

***District 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 district administrator knows high standards of ethical and professional conduct.

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

The district administrator knows how to develop policy consistent with the mission and philosophy of the district including planning, goal-setting, and implementation.

The district administrator knows how to facilitate a change process.

The district administrator knows when and how to use group facilitation processes.

The district administrator knows the importance of delegation in developing leadership in others.

The district administrator knows that motivation is important and knows how to motivate self and others.

The district administrator knows the various theories of leadership.

The district administrator knows how to analyze the environment in which decisions are made and how to predict the impact on which decisions may 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.

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## **Evidences**

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

The district administrator values the effectiveness of the school in achieving the purpose of education.

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

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

The district administrator is committed to motivating and empowering other school leaders.

## **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.

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**Evidences**

The district administrator facilitates processes and engages in activities that

- display standards of professional and ethical conduct that are evidenced by programs and policies which support expected success for every student,,
- demonstrate personal beliefs that are practiced and are observable to students, staff, and the community,
- communicate a collaborative vision and philosophy to all patrons of the district,
- demonstrate the ability to bring about change,
- demonstrate different strategies of leadership such as directive, collaborative, and cooperative, and
- ensure follow through of district plans.

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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.

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

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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.

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### **Evidences**

The district administrator has a knowledge and understanding of

- organizational behavior development and assessment of competencies,
- how teachers, the school, the district, and the community interact to create a local school,
- legal concepts, regulations, and codes for school operation, and
- financial management, budget development, and facilities planning

The district 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 district administrator is committed to the belief that

- all employees are equally important to the organization,
- empowerment of employees throughout the organization is essential in achieving the mission of the district, and
- the use of personnel and time are necessities for accomplishing organizational goals.

## **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.

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**Evidences**

The district administrator facilitates processes and engages in activities that ensure

- the development and assessment of organizational behaviors,
- the interaction of all patrons of a community to create a local school,
- that laws, regulations and codes are followed or adhered to
- financial management, facilities planning, and budget development,
- the use of personnel and time to accomplish organizational goals,
- volunteer participation, training, and meaningful assignment in the school program, and
- the coordination of community service agencies to provide appropriate resources for students.

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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 district administrator has knowledge and understanding of:

- the creation of a school climate that challenges students and staff to use their minds well and supports the use of current best practices in all areas of school operation,
- the importance of maintaining a safe, orderly, and cooperative environment that deals with students and staff fairly and equitably, and
- life-long learning and professional development for continuous improvement for self and others.

The district administrator knows techniques for crisis preventions.

## **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 district administrator is committed to the belief that

- a school climate of mutual trust and respect provides the best opportunity for success for all students and staff,
- the use of group processes, motivational techniques, and interpersonal communication will improve school climate and develop ownership in the organization by students and staff,
- the empowering individuals will assist them in improving and attaining their fullest potential,
- diversity plays a role in building a learning community, and
- life-long learning and professional development for self and others is essential.

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

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## **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 operation 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 district administrator facilitates processes and engages in activities ensuring that

- human potential is supported and makes student learning the focus of all school programs and activities,
- the school plant, equipment, and support systems operate safely, efficiently, and effectively,
- a school culture is based on collaboration and professional inquiry,
- positive staff morale is encouraged through collegiality, empowerment, and team-building,
- there are fair and equitable practices in policy implementation and personal relations,
- there are established cultural values and beliefs in a professional setting,
- a commitment to life-long learning is established, and
- an appreciation for cultural diversity is developed.

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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 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.

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**Evidences**

The district administrator has a knowledge and understanding of

- effective communication practices (verbal and nonverbal) and the use of these techniques in developing a positive image of school and self,
- effective public relations strategies, and
- the political process at the local, state, and national level.

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

## **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.

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## **Evidences**

The district administrator is committed to the belief that

- communication with parents and other constituents is based upon effective speaking, writing, reading, and listening skills and
- the mission of the school be communicated to advocate on behalf of students.

## **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.

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## **Evidences**

The district administrator facilitates processes and engages in activities ensuring

- effective, persuasive communication of the mission and goals of the school district to all constituents,
- advocates on behalf of students to policy-makers, business leaders, community, and media, and
- that multiple communication channels and policies are developed, used, and evaluated for effectiveness when creating partnerships with all constituents.

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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 tested 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.

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**Evidences**

The district administrator knows and understands

- human growth and development sequences, the P-12 curriculum, and plans staff development based upon learning theories and cognitive development,
- instructional goals, outcomes, and processes and uses current research related to curriculum and student learning in planning, aligning and assessing the curriculum for effectiveness,
- the interdisciplinary nature of knowledge and knows how to apply it to the written curriculum,
- local, state, and national curriculum in accordance with national, state and district goals and outcomes, and
- 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 district administrator is committed to the belief that

- a personal vision and leadership is needed in the development of a school-wide, and a district-wide vision and philosophy to enact curriculum decision-making and change,
- all children can learn and to a comprehensive that is responsive to the needs of all children is a necessity, and
- working collaboratively with students, staff, and community in curriculum planning and implementation is essential.

## **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 district administrator facilitates process and engages in activities ensuring the

- sequencing of the P-12 curriculum with human growth and development and planning staff development based upon learning theories and cognitive development,
- development of instructional goals, outcomes, and processes and uses related research in aligning and assessing the curriculum for effectiveness, and
- allocation and use of such resources as personnel, time, space, supervision, instructional assessment, materials, and budget.

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The district administrator reads and critically applies research and recommended practices for 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 district administrator knows and understands

- how to collect and interpret data and how to use it to assess the needs and accomplishments of students and staff,
- current methods of staff evaluation,
- legal issues relating to student assessment and staff evaluations,
- the basic concepts of quantitative design, and
- the difference between the skill levels and needs of the beginning and experienced teachers.

## **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 district administrator is committed to the belief that

- student and staff evaluations can be improved by applying appropriate methods of the evaluation,
- student and staff evaluation data is essential for organizational planning and decision-making,
- guidance and resources are important in developing and implementing individual improvement plans for beginning and experienced teachers, and
- incompetent staff should be dismissed by appropriate legal steps (Teacher Fair Dismissal).

## **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 district administrator facilitates processes and engages in activities ensuring that

- appropriate methods of student and staff evaluation are used to promote growth,
- all evaluation systems are applied fairly and equitably,
- the data from student and staff evaluations are included in organizational planning and decision-making, and
- appropriate legal steps are followed for the dismissal of incompetent personnel (Teacher Fair Dismissal).