

North Carolina Principal Portfolio Assessment: Tasks

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Portfolio Task 1:

Analyzing Data to Drive School Improvement

Step 1: Investigate

Part A: Data Tables and Written Narrative: Data Collection and Analysis

Directions: Respond to the prompts below (no more than 5 pages of responses to prompts, exclusive of data tables). Type your responses within the tables provided or the brackets following each prompt, as appropriate. Do not delete or alter the prompts.

I. School Vision, Mission, and/or Strategic Goals

1. Review all available artifacts on the school's the vision, mission, and/or strategic goals and provide a summary (e.g. website, School Improvement Plan, public-facing documentation, internal resources for staff development). **Note:** If you are directly copying/pasting from an existing resource, please cite that resource. If you find conflicting accounts in different artifacts, please explain that context.

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II. Initial Data Collection

Directions: Select one data indicator that you want to analyze to better understand student learning and/or student experience in the school. Data sources may include but are not limited to the NC School Report Card, consolidated state and federal reports, school accountability and reporting data or data that are routinely collected with fidelity within your school. For the data source that you choose, you must ensure that a) the data is school wide, b) you have three years of data and c) you have the ability to disaggregate the data by student subgroup. Collect and analyze the quantitative data for this indicator for the school across the three most recent years (i.e., most recent year, second most recent year, and third most recent year) in the template below.

1. What indicator did you select (e.g. absenteeism, academic performance)?

[]

2. Why did you select this indicator?

[]

Student Subgroup	Most Recent Year	Second Most Recent Year	Third Most Recent Year
ALL			
Female			
Male			
Asian			
Black			
Hispanic			
Two or More Races			
White			
Academically / Intellectually Gifted			
Economically Disadvantaged			
Not Economically Disadvantaged			
English Learners			
Not English Learners			
Students with Disabilities			
Not Students with Disabilities			
Homeless			

3. Based on the initial data, what is one student subgroup that you want to select for deeper analysis? **Note:** In Step 2, you will use this subgroup to develop a school improvement plan to support the school in achieving its mission, vision, and goals. Please select a student subgroup whose data is aligned with that purpose.

[]

4. Why did you select this student subgroup? **Note:** Your response to this question is not weighted in the rubric.

[]

III. Extended Data Collection

Directions: Based on your analysis of quantitative data for your chosen indicator and your selected student group, identify, develop, and collect qualitative or other data (e.g., school climate survey responses, responses from interviews with students, faculty, or families/guardians; notes from observations; document analysis) to further investigate the data for this student group.

Data Sources	Qualitative Data

IV. Data Analysis

Directions: Respond to the following prompts to explain the decisions that you made regarding data collection and to analyze the quantitative and qualitative data you collected. Cite research that supports your analysis as appropriate. **Note:** When citing relevant research, embed your citations directly within your written responses. Do not provide citations in a separate list.

1. Think about the quantitative data that you included in Section II: Initial Data Collection. What is your rationale for collecting these data? How are these data relevant to understanding student learning and/or student experience at the school?

[]

2. Think about the qualitative data sources that you included in Section III: Extended Qualitative Data Collection. What is your rationale for collecting these data? How are these data relevant to understanding student learning and/or student experience for the student subgroup you selected?

[]

3. Share your analysis of the initial and extended data you collected. What patterns and/or trends did you find? How does the data for your chosen student subgroup compare to other student subgroups?

[]

4. How does related research inform and support your analysis of your data?

[]

5. Revisit your discussion of the school's vision/mission goals in question #1. Based on your analysis of initial and extended data, where do you see evidence that the school is fulfilling its vision, mission, and goals?

[]

Step 2: Plan

Part B: Written Narrative: Contributing Factors and Problem Statement Template

Directions: Respond to the prompts below (no more than 5 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts. **Note:** When citing relevant research, embed your citations directly within your written responses. Do not provide citations in a separate list.

I. Contributing Factors

1. What factors related to school organization, school policies, school programs and/or school norms could be contributing to the data you collected and analyzed, positively or negatively (e.g. school discipline policies, specific teacher practices, cultural dynamics between student groups, curriculum, budget, schedules)?

[]

2. What is your hypothesis as to how these specific contributing factors could be impacting student learning and/or experience for the student subgroup you selected?

[]

3. How does related research inform and/or support your hypothesis?

[]

4. Based on your analysis of the data for your subgroup, and your understanding of the school's organization, policies, norms, and programs, what are some potential areas of need that should be addressed to support the learning and experience for your selected group of students? Is the school currently allocating sufficient resources (e.g. personnel, materials, programs, equipment) to support this group of students? How do you know?

[]

II. Problem Statement to Address Student Group Area of Need

Directions: Prepare a problem statement that culminates from your data collection and analysis. Your analysis may have revealed several contributing factors that impact the data for your selected student group. Reflect on the needs you identified in the previous section and identify one need that you want to strategically address at the school level. Develop one problem statement for this identified area of need.

1. Problem Statement: Describe the identified problem that could be meaningfully addressed by a collaborative team at the school for the indicator and student group that you selected

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Step 3: Act

Part C: Written Narrative: Planning for School Improvement

Directions: Respond to the prompts below (no more than 5 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

1. What are the key evidence-based strategies you would utilize to address the problem statement you identified? Describe those strategies and how you would implement them at the school level. Cite research to support your plan.

[]

2. What are the expected, or intended, outcomes from the implementation of your proposed strategies? What might be some unexpected, or unintended, impacts as a result of implementation of your proposed strategies? Your problem statement?

[]

3. Explain how your potential strategies for improvement address or take into account the potential contributing factors—including school organization, school policies, school programs and/or school norms—and how they align with the school’s vision, mission, and/or goals.

[]

4. Solicit targeted feedback on your potential strategies from your supervisor and/or other key stakeholders who are most impacted by, or have deepest expertise in, the challenge identified in your problem statement. Solicit feedback on the appropriateness and feasibility of the strategies for school improvement, stakeholders needed, and resources/services you have identified. Describe and explain the feedback you received. Does the feedback you collected reinforce the efficacy of your proposed strategies and/or suggest that additional iteration is needed? Explain.

[]

5. Describe steps you would take to strategically engage, communicate with, and get buy-in from key school-level and community stakeholders including those who are most impacted by, or have deepest expertise in, the challenge identified in your problem statement. to the final adjusted set of proposed strategies.

[]

Step 4: Reflect

Part D: Reflective Narrative Template

Directions: Respond to the following prompts (no more than 5 pages) with a focus on your leadership capacity to analyze data and propose school improvement strategies related to the NC School Executive Standards and identified student group. In each response, cite evidence from Steps 1, 2, and/or 3. Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

1. How did your work in Portfolio Task 1 help you identify, analyze, and understand the potential contributing factors for the data on student learning or experience that you identified for a specific student group at your school?

[]

2. Summarize what you have learned about student-centered- leadership. How does understanding how school organization, school policies, school programs and/or school norms may be impacting student learning and experience influence one’s ability to be a student-centered leader?

[]

3. Reflect on your ability to conduct a data analysis and identify a targeted area of focus., potential contributing factors, create a problem statement and strategies, gather feedback from key stakeholder(s), and adjust your strategies.

a. Provide your rationale for the stakeholder feedback you chose to gather in Step 3 and how the feedback impacted your approach to strategically engage, communicate with, and get buy-in from key stakeholders.

[]

b. Reflect on your work in this task. What have you learned about your own strengths and areas for growth in using data to drive school improvement?

[]

c. Based on your reflections from this task, what are specific professional learning goals you have for yourself. Describe next steps you will take to develop in these areas.

[]

Portfolio Task 2:

Facilitating Communities of Practice

Step 1: Investigate

Part A: Written Narrative: Context, Area of Focus, Community of Practice Template

Directions: Respond to the prompts below (no more than 5 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

I. Inquiry into Professional Collaboration at the School

1. Describe and analyze the role of professional collaboration at the school as it relates to student learning and/or experience.

a. Analyze the ways in which professional educators (e.g., teachers, specialists, aides, support staff) at the school currently collaborate. In addition, describe the impact of this collaboration on student learning and/or experience.

[]

b. What formal training is offered to professional educators (e.g., teachers, specialists, aides, support staff) at the school to support development with collaboration?

[]

c. What is the role of collaboration at the school in relation to fulfilling the school's vision, mission, and strategic goals? What data is utilized to structure and guide collaboration? How do staff see and experience the culture of collaboration at the school?

[]

d. How does the school's current approach to collaboration align, or not align, with evidence-based adult learning practices? Cite relevant research to support your analysis.

[]

2. Based on your reflections above, as well as your understanding of school context and data related to student learning and/or experience, what are the most important factors you will need to consider in preparing to lead a community of practice at this school?

[]

II. Selecting an Area of Focus Based on Data and Establishing a Community of Practice

1. Consult with one or more school administrators and/or teacher leaders to identify a meaningful area of focus for your community of practice. What is the area of focus you have determined? What data informed the decision? How does this focus area connect to the school's vision, mission, and/or goals? **Note:** Your area of focus can be related to existing topics of collaboration within the school, but you must identify a distinct focus and convene a unique group for the purposes of this task.

[]

2. Select a group of 3 to 5 school educators to participate in your community of practice. Why did you choose these individuals? Provide a list of the job titles for each member of the group. Provide an explanation of how you obtained each group member's commitment, including their reasons for agreeing to participate in the community of practice **Note:** Your group's members can be drawn from an existing community of practice within the schools, but you must convene a distinct group for the purposes of this task. Your ability to select and compose a group is part of this task.

[]

3. Provide a brief description of your relationship or positionality (e.g., coach, mentor, teacher colleague, administrator) to each member of the group.

[]

4. Provide a description of demographics of the group. How does the composition of this group compare with the demographics of the school staff overall and the demographics of the student population?

[]

5. Explain how the work of this group is likely to advance conditions for students' learning and/or experience. What are the strengths and potential challenges of the group you have assembled in relation to the focus area?

[]

Step 2: Plan

Part B: Written Narrative: Problem of Practice and Strategy to Address the Problem of Practice Template

Directions: Respond to the prompts below (no more than 4 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

I. Conduct a Planning Meeting to Collaboratively Select a Problem of Practice Based on Student and School Data

1. How did the group work collaboratively to identify a problem of practice for the determined area of focus? What data did you review and discuss? What processes did you utilize to structure collaboration? How did you lead the group to make a decision? How did you build ownership among members of the group?

[]

2. What is the problem of practice identified by the group? What was the group's rationale for identifying this problem of practice? Provide data to explain why addressing this problem of practice will support student learning and/or experience in your focus area.

[]

3. How does the problem of practice align to the school's vision, mission, and/or goals? What connections can you make between the problem of practice and related NC state standards and/or school and district initiatives? What connections can you make to other schoolwide data?

[]

II. Strategy to Address the Problem of Practice

1. How did the group work collaboratively to identify one relevant evidence-based strategy that addresses the problem of practice? How did you lead the group to make a decision? How did you build ownership among members of the group?

[]

2. What is the evidence-based strategy that the group selected? What was the group's rationale for selecting this evidence-based strategy? How will the group build competency in this strategy? What challenges do you anticipate the group might encounter and how could they be addressed?

[]

3. What improvements for student learning and/or experience related to the problem of practice does the group expect to see as a result of implementation of the selected evidence-based strategy? Cite research that supports your analysis.

[]

4. What process and/or strategy will the group use to monitor and analyze the impact of implementation? How did you lead the group to develop this plan? How did you build ownership among members of the group?

[]

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Step 4: Reflect

Part I: Reflective Narrative Template

Directions: Reflect on your learning throughout Portfolio Task 2 by responding to the following prompts (no more than 4 pages) **in terms of your capacity to lead a community practice and implement an evidence-based strategy**. Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

1. How did your actions as a leader affect individual members of the group and influence progress towards the group's goals? Cite specific evidence from the artifacts you have provided to support your reflection (including the agendas and minutes, group work products and initial implementation results, videos and annotations, and/or group feedback on the process).

[]

2. How did you create and maintain a collaborative culture, a high standard of professionalism, and a high standard of integrity when you worked with members of the group? How did you ensure that your group members embodied the principles of student-centered leadership? Cite specific evidence from the artifacts you have provided to support your reflection (including the agendas and minutes, group work products and initial implementation results, videos and annotations, and/or group feedback on the process).

[]

3. What aspects of school culture and context influenced your leadership of a community of practice at your school? What actions did you take to leverage and respond to this context?

[]

4. Reflect on initial implementation results, the group's feedback to you, and research related to student-centered leadership or adult learning. What are your strengths and areas for growth in leading a community of practice?

[]

5. Based on the analysis of your experiences in Task 2, what are specific professional learning goals you have for yourself? What specific next steps will you take to pursue growth toward these goals?

[]

Portfolio Task 3: Supporting Teacher Growth

Step 1: Investigate

Part A: Written Narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the partnering Teacher Template

Directions: Respond to the prompts below (no more than 5 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

I. Current School Practices

1. Provide a summary of the school's current approach to coaching, observation and/or instructional feedback based on review of all available resources (e.g. discussion with key leaders, review of the School Improvement Plan, observation of existing structures). Make sure to include the frequency of these practices and distinguish between developmental coaching (e.g. walkthrough and debrief, real-time coaching) and formal observation. Based on your review of current practices at this school and your understanding of the school's current School Improvement Plan, how effective is the current approach to teacher coaching, observation, and/or instructional feedback?

[]

2. Describe the processes, resources, forms, and/or documents that are used to guide the school's current approach to coaching, observation and/or instructional feedback (e.g., rubrics, teacher self-reflection tools, observation tools, student work products, next steps for professional growth).

[]

3. What level of input teachers have on the focus or purpose of coaching, observation, and/or instructional feedback practices at the school?

[]

4. Based on the school's current approach to coaching, observation and/or instructional feedback, how similar or different are the steps of the portfolio task to what teachers typically experience? How familiar, or not familiar, will the partnering teacher be with the process?

[]

5. How do the NC Professional Teaching Standards (NCPTS) guide or play a role in teacher growth and development at the school? **Note:** If this school uses a set of standards other than the NCPTS as an anchor for teacher growth and development, please indicate it there. You will need to crosswalk to the NCPTS in the subsequent tasks.

[]

II. Participant Teacher and School Context

1. Provide information about the partnering teachers:

a. professional experience as a teacher (including years of service, school sites, grades and content taught, languages)

[]

b. current assignment (grade level[s], content area, course titles)

[]

c. past experiences with coaching, observation, and/or instructional feedback at the school site, in other previous teaching positions, or during teacher preparation

[]

d. knowledge and use of the NC Professional Teaching Standards to guide their growth and development as a teacher at the school site, in other previous teaching positions, or during teacher preparation

[]

2. Explain how the information you gathered about the school context and the partnering teacher's experiences informs your plans for coaching, including how you will:

a. orient the partnering teacher to participate in your coaching process

[]

b. participate in a pre-observation meeting

[]

c. prepare for the observation and collection of evidence (including student work)

[]

d. jointly conduct (with the partnering teacher) the post-observation meeting

[]

3. Describe any challenges you may face in coaching the partnering teacher and provide strategies for addressing these challenges.

[]

Step 2: Plan

Part B: Written Narrative: Classroom Context, Lesson, and Observation Template

Directions: Respond to the prompts below (no more than 4 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

1. Classroom context, including:

a. topic of lesson, learning and instructional goals, students' prior knowledge, and what was taught in the prior lesson

[]

b. classroom setting (face-to-face, online, or hybrid) and organization for learning (whole class, small groups, individual practice, hybrid)

[]

c. description of students who will participate in the lesson, including their academic strengths and needs, social emotional strengths and needs, the demographic composition of the group, and any historical context about the learning experience of this group that is relevant to implementation of the lesson (e.g. several students only enrolled in the school within the last month)

[]

d. educational technology and resources used during the lesson by the teacher or students to enhance or extend learning

[]

e. other relevant classroom context information (e.g., time of day for the lesson, time of year, support staff that are in the room during the lesson, materials used, safety issues, bell schedule, parent support)

[]

THE LEADER WILL HAVE A PRE-OBSERVATION MEETING WITH THE partnering TEACHER. THE LEADER WILL FILM THIS MEETING AND SHARE VIDEO CLIPS.

THEN, THE LEADER WILL OBSERVE THE TEACHER TEACHING THE LESSON THEY DISCUSSED. THEY WILL HAVE A POST-OBSERVATION MEETING, IN WHICH THEY REVIEW VIDEO CLIPS FROM THE OBSERVATION. THE LEADER WILL TURN IN VIDEO CLIPS OF THEIR *POST-OBSERVATION* MEETING (NOT VIDEO CLIPS OF THE LESSON).

Step 4: Reflect

Part H: Reflective Narrative Template

Directions: Reflect on your learning and leadership development throughout Portfolio Task 3 by responding to the following prompts (no more than 4 pages) in relation to your ability to provide coaching, observation, and/or instructional feedback to support teacher growth. Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

1. Based on this coaching experience, and the feedback you elicited from the partnering teacher, what was effective, or ineffective, about your coaching in the post-observation meeting in Step 3? What does this make you think about your overall areas of strength and growth in relation to coaching, observation and/or instructional feedback?

[]

2. How you were able to facilitate and maintain a learning conversation throughout the coaching, observation, and instructional feedback process How were you able to encourage teacher voice and ownership of their strengths and areas for growth? Cite evidence from Steps 1–3 to support your analysis.

[]

3. As a leader committed to continuous improvement and student-centered leadership, what is the impact of supporting teacher growth through coaching, observation, and/or instructional feedback on your school's ability to achieve their vision, mission and goals?

[]