

## ***Building Administrator***

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### **STANDARD ONE**

The administrator demonstrates leadership which provides purpose and direction for greater student understanding and problem solving.

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#### **KNOWLEDGE**

The administrator recognizes high standards of ethical and professional conduct for administrators.

The administrator has developed a personal philosophy of education.

The administrator understands the importance of vision, based on a well-developed philosophy, and knows how to develop a collaborative vision which provides future direction for the school or district.

The administrator knows how to develop policy consistent with the mission and philosophy of the district.

The administrator understands a strategic planning process which includes goal-setting, planning, and implementation.

The administrator understands the change process.

The administrator understands group facilitation processes and when to use them.

The administrator recognizes the importance of delegation to developing leadership in others.

The administrator understands the importance of motivation and knows strategies for motivating self and others.

The administrator knows various theories of leadership.

The administrator knows a variety of decision-making processes.

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The administrator knows how to analyze the environment in which decisions are made and how to predict the impact decisions might have on the organization.

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### **Evidences**

The building administrator has knowledge of and can identify high standards of ethical and professional conduct.

The building administrator knows the importance of a collaborative (including staff, students, parents, community and business partners) and well-articulated vision which provides future direction for the school.

The building administrator knows how to develop procedures for implementing district policy.

The building administrator knows how to facilitate a strategic planning process which includes goal-setting, planning, and implementation leading to change.

The building administrator is knowledgeable about various theories of leadership and knows when to apply these theories.

The building administrator knows the characteristics of a good administrator which include the skills of delegation, decision-making, and motivation.

## **DISPOSITIONS**

The administrator holds high standards of ethical and professional conduct.

The administrator values reflection on the effectiveness of the school in achieving the purposes of education.

The administrator is willing to make decisions and assume the risks inherent in leadership.

The administrator is committed to collaborative school improvement activities and to using a variety of processes for collaborative decision making.

The administrator is committed to motivating and empowering other leaders.

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## **Evidences**

The building administrator values high standards of ethical and professional conduct.

The building administrator appreciates reflection on the effectiveness of education.

The building administrator appreciates the importance of decision-making and the risks involved.

The building administrator values and is committed to collaborative decision making.

**PERFORMANCE**

The administrator exhibits the highest standards of ethical and professional conduct for administrators.

The administrator has thoughtfully put together a set of beliefs which guides him/her in practice.

The administrator formulates collaboratively a vision for the school or district and communicates the mission and philosophy of the school district.

The administrator engages in decision-making processes and creating problem-solving for school improvement in ways that demonstrate courage in risk-taking.

The administrator uses collaborative strategic planning skills in leading change.

The administrator facilitates collaborative planning activities and implementation of programs which are consistent with the school's and district's mission and philosophy.

The administrator develops policies consistent with the mission and philosophy of the district.

The administrator applies various leadership strategies appropriately.

The administrator creates an environment that motivates others to reach high levels of performance and productivity and that builds self-esteem in staff and students.

The administrator makes decisions in a timely manner.

The administrator analyzes the ramifications of decision.

The administrator capitalizes on the findings of research in making program decisions.

The administrator accepts responsibility for decisions.

The administrator assures follow-through and accomplishment of tasks.

## **Evidences**

The building administrator interacts with stakeholders ethically and professionally.

The building administrator formulates collaboratively a written vision for the school and communicates the mission and philosophy of the school district and has the vision posted/displayed throughout the school as well as including the vision in written documents such as handbooks and other literature and verbally communicates the vision in discussion with stakeholders.

The building administrator engages in risk-taking by organizing and planning for effective instruction and school/program improvement such as a written plan or a progress report/review; programs/strategies implemented to meet identified needs; minutes of meeting where collaborative efforts occurred; feedback from stakeholders on level of participation.

The building administrator develops and implements procedures to support district policies.

The building administrator appropriately demonstrates a variety of leadership strategies, such as directive, collaborative, and cooperative.

The building administrator makes decisions in a timely manner, analyzing the ramifications of the decision, using research in the decision making process, and accepts responsibility for decisions, as evidenced by documentation of those decisions.

The building administrator employs strategies that demonstrate and result in effective and efficient decision making as evidenced by strong instructional program, positive school climate, and organizational culture.

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**STANDARD TWO**

The administrator has the skills to implement plans of action efficiently and effectively for greater student achievement.

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**KNOWLEDGE**

The administrator understands theoretical concepts of organizational behavior and organizational development

The administrator understands the structure and dynamics of organizational life in schools.

The administrator knows the role of individuals in organizations.

The administrator knows how to examine formally and informally what is occurring in the organization and how to assess organizational outcomes.

The administrator understands how teachers, the school, the district, and the community interact to create a local school organization.

The administrator understands how boards of education function.

The administrator knows the appropriate roles of board and staff.

The administrator understands how decisions are made locally.

The administrator knows the legislative process and the local electoral process.

The administrator understands legal concepts, regulations, and codes for school operation.

The administrator knows how to implement policies, regulations, rules, and procedures.

The administrator knows facilities planning, maintenance, and operation.

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The administrator understands financial management (e.g., budgeting, planning, account auditing, monitoring, cash flow management, and financial forecasting).

The administrator understands the development of the school district budget and its specific implications for the school.

The administrator knows the availability of community services and how to coordinate those services for students.

The administrator understands proper communication channels, both internal and external.

The administrator knows how to use personnel and time to accomplish organizational goals.

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### **Evidences**

The building administrator has knowledge of theoretical concepts of organizational behavior, organizational development, and how to assess organizational outcomes.

The building administrator knows and understands how teachers, the school, the district, and the community interact to create a local school organization; how boards of education function; the appropriate roles of school board and staff; how decisions are made locally.

The building administrator knows legal concepts, regulations, and codes for school operation, which include the legislative process and the local electoral process.

The building administrator knows how to use effective strategies for collaboration with other professionals and how to participate with families, students, and others in the development of individualized education plans/family service plans/transition plans for students.

## **DISPOSITIONS**

The administrator values all employees as equally important members of the organization.

The administrator wants to empower employees throughout the organization to assist in achieving the mission of the school district.

The administrator supports the input of others in district wide decisions.

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## **Evidences**

The building administrator is committed to empowering employees throughout the organization to assist in achieving the mission of the school district.

The building administrator values and supports the input of others in district wide decisions.

## **PERFORMANCE**

The administrator uses knowledge of the structure and dynamics of organizational life to observe, interpret, change, and guide educational practice.

The administrator maintains appropriate role relationships between board and staff.

The administrator develops procedures which comply with local policies, state and federal rules and regulations, and contractual agreements.

The administrator applies educational law to school practice.

The administrator involves staff and representative members of the community in the development of school budget priorities, based upon the mission and goals of the school and district.

The administrator plans, prepares, and justifies the budget in accordance with district budgeting procedures.

The administrator assures the use of generally accepted accounting principles in the keeping of fiscal records.

The administrator facilitates coordination of community service agencies to assure that appropriate resources are provided for students.

The administrator attracts volunteers and provides them with effective training and meaningful assignments.

The administrator assures the smooth operation of the organization, using resources, personnel, space, and time effectively.

The administrator uses personnel and time to achieve organizational goals.

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## **Evidences**

The building administrator is able to explain how he/she used knowledge of the structure and dynamics of organizational life to observe, interpret, change, and guide educational practice.

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The building administrator promotes appropriate role relationships between school board and staff.

The building administrator develops procedures which comply with local policies, state and federal rules and regulations, and contractual agreements as evidenced by written and verbal communication with stakeholders, I. e. handbooks and manuals, etc.

The building administrator facilitates collaboration with stakeholders in development of school budgets as evidenced by documentation of budget meetings and budgets reflecting priorities.

The building administrator assures the smooth operation of the organization using resources, personnel, space, and time effectively as evidenced by improved student achievement, positive school climate, strong organizational culture, on-site visits, and review of school records and reports.

The building administrator uses assessment information to establish goals and objectives that are appropriate for an individual student which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The building administrator plans and implements developmentally and individually appropriate curriculums and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The building administrator identifies educational, developmental, functional, vocational, and social outcomes for students with a diverse cognitive, motor, and/or social/behavioral needs at various ages.

The building administrator cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The building administrator develops lesson plans and adapts curricula, materials, and methods for average and diverse students [e.g., drugs, poverty, guns].

The building administrator infuses speech skills into academic areas as consistent with the student's preferred mode or philosophy of communication and the capabilities of the student who is deaf/hard of hearing.

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The building administrator selects media and technology appropriate to instructional goals and objectives and utilizes assistive technology needed by students with vision, hearing, motor, or other disabilities.

The building administrator involves students in self-evaluation of products by providing students with information about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The building administrator modifies tests for students with disabilities.

The building administrator modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The building administrator collects, documents, and analyzes performance information through systematic observations and recordings of student learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The building administrator selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The building administrator involves families as active participants in the assessment process.

The building administrator modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The building administrator develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community (especially for early childhood educators).

The building administrator assists his/her faculty in the generalization of skills taught, transfer of knowledge by students, and the development of learning strategies and independent study behaviors.

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**STANDARD THREE**

The administrator creates a secure environment that is conducive to greater student achievement.

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**KNOWLEDGE**

The administrator recognizes that student learning must be the focus of all school programs and activities.

The administrator knows how to create a school climate that challenges students and staff to use their minds well.

The administrator knows how to create a school climate which supports the use of current best practices in all areas of school operation.

The administrator understands the importance of maintaining a safe, orderly, and cooperative environment that deals with students and staff fairly and equitably.

The administrator knows how to create a climate that values individual variations among students.

The administrator understands that life-long learning and professional developments are necessities for self and others.

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**Evidences**

The building administrator knows that student learning must be the focus of all school programs and activities.

The building administrator knows the importance of maintaining a safe, orderly, and cooperative environment that deals with students and staff fairly and equitably.

The administrator knows that life-long learning and professional developments are necessities for self and others.

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The building administrator knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The building administrator knows techniques for crisis preventions.

The building administrator knows how to provide students with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The building administrator knows how to use resources, aids, and materials for teaching students with special needs.

The building administrator knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status at various age levels.

The building administrator has an understanding of peer coaching skills.

The building administrator knows and understands indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The building administrator knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

## **DISPOSITIONS**

The administrator values honesty in words and actions.

The administrator values an unwavering commitment to ethical conduct from everyone in the organization.

The administrator believes that a school climate of mutual trust and respect provides the best opportunity for success to all students and staff.

The administrator believes that employees act in the best interest of students and the organization.

The administrator believes in fostering a “we” spirit and feeling of ownership in the organization.

The administrator is committed to using group processes, motivational techniques, and interpersonal communication to improve the school climate.

The administrator values individuality and empowers others to strive to improve and to attain their fullest potential.

The administrator values diversity in building a learning community.

The administrator values lifelong learning and professional development for self and others.

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## **Evidences**

The building administrator is committed to a school climate of mutual trust and respect that provides the best opportunity for success to all students and staff.

The building administrator values employees who act in the best interest of students and the organization.

The building administrator is willing to be an active participant in an educational community that encourages student responsibility, nurtures collaboration, invites dialogue, and models attitudes and values of inquiry learning.

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The building administrator is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The building administrator believes that all students can learn at high levels and persists in helping all students achieve success including students with exceptionalities.

The building administrator is committed to allowing students with exceptionalities to participate in ALL classroom activities where safety is not a factor.

The building administrator is willing to use assistive technology.

**PERFORMANCE**

The administrator exhibits skills which support human potential.

The administrator makes student learning the focus of all school programs and activities.

The administrator engages the community in the education of youth and in the learning climate of the school.

The administrator establishes a school culture based on collaboration and professional inquiry.

The administrator demonstrates skills in building positive staff morale through collegiality, empowerment, and team building.

The administrator manages the operating and maintenance of the school to assure a healthy, safe, pleasant, fair, and equitable environment.

The administrator takes steps to ensure that the school is safe and free.

The administrator demonstrates fair and equitable practices in policy implementation and in personal relations.

The administrator exhibits established cultural values and beliefs in professional settings.

The administrator demonstrates and promotes a commitment to life-long learning.

The administrator demonstrates an appreciation for cultural diversity.

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**Evidences**

The building administrator exhibits skills which support human potential as evidenced by providing opportunities for stakeholders to meet full potential (empowerment of stakeholders, providing encouragement as well as opportunities through delegation of tasks, or continued education/professional development and growth.)

The building administrator makes student learning the focus of all school programs and activities as evidenced by a strong instructional program, student time on task, and student achievement.

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The building administrator engages the community in the education of youth and in the learning climate of the school as evidenced by use of community members in the school setting to enrich/enhance student learning.

The building administrator establishes a school culture based on collaboration and professional inquiry as seen through documentation of collaborative meetings and research.

The building administrator demonstrates skills in building positive staff morale through collegiality, empowerment, and team building as evidenced by sight-based management plans, staff perceptual data and staff development opportunities.

The building administrator takes steps to ensure that the school is safe and free of hazards as evidenced by documentation of regular inspection of building and grounds and correction of any hazardous conditions.

The building administrator demonstrates fair and equitable practices in policy implementation and in personal relationships as evidenced by staff morale and feedback from stakeholders.

The building administrator exhibits established cultural values and beliefs in professional settings, shows and promotes a commitment to lifelong learning, and demonstrates an appreciation for cultural diversity as evidenced by high expectations for all students, appropriate inservice training/professional development experiences for all teachers, documentation, and displays..

The building administrator manages the school environment with organization, structure, and flexibility.

The building administrator applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and community.

The building administrator uses or adapts learning techniques/strategies as needed for students with exceptionalities providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The building administrator selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The building administrator assists students in developing independent study behaviors.

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The building administrator makes appropriate referrals to community health and social services.

The building administrator assists the faculty in planning appropriate physical laboratory arrangements and activities in the science classroom observing safe laboratory procedures.

The building administrator assists the faculty in implementing basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

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**STANDARD FOUR**

The administrator gathers information from and communicates it effectively to students, parents, staff, the community, and the media to facilitate greater student achievement.

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**KNOWLEDGE**

The administrator knows how to speak and write clearly and concisely in conveying messages.

The administrator possesses listening and reading skills that ease understanding of messages conveyed from students, staff, parents, community, and media.

The administrator understands how values and nonverbal communication project an image of self and school.

The administrator understands the impact of roles in communication.

The administrator knows effective public relations strategies.

The administrator understands the political process at the local, state, and national levels.

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**Evidences**

The building administrator possesses and knows the importance of listening and reading skills that facilitate understanding of messages conveyed from students, staff, parents, community, and media.

The building administrator understands and knows how the values and nonverbal communication project an image of self and school.

The building administrator knows and understands the impact of roles in communication.

The building administrator knows and understands the importance of effective public relations

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strategies.

The building administrator knows and understands the political process at the local, state, and national levels.

The building administrator knows how to facilitate the integration of students with exceptionalities into the classroom.

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## **DISPOSITIONS**

The administrator values effective speaking, writing, reading, and listening skills.

The administrator appreciates the need to communicate the mission of the school and to advocate for students.

The administrator values communication with parents and other constituents.

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## **Evidences**

The building administrator values effective speaking, writing, reading, and listening skills with staff, parents, and other constituents.

## **PERFORMANCE**

The administrator communicates effectively with all constituencies.

The administrator persuasively communicates the mission and goals of the school district.

The administrator advocates for students to policy makers, business leaders, community, and media.

The administrator develops and uses multiple communication channels to create partnerships with parents and other members of the community.

The administrator continually evaluates the effectiveness of communication channels to create partnerships with parents and other members of the community.

The administrator continually evaluates the effectiveness of communication policies and practices.

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## **Evidences**

The building administrator communicates effectively with all constituencies, persuasively communicates the mission and goals of the school district, develops and uses multiple communication channels to create partnerships with parents and other members of the community as evidenced by oral and written communication as well as visibility with and in the school community (i.e., speaking to/with organizations - Kiwanis, Rotary Club, Lions etc.), and documents partnerships.

The building administrator advocates on behalf of students to policy makers, business leaders, community, and media as evidenced by

- promoting the school and student achievement and
- communicating effectively both orally and in written form .

The building administrator continually evaluates the effectiveness of communication channels to create partnerships with parents and other members of the community and continually evaluates the effectiveness of communication policies and practices as evidenced by soliciting input through discussion and surveys on effectiveness of communication practices and by providing opportunities for input from stakeholders on communication effectiveness and policies.

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**STANDARD FIVE**

The administrator understands the importance of a clear vision and an explicitly stated philosophy in shaping a coherent curriculum and in creating an effective school.

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**KNOWLEDGE**

The administrator possesses a thorough understanding of human growth and development.

The administrator understands cognitive development and learning theories and their importance to the sequencing of the K-12 curricula and to the planning of staff development.

The administrator is aware of the current research related to curriculum and student learning.

The administrator keeps current on local, state, and federal mandates, goals, and outcomes.

The administrator knows the process of curriculum development and change in all its phases.

The administrator is aware of local, state and national curriculum in accordance with national, state, and district goals and outcomes.

The administrator understands curriculum alignment, i.e., the congruency among the written, taught, and test curriculum.

The administrator understands the interdisciplinary nature of knowledge and knows how to apply it to the written curriculum.

The administrator understands instructional goals, outcomes, and processes.

The administrator understands a variety of instructional and assessment strategies and knows how to apply these to improve instruction and student learning.

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The administrator is aware of the social, economic, demographic, and political forces impinging upon the school and the student learning.

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**Evidences**

The building administrator is knowledgeable of human growth and development.

The building administrator is knowledgeable of the current research related to curriculum and student learning.

The building administrator is knowledgeable of local, state, and federal mandates, goals, and outcomes.

The building administrator is knowledgeable of local, state and national curriculum in accordance with national, state, and district goals and outcomes.

The building administrator is knowledgeable of the social, economic, demographic, and political forces impinging upon the school and the student learning.

## **DISPOSITIONS**

The administrator is committed to developing personal, school-wide, and district-wide visions and philosophy in guiding curricula decisions.

The administrator appreciates the need for leadership in curricular change in a dynamic organization.

The administrator believes that all children can learn and is committed to a comprehensive curriculum that is responsive to the needs of all children.

The administrator is willing to work collaboratively with students, staff, and community in curriculum planning and implementation.

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## **Evidences**

The building administrator knows the value of and is committed to developing personal, school-wide, and district-wide visions and philosophies in guiding curricula decisions.

The building administrator values working collaboratively with students, staff, and community in curriculum planning and implementation.

## **PERFORMANCE**

The administrator applies principles of human growth and development to the design of curriculum and staff development.

The administrator applies cognitive development and learning theories to the planning of curriculum, instruction, and staff development.

The administrator appropriately applies current research to school practices.

The administrator applies principles of effective curriculum development.

The administrator constantly checks curriculum, instruction, and assessment for consistency with one another and with the organization's vision and philosophy.

The administrator uses evaluation of the curriculum and assessment of student achievement to improve instruction and student learning.

The administrator plans staff development to support curricular change and improvement.

The administrator applies knowledge of pedagogy to decision-making in the allocation and use of such resources as personnel, time, space, supervision, instruction, assessment, materials, and budget.

The administrator assists staff in securing instructional materials.

The administrator sees that the curriculum meets the particular needs of students served by the school.

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## **Evidences**

The building administrator initiates and participates in the development of a coherent curriculum that results in an effective school and is supported by an effective staff development program.

The building administrator applies principles of human growth and development to the design of curriculum and staff development as evidenced by developmentally-appropriate curriculum and documentation of appropriate staff development activities.

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The building administrator applies cognitive development and learning theories to the planning of curriculum, instruction, and staff development as evidenced by instructional strategies that reflect knowledge of cognitive development and learning theories.

The building administrator appropriately applies current research to school practices as evidenced by curriculum and instructional modifications reflecting current practice and theory student achievement within an effective school, periodic documentation of curriculum review and application of principles of effective curriculum development.

The building administrator constantly checks curriculum, instruction, and assessment for consistency with one another and with the organization's vision and philosophy and interacts with stakeholders as evidenced by appropriately aligned curriculum and by sharing information with stakeholders.

The building administrator uses the evaluation of the curriculum and assessment of student achievement to improve instruction and student learning as evidenced by designing curriculum and instruction to meet identified needs, planning staff development to facilitate the plan, and aligning the assessment with curriculum and instruction.

The building administrator applies knowledge of pedagogy to decision-making in the allocation and use of such resources as personnel, time, space, supervision, instruction, assessment, materials, and budget. (Observation of resources as listed.)

The building administrator assists staff in securing instructional materials as evidenced by a collaborative selection process for identifying and securing appropriate materials.

The building administrator sees that the curriculum meets the particular needs of students served by the school as evidenced by a curriculum without bias that promotes diversity, provides for individual differences, and promotes positive self-concept and attitudes.

The building administrator reads and critically applies research and recommended practices the effective management of teaching and learning.

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**STANDARD SIX**

The administrator makes systematic use of data to assess the needs and accomplishments of students and staff.

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**KNOWLEDGE**

The administrator understands how to collect and interpret data and how to use it to assess the needs and accomplishments of students and staff.

The administrator understands current methods of staff evaluation and the potential of each for promoting growth.

The administrator knows a variety of procedures for assessing student performance.

The administrator is aware of legal issues relating to student assessment and staff evaluations.

The administrator understands basic concepts of quantitative design.

The administrator understands the difference between the skill levels and needs for beginning and experienced teachers.

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**Evidences**

The building administrator knows a variety of methods of staff evaluation and the potential of each for promoting growth.

The building administrator understands basic concepts of research design.

## **DISPOSITIONS**

The administrator applies appropriate methods to student and staff evaluation and uses the results to promote growth.

The administrator uses data from student and staff evaluations for organizational planning and decision-making.

The administrator is willing to provide guidance and resources in developing and implementing individual improvement plans for beginning and experienced teachers.

The administrator is willing to initiate appropriate legal steps for the dismissal of incompetent personnel.

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## **Evidences**

The building administrator is committed to the use of appropriate methods of student and staff evaluation and for use in promoting growth.

The building administrator values the use of data from student and staff evaluations for organizational planning and decision-making.

The building administrator is committed to providing guidance and resources in developing and implementing individual improvement plans for beginning and experienced teachers.

The building administrator is committed to initiating appropriate legal steps for the dismissal of incompetent personnel.

## **PERFORMANCE**

The administrator applies appropriate methods to student and staff evaluation and uses the results to promote growth.

The administrator applies evaluation systems fairly and equitably.

The administrator uses data from student and staff evaluations for organizational planning and decision-making.

The administrator evaluates organizational and programmatic outcomes to maintain student learning as the primary focus of the school.

The administrator initiates appropriate legal steps for the dismissal of incompetent personnel.

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## **Evidences**

The building administrator applies appropriate methods to student and staff evaluation applies evaluation systems fairly and equitably and uses data from student and staff evaluations to promote growth and for organizational planning and decision-making as evidenced by records on file, professional growth plans, documentation of improvement plans, and documentation of appropriate staff development.

The building administrator evaluates organizational and programmatic outcomes to maintain student learning as the primary focus of the school as evidenced by documentation of a review of program and school goals and outcomes, and student achievement levels resulting from programmatic and/or organizational culture modification.

The building administrator initiates appropriate legal steps for the dismissal of incompetent personnel as evidenced by ensuring due process including documentation of guidance sessions, (a) written improvement plan(s), and documented follow up.