Overview: SLP Coversheets

Each SLP will contain coversheets to help you summarize your projects and your evidence for meeting the DPI proficiency descriptors. These coversheets can be found in Appendix B.

The first coversheet is an overview of your project and its impact. Please provide a Project Name that describes your project and its relation to the Leadership Development Area.

The Abstract section allows you an opportunity to summarize what you did and how many hours you worked on it. (Note: Remember to include all of the time you spent researching and completing your SLP report).

The Impact Summary section allows you to summarize the impact the project had on the school and its stakeholders. Remember to include both quantitative data and qualitative data as evidence. Stakeholder quotes provide great evidence of your leadership and your positive impact!

The Diversity Summary allows you to summarize your interactions with various cultural groups. Remember to include your communications with groups of different races, content areas, grade levels, or expertise. See appendix F (pg. 53) for an example.

The second coversheet is a proficiency descriptor table which allows you to describe, in clear detail, how you met each indicator. Remember to describe the clear evidence of YOUR work. Clearly describe how YOU met each of the proficiency descriptors and provide a parenthetical reference to the sections within your SLP where support evidence can be found. (i.e. Data Collection, Action Plan, etc.) Feel free to include “first person” language (i.e. “I worked with 8th grade teachers to…” (see Sample Coversheet)

Note: Even though the SLP Coversheet is the first section a reader will see in your completed SLP, it will be the last section of the SLP that you complete. You will review and complete a preliminary descriptors page before you begin your SLP. This will help guide your SLP throughout the semester.

A sample of a completed SLP can be found at Appendix F.
Overview: Section 1 – Data Collection and Data Analysis

Purpose of Section 1:

**Data Collection:** A school leader must know where to find, and how to gather data (both qualitative and quantitative) from the vast array of school data sources. A school leader must also discern the difference between relevant and irrelevant data.

**Data Analysis:** A school leader must know how to analyze data (both qualitative and quantitative) to determine areas of need. A school leader must also understand how to use data to set clear and data-based priorities which lead to improvement in the following areas: positive impact on student learning and development, teacher empowerment and leadership, community involvement and engagement, organizational management, and school culture and safety.

Context: Imagine you have just been named principal at your school. Other than the location of the building itself, you know very little about the school you are now expected to lead. How will you find out more about your school, your staff, and your students? How will you determine what is working well, what needs improving, and most importantly, who you can count on to help with school improvement efforts? Data collection is the first step. Secondly, how will you analyze the data? How will you identify the needs and issues at your school? Data analysis is the next step to determining areas of need.

**Data Collection**

This section of your SLP will include both quantitative and qualitative data. First, research your school “from a distance.” Gather as much information as you can using the school’s website, Teacher Working Conditions survey results, NC School Report Card, NCLB data, the Internet, newspapers, etc. BE CREATIVE! Look for developing quantitative data trends over the last several years and begin identifying what YOU see as potential areas for improvement at your school.

Data subheadings are provided for each SLP. (see Appendix E). You will organize your data under the **data subheadings** for your specific SLP.

The following are the six SLPs for which you will collect and gather data:

- **Positive Impact on Student Learning and Development**
- **Teacher Empowerment and Leadership**
- **Community Involvement and Engagement**
- **Organizational Management**
- **School Culture and Safety**
- **School Improvement**
The School Improvement SLP (in LEED 6902) will also allow you an opportunity to examine some initial data from all six (6) of the DPI evidence areas (see bullets above). Then, when you begin work on the next SLP (ex. Community Involvement and Engagement) you can pull some of the initial data from this section and expand the data section for your Community Involvement and Engagement SLP.

As you collect quantitative data, begin collecting qualitative data, as well. Listen carefully to others! What are stakeholders saying about your school? Pay special attention to the “organization’s language” during your observations and conversations with stakeholders.

**Data Analysis**

Using the data subheadings, identify organizational concerns related to your specific SLP area. Under each data subheading, identify the areas of concern that YOU would address if YOU were the principal. (See Appendix F)

(Note: You will use the language examples you gather to compile a Professional Language Summary for part of Section 3 of this report.)
Purpose of Section 2: A school leader must know how to analyze data (both qualitative and quantitative) to determine areas of need. A school leader must also understand how to use data to set clear and data-based priorities which lead to improvement in the following areas: positive impact on student learning and development, teacher empowerment and leadership, community involvement and engagement, organizational management, and school culture and safety.

Context: Imagine that you are the principal of this school. You have collected and analyzed data, but how will you prioritize these concerns? As a future principal, it is important for you to consistently “visualize yourself in the position” and practice how you plan to respond to these challenges.

Part Two: Identified Area(s) for Improvement

Your initial visit to your school will include meeting with the principal to offer your assistance to help with ANY school improvement task your principal deems appropriate. Keep in mind, your first goal is to establish a positive, trusting work relationship with your principal. ***If the project your principal assigns you does NOT coincide with your identified area of need, DON’T PANIC. Revisit the data you collected in Section 1. Try and determine what data, if any, might support the principal’s request for your project. Compile a brief Revised Findings Summary using this information.

If you are fortunate enough to have your project closely align with your identified area of need, simply provide a short statement of your intended course of action. (See example)

Special Note: Your first SLP centers around overall school improvement. It is possible that the broad nature of this project will ultimately address some (or all) of the other DPI leadership areas.
Purpose of Section 3: A school leader must listen closely to others. A school leader must understand the power of language and its power to transform the culture of an organization. A school leader must listen for patterns of language throughout the organization to discern how stakeholders perceive their organization and its current condition. A school leader must know how to find relevant research, and how to use “research language” and evidence-based practices to support school improvement efforts. A school leader must also understand how their “language of leadership” will influence the stakeholders within their organization.

Context: As part of the SLP, you will share a summary of the professional language gathered from both inside and outside the school setting. The goal of this section is to provide examples of what stakeholders are and/or should be saying about the issue in a positive, practical manner. Remember, stakeholder examples should only include quotes, NOT actual names.

Part 1: Stakeholder Language Examples

This section will include a summary of the Language of Practice examples in your school from various stakeholders concerning the identified area of need and proposed course of action. With the table provided in the example, students will provide Language of Practice examples and designate them as either Best Practice Language (BPL) examples (positive), or Other Language of Practice Examples (neutral/poor).

*Please include a narrative summary at the end of Part One. Make sure that this summary reflects YOUR voice and YOUR thoughts as a future principal!*

Part 2: Researcher Language Examples

This section will include Language of Practice examples from researchers. What are researchers saying that will provide possible solutions to address the area for improvement? What does that mean for us? Please include at least five (5) refereed articles (or other appropriate sources) to support this section. Use specific quotes from the researchers, and include page references and a reference list. (see APA style)

*Please include a narrative summary at the end of Part Two. Make sure that this summary reflects YOUR voice and YOUR thoughts as a future principal!*
Purpose of Section 4: A school leader must plan thoughtfully, carefully, and collaboratively. A school leader must understand the importance of detailed planning. A school leader must also understand how to organize a planning system with well-documented action steps and clear stakeholder responsibilities to promote and ensure a culture of professional accomplishment.

Context: As you work with your principal and other appropriate school personnel, you will outline the action steps to address the identified area of need for your school. Action plans should include the people responsible for each step, specific dates, plans for monitoring each step, and evidence of impact (see next page for template). Keep in mind the goal is to account for what you have done throughout the project, but also to create an action plan that could potentially be used for future school improvement efforts. As a school leader, you want to include others as much as possible in your efforts for school improvement. This action plan should not be completed in isolation! Collaboration is essential! Think about ways to involve the school improvement team, grade level teams, other PLCs, and various stakeholder groups whenever possible. As you work with multiple stakeholders, please remember include these collaborators in the “person(s) responsible” column of your action plan.
Purpose of Section 5: A school leader must know how to evaluate and summarize the data outcomes (both quantitative and qualitative) of a particular initiative, program, or project. A school leader must know how to write clearly and convincingly. A school leader must listen to and consider “stakeholder feedback” when evaluating the impact of a particular initiative, program, or project. A school leader must understand the importance of summarizing and sharing project outcomes with stakeholders and the larger community. A school leader must understand how honest self-reflection can promote their individual growth and development.

Context: Next to the action plan, the project evaluation and impact summary are perhaps the most important sections of your Service Leadership Project. For this section of the project, you will work with school administration and personnel to evaluate the degree to which your project impacted overall school improvement. This summary should include data outcomes (both quantitative and qualitative) resulting from your project, a description of how your efforts and leadership behaviors impacted overall school improvement, and a reflection on how this project impacted YOU as a future school leader. Remember…stakeholder quotes are powerful evidence of your project’s impact.

(Your Leadership Journal needs to be included at the end of this section.)