**SECTION 1: KEY EVIDENCES**

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| **Evidence** | **Name of Evidence** | **Briefly Describe the Evidence** | **Descriptors of the Standards Addressed by the Evidence** |
| **1** | **Positive Impact on Student Learning and Development:** Evidence that demonstrates the ability to systemically impact the learning and development of ALL students | Curriculum and Instructional Alignment Plan for Improving Student Achievement and Performance | The candidate will develop a comprehensive plan in which he/she will do an analysis and assessment of a school. The plan will address the curriculum, curriculum alignment, student assessment practices, instructional practices, instructional supervision, teacher supervision, and staff professional development. | 1b1, 2a1, 2a2, 2a3, 4a1, 4a2, 4c1 |
| **2** | **Teacher Empowerment and Leadership:** Evidence that demonstrates the ability to empower faculty and staff and support teacher leadership. | Teacher Empowerment and Leadership Action Plan | The candidate will design and implement an action plan that demonstrates that he/she provides opportunities for teachers to assume leadership and decision-making roles in the school, including the listing of strategies for building a sense of self-efficacy among teachers and the identification of emerging teacher leaders to support, mentor, and coach. | 1d1, 1d2, 3d1, 4b1 |
| **3** | **Community Involvement and Engagement:** Evidence that demonstrates the ability to involve and engage school and community stakeholders. | Community Involvement and Engagement Action Plan | The candidate will create a comprehensive school public relations plan. This plan will utilize best practices as described by the National School Public Relations Association. Candidates will also utilize the North Carolina Teacher Working Conditions Survey and the School Improvement Team Planning Process as resources to be included into the development of the plan. |  3a2, 6a1 |
| **4** | **Organizational Management:** Evidence that demonstrates the ability to effectively and efficiently manage complex organizations | Organizational Leadership and Management Action Plan (OLMAP)  | Candidates will develop the OLMAP as they progress through four required core courses and the administrative internship. The plan must demonstrate mastery of school policy and laws, school communications, school budgeting, school scheduling, human resources, and faculty and student supervision. It will also include a written summary describing and discussing the organizational management responsibilities of at least two practicing principals. | 2b1, 2b2,4c2, 5a1, 5a2, 5c1, 5c2, 5d1, 5d2, 6b1 |
| **5** | **School Culture and Safety:** Evidence that demonstrates the ability to positively impact school safety and culture. | School Culture and Safety Audit and Action Plan | This plan will demonstrate that candidates are able to thoroughly examine relevant school data to determine its culture, climate, working conditions and design a coherent plan to develop and maintain a safe and orderly, drug-free school. | 3a1,3a3,3b1,3c1,3d2,5b1,7a1 |
| **6** | **School Improvement:** Evidence that demonstrates the ability to effect school improvement | Comprehensive School Improvement Planning Review | Candidates will conduct a comprehensive analysis and assessment of a school, including its School Improvement Plan, and prepare an electronic portfolio in which they will describe the school, its vision, goals, objectives, its academic performance, and its degree of consistency with NC regulations and statutory requirements. They will also write a personal reflection on the school, comparing it with best practices. | 1a1, 1a2, 1c1, 1c2, 3b2, 6b2,6b3 |