

DIMENSIONS OF BEHAVIOR FOR SCHOOL-BASED ADMINISTRATORS

ANALYSIS

Identifying issues and problems, securing relevant information, relating and comparing data from different sources and identifying cause/effect relationships.

DECISIVENESS

Readiness to make decisions, render judgments, take actions or commit oneself.

DELEGATION AND FOLLOW-UP

Using staff fully and effectively; allocating decision-making and other responsibilities to the appropriate staff member with follow-up.

DEVELOPMENT OF STAFF

Developing the skills and competencies of staff members; assessing career potential; providing development and training activities to enhance performance in current and future jobs.

EXTRA-ORGANIZATIONAL SENSITIVITY

Perceiving the impact and implications of decisions on community groups and leaders; understanding of and sensitivity to various ethnic, cultural, linguistic, economic, and disability groups.

INITIATIVE AND INNOVATIVENESS

Self-starting rather than passively accepting. Taking action to achieve goals beyond what is necessarily called for. Origination action. Developing unique and creative solutions to complex problems.

INSTRUCTIONAL LEADERSHIP

Combining a knowledge of instructional methods with an appropriate, collaborative interpersonal; style to systematically assess needs, and develop and implement an instructional program that fully responds to identified needs and goals, and monitor its effectiveness.

JUDGMENT

Developing alternative courses of action and making decisions which reflect factual information, are based on logical assumptions, and take organizational resources into consideration.

LEADERSHIP AND INFLUENCE

Utilizing appropriate interpersonal styles and methods in guiding individuals and groups toward task accomplishment; building cohesiveness, cooperation and collaboration among the school's stakeholders. Facilitating group process and the resolution of conflict.

ORAL COMMUNICATION

Effective expression in individual or group situations when given time to prepare and when speaking extemporaneously (includes organization, gestures, and nonverbal communication).

This dimension includes overall behavior related to how messages are delivered, not the content of communications.

PLANNING AND ORGANIZING

Establishing and/or facilitating a course of action for self and/or others to accomplish a specific goal; planning the proper assignment of personnel and appropriate allocation of resources.

WRITTEN COMMUNICATION

Clear expression of ideas in writing and in good grammatical form (includes the plan or format of the communication). This dimension concerns the clarity and manner of expression in writing, not the content of communications.

KNOWLEDGE OF CURRICULAR CONCEPTS AND INSTRUCTIONAL METHODOLOGY

Having an understanding of the concepts and instructional methodology related to the District's curricular program, its foundation, philosophy, and applications.

KNOWLEDGE OF DISTRICT POLICY AND PROCEDURES

Having an understanding of Los Angeles Unified School District policies and procedures related to relevant California Education Code provisions, Federal and State laws, and local and District guidelines, including their interpretation, implementation, and impact at the school site.

KNOWLEDGE OF SCHOOL MANAGEMENT

Having an understanding of leadership skills and best management practices, staff development and teacher coaching, as well as local school leadership council practices and guidelines.

KNOWLEDGE OF SPECIAL EDUCATION LAW, THEORIES, AND PRACTICES

Having an understanding of special education law, theories, and practices to meet special education compliance obligations in the schools.