

st century school

leaders. There are 6 Core Competencies total. Students are expected to complete this as their 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 NCPEI..

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 CCs, 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.

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10 EDL
603/703

With the permission of your school principal,
conduct a “mock” evaluation of two teachers using
the NC Teacher Evaluation Rubric. **YOU WILL**

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)		

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Attend a collaborative meeting among teachers who provide special/exceptional services (gifted, special education, ELL/94.72 Tm [(y(r)1)6e f d4c -0.047m [(y(r)f8(e)11 m)19.e td4

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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process for hiring teachers? 1 page reflection.

NC School Executive Evaluation Standard 5: Managerial Leadership

preparedness plans. What did you learn that you did not know before reviewing the plan? If possible, take responsibility for coordinating one

Interview a school resource officer and a principal from the same school on their perceptions of the role of the resource officer.

and develop a plan for making revisions that includes important stakeholders (ex. teachers, students, parents). You do not have to implement

			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.		

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			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		

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