

NORTH CAROLINA PRINCIPAL PORTFOLIO ASSESSMENT (NCPPA)

May 9, 2024

CONTEXT ON THE TASKS

There are three tasks in the NC Principal Portfolio Assessment.

Portfolio Task 1: Using Data to Drive School Improvement	<ul style="list-style-type: none">● Dig into data on one indicator for one subgroup.● Analyze and develop a plan for strategic improvement● Get feedback on the plan● <i>Don't actually implement</i>
Portfolio Task 2: Facilitating Communities of Practice	<ul style="list-style-type: none">● Work with leadership to identify a focus area● Convene a working group to refine a problem of practice, identify strategies to address it● <i>Videotape meetings and submit artifacts of the group</i>● <i>Go implement the strategies and gather data</i>● Analyze the data with the working group
Portfolio Task 3: Supporting Teacher Growth	<ul style="list-style-type: none">● Observe and coach a teacher● <i>Videotape pre-obs meeting, observation and post-obs meeting</i>

Each leadership cycle includes four inquiry oriented steps: (1) investigate, (2) plan, (3) act, and (4) reflect. The Commission's CalAPA model provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the administrative candidate's thinking and encourage decision-making throughout each cycle.

Continue to the following page for context on the rubrics

CONTEXT ON THE RUBRIC

For each component of each task, there is an essential question that anchors a dedicated rubric row

Task 1 Rubric Essential Questions

Step 1: Investigate

Rubric 1.1	Based on the chosen North Carolina School Executive Standard, how does the candidate select and analyze quantitative data sources across the three most recent years, identify patterns and/or trends related to success across student subgroups, choose one student group, and relate their analysis to the school's vision, mission, and/or strategic goals?
Rubric 1.2	How does the candidate collect and analyze qualitative data source(s) and explain their relation to quantitative data findings for the identified student group?
Rubric 1.3	How does the candidate conduct their analysis of the selected indicator to inform their understanding of the data for their chosen student subgroup and their understanding of student success across subgroups?

For each essential question, there is a rubric row that determines the candidate's level of performance across 5 levels

- Pearson does not give qualitative labels to earning 1, 2, 3 4 and 5, but LEVEL 3 is equivalent to PROFICIENT.
- In order to pass the NCPA, candidates can earn a combination of LEVEL 3s and LEVEL 2s across the tasks
- When Pearson trains scorers for this assessment, they train to start at the LEVEL 3 for a task to determine if there is sufficient evidence for the candidate to earn that score.
 - If the candidate demonstrates a LEVEL 3, the scorer then considers the LEVEL 4 and 5
 - If the candidate *does not* demonstrate LEVEL 3, the scorer then considers the LEVEL 2 and 1
- At this point, **only the LEVEL 3 language has been revised** because Pearson has indicated that it is the most important. The Level 1, 2, 4 and 5 language will be fleshed out via collaboration with the Task Force and Pearson
- Please **do not review** the language in the grayed out columns
- Note: this rubric will be utilized for assessment of the NCPA *only* and does not relate to principal evaluation

Rubric 1.1 — Step 1: Investigate

Essential Question: Based on the chosen North Carolina School Executive Standard, how does the candidate select and analyze quantitative data sources across the three most recent years, identify patterns and/or trends related to success across student subgroups, choose one student group, and relate their analysis to the school's vision, mission, and/or strategic goals?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not include a minimum of three years of quantitative data.</p> <p>OR</p> <p>Candidate selects an equity focus area that is not one of the North Carolina state indicators.</p> <p>OR</p> <p>Patterns and trends are not identified or they are irrelevant.</p> <p>OR</p> <p>Candidate does not relate their selected equity issue to the school's vision, mission, and/or goals.</p>	<p>Candidate selects an equity focus area that is not one of the North Carolina state indicators but is able to identify patterns and/or trends across the three most recent years of quantitative data presented.</p> <p>OR</p> <p>Candidate is not clear about which student group they will investigate.</p> <p>OR</p> <p>Candidate superficially relates their data analysis to the school's vision, mission, and/or goals.</p>	<p>Candidate selects a North Carolina School Executive Standard and analyzes quantitative data across the three most recent years, identifying general patterns and/or trends related to performance of student subgroups, and chooses a student group to investigate further.</p> <p>Candidate makes clear connections between their data analysis and specific components of the school's vision, mission, and/or strategic goals.</p>	<p>All of Level 3, plus:</p> <p>Candidate explores additional data linked to the indicator to support patterns and/or trends to further understand group differences within the state indicator selected (e.g., demographic data, ethnicity, gender, language).</p>	<p>All of Levels 3 and 4, plus:</p> <p>Candidate cites relevant research that supports patterns and/or trends related to equity as found in their analysis of the school's quantitative data for the chosen student group.</p> <p>Candidate clearly explains why cited research informs their understanding of the patterns and/or trends related to the determined equity issue for the chosen student group.</p>