

## Student Personal Assessment and Field Experience Plan

### **Standard 1**

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

#### **Suggested Types of Experience:**

<b>Measures of Competence:</b>	
1.	No experience
2.	Limited experience
3.	Experienced
4.	Competent

#### **Pre Field Experience Competencies**

#### **End of Field Experience Competencies**

#### **Evidence of Standard 1**

Pre Field Experience Competencies	Evidence of Standard 1	End of Field Experience Competencies
1 2 3 4	Facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.	1 2 3 4
1 2 3 4	Communicates and implements the shared vision so that the entire school community understands and acts on the mission of the school as a standards based educational system.	1 2 3 4
1 2 3 4	Leverages and marshals sufficient resources to implement and attain the vision for all students and subgroups of students.	1 2 3 4
1 2 3 4	Identifies and addresses any barriers to accomplishing the vision.	1 2 3 4
1 2 3 4	Shapes school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.	1 2 3 4
1 2 3 4	Uses the influence of diversity to improve teaching and learning.	1 2 3 4

**Standard 2**

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Suggested Types of Experiences:**

<b>Measures of Competence:</b>
<ol style="list-style-type: none"> <li>1. No experience</li> <li>2. Limited experience</li> <li>3. Experienced</li> <li>4. Competent</li> </ol>

**Pre Field Experience Competencies**

**End of Field Experience Competencies**

**Evidence of Standard 2**

1 2 3 4	Creates an accountability system of teaching and learning based on student learning standards.	1 2 3 4
1 2 3 4	Utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.	1 2 3 4
1 2 3 4	Shapes a culture where high expectations for all students and for all subgroups of students is the core purpose.	1 2 3 4
1 2 3 4	Guides and supports the long term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.	1 2 3 4
1 2 3 4	Promotes equity, fairness, and respect among all members of the school community.	1 2 3 4
1 2 3 4	Provides opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.	1 2 3 4
1 2 3 4	Facilitates the use of appropriate learning materials and learning strategies, which include the following: students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, an emphasis on quality versus quantity, and an appropriate and effective technology.	1 2 3 4
1 2 3 4	Coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.	1 2 3 4
1 2 3 4	Utilizes technology tools to manage and evaluate instructional programs and promotes and supports the use of technology in instruction and learning.	1 2 3 4

**Standard 3**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective environment.

**Suggested Types of Experience:**

<b>Measures of Competence:</b>
<ol style="list-style-type: none"> <li>1. No experience</li> <li>2. Limited experience</li> <li>3. Experienced</li> <li>4. Competent</li> </ol>

**Pre Field Experience Competencies**

**End of Field Experience Competencies**

**Evidence of Standard 3**

1 2 3 4	Monitors and supervises faculty and staff at the site and manages and evaluates the instructional program.	1 2 3 4
1 2 3 4	Establishes school operations, patterns, and processes that support student learning.	1 2 3 4
1 2 3 4	Understands and manages legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.	1 2 3 4
1 2 3 4	Coordinates and aligns fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.	1 2 3 4
1 2 3 4	Sustains a safe, efficient, clean, well-maintained, and productive a school environment that nurtures student learning and supports the professional growth of teachers and support staff.	1 2 3 4
1 2 3 4	Utilizes the principles of systems management, organizational development, problem solving and collaborative decision-making techniques fairly and effectively.	1 2 3 4
1 2 3 4	Utilizes effective and positive nurturing practices in establishing student behavior management systems.	1 2 3 4
1 2 3 4	Utilizes successful staff recruitment, selection and induction approaches, and understands the collective bargaining process, including the administrator’s role and the union’s role in that process.	1 2 3 4

**Standard 4**

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

**Suggested Types of Experience:**

<b>Measures of Competence:</b>
<ol style="list-style-type: none"> <li>1. No experience</li> <li>2. Limited experience</li> <li>3. Experienced</li> <li>4. Competent</li> </ol>

**Pre Field Experience Competencies**

**End of Field Experience Competencies**

**Evidence of Standard 4**

1 2 3 4	Incorporates information about family and community expectations into school decision making and activities.	1 2 3 4
1 2 3 4	Recognizes the goals and aspirations of diverse family and community groups.	1 2 3 4
1 2 3 4	Values diverse community stakeholder groups and treats them with fairness and with respect.	1 2 3 4
1 2 3 4	Supports the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.	1 2 3 4
1 2 3 4	Strengthens the school through the establishment of community partnerships, business, institutional, and civic partnerships.	1 2 3 4
1 2 3 4	Communicates information about the school on a regular and predictable basis through a variety of media and modes.	1 2 3 4
1 2 3 4	Facilitates parent involvement and parent education activities that support students' success.	1 2 3 4

**Standard 5**

A school administrator is an educational leader who promotes the success of all students by *modeling a personal code of ethics and developing professional leadership capacity.*

**Suggested Types of Experience:**

<b>Measures of Competence:</b>
<ol style="list-style-type: none"> <li>1. No experience</li> <li>2. Limited experience</li> <li>3. Experienced</li> <li>4. Competent</li> </ol>

**Pre Field Experience Competencies**

**End of Field Experience Competencies**

**Evidence of Standard 5**

1 2 3 4	Demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and foster and develop those skills in others.	1 2 3 4
1 2 3 4	Models personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.	1 2 3 4
1 2 3 4	Makes and communicates decisions based upon relevant data and research about effective teachings and learning, leadership, management practices, and equity.	1 2 3 4
1 2 3 4	Utilizes technology to foster effective and timely communication to all members of the school community.	1 2 3 4
1 2 3 4	Reflects on personal leadership practices and recognizes their impact and influence on the performance of others.	1 2 3 4
1 2 3 4	Encourages and inspires others to higher levels of performance, commitment, and motivation.	1 2 3 4
1 2 3 4	Sustains personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.	1 2 3 4
1 2 3 4	Engages in professional and personal development.	1 2 3 4
1 2 3 4	Demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.	1 2 3 4
1 2 3 4	Uses the influence of the office to enhance the educational program rather than for personal gain.	1 2 3 4
1 2 3 4	Protects the rights and confidentiality of students and staff.	1 2 3 4

**Standard 6**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Suggested Types of Experience:**

<b>Measures of Competence:</b>
<ol style="list-style-type: none"> <li>1. No experience</li> <li>2. Limited experience</li> <li>3. Experienced</li> <li>4. Competent</li> </ol>

**Pre Field Experience Competencies**

**End of Field Experience Competencies**

**Evidence of Standard 6**

1 2 3 4	Views oneself as a leader of a team by clarifying the roles and relationships of individuals within the school but also view oneself as a member of a larger team.	1 2 3 4
1 2 3 4	Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.	1 2 3 4
1 2 3 4	Demonstrates responsiveness to diverse community and constituent views and groups and generates support for the school by two-way communication with key decision-makers in the school community.	1 2 3 4
1 2 3 4	Works with the governing board and district and local leaders to influence policies that benefit students and supports the improvement of teaching and learning.	1 2 3 4
1 2 3 4	Influences and supports public policies that ensure the equitable distribution of resources, and support for all the subgroups of students.	1 2 3 4
1 2 3 4	Opens the school to the public plus welcomes and facilitates constructive conversations about how to improve student learning and achievement.	1 2 3 4