, distribution, and accounting of textbooks and instructional materials. What do their responsibilities include? Are there many materials or has there been a decline as funding for materials has dropped? 1-2 page reflection.		

NC School Executive Evaluation Standard 6: External Development Leadership

50			Analyze your Title I program and other federal or state funded programs in the school. This may require a review of reports and discussions with your principal or coordinating representative. What is the legislation supporting the funding? What is the intent? What are the requirements that must be followed in order for services to be received? Is there a target population and, if so, describe and link those groups to the intent? Provide a breakdown of the percentage of students receiving funding/services as a result of these legislation. 2-3 page report.		
51	EDRS 709		Interview the person responsible for coordinating the mandated testing program in your school or at the district level. (Assignment: see assignment instructions for more details; Also corresponds with Standard 2)		
52	EDRS 709		Complete an inventory of ALL of the K-12 tests/assessments that your district (or a district of choice) uses. Do not include assessments that teachers use in their day-to-day routine or assessments related to special/exceptional education. (Assignment)		
53			Observe a principal/parent conference and afterwards discuss the conference with your principal. Write a 1 page reflection: purpose of the meeting, participants (pseudonyms), result of the meeting, and observations of communication between participants. (Also corresponds with Standard 3)		
54			Talk with your mentor about communicating with parents. In what ways does s/he reach out to communicate? Blog? Is there a messaging system? Is there a newsletter? Bulletin board? Web-site? Social Media? 1 page reflection.		
55			Review and analyze two to three school web sites. Provide a 2-3 page description that compares the content, format, design, and ease of use across websites. What did you like? What did you not like? What might parents and community members think about the websites?		
56			Meet with special education teacher to review behavior management plan for a student receiving special education services. 1-2 page reflection. (Also corresponds with Standard 3 and Standard 5)		
57			Review the school to work transition for students with disabilities including district guidelines and requirements. What did you learn? How does your district attempt to address these requirements? 1-3		

			page explanation.		
58			Attend at least 1 school board meeting. Include the agenda from the meeting. Take notes on each agenda item? How will the outcomes of the meeting affect teachers, students and families? Were there micropolitical issues? What were they? Who was in attendance and how did they participate in the meeting? 2-3 page description.		
59			Review the school's community relations/outreach/partnership plan with the principal. What types of partnerships and community outreach activities does your school engage in? Why? What is the reason or purpose for the partnerships? 2 page reflection.		
Core Activities that do not correspond with a Standard or cover multiple Standards:					
60			Shadow a principal (for at least one school day) at a level (elementary/middle/high) different than the one at which you are doing your internship. Identify three main differences in how the principals lead. 2 page reflection.		
61			Participate in the Internship Exchange, serving as administrative support for three days. Write a 3-4 page report on your role and responsibilities at the exchange school and include a comparative analysis between your internship school and the exchange school. What was similar? What was different? How might one of the contexts benefit from a process/program occurring in the other context?		
62			Attend an administrators meeting at the district level (assistant principals or principals). The meeting may occur in your district or in another district as approved by your WCU internship supervisor. If this is not possible, have a discussion with a principal or assistant principal to discuss the agenda items for these meetings. What is usually covered? What is the purpose of the meeting? What happens at the meetings? 1-2 page description/reflection.		
63			Participate in a professional development program for school leaders sponsored by your school district or a professional organization, such as NCPAPA, ASCD, NCASCD, or the NC Elementary or Secondary Principals' Associations. This may also be a webinar or other web based training approved by your WCU internship supervisor. 2 page description and reflection.		
64			Talk to the principal about preparing for faculty meetings. How are agenda items determined? What types of agenda items are critical? If possible, assist the principal in the preparation of an upcoming		

			<p>faculty meeting (ex. preparing the agenda, developing a power-point presentation, conducting a portion of the meeting, setting up multi-media). Alternatively, observe the teachers and those in attendance at the meeting. What is their engagement level? How are they participating? 1-2 page reflection.</p>		
Leadership for Social Justice					
65			<p>(2016-2017 Cohort 1) Attend an ICS for Equity Institute (at least day one of the three day seminar). Write a 3 page reflection on what you learned and how you might integrate the principles into your leadership practice.</p>		