



Check off the box on the left, if this is the Self-Evaluation version by a Ph. D. Student—No name need be appended.

[Note: The evaluation category designated by the symbol—△ “Not yet”—indicates that the student has “not yet” reached that level of training in the program.]



STANDARD I

<p style="text-align: center;">ISLLC</p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the organization.</i></p>	<p style="text-align: center;">ELCC (District Level)</p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by facilitating the development, articulation, implementation, and stewardship of a school-wide (organization-wide) embraced vision.</i></p>
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STANDARD I-A: Knowledge

Evaluation of Directly Observed Semester-Based Behaviors

<p>I–A.01: Pluralism</p> <ul style="list-style-type: none"> ○ Promotes acceptance of multi-cultural values that are consistent with society’s efforts to meet the needs of all children, including adults with disabilities. ○ Shows tolerance for accepting differences of opinion of others based on race, educational background, ethnicity, or country of origin. ○ Exemplifies the value of practicing ethical principles—including applying principles of procedural justice (due process and fairness), and distributive justice (equity and fair outcomes)—to promote the commonweal. ○ Recognizes the value of contributing to the development of effective working relationships with others, including the communities within which the school or organization is situated. 	<p style="text-align: right;"> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> △ (Not yet) </p> <hr/> <p>Commentary:</p>
<p>I–A.02: Strategic Thinking</p> <ul style="list-style-type: none"> ○ Recognizes that <i>strategic thinking</i> must precede <i>strategic planning</i> in that it sets the direction for the Development of vision and mission statements—including the necessary alignment of <i>strategic goals</i>, budgets, and the evaluation processes attendant to those statements. ○ Recognizes that the premise on which all strategic planning is based revolves around the questions: “<i>Are we doing what our internal and external constituencies expect us to be doing?</i>” and “<i>Are we achieving it?</i>” ○ Recognizes that the <i>strategic directions</i> for the school or organization acquire value in direct proportion to the leader’s ability to get everyone to infuse them with energy, to embrace them with passion. 	<p style="text-align: right;"> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> △ (Not yet) </p> <hr/> <p>Commentary:</p>
<p>I–A.03: Systems Theory</p> <ul style="list-style-type: none"> ○ Shows an understanding that the interactive dynamics happening at the individual worker’s level and unit level, systematically influence the effectiveness of relationships and performance outputs at the school or organizational level. ○ Shows that the introduction of any programmatic or strategic change produces a corresponding effect on the inter-relatedness among the various resources of the organization, including morale and human motivation. 	<p style="text-align: right;"> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> △ (Not yet) </p> <hr/> <p>Commentary:</p>

STANDARD I-A: Knowledge (continued)

Assessment of Directly Observed Semester-Based Behaviors

<p>I–A.04: Data Aggregates and Analysis Strategies</p> <ul style="list-style-type: none"> ○ Shows an understanding that all <i>strategic planning</i> must be data-driven through the purposeful design of all formative and summative evaluation procedures—including the data acquisition supporting <i>strategic goal</i> achievement. ○ Demonstrates that procedures must be in place to show evidence of compliance with accreditation standards, and national legislation—<i>Affirmative Action/EEO</i> mandates, (including the evolving case law interpreting those mandates), as well as <i>ADA of 1990</i> (P. L. 101–336), and <i>NCLB Act of 2001</i> (P. L. 107–110). ○ Demonstrates the use of the appropriate statistical tools to draw meaningful conclusions from accumulated data bases to evaluate the effectiveness of <i>strategic directions</i>, and changes in those directions. ○ Recognizes that the quality and quantity of operationally defined indices of measurement are at the heart of the <u>continuous improvement process</u>, as well as the accountability mandates of the 21st century organization. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>I–A.05: Communication: Effective listening, speaking, and writing</p> <ul style="list-style-type: none"> ○ Demonstrates by example that leadership involves persuasion, which in turn requires transparency, which in turn necessitates not only the frequency of timely communications, but also the clarity and conceptual integrity of those communications. ○ Demonstrates by written and spoken example that context, clarity, and conciseness contribute to message effectiveness, as does the decision to present it as either a written document, or as a public address. ○ Gives indications of some of the techniques used by leaders when dealing with the media—including the artful use of sound bites, and the colorful use of quotable statements to best represent a school’s or organization’s platform of values, vision, mission, and goals. to the leader’s ability to get everyone to infuse them with energy, to embrace them with passion. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>I–A.06: Consensus-Building Skills</p> <ul style="list-style-type: none"> ○ Applies effective communication skills—including <i>active listening</i>, superior command of the language—as a means of facilitating group consensus efforts. ○ Puts into practice an entire constellation of meeting-management skills—including the application of Parliamentary Procedure rules, and the development of a consensus agenda. ○ Demonstrates that effective communication and consensus construction are predicated on the leadership characteristics of authenticity, fiduciary trust, and ethical probity. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>I–A.07: Negotiation Skills</p> <ul style="list-style-type: none"> ○ Demonstrates that the concept of shared governance—the willingness and ability to share power and to avoid playing a <i>zero sums</i> game when forging conflict resolution strategies—and the ability to communicate lie at the heart of all negotiation strategies. ○ Shows that the most crucial aspects of effective negotiations also include <i>active listening</i>, humility, and thinking outside of the box. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>

STANDARD I-B: Disposition

Evaluation of Directly Observed Semester-Based Behaviors

<p>I-B.01: High Standards of Learning</p> <ul style="list-style-type: none"> ○ Espouses the open accessibility of services necessary for the provision of an appropriate education for all children—whether disabled, disadvantaged, or not. ○ Helps to design and promote a vision of learning that encourages performance benchmarks—including increased emphases on effective instructional techniques, as well as increased responsiveness to the varied learning styles of regular education and special education students. ○ Apprises learners of their progress outcomes on a continuing basis—including differential diagnoses that may result in the redesign of instructional approaches and the retraining of teachers. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>I-B.02: Continuous Improvement</p> <ul style="list-style-type: none"> ○ Recognizes the value of involving all internal and external constituencies in the ongoing processes of vision and mission development—including the strategic decision-making processes that the strategic goals aligned under those statements entail. ○ Demonstrates an appreciation of the value of stabilizing the change process through the timely monitoring of system-wide problems. ○ Values the establishment of a school-wide or organization-wide climate that asks: “<i>What can we do better?</i>” 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>I-B.03: Organizational Accountability</p> <ul style="list-style-type: none"> ○ Shows a willingness to be predisposed toward the accountability mandates confronting 21st century schools and organizations—including high stakes testing initiatives, accreditation standards, and <i>NCLB Act of 2001</i>. ○ Shows a willingness to learn how to create an organization or school climate that emphasizes: (*) a focus stressing high time-on-task learning initiatives; (*) an environmental climate conducive to learning, and the safety of all students and staff through emergency preparedness procedures; and (*) an executive action plan that builds positive working relationships between school and community, and between the organization and its external constituencies. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>I-B.04: Self Reflection</p> <ul style="list-style-type: none"> ○ Recognizes the value of becoming a <i>reflective practitioner</i>—including being receptive to receiving the advice of <i>reverse mentors</i>, developing a <i>quiet hour</i> either for self or for the organization wherein no meetings or phone calls can intrude—for the purpose of examining whether or not the fiduciary responsibilities of the person occupying the leadership position are, in fact, being carried out to the satisfaction of those being lead. ○ Recognizes the value of providing teachers and staff members with structured opportunities for reflecting upon the culture, operations, and directions of the school or organization—including the freedom to communicate such reflections to the administration, without fear of repercussions. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>

STANDARD I-C: Performance

Assessment of Directly Observed Semester-Based Behaviors

<p>I-C.01: Developing the Vision (ELCC #1.1 & 1.5)</p> <ul style="list-style-type: none"> ○ Knows the essential ingredients of leadership that are required to convince the board of a school for the deaf or the administration of a school district within which a program for special education students resides to facilitate the development of a <i>living vision</i>—one that is capable of energizing the teachers and staff to promote the success of all students. ○ Puts into place the state-of-the-art approaches suggested for developing vision and mission statements—including: (*) designing the involvement of all internal and all relevant external constituencies; (*) designing the negotiation strategies for the “buy-in” of hold outs among the various constituencies; (*) designing the linguistic strategies that lend crispness of expression, coherence of purpose, and sound-bite quality aspects to the packaging of the <i>living vision</i>; and, (*) designing the alignment of missions and strategic goals to implement the <i>living vision</i> statements. ○ Knows how to motivate a committed cadre of individuals to produce a realistic, credible, and desirable for the school or organization—including helping them to address the pressing question: “<i>What would this school or organization look like if it would be doing its very best to meet the expectations of our internal and external constituencies?</i>” ○ Knows how to design a set of management strategies wherein the leader determines: (*) the integral features that the <i>living vision</i> must possess if the school or organization is to succeed; (*) the managerial processes that must be developed to encourage the support and involvement of all relevant internal and external stakeholders; (*) the shared governance principles and practices that must be put into place will guarantee equity and the negotiation of differences in producing a commonly embraced and comprehensive statement of ownership by all. ○ Knows how to design a set of management strategies that will help the members of the school or organization to align a set of <i>mission statements</i> and <i>strategic goals</i> that are consistently supportive of the <i>living vision</i>. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>I-C.02: Articulating the Vision (ELCC #1.2)</p> <ul style="list-style-type: none"> ○ Demonstrates the verbal and non-verbal behaviors requisite for communicating to district level administrators, School for the Deaf Board members, and special program administrators both the intention and practice of the <i>living vision</i> as it is to be embraced on a daily basis by all constituencies. ○ Knows how to employ an <i>operations audit</i> to make sure that all aspects of the school district’s or the organization’s decision-making processes—including (*) fiscal, programmatic, procedural, and personnel allocations, and (*) analyses of constituent needs, analyses of student outcomes, and results of NCLB annual ratings—are being governed by the guiding principle: “<i>Is this ‘issue-at-hand’ in alignment with the intent of the living vision?</i>” ○ Demonstrates the importance of using data-driven strategies to enhance the development of the <i>living vision</i>—including (*) showing the value of using student assessment results; (*) showing the value of using periodic evaluation results of all <i>strategic goals</i>; (*) illustrating how the results of annual NCLB ratings also play an integral role in this process; and , (*) showing the value of using periodic feedback from various Constituencies, including accreditation bodies. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>

STANDARD I-C: Performance (Continued)

Assessment of Directly Observed Semester-Based Behaviors

<p>I-C.03: Implementing the Vision (ELCC #1.3)</p> <ul style="list-style-type: none"> ○ Knows that the leaders of <i>living vision</i> processes must attract, commit, and energize people—at the policy levels of the school district, School for the Deaf, or special education program levels, including the front-line levels—(*) to bridge the present to the future by transcending the status quo that may be currently hobbling their collective efforts from carrying out their <i>living visions</i>, <i>missions</i>, and <i>strategic goals</i>; (*) to create the motivational rewards necessary for increasing the levels of value-added meaning and professional satisfaction in the lives of all personnel who are operating as stewards of the <i>living vision</i>; and, (*) to raise the standards of performance excellence throughout the school district’s programs. ○ Demonstrates the importance of having the stewards of <i>living visions</i> encouraging people to constantly challenge the status quo by asking: (*) “<i>What if...?</i>” or, (*) “<i>What might be...?</i>” ○ Demonstrates the importance of having the stewards of <i>living visions</i> to be capable of translating the verbal statements into achievable <i>action plans</i>, thereby elevating the vision implementation process to a level that is beyond the “<u>c</u>ontinuous <u>i</u>mprovement <u>p</u>rogram” model. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>I-C.04: Stewardship of the Vision (ELCC #1.4)</p> <ul style="list-style-type: none"> ○ Encourages the periodic review of the living vision by all constituencies: (*) to keep it abreast of the changing values and circumstances of a <i>post-9/11 society</i>; and (*) to keep it adjusted to the monitoring processes of <i>strategic goals</i> accomplishments and non-accomplishments. ○ Knows the techniques for designing the feedback loops necessary for evaluating the <i>vision</i>, <i>mission</i>, and <i>strategic goals</i> of the school district, special program level, or School for the Deaf, in order to permit an evidentiary basis for making necessary adjustments to those statements. ○ Demonstrates that exemplary stewards of the <i>living vision</i> must allow the <i>vision</i> and <i>mission statements</i> actually walk-the-talk by having those statements drive the decision-making process in the school district, School for the Deaf, or special program—including the allocation and re-allocation of resources. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>

[See SECTION II—List of Seven Assessments: Reference the bracketed designations in the “Program Specifics” & “Transition Portals” columns.

STANDARD—I A = Knowledge B = Disposition C = Performance	01. Licensure & Prof. Exam <i>* Pre-requisite ...pending the career path</i>	02. Content Knowledge- Based Assessment in Leadership	03. Assessments...that show candidates have ability to develop supervisory plans... and other professional activities in special education administration	04. Assessments...that show candidates can show what has been learned and effectively applied in a management simulation setting or Internship site	05. Assessments...that demonstrate ability of candidate to support student learning and staff development.	06. Assessments...that demonstrate ability of candidate to apply content knowledge in special education adm.	07. Assessments...that demonstrate ability of candidate to handle organizational mgmt. ...and community relations initiatives.
A.01 Pluralism	✓ Interview	[a] & [e—g]			[j]	[a] & [e—g] & [h] & [i]	[j]
A.02 Strategic Thinking		[a] & [e—g]				[a] & [e—g] & [h] & [i]	[j]
A.03 Systems Theory		[a] & [e—g]				[a] & [e—g] & [h] & [i]	
A.04 Data Analyses		[a, b] & [h, i]				[a] & [e—g] & [h] & [i]	
A.05 Communication		[a] & [e—g]	[a] & [d] & [k]	[a] & [d]		[m, n, j, o]	[d] & [k] & [L]
A.06 Consensus Skills		[a] & [e—g]	[a] & [d] & [k]	[a] & [d]			[d] & [k] & [L] [j]
A.07 Negotiation Skills		[a] & [e—g]	[a] & [d] & [k]	[a] & [d]			[d] & [k] & [L] [j]
B.01 High Learning Standards...				[d]	[d] & [k]		
B.02 Continuous Improvement		[a] & [e—g]	[a + b] & [e—g]				
B.03 Organizational Accountability		[a] & [e—g] [m, n, j, o]		[a] & [e—g] [m, n, j, o]	[a] & [e—g]	[a] & [e—g] [m, n, j, o]	[m, n, j, o]
B.04 Self Reflection	✓ Interview			[a] & [d] & [e—g]	[d]	[m, n, j, o]	[m, n, j, o]
C.01 (ELCC 1.1 & 1.5) Vision Development		[a] & [e—g]		[a] & [d]			
C.02 (ELCC 1.2) Vision Articulation		[a] & [e—g]		[a] & [d]			
C.03 (ELCC 1.3) Vision Implementation		[a] & [e—g]		[a] & [d]			
C.04 (ELCC 1.4) Vision Stewardship		[a] & [e—g]		[a] & [d]			

STANDARD II

ISLLC

*A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by **advocating , nurturing, and sustaining a school (organizational) culture and instructional program (Continuous Improvement Program) conducive to student learning and staff professional growth.***

ELCC (District Level)

*Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) **by promoting a positive school (organizational) culture, by providing an effective instructional program, by applying best practices to student learning (management and leadership), and by designing comprehensive professional growth plans for staff.***

STANDARD II-A: Knowledge

Evaluation of Directly Observed Semester-Based Behaviors

<p>II–A.01: Student Growth and Development</p> <ul style="list-style-type: none"> ○ Realizes that the process of student growth and development must precede in importance the product of such achievement—without, at the same time, sacrificing such AYP goals. ○ Realizes that intellectual growth must be matched by comparable growth gains in socio-emotional intelligence—including interpersonal interactions with teachers and peers, alike. ○ Realizes that all the processes and products of growth require the presence of a safe, engaging, and caring school (organizational) environment. 	<p style="text-align: right;"> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet) </p> <hr/> <p>Commentary:</p>
<p>II–A.02: Learning Theories</p> <ul style="list-style-type: none"> ○ Recognizes the differences and theoretical implications of various approaches to the teaching/learning process—including : (*) the <u>behaviorist</u> school which provides immediate feedback on observable behaviors; (*) the <u>cognitive</u> school which focuses on how students <i>deductively</i> formulate abstractions into models of related concepts leading to comprehension and factual understanding; and, (*) the <u>constructivist</u> school on which focuses on how students <i>inductively</i> process stimuli from the environment to formulate cognitive models and their attendant adaptive behaviors. 	<p style="text-align: right;"> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet) </p> <hr/> <p>Commentary:</p>
<p>II–A.03: Motivation Theories</p> <ul style="list-style-type: none"> ○ Shows an understanding Maslovian Need States—including the principles: (*) unmet needs drive behaviors; (*) nPow, nAch, and nAff—as they apply to individuals and to groups; and (*) motivators stemming from an internal locus of control are more powerful and permanent than external locus of control motivators. 	<p style="text-align: right;"> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet) </p> <hr/> <p>Commentary:</p>
<p>II–A.04: Curriculum</p> <ul style="list-style-type: none"> ○ Recognizes that <i>curriculum</i> involves the mapping of a systematic pathway of discovery—including: (*) exposure to a constantly evolving continuum of knowledge; (*) factual information; and, (*) social-usefulness skills. ○ Recognizes that <i>instruction</i> involves the assembly of resources that support the targeted outcomes of the curricular pathway—outcomes that are measured by operationally defined instruments of achievement. 	<p style="text-align: right;"> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet) </p> <hr/> <p>Commentary:</p>
<p>II–A.05: Principles of Effective Instruction</p> <ul style="list-style-type: none"> ○ Knows the importance of conducting multi-tiered formative and summative evaluation assessments on the teaching and learning process—including: (*) assessing the learning style preferences of students; and, (*) conducting periodic <i>operations audits</i> on all aspects of the learning environment of the school (organization). 	<p style="text-align: right;"> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet) </p> <hr/> <p>Commentary:</p>

STANDARD II-A: Knowledge (Continued)

Assessment of Directly Observed Semester-Based Behaviors

<p>II–A.06: Evaluation Strategies</p> <ul style="list-style-type: none"> ○ Realizes that all decision-making practices must be aligned with the vision, missions, and strategic goals of the school district and organization—including: (*) the necessity to design data accumulation processes that connect to the reality of what the teachers and staff are doing on a daily basis; and, (*) the necessity to view all operational aspects of the system as affecting the teaching/learning environment. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>II–A.07: Diversity</p> <ul style="list-style-type: none"> ○ Recognizes the opportunities and challenges that cultural differences bring to the administration of a school district and organization, and especially how those differences can be brought to bear (*) on enhancing the quality of system-wide decision making, and , (*) on enriching the teaching/learning environment. ○ Grasps the significance of developing strategies to guarantee safe and supportive environments, wherein people learn to respect differences—enabling them to work together in problem solving and conflict resolution—as part of the Founding Fathers’ ideals in the <i>Bill of Rights</i>, and the United Nation’s <i>Universal Declaration of Human Rights</i>. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>II–A.08: Professional Development</p> <ul style="list-style-type: none"> ○ Recognizes the importance of translating the oft-cited mission statement of promoting life-long learning for students and professionals, alike—including: (*) opportunities that appeal to the needs of adult learners seeking to improve their performance skills; (*) opportunities that ensure the full participation of all staff, including the Line Officers, in order to make professional development a true <i>corner-stone</i> strategy of the school district or organization; (*) opportunities for practicing shared governance by involving the staff in the design of what is to be learned and the manner in which it will be packaged for learning, especially in promoting collaborative activities involving problem development of problem solving skills, improving school climate, and vision implementation and mission attainment. ○ Grasps the significance of developing strategies to guarantee safe and supportive environments, wherein people learn to respect differences—enabling them to work together in problem solving and conflict resolution—as part of the Founding Fathers’ ideals in the <i>Bill of Rights</i>, and the United Nation’s <i>Universal Declaration of Human Rights</i>. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>II–A.09: Managing Change</p> <ul style="list-style-type: none"> ○ Realizes that the prime test of leadership skills is the manner in which they will be introducing and handling change as Line Officers—including: (*) convincing others of the pros and cons for moving from current status quo; (*) convincing people to buy into the change process, because they will be the very ones that will be executing the specific changes they are being encouraged to bring about; and, (*) building coalitions of change agents to exert peer influence to convince the skeptics that the changes fit the vision and mission statements that everyone, including themselves, already supports. ○ Realizes that short-term victories must be planned and celebrated and feedback loops must be in place to maintain motivational momentum and to allow strategic adjustments to be made, accordingly. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>

STANDARD II-A: Knowledge (Continued)

Assessment of Directly Observed Semester-Based Behaviors

<p>II–A.10: Technology</p> <ul style="list-style-type: none"> ○ Recognizes the managerial responsibility for enhancing the teaching/learning environment through technology—including (*) on-going in-service training opportunities for teachers and students, alike; and, (*) creating the technical support infrastructure to serve the needs of end-users. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>II–A.11: Managerial Responsibility</p> <ul style="list-style-type: none"> ○ Comprehends that an efficient and effective use of resources—management—must precede any attempts to achieve the vision and mission implementation process—leadership—in the school district or organization; including: (*) knowing the importance of Japanese Management practices—shared governance, collaboration, and transparency—play in managing and leading a 21st century organization; and, (*) knowing that issuing directives in top-down fashion (Classical Management) will de-motivate people. ○ Realizes that people must be actively involved in the co-creation of their own learning and the co-creation of the design and function of their own professional lives. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>II–A.12: Organization (School District) Culture</p> <ul style="list-style-type: none"> ○ Recognizes the importance of Line Officers modeling the behaviors of authenticity, trust, and respect, as a prerequisite to allowing people to begin feeling safe in sharing what needs to be said openly in meetings, where commentary counts, and not covertly in the hallways where the toxicity of fear and morale issues only increase in severity. ○ Possesses a healthy respect for the influences of the deep infrastructures composing the culture of the school district or organization—including: (*) ways of defining what is appropriate or inappropriate in interpersonal relations; (*) the implicit norms and espoused values operating in those interactions; and, (*) the manners in which group identities are ritualized and individual accomplishments are celebrated. ○ Knows that robust organizations have characteristics that allow them to shape cultures by brining them into alignment with vision and mission implementation strategies—including: (*) a responsiveness to external environments and the concomitant need to quickly realign resources to meet the demands of those external forces; and, (*) the agility to adopt outside-of-the-box approaches to problem solving. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>

STANDARD II-B: Disposition

Evaluation of Directly Observed Semester-Based Behaviors

<p>II-B.01: Positive Learning Environment</p> <p>○ Recognizes the Line Officer’s responsibility for promoting a safe and supportive learning and working environment—including: (*) an environment wherein students and staff are motivated sufficiently to take charge of their own learning, work, and professional development; and, (*) an environment that embraces the belief that all students—irrespective of their learning styles—can be taught, and can be instilled with a lifelong desire to learn.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>II-B.02: Diversity</p> <p>○ Recognizes the value of celebrating the benefits of diversity—including: (*) diversity of race, ethnicity, national origin; (*) diversity of opinion; and, (*) diversity as a welcomed ingredient to promoting group processes and group problem solving approaches.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>

STANDARD II-C: Performance

Evaluation of Directly Observed Semester-Based Behaviors

<p>II-C.01: Promoting a Positive School Culture <i>(ELCC District Std. #2.1)</i></p> <p>○ Recognizes that the development of a positive school district or organizational culture requires leadership traits—including: (*) developing partnerships in shared governance and the teaching/learning process; (*) empowering instead of directing; (*) teaching and learning instead of information dissemination and rote memorization; and, (*) modeling ethical values and integrity of behavior—because it’s the right thing to do, not because others are watching.</p> <p>○ Recognizes that true change within the social systems of the school district or organization depends on the willingness of the people to exercise commitment, not just compliance.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>II-C.02: Promoting Effective Learning Cultures <i>(ELCC District Std. #2.2)</i></p> <p>○ Recognizes that the effectiveness of strategic goal attainment to improve school-based staff development and school district-wide instructional programs must be a data-driven process—including: (*) a grasp of qualitative/quantitative research methodologies; and, (*) insights into the assessment practices of learning style preferences and instructional practices.</p> <p>○ Recognizes the principal characteristics of effective teaching/learning cultures—including: (*) meeting the high expectations of learners and teachers; (*) providing the elements of basic safety and managerial coherence; (*) demonstrating that people must accept responsibility for themselves, as well as demonstrating empathy for others; and , (*) providing the praise and recognition necessary for others to maintain their sense of self-esteem, sense of belonging, and sense of achievement.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>

STANDARD II-C: Performance (Continued)

Evaluation of Directly Observed Semester-Based Behaviors

<p>II-C.03: Best Practices <i>(ELCC District Std. #2.3)</i></p> <ul style="list-style-type: none"> ○ Recognizes that to promote a culture conducive to the teaching/learning process, state-of-the-art approaches must be employed—including: (*) empirical advances in human resource training, motivation, and adult learning; and, (*) statistical techniques for profiling and constructing differential diagnoses of student performance. ○ Recognizes that <i>best practices</i> also applies to administrative behaviors—including: (*) advancing the standards for advancing individual and group performance through the use of clear, compelling, and consistent communications that raise the expectations of everyone; and, (*) enforcing the consequences of behaviors and actions of people that are contrary to the spirit of the vision and mission, as well as contrary to the letter of the policies and administrative operations of the school district or organization. 	<p> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet) </p> <hr/> <p>Commentary:</p>
<p>II-C.04: Professional Growth Plans... <i>(ELCC District Std. #2.4)</i></p> <ul style="list-style-type: none"> ○ Understands that recent advances in adult learning practices can reenforce the centrality of professional development as an integral component of the school district’s or organization’s strategic pathway to improvement—including: (*) assisting others with the development of personal and professional growth plans that are consistent with the vision and mission statements, as well as with the goals of life-long learning; and, (*) knowing the value of fostering a collegial atmosphere wherein productive teamwork and a spirit of shared governance the sharing of observations and collaborative reflections. ○ Recognizes the rightful dignity and contributory work of all professionals—including: (*) the value of promoting new knowledge and skills in the workplace; and, (*) the necessity of according comparable dignity and respect to students by minimizing administrative interference with the learning process. 	<p> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet) </p> <hr/> <p>Commentary:</p>

STANDARD III

<p style="text-align: center;">ISLLC</p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by ensuring management of the organization, operations, and resources for a safe, efficient, effective learning environment .</i></p>	<p style="text-align: center;">ELCC (District Level)</p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by managing the organization, operations, and resources in a way that promotes a safe, efficient, effective learning environment.</i></p>
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STANDARD III–A: Knowledge

Evaluation of Directly Observed Semester-Based Behaviors

<p>III–A.01: Models of Organizations</p> <ul style="list-style-type: none"> ○ Demonstrates a working knowledge of the interplay of structural components of organization systems. ○ Demonstrates an understanding of the components of appropriate management approaches used in various organization settings—including: (*) the six managerial resources of time, personnel, materials, equipment, fiscal, and physical plant; (*) the classical management school’s traditional processes subsumed under POSDCoRB; (*) the behaviorist management school’s motivational processes; (*) the Japanese management school’s shared governance practices, participatory site management practices, TQM, Quality Circles; and, (*) other innovative approaches suggested in the literature, <i>e.g.</i>, Six Sigma Systems of GE. 	<p style="text-align: center;"> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet) </p> <p>Commentary:</p>
<p>III–A.02: Principles of Organization Development</p> <ul style="list-style-type: none"> ○ Recognizes the need to balance the yin/yang relationship between the managerial need for efficiency—<i>doing things right</i>—and the leadership requirement for effectiveness—<i>doing the right things</i>. ○ Knows the value of respecting the influence of an organization’s culture on efforts to manage and to lead—including: (*) knowing how to assess the dominant characteristics of that culture; (*) knowing how to bring about a closer alignment between organization cultures and the vision/mission implementation efforts of the organization; and, (*) knowing how to develop <i>learning organizations</i> (Peter Senge) to complement the <i>Continuous Improvement Programs</i> and professional development initiatives of the organization. ○ Knows the various models of OD—including: (*) Human Process Interventions; (*) Techno-Structural interventions involving and/or downsizing; (*) Human Resource Management interventions; and (*) Strategic Change interventions for improving social-infrastructures within the organization. 	<p style="text-align: center;"> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet) </p> <p>Commentary:</p>
<p>III–A.03: Principles of Safety and Security</p> <ul style="list-style-type: none"> ○ Realizes the importance of holding all supervisory staff accountable for the consistent and equitable enforcement of the policies and procedures for personnel conduct and student department , as well as for instilling the precept of personal accountability for one’s actions—as voiced in the organization’s statement of vision and values. ○ Knows how to assemble the procedural protocols for responding to acute traumatic crises in a post 9/11 society—including: (*) the creation of a crisis management team; (*) the designation of safe areas in the building and the use of practice drills; and, (*) the creation of emergency communication systems, and grief counseling support systems. 	<p style="text-align: center;"> <input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet) </p> <p>Commentary:</p>

STANDARD III-A: Knowledge (Continued)

Evaluation of Directly Observed Semester-Based Behaviors

<p>III-A.04: Human Resource Management</p> <ul style="list-style-type: none"> ○ Understands that leadership initiatives must be first predicated on sound personnel management practices—including: (*) designing and maintaining effective working groups; (*) offering professional growth opportunities consistent with the vision/mission implementation plan; and, (*) creating opportunities for lateral job rotations as a pre-requisite to vertical promotions. ○ Realizes that the budgeting and allocation of human resources requires adherence to the operative principles of Classical Management Theory—including: (*) performing the traditional functions of POSDCoRB while stressing the premium value of goodwill as being the basis for achieving interpersonal cooperation; (*) keeping abreast of EEO and affirmative action case law. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>III-A.05: Principles of Fiscal Operations</p> <ul style="list-style-type: none"> ○ Realizes that the perceptions of <i>fairness</i> people have in how organizational resources are being handled can either build or destroy the climate of goodwill and the degree of fiduciary trust they are willing to attribute to their Line Officers. ○ Understands that the perception of <i>fairness</i> in the distribution of limited budgetary resources flows from the principles of <i>distributive justice</i>;—including: (*) equality; (*) equity; (*) pressing need; and, (*) and social utility. ○ Understands that the perception of <i>fairness</i> in the distribution of limited budgetary resources also flows from the principles of <i>procedural justice</i>—including: (*) consistency; (*) impartiality; (*) shared governance; and, (*) transparency. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>III-A.06: Facilities Management</p> <ul style="list-style-type: none"> ○ Recognizes that an efficiently run, aesthetically pleasing, and safely maintained physical plant contribute greatly to the effectiveness of a welcoming learning environment and productive working environment. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>

STANDARD III-B: Disposition

Evaluation of Directly Observed Semester-Based Behaviors

<p>III-B.01: Promoting a Safe Learning/Working Environment</p> <ul style="list-style-type: none"> ○ Supports the proposition that Line Officers are primarily responsible for ensuring that preventative measures are in place for protecting the well-being of everyone in the school district and organization—including: (*) the sagacious use of technology to observe, record, and control access; and (*) the effective use of human resources to carry out the emergency preparedness measures that have been designed for the well-being of all personnel and students in the event of violence or necessary evacuation. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>III-B.02: Promoting an Efficient Learning/Working Environment</p> <ul style="list-style-type: none"> ○ Embraces the proposition that a Line Officer’s leadership quotient correlates significantly with such traits as (*) integrity and consistency of performance, (*) openness and creation of a climate of trust. ○ Understands the value of providing for self and others a series of on-going technology-upgrades training, including making budgetary provisions for supporting an on-going technology maintenance-support system. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>

STANDARD III-C: Performance

Evaluation of Directly Observed Semester-Based Behaviors

<p>III-C.01: Managing the Organization</p> <ul style="list-style-type: none"> ○ Realizes that equitable, efficient, and effective management practices must be in place before any leadership initiatives to achieve vision and mission implementation can occur—including: (*) stabilizing the allocation of the six traditional organization resources...<i>viz.</i>, fiscal, personnel, time, materials, equipment, and physical plant; (*) recruiting, training, and retraining <i>Highly Qualified Teachers</i>, as well as satisfying the <i>Adequate Yearly Progress</i> requirements of NCLB Act of 2001; and, (*) attending diligently to the effectiveness and safety of the learning/working environment. ○ Recognizes that all management practices must be in full compliance with the policies and procedures of the school district and organization, recent case law updates from Court rulings, and the canons of ethical conduct expected of all Line Officers. ○ Fathoms the demands that a 21st century workforce places on Line Officers—including: (*) mastering the classical managerial processes of POSDCoRB...(<i>viz.</i>, <i>Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting</i>); (*) mastering the management of resources...(<i>viz.</i>, <i>time, personnel, materials, equipment, fiscal, and physical plant</i>)...while, at the same time, practicing the prescripts of shared governance, transparency, and fairness; and, (*) motivating the workforce in the achievement of vision/mission implementation. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
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STANDARD III–C: Performance (Continued)

Evaluation of Directly Observed Semester-Based Behaviors

<p>III–C.02: Managing Operations</p> <ul style="list-style-type: none"> ○ Recognizes that the managerial <i>efficiency</i> skills requisite for operating the administration of the school district and organization must be complemented by the leadership <i>effectiveness</i> skills that Line Officers are expected to demonstrate, if a climate of respect for their professional competencies is to be generated—including: (*) the ability to also build a climate of trust by demonstrating ethical probity; (*) the ability to create a perception of transparency through the use of timely and appropriate communications marked by the precise use of language; (*) the ability to forge a climate of task achievements by celebrating vision and mission accomplishments, when they occur; and, (*) the ability to reduce conflict to manageable proportions when issues involving distribution of restricted resources and other program-related problem issues arise. ○ Recognizes how best to husband the most evanescent of the six classical managerial resources, <i>time</i>—including: (*) using e-mail for the transmission of routine announcements for pre-meeting preparation; (*) using parliamentary-designed agendas—(<i>Information Items; Discussion Items; Decision Items</i>); (*) distributing the agenda in advance of the meeting with names and designated times identified alongside the various items; and, (*) disseminating professionally prepared Minutes, indicating what has been decided, who is responsible for what, and when it is due. ○ Recognizes how best to manage, lead, and develop the most precious of the six classical managerial resources, <i>people</i>—including: (*) showing respect to people attending a meeting by seeking approval of the published agenda to be sure it reflects what they have come to expect from this meeting you are chairing; (*) showing respect to people who have right-of-the-floor by listening to what they are saying; and, (*) showing respect by adjourning the meeting at its posted time. ○ Demonstrates in practice that the medium must fit the message—including: (*) using PPT and e-mail attachments, when appropriate; (*) choosing public group meetings and one-on-one private meetings, when appropriate; and, (*) pursuing formal and informal follow-ups to any, or all, of the above. ○ Recognizes the dangers of <i>information overload</i> in today’s organizations and the necessity for Line officers to become proficient in packaging and spacing communications that must be designed to fit the context and the need of the end user—including: (*) assembling for ease of access the policies and procedures of the school district and organization; and, (*) ensuring that all such communications are updated and made relevant to the vision and mission implementation plan. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>III–C.03: Managing Resources</p> <ul style="list-style-type: none"> ○ Supports the notion that Line Officers must bring into alignment with the vision/mission implementation program all six of the classical managerial resources and also the leadership events necessary to effectively operate the organization—including: (*) taking the leadership initiative of motivating people to work together in bringing about the strategic directions; (*) sharing with people the costing formulas governing the use of these resources, as well as the rationales for making budgetary decisions, in order to promote the perceptions of <i>fairness</i> and <i>transparency</i>. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>

STANDARD IV

[Adm 865; 821; 822; 860]

ISLLC

A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by collaborating with families and community members, by responding to diverse community interests and needs, and by mobilizing community resources.

ELCC (District Level)

Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by collaborating with families and community members, by responding to diverse community interests and needs, and by mobilizing community resources.

STANDARD IV–A: Knowledge

Evaluation of Directly Observed Semester-Based Behaviors

IV–A.01: Emerging Issues and National Trends...School & Community Relations

- Recognizes that effective *internal* coalitions with the teachers, staff, and students of the school, school district, and organization must precede any attempts to build reliable *external* alliances with the parents, civic agencies, and businesses of community.
- Recognizes that Line Officers are role models in developing nurturing partnerships that promote goodwill and morale to both *internal* and *external* stakeholders of the school and organization—including: (*) improving shared decision-making practices by increasing the efficiency and effectiveness of communication and interaction strategies with all relevant stakeholders.

Deficient Sufficient Proficient (Not yet)

Commentary:

IV–A.02: Promoting Models of Community Partnerships and Marketing Strategies

- Knows the various national models demonstrating school-to-community partnerships—including: (*) Boston’s *Institute for Responsive Education*; (*) California’s *Comer School Development Process*; (*) Tennessee’s and Texas’ *Adopt-a-School Program*; and, (*) *National Network of Partnership Schools*.
- Recognizes how the implementation of the vision and mission strategies of the school and organization are dependent on community involvement, as it relates to such strategic thrusts as: (*) augmenting the resource base for additional materials, equipment, personnel, and fiscal contributions ; (*) augmenting the depth, breadth, and quality of curriculum-related learning experiences; and, achieving the vision statement of instilling a drive for life-long learning by showing how learning extends beyond the classroom.

Deficient Sufficient Proficient (Not yet)

Commentary:

STANDARD IV–B: Disposition

Evaluation of Directly Observed Semester-Based Behaviors

IV–B.01: Promoting the Integral Role of the School...within a Diverse Society

- Recognizes that the governing principles used by Line Officers in managing the students and the staff composing the *internal* organization of the school and organization will oftentimes determine how *external* public constituencies will be affected—including (*) the operating principle that unless the *internal* population feels cared for and respected, then no public relations effort could effectively counteract the the perceptions of various *external* constituencies; and (*) the net-effects principle that unless the *internal* population has confidence in the management and leadership of the organization, then the daily beliefs and behaviors demonstrated by that *internal* population will accumulate incrementally into a demoralizing organizational self-image, resulting in a potentially adverse Public Relations disaster.

Deficient Sufficient Proficient (Not yet)

Commentary:

STANDARD IV–B: Disposition

Evaluation of Directly Observed Semester-Based Behaviors

<p>IV–B.02: Believing that Key Stakeholders...must be Involved in Shared Decision Making</p> <p>○ Embraces the belief that the expectations and leadership initiatives of Line Officers set the tone for bringing together the <i>internal</i> and <i>external</i> constituencies of the school, school district, and organization—including: (*) getting the teachers to communicate to the parents that they are focusing their best efforts on teaching, nurturing, and learning; (*) getting teachers to work alongside the administration to help parents assume specifically defined roles in promoting the goals of learning outside of the classroom at home and in the community; and (*) sharing with parents, teachers, and civic leaders the research literature findings that the communities involved in the education of their children show improved performance in grades, achievement test scores, socio-emotional skills development, and consistent attendance records (<i>cf.</i>, U. S. Office of Education and Improvement, 1995.)</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
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STANDARD IV–C: Performance

Evaluation of Directly Observed Semester-Based Behaviors

<p>IV–C.01: Forging <i>Internal Coalitions</i> and <i>External Alliances</i> ...among Key Stakeholders</p> <p>○ Realizing that coalitions and alliances do not just happen, but instead must be crafted through the concerted efforts of Line Officers who are both willing and able to embrace a variety of approaches—including: (*) demonstrating that communication is a two-way process that begins and ends with <i>active listening</i>; (*) acknowledging the legitimacy of parental concerns for the quality of academic course work, progress in <i>AYP</i> standings, school safety, and student discipline, and then communicating the acceptance of that legitimacy on a continuing basis; and, (*) reducing the total reliance teachers, staff, students, and parents inevitably place on Line Officers to achieve satisfaction among various stakeholders by inducing a sense of co-responsibility for all constituencies to work to bring about the implementation of mission and vision.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
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STANDARD IV–C: Performance

Evaluation of Directly Observed Semester-Based Behaviors

<p>IV–C.02: Engaging Communities...and Marginalized Stakeholders</p> <p>○ Developing a community relations plan that addresses a variety of strategies for bringing constituencies together—including (*) initiating a publicly announced series of one-on-one meetings, group meetings, and informal interactions with various individuals, especially those who perceive themselves as being estranged; (*) identifying key communicators among the various stakeholders and to galvanize them into becoming productive promoters of cooperative change; (*) providing staff and students with inservice opportunities and applied laboratory lessons in multi-cultural awareness, acceptance, and sensitivity; and, (*) providing parents with interpreting services, when necessary, and the support services of a parent ombudsman staffer.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
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STANDARD IV–C: Performance

Evaluation of Directly Observed Semester-Based Behaviors

IV–C.03: Developing a Community Relations Plan for Mobilizing Community Resources

- Developing within the context of a community relations plan strategies for fostering the achievement of the vision and mission of the school and organization by enlisting the support of the human and fiscal resources available in the community—including: (*) developing the funding strategies that may result from bringing together alliances with the civic, business, youth services, and health services organizations within the community; (*) specifying the types of desirable work products that result from these cooperative efforts; and, (*) developing the feedback evaluation loops that assess the strengths and weaknesses of the community action plan, including strategies for addressing them.

Deficient Sufficient Proficient (Not yet)

Commentary:

STANDARD V

[ADM 860; ADM 822; ADM 865; ADM 880; ADM 837; ADM 838]

ISLLC

A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by acting with integrity, fairness, and in an ethical manner.

ELCC (District Level)

Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by acting with integrity, fairness, and in an ethical manner. .

STANDARD V–A: Knowledge

Evaluation of Directly Observed Semester-Based Behaviors

V–A.01: Possesses Integrity

- Recognizes that Line Officers must be able and willing to walk-the-talk with integrity and honor before expecting others to support an ethical environment within the school and organization.
- Encourages the continual discussion of ethical codes of conduct for both students and staff, while leading the development of a *Statement of Values* to complement the *Mission* and *Vision Statements*.
- Supports the inclusion of *character education* programs for both students and staff.
- Encourages the inclusion of visits from upstanding members of the community and profession whose lives have been noted for their integrity and fairness.
- Assures the non-professional staff members, community members, and parents that the principles of fairness, equity, and empathy will govern all interactions within the school and organization.

Deficient Sufficient Proficient (Not yet)

Commentary:

V–A.02: Acts Fairly

- Recognizes that among the many fiduciary responsibilities of Line Officers, the requisite requirement for modeling integrity is foremost—including: (*) respecting diversity of opinion, race, and cultures; (*) establishing disciplinary codes for students and personnel procedures for staff that are based on statutory law, ethical canons, and principles of both procedural justice and distributive justice; and, (*) explaining major decisions in light of the principles empathy, fairness, and equity to the people being affected.

Deficient Sufficient Proficient (Not yet)

Commentary:

V–A.03: Acts Ethically

- Promotes the expectation that everyone in the organization must have a caring attitude and sense of co-responsibility for showing respect, compassion, honesty, civility, and restraint in all interactions.

Deficient Sufficient Proficient (Not yet)

Commentary:

STANDARD V–B: Disposition

Evaluation of Directly Observed Semester-Based Behaviors

V–B.01: Respecting Diversity

- Embraces the belief that Line Officers must take the lead in celebrating and respecting the value of diversity within the school, school district, and organization.
- Accepts the cardinal principle that Line Officers become paragons of moral excellence and that all staff and students embrace the values of integrity and fairness—including the ethical norm of avoiding the appearances of a *conflict of interest* in the dispatch of their fiduciary duties.

Deficient Sufficient Proficient (Not yet)

Commentary:

STANDARD V-C: Performance

Evaluation of Directly Observed Semester-Based Behaviors

<p>V-C.01: Influencing the Curriculum to Incorporate <i>Character Education</i></p> <p>○ Supports the development of curricular materials that provide applied examples of moral conduct—including: (*) discussing the moral and legal dilemmas of <i>right vs. wrong</i>; (*) discussing what constitutes good citizenship in the school and the community; (*) discussing what constitutes good sportsmanship on the playing fields; and, (*) discussing what constitutes a caring and compassionate attitude.</p>	
<p>V-C.01(a): Influencing the Managerial Practices to Promote an Ethical Environment</p> <p>○ Assumes an on-going responsibility as a Line Officer to ensure that all management practices can pass the “<i>front-page test</i>” for tomorrow’s newspaper—including: (*) discussing at management team meetings the implications of choosing <i>right vs. right</i> choices; and, (*) discussing the behavioral characteristics of managerial interactions that exemplify fairness, compassion, and truthfulness.</p>	
<p>V-C.02: Promoting a Caring and Moral Environment</p> <p>○ Leads the conceptual design efforts for creating a model staff development plan that embraces <i>character education</i> for students and an ethical environment for the staff—including: (*) providing models of <i>character education</i> from the Nation’s schools; (*) developing a <i>Statement of Values, Credo, or Code of Ethics</i> to complement the <i>Statements of Vision and Mission</i>.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>