

Curriculum/Program Administrator

STANDARD ONE

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

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.

Evidences

The administrator knows the professional and ethical standards identified by appropriate professional organizations.

The administrator knows the elements of a personal philosophy of education as it relates to his/her area.

The administrator knows the change process including the development of a collaborative vision, mission and philosophy statements, policies, and the strategic planning process.

The administrator knows theories of leadership development including group facilitation, delegation, and motivation.

The administrator knows a variety of decision making processes and the appropriate use of each.

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

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.

Evidences

The administrator is committed to high standards of ethical and professional conduct.

The administrator values reflection in order to improve student achievement.

The administrator is willing to make research-based decisions and accept responsibility for those decisions.

The administrator values collaborative school improvement activities and the empowerment of others in the decision making process.

The administrator recognizes the value of congruency among philosophies, vision, mission, goals, and actions in creating an effective program.

The administrator is committed to continuing professional growth.

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 decisions.

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 administrator practices the professional and ethical standards identified by professional organizations.

The administrator develops and shares a philosophy and set of beliefs which guides curriculum/program decisions.

The administrator uses collaborative strategies in planning and implementing programs and policies which enhance the performance and success of students and staff.

The administrator is actively involved and employs a variety of leadership strategies in making decisions regarding curriculum/program improvement.

The administrator makes timely and analytical decisions which are research-based and accepts the responsibility for their implementations.

The administrator provides appropriate staff development opportunities.

The administrator provides positive feedback to staff and/or students.

STANDARD TWO

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

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.

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 utilize personnel and time to accomplish organizational goals.

Evidences

The administrator understands and applies the theory, development, structure, and dynamics of organizational behavior.

The administrator understands how decisions are made on the national, state, and local levels.

The administrator understands laws, policies, and regulations as they relate to curriculum/program issues.

The administrator knows how to apply the principles of facilities planning, maintenance, and operations to programmatic operations.

The administrator knows how to apply the principles of budget development and financial management to programmatic operation.

The administrator knows how to coordinate community services to meet the needs of students.

The administrator possesses effective communication skills.

The administrator knows formal and informal methods of evaluation related to planning and implementation for improved student achievement.

The 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 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.

Evidences

The administrator values diverse perspective in making all decisions.

The administrator values all employees as contributors to the success of the organization.

The administrator values empowerment of all employees to assist in achieving the mission of the district.

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 utilizes personnel and time to achieve organizational goals.

Evidences

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

The administrator uses community resources to accomplish goals.

The administrator observes, interprets, changes, and guides educational practice using a knowledge of organizational structure and dynamics.

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

The administrator communicates effectively.

The administrator uses assessment information to establish goals and objectives that are appropriate for students.

The administrator communicates assessment data necessary for preparing individualized plans for students.

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

The administrator evaluates lesson plans, curricula, materials, and methods for all students.

The administrator selects media and technology appropriate to instructional goals and objectives.

The administrator collects, documents, and analyzes performance information.

The administrator serves as liaison between board and administration and program staff.

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The administrator demonstrates a knowledge of educational law by making sound program decisions.

The administrator seeks input on program budget priorities from staff and community members.

The administrator develops a plan to recruit and train volunteers.

The administrator uses resources, personnel, space, and time effectively to achieve program goals.

The administrator uses generally accepted accounting principles in keeping the programs fiscal records.

STANDARD THREE

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

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.

Evidences

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

The administrator knows how to create an appropriately challenging climate for students and staff which supports the use of current best practices and accommodates individual differences in all areas of program operation.

The administrator knows how to maintain a safe, orderly, and cooperative environment that deals with students and staff fairly and equitably.

The administrator knows how to create an environment that promotes lifelong learning and professional development.

The administrator recognizes diversity among students and knows how to meet individual needs.

The administrator knows how to develop crisis prevention plans.

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

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

The administrator knows and understands factors that may affect behaviors and educational, vocational, social, and psychological status at various age levels.

The administrator has an understanding of peer coaching skills.

The administrator knows how to use community resources and allied health professionals to address the needs of students and families.

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 team spirit and a 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.

Evidences

The administrator believes that ethical conduct, mutual trust, and respect establishes a climate that provides the best opportunity for success for students and staff.

The administrator values individuality, diversity, empowerment, interpersonal communication, and a feeling of ownership in improving the school climate and human potential.

The administrator values professional development for lifelong learning.

The 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.

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

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

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The administrator is committed to using group processes, motivational techniques, and interpersonal communication to foster ownership in the organization.

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.

Evidences

The administrator exhibits skills that focus on curriculum development activities for increased student achievement.

The administrator provides a fair, safe, and equitable environment.

The administrator builds positive staff morale through collegiality, empowerment, team building, collaboration, and professional inquiry.

The administrator promotes professional development and lifelong learning.

The administrator promotes curriculum which values diversity among students and meets individual needs.

The administrator promotes classroom management skills that provide organization, structure, and flexibility.

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The administrator assures infusion of multi-cultural activities in the program.

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

The administrator applies concepts of human growth and development.

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.

KNOWLEDGE

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

The administrator possesses listening and reading skills which facilitate 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.

Evidences

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

The administrator possesses listening and reading skills which facilitate 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 knows how to communicate to a variety of audiences.

The administrator knows effective public relations strategies.

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

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 on behalf of students..

The administrator values communication with parents and other constituents.

Evidences

The 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 on behalf of 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.

Evidences

The administrator communicates curriculum and program issues effectively with all constituencies.

The administrator uses multiple communication channels with parents and other members of the community.

The administrator advocates on behalf of students to policy makers, business leaders, community, and media.

The administrator continually evaluates effectiveness of communication policies and practices.

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.

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.

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

Evidences

The administrator knows how to develop personal, school-wide, and district-wide visions and philosophies to guide district decisions.

The administrator knows how to design and implement differentiated curriculum that meets the needs of all students.

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.

Evidences

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

The 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.

Evidences

The administrator applies appropriate processes for curriculum development and curriculum change.

The administrator monitors the alignment of curriculum, instruction, and assessment with the organization's vision and philosophy.

The administrator assists staff in securing instructional materials and in using a variety of instructional and assessment strategies to improve student learning.

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

The administrator constantly checks curriculum, instruction, and assessment for consistency with one another, with the program's vision and philosophy, and with state and federal laws and regulations.

STANDARD SIX

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

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.

Evidences

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

The 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.

Evidences

The administrator values data collection and analysis in curriculum decision-making.

The administrator is willing to initiate data-driven change.

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.

Evidences

The administrator collects, interprets, and uses data to assess the needs and accomplishments of staff and students and for organizational planning and decision-making.

The administrator facilitates the use of a variety of data in student assessment.

The administrator encourages action research.

The administrator complies with legal issues relating to student assessment.