

Applicants for administrator endorsements shall demonstrate the following knowledge and skills.

LEADERSHIP CATEGORIES

1. VISIONARY PLANNING

- 1.1 identifies the need for systemic change and can serve as an agent for that change
- 1.2 builds with others a shared vision of standards-based learning and teaching
- 1.3 understands strategic planning processes and involves others in strategic plan development
- 1.4 helps define and articulate the vision to the school community
- 1.5 collaborates with others to develop and implement a comprehensive action plan to improve student learning within the school and assesses student performance under the plan
- 1.6 uses individual student and systems data for continuous program improvement efforts including the development of a local action plan based on student performance and other indicators
- 1.7 develops and monitors long range plans for school and district technology and information systems
- 1.8 understands the nature of internal and external political systems and environments as they apply to schools and affect educational change
- 1.9 develops an effective and interactive community public relations program with multiple communications applications, including using and responding to electronic and printed news media
- 1.10 understands the impact of quality components of the Equal Educational Opportunity Act of 1997 and subsequent amendments for systemic change to improve student learning

2. INTERPERSONAL SKILLS

- 2.1 understands and is responsive to needs of others
- 2.2 is articulate and clear in verbal and written communications
- 2.3 promotes and models effective communication skills
- 2.4 understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management, and crisis management
- 2.5 provides constructive feedback to others to further continuous improvement

2.6 models respect, understanding, sensitivity, and appreciation for all people and balances the rights of multiple and diverse groups

2.7 manifests and promotes professional ethics and values

3. COLLABORATIVE SKILLS

3.1 uses knowledge of motivational theory, group dynamics, process skills, organizational theory/management, and systemic change to create conditions for success for students, families, and staff

3.2 works with others to define problems, examine alternatives, and find solutions

3.3 demonstrates shared leadership practices and empowers others in fulfillment of school vision

3.4 models and encourages collaboration

4. PARTNERSHIPS

4.1 promotes and models effective collaboration and partnerships with parents, community, social service agencies, state agencies, higher education institutions, business, and industry to support student learning

4.2 evaluates partnerships for their impact on the school/district mission

4.3 understands the role of school/community relations and school governance in furthering the school/district vision

4.4 understands the role and relationship between school boards and school personnel

4.5 understands the value of school/community partnerships to maximize school resources

4.6 demonstrates ability to report student performance results and other pertinent school and community indicators cited in the Equal Educational Opportunity Act of 1997 to the community in a manner that is easily understood by the general public

4.7 advocates for local, regional, and state educational policy for the advancement of Vermont learners

MANAGEMENT CATEGORIES

5. PERSONNEL

5.1 understands recruitment, selection, and maintenance of a qualified staff while attending to equity and diversity

5.2 understands the role of processes of licensure and relicensure including the roles and responsibilities of standards boards

- 5.3 understands staff utilization according to student achievement and development, best practices, efficiency, cost, and quality
- 5.4 understands labor relations, collaborative negotiations, and contract management
- 5.5 understands theories, principles, and best practices of staff supervision and evaluation and links supervision and evaluation to effective implementation of standards-based instruction and assessment
- 5.6 understands a variety of theories, principles, and best practices of professional development which will result in improved professional practice
- 5.7 understands the need for him/herself and other staff to reflect on practice, seek opinions from others, and apply the results to guide professional growth
- 5.8 understands a variety of theories, principles, and best practices for needs-based staff development programs that are connected to student standards and that will result in improved student learning consistent with the school/district vision and action plans

6. CURRICULUM, INSTRUCTION, AND ASSESSMENT

- 6.1 coordinates planning, implementation, and evaluation for the improvement of educational programs
- 6.2 coordinates standards-based curriculum efforts within and among schools
- 6.3 understands theories and principles of learning and human development from birth through adulthood
- 6.4 understands standards-based curriculum, instruction, and assessment; integrated curriculum; the use of student performance data; and understands their implications for curriculum development that results in improved student learning
- 6.5 understands multiple instructional strategies
- 6.6 accesses, uses, and conducts research
- 6.7 plans for coordination of multiple services for schools and students
- 6.8 understands diversity and its meaning for educational programs
- 6.9 develops a comprehensive system of education that will foster success for all students, including students with disabilities as well as gifted and talented students
- 6.10 demonstrates ability to plan and carry out a developmentally-appropriate, standards-based comprehensive assessment program that includes the effective use of results to improve student learning

- 6.11 understands how to report and use assessment results to inform the school community, develop school action plans, and modify school programs
- 6.12 uses technology, telecommunications, and information systems to enrich curriculum instruction

7. FISCAL PLANNING AND BUDGET MANAGEMENT

- 7.1 demonstrates an understanding of school finance and resource planning including how to evaluate financial resources for effectiveness
- 7.2 applies knowledge of budget and fiscal planning and principles of management and accountability
- 7.3 demonstrates the ability to plan and manage resources according to school/district vision and action plans
- 7.4 understands and applies accounting principles in accordance with Governmental Generally Accepted Accounting Principles for State and Local Government (Governmental GAAP) and Handbook for Financial Accounting of Vermont School Systems (Handbook II) for sound fiscal management of school budgets and special accounts
- 7.5 understands the implications of labor relations, negotiations, and contracts on administration
- 7.6 applies and assesses current and future technologies for school management and business procedures

8. EDUCATIONAL LAW

- 8.1 applies principles of federal and Vermont school law, state regulations, and local school board policies to daily school situations
- 8.2 understands the intent and components of the Equal Educational Opportunity Act of 1997 and subsequent amendments

9. SAFE AND EFFECTIVE LEARNING ENVIRONMENTS

- 9.1 creates a learning atmosphere to encourage respect for self and others, positive social interaction, positive self and group esteem, and personal wellness
- 9.2 understands the need for and promotes freedom from discrimination in the school community
- 9.3 understands principles and issues of school safety and security
- 9.4 understands current technologies that support a safe and effective learning environment
- 9.5 understands principles and issues relating to school facilities and use of space

- 9.6 develops and administers policies that provide a safe school environment and promote student health and welfare
- 9.7 understands school construction and modification processes