

NC Principal Portfolio Assessment (NCPPA) Proposal

May 1, 2025

SL 2023-125

(September 2023)

§ 115C-284.1. PART II. Development of Portfolio-Based Assessment

SECTION 2. The Professional Educator Preparation and Standards Commission (PEPSC), in consultation with the Department of Public Instruction and the North Carolina Principal Fellows Commission, shall develop a portfolio-based assessment system for use in applications for administrator licensure pursuant to G.S. 115C-284.1, Part II.

§ 115C-270.20(b)(1). PEPSC shall present recommendations to the State Board of Education for approval by **June 15, 2024**.

Principal Preparation & Licensure Waivers

- Session Law 2022-71 extended the waiver to August 31, 2024.
Prior to **August 31, 2024**, the individual completed at least one course as part of a master's degree program or a post-master's certificate designed for school administrators that was offered by an educator preparation program approved by the State Board of Education.
- Session Law 2024-57 extended the waiver to August 31, 2025.
Prior to **August 31, 2025**, the individual completed at least one course as part of an approved administrator preparation program. This waives the principal portfolio assessment requirement only for principal licensure.

Session Law 2024-382

Additional Waiver Extension

- DPI requested that the General Assembly (GA) extend the waiver (which “expired” August 31, 2024) for principal licensure candidates.
- Ultimately asked that the GA take up the matter before the long session for the following reasons:
 - Uncertainty with the use agreement
 - The need to provide Administrator Preparation Programs (APPs) and candidates with clarity as soon as possible.
 - Potential impact on 191 candidates (candidates slated to completed programs in the Spring).
 - Shifting to a different option would take time.
- Senate Bill 382, Section 3J.15 authorized the waiver to be extended through August 31, 2025, for the principal portfolio assessment requirement.
- The bill became SL 2024-382 on Dec. 11, 2024.

TIMELINE

- **Oct-Dec 2023:** NCDPI canvassed the national landscape for states that use a portfolio-based assessment for principal licensure
- **Jan-March 2024:** Established Task Force on Principal Standards, Licensure, and Evaluation
- **April 2024:** PEPSC recommended a modified version of the CalAPA to the State Board of Education
- **July 2024:** SBE approved use of the modified version of the CalAPA, to be known as the NC Principal Portfolio Assessment (NCPPA)
- **Fall 2024:** Use agreement with California stalled, negating NC's ability to use the CalAPA; began investigation into alternatives
- **Dec 2024:** SL2024-57 authorized extension of waiver through Aug 31, 2025
- **Dec 2024:** PEPSC approved NCDPI to explore MA PAL as an option
- **Jan-Feb 2025:** Task Force examined MA PAL
- **March 2025:** PEPSC recommended to the State Board of Education a version of the MA PAL tailored to North Carolina's context

Principal Licensure

STANDARDS

PROGRAM COMPLETION

Coursework

Coverage of Standards

of Credits

Internship

Hours

Mentor Requirements

Placement Requirements

Task Requirements

ASSESSMENT

Portfolio

Task Force on Principal Standards, Licensure, and Evaluation:

Brought together to gather broad stakeholder input to meet the needs of SL 2023-125 and review and assess the work-to-date on revising the NC Standards for School Executives

Educator Preparation Programs

- **Dr. John Boldt**, Director of Graduate Education Program & Assistant Professor of Education, Barton College
- **Dr. Brian Clarida**, Clinical Professor, Educational Leadership & Cultural Found, UNC-Greensboro
- **Dr. Tim Drake**, Associate Professor of Educational Leadership, North Carolina State University
- **Dr. Portia Gibbs-Roseboro**, Assistant Professor, Program Coordinator, School Administration & Curriculum & Instruction, NC Central University
- **Dr. Martinette Horner**, Program Director, School Administration, UNC-Chapel Hill
- **Dr. Karen Diane Jones**, MSA Program Director, East Carolina University
- **Dr. Dale Lamb**, Associate Professor, Masters of School Administration Program, Gardner Webb University
- **Dr. Lauren Lampron**, Director, NC Principal Fellows
- **Dr. Tony Stewart**, Assistant Director, NC Principal Fellows
- **Dr. Bryan Winters**, Department Chair, Educational Leadership Specialties, Program Director - MSA, UNC-Pembroke

Superintendents

- **Dr. Marvin Connelly, Jr.**, Superintendent, Cumberland County Schools
- **Dr. Tricia McManus**, Superintendent, Winston-Salem Forsyth County Schools
- **Dr. Don Phipps**, Superintendent, Caldwell County Schools

Principals

- **Dr. Donna Bledsoe**, 2023 NC Principal of the Year
- **Kisha Clemons**, 2020 NC Principal of the Year
- **Dr. Patrick Greene**, 2022 NC Principal of the Year

Assistant Principals

- **Kristal Brooks**, Assistant Principal, Gates County ES, Gates County Schools
- **Darius Gillespie**, Assistant Principal, Montclair ES, Cumberland County Schools
- **Craig Higgins**, Assistant Principal, Ridge Road MS, Charlotte-Mecklenburg Schools

Assessment Criteria

I. PEDAGOGICAL	The assessment...
A. Alignment	Aligns with, and meaningfully assesses, NC's principal standards
B. EPP Flexibility	Does not force EPPs to conform to a specific program design
C. Scope	Meaningful coverage of high priority standards. <i>Note: it is unlikely that any performance assessment can cover <u>all</u> of the standards and still be feasible and cost-effective</i>
D. Validity & Reliability	Is valid for use in the field; leads to reliable data that can be used for continuous improvement
E. User Experience	Is well designed; the size of the task is manageable and the directions are clear for candidates
II. PRACTICAL	The assessment...
A. Timeline	Will be ready for recommendation to PEPSC in time for PEPSC to recommend to SBE by 6/15
B. Cost to Candidates	The cost to candidates is commensurate with other state-required assessments
C. Budget	Budget neutral; does not require up front financial investment nor annual budget allocation to maintain
D. Ability to Customize	Can be adjusted to reflect NC's needs and context
E. Scoring Capacity	Does not require NC to have capacity for scoring, nor incur the cost of scoring

Analysis of Criteria

I. PEDAGOGICAL	CalAPA	MA PAL
A. Alignment		
B. EPP Flexibility		
C. Scope		
D. Validity & Reliability		
E. User Experience		
II. PRACTICAL		
A. Timeline		
B. Cost to Candidates	\$425	<i>\$425 for 3 tasks \$477 for 4 tasks (increasing to \$636 in Year 4)</i>
C. Budget		
D. Ability to Customize		
E. Scoring Capacity		

Massachusetts PAL Overview

- Created in partnership by the Bank Street College of Education, key stakeholder groups, and MA DESE
- Implemented by **Pearson**
- **Reliability and validation** studies conducted by Bank Street College, et al.
- **Customizable** to meet North Carolina context and cost
- Consists of **four performance-based tasks**:
 1. Leadership through a Vision for High Student Achievement
 2. Instructional Leadership for a Professional Learning Culture
 3. Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness
 4. Leadership for Family Engagement and Community Involvement

Assessment Comparison

	CalAPA	MA PAL		Standards Assessed	Task Design
Task 1	Analyzing Data to Drive School Improvement	Leadership through a Vision for High Student Achievement		<i>Very Similar</i>	<i>Very Similar</i>
Task 2	Facilitating Communities of Practice	Instructional Leadership for a Professional Learning Culture		<i>Very Similar</i>	<i>Very Similar</i>
Task 3	Supporting Teacher Growth	Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness		<i>Very Similar</i>	<i>Very Similar</i>
Task 4	n/a	Leadership for Family Engagement and Community Involvement		n/a	n/a

Not including the 4th task because it increases the cost to candidates

The Taskforce felt that the MA PAL, in its original form, demonstrated *stronger* coverage of the NC standards in comparison to the CalAPA, and therefore recommend minimal revisions

North Carolina Standards for School Executives	Taskforce Analysis of NC PPA	Taskforce Determination
I: Strategic Leadership		
II: Instructional Leadership		
III: Cultural Leadership		
IV: Human Resource Leadership		
V: Managerial Leadership		The Taskforce felt strongly that APPs can meaningfully address and assess these standards via coursework, fieldwork and internship activities
VI: External Development Leadership	<i>Including slight revisions</i>	
VII: Micro-Political Leadership		

KEY

Meaningfully assesses this standard

Partially assesses this element

Does not assess this element

Questions

