

## *Curriculum/Program Administrator*

### **STANDARD ONE**

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

#### **KNOWLEDGE**

- 1.K.1 The administrator recognizes high standards of ethical and professional conduct for administrators.
- 1.K.2 The administrator has developed a personal philosophy of education.
- 1.K.3 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.
- 1.K.4 The administrator knows how to develop policy consistent with the mission and philosophy of the district.
- 1.K.5 The administrator understands a strategic planning process which includes goal-setting, planning, and implementation.
- 1.K.6 The administrator understands the change process.
- 1.K.7 The administrator understands group facilitation processes and when to use them.
- 1.K.8 The administrator recognizes the importance of delegation to developing leadership in others.
- 1.K.9 The administrator understands the importance of motivation and knows strategies for motivating self and others.
- 1.K.10 The administrator knows various theories of leadership.
- 1.K.11 The administrator knows a variety of decision-making processes.

#### **DISPOSITIONS**

- 1.D.1 The administrator holds high standards of ethical and professional conduct.
- 1.D.2 The administrator values reflection on the effectiveness of the school in achieving the purposes of education.
- 1.D.3 The administrator is willing to make decisions and assume the risks inherent in leadership.
- 1.D.4 The administrator is committed to collaborative school improvement activities and to using a variety of processes for collaborative decision making.
- 1.D.5 The administrator is committed to motivating and empowering other leaders.

#### **PERFORMANCE**

- 1.P.1 The administrator exhibits the highest standards of ethical and professional conduct for administrators.
- 1.P.2 The administrator has thoughtfully put together a set of beliefs which guides him/her in practice.

- 1.P.3 The administrator formulates collaboratively a vision for the school or district and communicates the mission and philosophy of the school district.
- 1.P.4 The administrator engages in decision-making processes and creating problem-solving for school improvement in ways that demonstrate courage in risk-taking.
- 1.P.5 The administrator uses collaborative strategic planning skills in leading change.
- 1.P.6 The administrator facilitates collaborative planning activities and implementation of programs which are consistent with the school's and district's mission and philosophy.
- 1.P.7 The administrator develops policies consistent with the mission and philosophy of the district.
- 1.P.8 The administrator applies various leadership strategies appropriately.
- 1.P.9 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.
- 1.P.10 The administrator makes decisions in a timely manner.
- 1.P.11 The administrator analyzes the ramifications of decisions.
- 1.P.12 The administrator capitalizes on the findings of research in making program decisions.
- 1.P.13 The administrator accepts responsibility for decisions.
- 1.P.14 The administrator assures follow through and accomplishment of tasks.

## **STANDARD TWO**

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

### **KNOWLEDGE**

- 2.K.1 The administrator understands theoretical concepts of organizational behavior and organizational development.
- 2.K.2 The administrator understands the structure and dynamics of organizational life in schools.
- 2.K.3 The administrator knows the role of individuals in organizations.
- 2.K.4 The administrator knows how to examine formally and informally what is occurring in the organization and how to assess organizational outcomes.
- 2.K.5 The administrator understands how teachers, the school, the district, and the community interact to create a local school organization.
- 2.K.6 The administrator understands how boards of education function.
- 2.K.7 The administrator knows the appropriate roles of board and staff.
- 2.K.8 The administrator understands how decisions are made locally.
- 2.K.9 The administrator knows the legislative process and the local electoral process.
- 2.K.10 The administrator understands legal concepts, regulations, and codes for school operation.

- 2.K.11 The administrator knows how to implement policies, regulations, rules, and procedures.
- 2.K.12 The administrator knows facilities planning, maintenance, and operation.
- 2.K.13 The administrator understands financial management (e.g., budgeting, planning, account auditing, monitoring, cash flow management, and financial forecasting).
- 2.K.14 The administrator understands the development of the school district budget and its specific implications for the school.
- 2.K.15 The administrator knows the availability of community services and how to coordinate those services for students.
- 2.K.16 The administrator understands proper communication channels, both internal and external.
- 2.K.17 The administrator knows how to utilize personnel and time to accomplish organizational goals.

### **DISPOSITIONS**

- 2.D.1 The administrator values all employees as important members of the organization.
- 2.D.2 The administrator wants to empower employees throughout the organization to assist in achieving the mission of the school district.
- 2.D.3 The administrator supports the input of others in district wide decisions.

### **PERFORMANCE**

- 2.P.1 The administrator uses knowledge of the structure and dynamics of organizational life to observe, interpret, change, and guide educational practice.
- 2.P.2 The administrator maintains appropriate role relationships between board and staff.
- 2.P.3 The administrator develops procedures which comply with local policies, state and federal rules and regulations, and contractual agreements.
- 2.P.4 The administrator applies educational law to school practice.
- 2.P.5 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.
- 2.P.6 The administrator plans, prepares, and justifies the budget in accordance with district budgeting procedures.
- 2.P.7 The administrator assures the use of generally accepted accounting principles in the keeping of fiscal records.
- 2.P.8 The administrator facilitates coordination of community service agencies to assure that appropriate resources are provided for students.
- 2.P.9 The administrator attracts volunteers and provides them with effective training and meaningful assignments.
- 2.P.10 The administrator assures the smooth operation of the organization, using resources, personnel, space, and time effectively.
- 2.P.11 The administrator utilizes personnel and time to achieve organizational goals.

## **STANDARD THREE**

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

### **KNOWLEDGE**

- 3.K.1 The administrator recognizes that student learning must be the focus of all school programs and activities.
- 3.K.2 The administrator knows how to create a school climate that challenges students and staff to use their minds well.
- 3.K.3 The administrator knows how to create a school climate which supports the use of current best practices in all areas of school operation.
- 3.K.4 The administrator understands the importance of maintaining a safe, orderly, and cooperative environment that deals with students and staff fairly and equitably.
- 3.K.5 The administrator knows how to create a climate that values individual variations among students.
- 3.K.6 The administrator understands that life-long learning and professional developments are necessities for self and others.

### **DISPOSITIONS**

- 3.D.1 The administrator values honesty in words and actions.
- 3.D.2 The administrator values an unwavering commitment to ethical conduct from everyone in the organization.
- 3.D.3 The administrator believes that a school climate of mutual trust and respect provides the best opportunity for success to all students and staff.
- 3.D.4 The administrator believes that employees act in the best interest of students and the organization.
- 3.D.5 The administrator believes in fostering a team spirit and a feeling of ownership in the organization.
- 3.D.6 The administrator is committed to using group processes, motivational techniques, and interpersonal communication to improve the school climate.
- 3.D.7 The administrator values individuality and empowers others to strive to improve and to attain their fullest potential.
- 3.D.8 The administrator values diversity in building a learning community.
- 3.D.9 The administrator values lifelong learning and professional development for self and others.

### **PERFORMANCE**

- 3.P.1 The administrator exhibits skills which support human potential.
- 3.P.2 The administrator makes student learning the focus of all school programs and activities.
- 3.P.3 The administrator engages the community in the education of youth and in the learning climate of the school.
- 3.P.4 The administrator establishes a school culture based on collaboration and professional inquiry.
- 3.P.5 The administrator demonstrates skills in building positive staff morale through collegiality, empowerment, and team building.

- 3.P.6 The administrator manages the operating and maintenance of the school to assure a healthy, safe, pleasant, fair, and equitable environment.
- 3.P.7 The administrator takes steps to ensure that the school is safe and free.
- 3.P.8 The administrator demonstrates fair and equitable practices in policy implementation and in personal relations.
- 3.P.9 The administrator exhibits established cultural values and beliefs in professional settings.
- 3.P.10 The administrator demonstrates and promotes a commitment to life-long learning.
- 3.P.11 The administrator demonstrates an appreciation for cultural diversity.

#### **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**

- 4.K.1 The administrator knows how to speak and write clearly and concisely in conveying messages.
- 4.K.2 The administrator possesses listening and reading skills which facilitate understanding of messages conveyed from students, staff, parents, community, and media.
- 4.K.3 The administrator understands how values and nonverbal communication project an image of self and school.
- 4.K.4 The administrator understands the impact of roles in communication.
- 4.K.5 The administrator knows effective public relations strategies.
- 4.K.6 The administrator understands the political process at the local, state, and national levels.

#### **DISPOSITIONS**

- 4.D.1 The administrator values effective speaking, writing, reading, and listening skills.
- 4.D.2 The administrator appreciates the need to communicate the mission of the school and to advocate on behalf of students..
- 4.D.3 The administrator values communication with parents and other constituents.

#### **PERFORMANCE**

- 4.P.1 The administrator communicates effectively with all constituencies.
- 4.P.2 The administrator persuasively communicates the mission and goals of the school district.
- 4.P.3 The administrator advocates on behalf of students to policy makers, business leaders, community, and media.
- 4.P.4 The administrator develops and uses multiple communication channels to create partnerships with parents and other members of the community.

- 4.P.5 The administrator continually evaluates the effectiveness of communication channels to create partnerships with parents and other members of the community.
- 4.P.6 The administrator continually evaluates the 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**

- 5.K.1 The administrator possesses a thorough understanding of human growth and development.
- 5.K.2 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.
- 5.K.3 The administrator is aware of the current research related to curriculum and student learning.
- 5.K.4 The administrator keeps current on local, state, and federal mandates, goals, and outcomes.
- 5.K.5 The administrator knows the process of curriculum development and change in all its phases.
- 5.K.6 The administrator is aware of local, state and national curriculum in accordance with national, state, and district goals and outcomes.
- 5.K.7 The administrator understands curriculum alignment, i.e. the congruency among the written, taught, and test curriculum.
- 5.K.8 The administrator understands the interdisciplinary nature of knowledge and knows how to apply it to the written curriculum.
- 5.K.9 The administrator understands instructional goals, outcomes, and processes.
- 5.K.10 The administrator understands a variety of instructional and assessment strategies and knows how to apply these to improve instruction and student learning.
- 5.K.11 The administrator is aware of the social, economic, demographic, and political forces impinging upon the school and the student learning.

#### **DISPOSITIONS**

- 5.D.1 The administrator is committed to developing personal, school-wide, and district-wide visions and philosophy in guiding curricula decisions.
- 5.D.2 The administrator appreciates the need for leadership in curricular change in a dynamic organization.
- 5.D.3 The administrator believes that all children can learn and is committed to a comprehensive curriculum that is responsive to the needs of all children.
- 5.D.4 The administrator is willing to work collaboratively with students, staff, and community in curriculum planning and implementation.

## **PERFORMANCE**

- 5.P.1 The administrator applies principles of human growth and development to the design of curriculum and staff development.
- 5.P.2 The administrator applies cognitive development and learning theories to the planning of curriculum, instruction, and staff development.
- 5.P.3 The administrator appropriately applies current research to school practices.
- 5.P.4 The administrator applies principles of effective curriculum development.
- 5.P.5 The administrator constantly checks curriculum, instruction, and assessment for consistency with one another and with the organization's vision and philosophy.
- 5.P.6 The administrator uses evaluation of the curriculum and assessment of student achievement to improve instruction and student learning.
- 5.P.7 The administrator plans staff development to support curricular change and improvement.
- 5.P.8 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.
- 5.P.9 The administrator assists staff in securing instructional materials.
- 5.P.10 The administrator sees that the curriculum meets the particular needs of students served by the school.

## **STANDARD SIX**

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

## **KNOWLEDGE**

- 6.K.1 The administrator understands how to collect and interpret data and how to use it to assess the needs and accomplishments of students and staff.
- 6.K.2 The administrator understands current methods of staff evaluation and the potential of each for promoting growth.
- 6.K.3 The administrator knows a variety of procedures for assessing student performance.
- 6.K.4 The administrator is aware of legal issues relating to student assessment and staff evaluations.
- 6.K.5 The administrator understands basic concepts of quantitative design.
- 6.K.6 The administrator understands the difference between the skill levels and needs for beginning and experienced teachers.

## **DISPOSITIONS**

- 6.D.1 The administrator applies appropriate methods to student and staff evaluation and uses the results to promote growth.
- 6.D.2 The administrator uses data from student and staff evaluations for organizational planning and decision-making.
- 6.D.3 The administrator is willing to provide guidance and resources in developing and

- 6.D.4 implementing individual improvement plans for beginning and experienced teachers.
- 6.D.5 The administrator is willing to initiate appropriate legal steps for the dismissal of incompetent personnel.

**PERFORMANCE**

- 6.P.1 The administrator applies appropriate methods to student and staff evaluation and uses the results to promote growth.
- 6.P.2 The administrator applies evaluation systems fairly and equitably.
- 6.P.3 The administrator uses data from student and staff evaluations for organizational planning and decision-making.
- 6.P.4 The administrator evaluates organizational and programmatic outcomes to maintain student learning as the primary focus of the school.
- 6.P.5 The administrator initiates appropriate legal steps for the dismissal of incompetent personnel.