

Directions: Prepare a 200– 400 word *Statement of Purpose*:

A *Statement of Purpose* is where you tell the admissions committee; (1) why you are interested in being a NC Principal Fellow at North Carolina Central University, (2) how you plan to be intentional in developing your leadership lens to be an effective school leader, and (3) why would you be an excellent candidate to advance the work of school leadership.

The following **criteria** will be considered when evaluating applicants' statement of purpose and essay responses:

- Confidence - A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.
 - Driven to Learn – Actions and behaviors support continuous professional development for the betterment of individual practice, student learning, and/or school improvement.
 - Values Varied Perspectives - Noticing, anticipating, and acting to meet people's practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics—including race, gender, sexual orientation, religious, economic, and/or other backgrounds—to create positive impact on individuals and groups.
 - Commitment and Work Ethic – Actions of dedication to accomplishing a task.
 - Organization, Preparation, and Mechanics – Ability to effectively communicate ideas using written language.
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Central Carolina Principal Preparation Program – Applicant Scoring Rubric – Statement of Purpose

	Unacceptable (0.00 value)	Minimally Acceptable (1.00 value)	Accomplished (2.00 value)	Level / Score
Confidence	Demonstrates indecisiveness. Lacks self-assurance. Demonstrates arrogance.	Is sometimes successful in decision-making. Occasionally demonstrates high self-esteem.	Demonstrates self-assurance as evidenced by decisiveness in decision making. Shows consistency between their values, beliefs, and actions.	
Driven to Learn	Does not accept constructive feedback for continuous improvement of professional behaviors.	Occasionally accepts constructive feedback for continuous improvement of professional behaviors.	Accepts constructive feedback for continuous improvement of professional behaviors.	

	<p>Demonstrates little to no evidence of life-long learning for self and others.</p> <p>Demonstrates little to no reflection on learning and professional practice.</p>	<p>Demonstrates some evidence of life-long learning for self and others.</p> <p>Demonstrates evidence of inconsistently reflecting on learning and professional practice.</p>	<p>Proactively demonstrates life-long learning for self and others.</p> <p>Demonstrates evidence of consistently reflecting on learning and professional practice.</p>	
Values varied perspectives	<p>Demonstrates behaviors that hinder a welcoming classroom and/or school culture.</p> <p>Does not have a clear understanding about culture and race as evidence by a disregard for the unique needs, interests, and strengths of students, staff, and the larger community.</p> <p>Lacks cultural responsiveness.</p>	<p>Attempts to promote a welcoming school culture with little to no partiality towards others.</p> <p>Demonstrates some gaps in understanding about culture and race and the importance in embracing the unique needs, interests, and strengths of students, staff, and the larger community.</p> <p>Has an awareness of cultural responsiveness.</p>	<p>Promotes a climate that makes the classroom and/or school welcoming and accepting of all students by treating others fairly and by not showing partiality to any persons or groups.</p> <p>Demonstrates critical consciousness of culture and race by embracing the unique needs, interests, and strengths of all students, staff, and the larger community.</p> <p>Demonstrates cultural responsiveness.</p>	
Commitment	<p>Demonstrates a lack of commitment towards the school and professional responsibilities.</p>	<p>Demonstrates an individual commitment to their school and professional responsibilities.</p>	<p>Demonstrates an unwavering commitment towards the school and professional responsibilities.</p>	
Organization, Preparation, and Mechanics	<p>Minimal evidence of organization.</p> <p>No evidence of preparation.</p> <p>Punctuation, spelling, and grammar show 5 or more errors.</p>	<p>Organization of responses is clear.</p> <p>Some evidence of preparation.</p> <p>Punctuation, spelling, and grammar show 3 – 4 errors.</p>	<p>Responses show a logical progression of ideas.</p> <p>Evidence of preparation is clear.</p> <p>Punctuation, spelling, and grammar show 0 – 2 errors.</p>	