

APPENDIX E:

Developing Your Growth Plan for the Internship

GOALS

The long-range professional focus point:

What leadership position do you want to hold within the next

- two years?
- five years?
- ten years?
- twenty years?

The long-range personal focus point

- What lifestyle/routine/relationships do you want to enjoy over the course of your career?
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North Carolina School Executive Standards, Practices and Competencies

In selecting specific standards, practices, and competencies—build on:

- Your strengths and experience—relative to leadership
 - Specific leadership skill dimensions and key behaviors (LEED 6810 and LEED 6812)
 - Skills and behaviors that are relevant to your goal
 - Professional Development Plan (PDP) or Individual Growth Plan (IGP)
 - School Improvement Plan (SIP)
 - Personal needs
 - Personal desires
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In pursuing your goals and objectives, be prepared to:

- Examine yourself and your priorities
- Make a commitment
- Re-examine yourself and your priorities
- Take risks
- Re-examine yourself and your priorities
- Fight frustration
- Re-examine yourself and your priorities
- Experience failure
- Re-examine yourself and your priorities
- Be persistent
- Re-examine yourself and your priorities
- Achieve success
- Re-examine yourself and your priorities

Grounding Your Plan

- 1. What professional “skills” do you need to reach your goals?**
- 2. What personal “skills” do you need to reach your goals?**
- 3. Where do #1 and #2 intersect?**
- 4. What are my school’s objectives (from School Improvement Plan)?**
- 5. What are my objectives (from Professional Development Plan—PDP, or Individual Growth Plan—IGP)?**
- 6. Where do #4 and #5 intersect?**
- 7. What did I learn about myself from the LEED 6810 and LEED 6812 experiences?**
- 8. What are my 3 NCSE Standards of Focus at this point in time—for the internship experience?**

Growth Plan for Internship

**Selected North Carolina School Executive Standard:
2. Instructional Leadership**

Selected Practices from NCSE Standard	Projected Evidence of Completion	
	What specific steps or actions will I take to demonstrate this practice?	What artifact will I create to clearly and convincingly demonstrate this practice?

North Carolina School Executive Competencies to be used:

Growth Plan for Internship

Selected North Carolina School Executive Standard:

Selected Practices from	Projected Evidence of Completion
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NCSE Standard	What specific steps or actions will I take to demonstrate this practice?	What artifact will clearly and convincingly demonstrate this practice?

North Carolina School Executive Competencies to be used:

Growth Plan for Internship

Selected North Carolina School Executive Standard:

Selected Practices from NCSE Standard	Projected Evidence of Completion	
	What specific steps or actions will I take to demonstrate this practice?	What artifact will clearly and convincingly demonstrate this practice?

North Carolina School Executive Competencies to be used:

Growth Plan for Internship (SAMPLE)

Selected North Carolina School Executive Standard:
2. Instructional Leadership

Selected Practices from NCSE Standard	Projected Evidence of Completion	
	What specific steps or actions will I take to demonstrate this practice?	What artifact will I create to clearly and convincingly demonstrate this practice?
1.1 Focus their own and others' attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals	Facilitate Grade 4 instructional team meetings	Minutes of grade level meetings
1.4 Creates processes that facilitate the collaborative (team) design, sharing, evaluation, and archiving of rigorous, purposeful and engaging instructional lessons;	Analyze 3 rd grade EOG to determine instructional objectives for 4 th grade	Priority listing of learning objectives
1.7 Creates processes that ensure the strategic allocation of resources to meet instructional goals and support teacher needs;	Develop a list of all existing resources by subject and teacher for allocation and sharing of resources	Teacher resource inventory and procedure for collaborative resources

North Carolina School Executive Competencies to be used:
Communication, team building, data analysis