



Principal Preparation Program (PPP) Grants
Responses to Submitted Questions Regarding the RFP
Questions submitted to ncasld for Fall 2016 RFP

Question1

Regarding the "full-time clinical practice of at least five months in duration in an authentic setting" (p. 9 on the RFP). Could a full-summer intensive internship (150 hours) plus two semesters (fall and spring) internships of 350 hours each meet the "full-time clinical practice" requirement? Will participants be required to leave their teaching jobs or could they meet the above requirements while serving as a teacher?

Response1

The legislation defines a full-time clinical practice as "...at least five months in duration in an authentic setting, including substantial leadership responsibilities where candidates are evaluated on leadership skills and effect on student outcomes as part of program completion." Per this definition, NCASLD interprets *full-time* as a 40-hour workweek equating with no less than 800 hours to satisfy the five-month duration. This clinical practice must be conducted in an *authentic setting*, which NCASLD interprets to mean the school environment when staff and students are present. To meet this legislative requirement, NCASLD recommends that applicants propose program designs that place participants in full-time internships of at least 800 hours over a five-month period and that take place during the regular school year for the most part. Regarding whether participants would be required to leave their teaching jobs, NCASLD believes that it is unlikely a high quality, full-time internship in the role of a principal or assistant principal could be conducted while the individual continues in their role as a teacher.

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Question2

Is the focus of the grant solely for initial principal licensure? Can a grant also include services and continued learning for early career principals/assistant principals who are being groomed to serve as principal in a high needs school? Thank you!

Response2

The legislation defines school leader as "An individual employed in a school leadership role, including principal or assistant principal." The legislation also indicates "...the Authority shall award grants to eligible entities to support programs that *develop* school leaders..." (emphasis added). Accordingly, NCASLD's interpretation of the legislation is that it is designed to serve individuals who are not currently employed or licensed as principals or assistant principals.

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Question3

Where do we locate the listing of eligible high need schools?

Response3

The legislation defines a high need school as a public school, including a charter school, that meets one or more of the following criteria.

- a. Is a school identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.
- b. Is a persistently low-achieving school, as identified by the Department of Public Instruction for purposes of federal accountability.
- c. A middle school containing any of grades five through eight that feeds into a high school with less than a sixty percent (60%) four-year cohort graduation rate.
- d. A high school with less than a sixty percent (60%) four-year cohort graduation rate.

Per these criteria, there are a number of sources that can be researched to determine if a school is currently a high need school in North Carolina, including but not limited to:

- Providing a list of low-performing schools for 2015-16: <http://www.dpi.state.nc.us/schooltransformation/low-performing/>
- Providing a list of priority schools: <http://www.dpi.state.nc.us/program-monitoring/esea/priority/>
- Providing a list of Title I schools: <http://www.dpi.state.nc.us/program-monitoring/titleIA/>
- Providing a list of graduation rates: <http://www.dpi.state.nc.us/graduate/statistics/>