



WiscAd

PROFICIENCY TRAINING

***SUPERINTENDENTS
PRINCIPALS
BUSINESS MANAGER
DIRECTOR OF INSTRUCTION
PUPIL SERVICES/SPED DIRECTOR***

**Proficiency Series
Administrator Standards
Teacher Standards (PI34)**

August 2009

PROFICIENCY SERIES

DESCRIPTION

WISCAD participants who have never been licensed as administrators in Wisconsin or who wish to add administrative categories to current administrator licenses must complete a practicum and a portfolio for licensure. The practicum consists of 540 hours supervised by both a WISCAD supervisor and a cooperating administrator from your district or CESA. Most hours are logged while you are “on-the-job” as a teacher or administrator, doing things that are administrative or quasi-administrative in nature and/or selected from activities listed below. Two options apply:

- 1) For Credit Option: After you complete EDWN620, you will enroll in WISCAD proficiency courses through Saint Mary’s University of Minnesota, but you will begin immediately to log practicum hours and to gather artifacts for your portfolio. You will log a specified number of minimum hours required for each course (45 per credit) as part of the 540 total required;
- 2) Not for Credit Option: While you are taking EDWN620, you will begin immediately to log practicum hours and to gather artifacts for your portfolio. In addition to activities you currently are doing on-the-job, you will select activities from the list below to fill “gaps” in your training or work experience. Candidates for superintendent licenses should refer to your equivalency grids to identify any areas specifically required.

WISCAD participants who only want to renew current administrative licenses are not required to complete the practicum or portfolio, but will complete a WiscAd Proficiencies Timeline (WPT) by selecting activities you currently do from the list below and reviewing the portfolio development process. These activities will help you become familiar with the new PI34 licensure rules for teachers and administrators.

PROFICIENCY SERIES CREDITS

Participants who complete the entire proficiency series may earn up to 10 practicum credits. Standards 1, 2, 3, 5, and 6 are presented as 1 credit courses in the series, Standard 4 as a 3 credit course, and Standard 7 as a 2 credit course. Courses need not be taken in sequence, but should be articulated in each participant’s WiscAd Proficiencies Timeline.

Each course requires you to log a minimum of 45 hours per credit, and you can begin logging hours for any standard anytime during your first semester – even if you are not “officially” enrolled in the course until a following semester. Logs are “open-ended,” so you can continue to log hours toward your 540 hour total even after you have reached minimum hours for each standard and have received a grade.

EVALUATION

PASS/FAIL grades are assigned by supervisors for each practicum course based on their observations of your performance in the field, their verification of activity logs to ensure you have met minimum contact hour requirements, and their assessment of your artifacts that will later be included in your portfolio.

The review committee – not your instructor, supervising or cooperating administrator – evaluates your proficiency levels in each standard and the 10 subchapters of standard 1. They do this entirely on the basis of your portfolio which they review with you chapter by chapter. Recommendation for licensure is based solely on this review committee assessment, not on grades, supervisor ratings, etc.

To be recommended for licensure, you must receive “Proficient” or “Advanced” ratings in each of the seven administrator standards, including each of the ten teacher standards incorporated in administrator standard 1.

Seven Standards for Administrator Development and Licensure

To receive a license in a school administrator category in Wisconsin, an applicant shall complete an approved program in school administration and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards.

1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards [see below].
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Ten Standards for Teacher Development and Licensure Incorporated in Administrator Standard 1

To receive a license as an administrator in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. **Teachers know the subjects they are teaching.**
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.**
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. **Teachers understand that children learn differently.**
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.**
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. **Teachers know how to manage a classroom.**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Teachers communicate well.**
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.**
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Teachers know how to test for student progress.**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Teachers are able to evaluate themselves.**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

PROFICIENCY OPTIONS TO DEMONSTRATE SKILLS IN WISCONSIN ADMINISTRATOR STANDARDS

Some activities are duplicated within different standards – use for only one standard.

(Hours can only be logged in one standard)

Business Manager Proficiencies were compiled from ASBO International Professional Standards

Standard 1: Skill in Applying Wisconsin Teacher Standards	
ADMINISTRATORS	This standard incorporates all 10 teacher standards. Hours logged in any of the 10 teacher standards can be combined as total hours for Administrator Standard 1, but portfolios require a separate subchapter for each with different artifacts.
A1.A	Collaborate in the development and delivery of a district level ongoing orientation for any group of Initial Educators that involves school boards, administrators, teachers, support staff and parents per PI 34.17.
A1.B	Present support seminars to Initial Educators which meet District Mandates per PI 34.17 to reflect the Wisconsin Teacher Standards for licensure.
A1.C	Sit on a Professional Development Team to evaluate the development and implementation of a Professional Development Plan for an Initial Educator per PI 34.17.
A1.D	As a teaching administrator, teach one class or after-school study session for one semester which is observed at least two times by a supervisor who evaluates your knowledge, skills, and dispositions in each of the Wisconsin Teaching Standards.
A1.E	As an administrator who has never taught, participate in select components of <i>Project: Teaching!</i> , <i>10SPED</i> , or Saint Mary's University of Minnesota – MA in Teaching – Wisconsin program as approved in advance by the director to develop knowledge, skills, and dispositions required for demonstrating proficiency in the Wisconsin Teaching Standards.
PUPIL SERVICES	This standard incorporates all 10 teacher standards. Hours logged in any of the 10 teacher standards can be combined as total hours for Administrator Standard 1, but portfolios require a separate subchapter for each with different artifacts.
P1.A	Collaborate in the development and delivery of a district level ongoing orientation for special education Initial Educators that involves school boards, administrators, teachers, support staff and parents per PI 34.17.
P1.B	For teaching administrators, teach one special education class, support study hall, or after-school special education session for one semester which is observed at least two times by a supervisor who evaluates your knowledge, skills, and dispositions in each of the Wisconsin Teaching Standards as revised for special education (Attached.).
P1.C	Present support seminars to special education Initial Educators which meet District Mandates per PI 34.17 to reflect the Wisconsin Teacher Standards for licensure.
P1.D	Sit on a Professional Development Team to evaluate the development and implementation of a Professional Development Plan for a special education Initial Educator per PI 34.17.
P1.E	Train mentors or serve as a mentor to assist special education Initial Educators in their development per PI 34.
P1.F	Participate in select components of <i>10SPED</i> as approved in advance by the supervising team and instructors to develop knowledge, skills, and dispositions required for demonstrating proficiency in the Wisconsin Teaching Standards as adapted for special education.
BUSINESS MANAGERS	Standard 1.1. Content Knowledge
Teacher Standards can be logged together, although the portfolio requires 10 subchapters for each with different artifacts. Since business managers are not required to have teaching experience WISCAD differentiates each teaching standard with separate activities listed for each.	
B1.1A	Examine methods for scheduling techniques for the coordination of tasks to maximize personnel and resource utilization.
B1.1B	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B1.1C	Support the components of the instructional programs within the school district.
B1.1D	Participate in the planning and implementation of instructional program improvement.
B1.1E	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B1.1F	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B1.1G	Utilize evaluation data toward the development of instructional program changes.

B1.1H	Effectively participate in the change process when instructional programs must be improved.
B1.1I	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B1.1J	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B1.1K	Direct or develop management information systems.
B1.1L	Develop, maintain, and validate a records management system using appropriate technology that complies with all legal requirements.
B1.1M	Assist in and coordinate the gathering and reporting of information for government reports.
B1.1N	Assist in the development and implementation of technology in the business office and the classroom environment.
B1.1O	Maintain a working knowledge of the technology and software available for school and business office use.
B1.1P	Evaluate and apply various technology tools for use in the school and business office.
B1.1Q	Promote and assist in the development of technology training for all staff.
B1.1R	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.

TEACHERS	Standard 1.1. Content Knowledge
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Teacher Standards can be logged together, although the portfolio requires 10 subchapters for each with different artifacts. Since teachers tend to log more hours in Administrator Standard 1, WISCAD differentiates each standard with separate activities listed for each.

T1.1A	Attend a regional, state, national or international convention focused on “state of the art” curriculum in a content field (e.g. Wisconsin Reading Association, National Council of Teachers of Math, Teacher Convention, etc.), identify initiatives your department could use to improve course content, meet with your department to define an implementation strategy with timelines, and document implementation.
T1.1B	Locate lists of resources recommended for teaching a particular unit in your content field; preview promising materials (including multimedia) with students, teachers and parents; document their responses; then revise your resource list to incorporate new materials following district protocols for curriculum approval, implementation and review.
T1.1C	Participate in a departmental review of test data (item analysis) to identify strengths and weaknesses of current course content and implement strategies to adjust content for improved student performance. Document results.
T1.1D	Participate in a curriculum alignment process to ensure your department effectively addresses each of the model academic standards in your content area at the building or district level.
T1.1E	Participate in regularly-scheduled professional discussions about course content and curriculum (in-service days, departmental meetings, common planning time, formal curriculum review process, etc.) and log meeting time as well as follow-up activities to improve instructional content.
T1.1F	Review research-based curriculum initiatives designed to improve student performance in your content field and field test them in your classroom to compare results. [Note: This may be expanded to an action-research project to meet research requirements for licensure and/or degree.]
T1.1G	Work with teachers from other departments to develop cross-curriculum units that combine instructional content from different academic fields (e.g. perspective in the drawings of Escher to combine art and math, a prairie restoration project to combine tech ed and ecology, a poetry of hip-hop unit to combine music and language arts, etc.).
T1.1H	Visit a school that provides the International Baccalaureate (IB) Curriculum and interview administrators, teachers, parents and students about its strengths and weaknesses in your content field. Document student achievement and assess results.

BUSINESS MANAGERS	Standard 1.2. Individual Development [intellectual, social, personal]
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B1.2A	Examine methods for scheduling techniques for the coordination of tasks to maximize personnel and resource utilization.
B1.2B	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B1.2C	Support the components of the instructional programs within the school district.
B1.2D	Participate in the planning and implementation of instructional program improvement.
B1.2E	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B1.2F	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B1.2G	Utilize evaluation data toward the development of instructional program changes.

B1.2H	Effectively participate in the change process when instructional programs must be improved.
B1.2I	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B1.2J	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B1.2K	Assist in the development and implementation of technology in the business office and the classroom environment.
B1.2L	Promote and assist in the development of technology training for all staff.
B1.2M	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
TEACHERS	Standard 1.2. Individual Development [intellectual, social, personal]
Include student disabilities and exceptionalities in Teacher Standard 1.3.	
T1.2A	Modify one of your current curriculum units to address unique developmental needs (intellectual, social or personal) of specific students in your classroom, e.g. middle school students who are socially immature or “outsiders”; ESL students; diverse students including all “protected class” or “under-represented” students; foreign exchange students, etc.
T1.2B	Design and implement learning initiatives that foster cooperation among students with broad ranges of ability and engage their diverse intellectual, social and personal interests: e.g. oral histories, foxfire, teambuilding, service learning, etc.
T1.2C	Identify and strategically target “hidden curriculum” biases within your school that benefit certain students and student groups at the expense of others who are intellectually, socially and personally different.
T1.2D	Analyze WKCE demographics to identify groups of students who are not performing as well as their peers in specific content areas due to their gender, socioeconomic status, English language skills, etc. and develop/implement a systemic response within your department, school or district. Quantify results.
T1.2E	Conduct an “assets” or similar survey to identify students who lack “coping skills” and assist these students through targeted support efforts that ensure their academic and social well-being.
T1.2F	Visit an alternative school or program that has demonstrated success with students identified as “at-risk.” Analyze its screening process to identify and place students, its unique educational and support approaches to educate students who have not succeeded in regular school settings, its organizational structure to maintain effective relationships with feeder schools and matriculate students, and its student achievement data to justify/quantify its success.
BUSINESS MANAGERS	Standard 1.3. Learning Differences
B1.3A	Develop and apply the policies and roles of all relevant education authorities and local and national governments.
B1.3B	Identify the local and national constitutional rights that apply to individuals within the public and private education system.
B1.3C	Apply the legal requirements for budget adoption.
B1.3D	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B1.3E	Support the components of the instructional programs within the school district.
B1.3F	Participate in the planning and implementation of instructional program improvement.
B1.3G	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B1.3H	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B1.3I	Utilize evaluation data toward the development of instructional program changes.
B1.3J	Effectively participate in the change process when instructional programs must be improved.
B1.3K	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B1.3L	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B1.3M	Assist in the development and implementation of technology in the business office and the classroom environment.
B1.3N	Promote and assist in the development of technology training for all staff.
B1.3O	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.

TEACHERS		Standard 1.3. Learning Differences
This subchapter includes student disabilities and exceptionalities		
T1.3A	Meet with your director of special education and sped staff to review your district's philosophy/approach to students with disabilities and define your role/involvement in that process. Record all time spent on SPED process, record-keeping, program delivery and administration: e.g. IEP team meetings, implementation, support staff involvement in/out of your classroom, plan review and modification, advocacy, etc. Reflect on practice.	
T1.3B	Conduct a detailed case study of a student with disabilities including test data, IEP process, educational programming, behavioral/socialization planning, parental history and involvement, medication, etc. to identify needs and instructional responses that will maximize this student's achievement and success. [Note: Confidentiality will be protected throughout the review process. See portfolio guide.]	
T1.3C	Field test some of Sue Winebrenner's "hands-on" materials/approaches to students who are "twice exceptional" using her book as a resource: Winebrenner, S. (1992). <i>Teaching gifted kids in the regular classroom</i> . Minneapolis, MN. Free Spirit Publishing. Discuss results. [Note: Winebrenner's approach is that all students, including those often labeled "special needs," are "exceptional" with special abilities that should be supported and developed through regular classroom instruction. Book includes handouts and worksheets that can be duplicated for classroom use.]	
T1.3D	Review program delivery options for "Gifted/Talented" students in your district and critique the pros and cons of each: Advanced Placement courses, distance learning like APEX, virtual classes (script-based vs video-cam), etc. Profile participating students, including achievement data with demographic analysis (gender, ethnicity, SES, etc.).	
T1.3E	Read Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.) (2000). <i>How People Learn: Brain, Mind, Experience, and School</i> . Washington, DC: National Academy Press. Write a formal response to this summary of current research, citing specific research you have benefited from employing in your classroom that may support or challenge some of this book's findings and conclusions. You may add an optional reflection on practice in which you informally respond to this book as well. [Note: This activity is strongly recommended for instructional leaders.]	
BUSINESS MANAGERS		Standard 1.4. Instructional Strategies
B1.4A	Keep current with technology applications and programs.	
B1.4B	Ensure that the district's technology plan is designed to meet the district's goals.	
B1.4C	Recognizes the impact of energy and environmental factors on the learning process.	
B1.4D	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.	
B1.4E	Support the components of the instructional programs within the school district.	
B1.4F	Participate in the planning and implementation of instructional program improvement.	
B1.4G	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.	
B1.4H	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.	
B1.4I	Utilize evaluation data toward the development of instructional program changes.	
B1.4J	Effectively participate in the change process when instructional programs must be improved.	
B1.4K	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.	
B1.4L	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.	
B1.4M	Assist in the development and implementation of technology in the business office and the classroom environment.	
B1.4N	Promote and assist in the development of technology training for all staff.	
B1.4O	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.	
TEACHERS		Standard 1.4. Instructional Strategies
T1.4A	Write your instructional philosophy, identifying the various instructional strategies you employ to improve student performance in your classroom. State your position on key initiatives: learning styles, multiple intelligences, immersion, project-based teaching, collaborative learning, block scheduling, etc. Document with actual unit/lesson plans you use in your classroom. Conclude with actual test data (formal and informal) you collect and analyze to demonstrate student learning. [Note: This activity is strongly recommended for instructional leaders.]	

T1.4B	Document and analyze your departmental approach to improving instruction, including your assessment strategies and the “feedback loop” your department follows to make program adjustments. Compare your departmental approach to one of the current curriculum models you consider ideal for improving instruction, identifying strengths and weaknesses and suggesting priorities for program improvement at the departmental level.
T1.4C	View the videos Stand and Deliver and The Language of Music and critique the teaching performance of Jaime Escalante (as portrayed) and Tom Dowd using an evaluation form that incorporates the 10 Teacher Standards of PI34.
T1.4D	Participate in a formal evaluation of your technology plan through a process like enGauge that includes teachers, administrators and students and 1) articulates a district philosophy on the instructional use of technology, 2) generates/reviews acceptable use policies and rules, including strategies for monitoring and enforcing compliance, 3) inventories equipment and logs its use, 4) screens media and software without censorship, 5) details budgets and internal controls to monitor cost effectiveness, and 6) meets regularly as a committee to monitor results and make program adjustments.
T1.4E	Review literature and the research base supporting instructional approaches that emphasize the development of critical thinking, problem solving, or performance skills (e.g. Richard Paul and the Center for Critical Thinking, Sylvia Chard and Project Approach, etc. which can also be searched as ERIC Clearinghouse www.ericdigests.org or NCREL Center www.ncrel.org web pages.). Implement promising instructional strategies, and critique results based on performance data you generate at the end of each unit.
T1.4F	Examine virtual schools operating within the state (Ozaukee, Appleton, Waukesha, etc.) and analyze the strengths and weaknesses of their instructional approaches. Interview virtual school administrators, students and parents to identify/document the strengths and weaknesses of such schools, and include an analysis of the politics of education that led to their development and “open enrollment” status.
T1.4G	Analyze home-schooling within your district. Interview key players, documenting instructional approaches and student performance indicators. Describe networking that is in place, if any, as well as relationships maintained with local schools.
BUSINESS MANAGERS	
Standard 1.5. Classroom Management	
B1.5A	Identify the local and national constitutional rights that apply to individuals within the public and private education system.
B1.5B	Develop and apply procedures for the systematic evaluation of instructional support programs.
B1.5C	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B1.5D	Support the components of the instructional programs within the school district.
B1.5E	Participate in the planning and implementation of instructional program improvement.
B1.5F	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B1.5G	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B1.5H	Utilize evaluation data toward the development of instructional program changes.
B1.5I	Effectively participate in the change process when instructional programs must be improved.
B1.5J	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B1.5K	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B1.5L	Assist in the development and implementation of technology in the business office and the classroom environment.
B1.5M	Promote and assist in the development of technology training for all staff.
B1.5N	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
TEACHERS	
Standard 1.5. Classroom Management	
T1.5A	Respond to the classroom scenarios listed in the appendix of Curwin, R. (1999). <i>Discipline with dignity</i> . Alexandria, VA. ASCD, then read the book and critique your responses. [Note: You may challenge approaches presented by the author.]
T1.5B	Review research literature on student motivation using www.ericdigests.org or www.ncrel.org , field test in your classroom some of the approaches you feel could improve motivation among your students, document results, and analyze.
T1.5C	Interview several successful teachers and document their approaches to classroom management and student

	discipline. Interview building level administrators and document their approach to managing discipline at the building level, detailing the approach they expect their teachers to employ before, during, and after sending a student to the office. Read district policies and procedures re: due process and document the appeals process through which students can obtain a fair hearing when they feel they have been unfairly disciplined.
T1.5D	Conduct a case study of a particularly challenging student who “turned things around” to become a successful student.
T1.5E	Analyze the successful implementation of a Behavioral Plan for a student identified as EBD, interviewing key players to ascertain why the plan was successful. Document results.
T1.5F	Interview a union representative and a building administrator about collaborative efforts to assist teachers who lack classroom management skills, including formal application of an “instructional improvement plan.”
T1.5G	Attend a “how to” presentation on classroom management made available to teachers in schools or at a conference or convention, then critique the strategies presented after discussing them with two or more experienced classroom teachers or school administrators.
T1.5H	Interview your school secretary about the strengths and weaknesses in the current disciplinary procedures in place in the building office, then list and critique his/her suggestions for improvement.
T1.5I	Visit an alternative school known for dealing with students who present unique discipline cases – perhaps even a “boot camp.” If possible, interview administrators, teachers and students themselves about unique disciplinary/motivational procedures in place and how they work in comparison to the initial schools procedures that did not succeed with these particular students.
T1.5J	Investigate a rewards-based management program that provides special incentives for students who demonstrate success in school.
T1.5K	Contact a virtual school to determine how students are managed through innovative uses of technology when teachers are not in the same room with the student.
BUSINESS MANAGERS	
Standard 1.6. Communications	
B1.6A	Maintain a positive working relationship with all staff.
B1.6B	Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
B1.6C	Prepare, analyze, and report financial statements and supporting discussion documents to the board of education throughout the fiscal year.
B1.6D	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B1.6E	Support the components of the instructional programs within the school district.
B1.6F	Participate in the planning and implementation of instructional program improvement.
B1.6G	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B1.6H	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B1.6I	Utilize evaluation data toward the development of instructional program changes.
B1.6J	Effectively participate in the change process when instructional programs must be improved.
B1.6K	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B1.6L	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B1.6M	Comprehend effective communication strategies and techniques related to mass and interactive communications.
B1.6N	Identifies the primary components of public information management and public relations.
B1.6O	Present financial data to various school and community groups in written, oral, and multi-media formats.
B1.6P	Assist in the development of a plan for a positive school community relations program for the business office and the school district.
B1.6Q	Assist in the development of procedures for the management of public information programs and departments that relate to school–community relations.
B1.6R	Apply the most current technology to the storage, analysis, and communication of data (fax, electronic mail, administrative and educational computer systems, etc.).
B1.6S	Assist in the integration and gathering of information for public relations purposes.
B1.6T	Assist in and coordinate the gathering and reporting of information for government reports.
B1.6U	Assist in the development and implementation of technology in the business office and the classroom environment.
B1.6V	Promote and assist in the development of technology training for all staff.
B1.6W	Allocate appropriate resources toward the purchase and installation of technology and technology

	infrastructures in the business office, the school office, and the classroom.
TEACHERS	Standard 1.6. Communications
T1.6A	Document with supporting students doing well (comments on paper) Kudo's home; awards and certificates.
T1.6B	Document for students struggling or not working to potential
T1.6C	Class as a whole – rules, expectation, curriculum
T1.6D	Communication home to support students in classroom
T1.6E	Applications of technology and instructional media to support curriculum
T1.6F	Active inquiry curriculum or classroom activities (critical thinking strategies)
T1.6G	Collaboration learning
T1.6H	Grade on class participation and active inquiry (multiple learning styles and multiple intelligences)
BUSINESS MANAGERS	Standard 1.7. Curriculum Planning
B1.7A	Prepare, analyze, and report financial statements and supporting discussion documents to the board of education throughout the fiscal year.
B1.7B	Keep current with technology applications and programs.
B1.7C	Assess the district's needs related to available budget dollars for technology.
B1.7D	Utilize technology to improve facilities through data management.
B1.7E	Identify various economic and cost factors inherent in program operation and evaluation.
B1.7F	Develop and apply procedures for the systematic evaluation of instructional support programs.
B1.7G	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B1.7H	Support the components of the instructional programs within the school district.
B1.7I	Participate in the planning and implementation of instructional program improvement.
B1.7J	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B1.7K	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B1.7L	Utilize evaluation data toward the development of instructional program changes.
B1.7M	Effectively participate in the change process when instructional programs must be improved.
B1.7N	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B1.7O	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B1.7P	Assist in the development and implementation of technology in the business office and the classroom environment.
B1.7Q	Promote and assist in the development of technology training for all staff.
B1.7R	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
TEACHERS	Standard 1.7. Curriculum Planning
T1.7A	Lesson plans on a unit, quarter, semester or course (course syllabus aligned to standard)
T1.7B	Department goals, objectives, benchmarks aligned to standards
T1.7C	Special plans for pupils with individual learning plans (504 plan) or mainstream IEP, accommodations for gifted/talented and at risk
T1.7D	Service learning in community/collaborations with community agencies
BUSINESS MANAGERS	Standard 1.8. Assessment
B1.8A	Develop and apply the policies and roles of all relevant education authorities and local and national governments.
B1.8B	Keep current with technology applications and programs.
B1.8C	Assess the district's needs related to available budget dollars for technology.
B1.8D	Frequently monitor performance through constructive evaluations, including a comparison of standards and goal-setting to ensure accountability.
B1.8E	Utilize technology to improve facilities through data management.
B1.8F	Assist in the development of a strategic plan that will move the district toward the achievement of its mission and

	goals.
B1.8G	Identify various economic and cost factors inherent in program operation and evaluation.
B1.8H	Develop and apply procedures for the systematic evaluation of instructional support programs.
B1.8I	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B1.8J	Support the components of the instructional programs within the school district.
B1.8K	Participate in the planning and implementation of instructional program improvement.
B1.8L	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B1.8M	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B1.8N	Utilize evaluation data toward the development of instructional program changes.
B1.8O	Effectively participate in the change process when instructional programs must be improved.
B1.8P	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B1.8Q	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B1.8R	Assist in the development and implementation of technology in the business office and the classroom environment.
B1.8S	Promote and assist in the development of technology training for all staff.
B1.8T	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
TEACHERS	Standard 1.8. Assessment
T1.8A	Formal assessment plan by subject area (WKCE in core areas)
T1.8B	Informal assessment plan – comments on grade/fudge factor grading strategies
T1.8C	Continuous assessment of social development of pupil
T1.8D	Continuous assessment of physical development of pupil
BUSINESS MANAGERS	Standard 1.9. Reflective Practice
B1.9A	Stay current with management theory and leadership styles, including concepts of behavioral science, organizational structure theory, developing and maintaining organizational culture, and managing organizational change.
B1.9B	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B1.9C	Support the components of the instructional programs within the school district.
B1.9D	Participate in the planning and implementation of instructional program improvement.
B1.9E	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B1.9F	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B1.9G	Utilize evaluation data toward the development of instructional program changes.
B1.9H	Effectively participate in the change process when instructional programs must be improved.
B1.9I	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B1.9J	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B1.9K	Assist in the development and implementation of technology in the business office and the classroom environment.
B1.9L	Promote and assist in the development of technology training for all staff.
B1.9M	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
TEACHERS	Standard 1.9. Reflective Practice
T1.9A	Reflection with pupils/pupil evaluation of teacher
T1.9B	Reflection with parents/feedback loops; formal and informal communications about practice
T1.9C	Professionals in learning community regarding personal and professional growth
T1.9D	Professional development plan subsequent to licensure
T1.9E	Personal journals about teaching and learning experiences
	Standard 1.10. Connections

BUSINESS MANAGERS	
B1.10A	Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
B1.10B	Prepare, analyze, and report financial statements and supporting discussion documents to the board of education throughout the fiscal year.
B1.10C	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B1.10D	Apply concepts and standards of accounting relevant to the district's location.
B1.10E	Support the components of the instructional programs within the school district.
B1.10F	Communicate financial implications of unanticipated issues during the construction process to appropriate personnel in order to guarantee project solvency.
B1.10G	Participate in the planning and implementation of instructional program improvement.
B1.10H	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B1.10I	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B1.10J	Utilize evaluation data toward the development of instructional program changes.
B1.10K	Effectively participate in the change process when instructional programs must be improved.
B1.10L	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B1.10M	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B1.10N	Assist in the development and implementation of technology in the business office and the classroom environment.
B1.10O	Promote and assist in the development of technology training for all staff.
B1.10P	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
TEACHERS	Standard 1.10. Connections
T1.10A	Professional and social connections with school colleagues to support learning
T1.10B	Professional and social connections with parents to support learning (PTA or PTO)
T1.10C	Professional and social connections with agencies in larger community to support learning (social services, law enforcement, professional organizations, community organizations)
T1.10D	School board presentations
T1.10E	Resolution of ethical issues at classroom level (pragmatism, sports eligibility, co-curricular events, etc)
Standard 2: Skill in implementing a shared vision of learning	
ADMINISTRATORS	
A2.A	Lead or participate on a strategic planning team to articulate a shared vision of learning for a school building or district, assist in the implementation of this vision in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward achievement.
A2.B	Participate in the development and adoption of annual school district goals, assist in their implementation in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward their achievement.
PUPIL SERVICES	
P2.A	Participate on a strategic planning team to articulate a shared vision of learning for a school building or district that incorporates Pupil Services "best practices," assist in the implementation of this vision in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward achievement.
P2.B	Participate in the development and adoption of annual school district goals that incorporate Pupil Services "best practices," assist in their implementation in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward their achievement.
P2.C	Lead or participate on a planning team for Pupil Services to articulate a shared vision of learning within Pupil Services that supports the District's Mission and/or Board goals, assist in the implementation of this vision in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward

	achievement.
BUSINESS MANAGERS	
B2.A	Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
B2.B	Analyze comparable data of other school districts.
B2.C	Prepares a corrective action plan from the information conveyed in the annual audit report to improve financial tracking and reporting and internal controls and guide the implementation of the plan.
B2.D	Ensure that the district's technology plan is designed to meet the district's goals.
B2.E	Develop an operational plan to meet the district's financial goals and objectives.
B2.E	Recognize and analyze significant social, demographic, and economic changes that may impact the financial plan of the district.
B2.F	Identify appropriate procedures for the management and evaluation of professional development programs.
B2.G	Identify and implement procedures for conflict resolution and team building to enhance morale and productivity.
B2.H	Develop a long-range facility plan that includes demographic data, and serve as an integral member of the planning team.
B2.I	Participate in administrative and employee teams in the identification of short- and long-term goals in all aspects of school district activities.
B2.J	Assist in the development of a strategic plan that will move the district toward the achievement of its mission and goals.
B2.K	Assist in providing the data required to facilitate the strategic planning process.
B2.L	Assist in the implementation, monitoring, evaluation, reporting, and revision of a strategic plan.
B2.M	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B2.N	Effectively manage a change process when evaluation determines that instructional support programs must be improved.
B2.O	Support the components of the instructional programs within the school district.
B2.P	Participate in the planning and implementation of instructional program improvement.
B2.Q	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B2.R	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B2.S	Utilize evaluation data toward the development of instructional program changes.
B2.T	Effectively participate in the change process when instructional programs must be improved.
B2.U	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B2.V	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B2.W	Comprehend effective communication strategies and techniques related to mass and interactive communications.
B2.X	Identifies the primary components of public information management and public relations.
B2.Y	Present financial data to various school and community groups in written, oral, and multi-media formats.
B2.Z	Assist in the development of a plan for a positive school community relations program for the business office and the school district.
B2.AA	Assist in the development of procedures for the management of public information programs and departments that relate to school–community relations.
B2.AB	Develop and maintain an accurate database to facilitate management decisions using current information management techniques.
B2.AC	Assist in the development of long-range technology planning for the school district.
B2.AD	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
TEACHERS	
T2.A	Teacher participates in building or district goals/school vision/mission
T2.B	Formal adoption of building/district language to articulate school goals/school vision/mission
T2.C	Teacher shares with support staff/parents/students implementation guidelines/benchmarks with timelines (curriculum goals/grant benchmarks/performance standards)
T2.D	Stewardship – ongoing commitment to implementation cycle, including feedback and assessment of

	progress/program modifications/changes in vision
T2.E	Engagement with community to achieve a shared vision of learning
Standard 3: Skill in creating a positive school culture and implementing an instructional program conducive to pupil learning and staff professional growth	
ADMINISTRATORS	
A3.A	Conduct a school climate survey following the protocols described in the text: Fitzpatrick, K.A. (2002). <i>School Improvement: Focusing on Student Performance</i> . National Study of School Evaluation: Schaumburg, IL. Discuss results, and make an official report as approved by the board of education.
A3.B	Establish a local learning community which reflects on instructional practice and promotes positive school culture.
A3.C	Lead a building level self-assessment team that includes students, parents, and community representatives to evaluate teaching and learning in one content area incorporating multiple assessments.
A3.D	Lead a building or district level team of teachers to upgrade a curriculum in one academic area or ongoing cross-curriculum initiative so that it is fully-aligned with Wisconsin Content Standards and is approved through the district's curriculum approval process.
A3.E	Lead a strategic planning team to implement a building level reading or math program that demonstrates "best practice" toward the achievement of higher-than-average student performance gains measured by a reliable standardized grade level tests in addition to WKCE.
A3.F	Facilitate an in-school or after-school volunteer program which supports students in their learning.
A3.G	Participate in the implementation of community service components of school curriculum.
A3.H	Coach, advise, or direct one annual co curricular activity.
A3.I	Collaborate in the development and delivery of a district level ongoing orientation for Initial Educators that involves school boards, administrators, teachers, support staff and parents per PI 34.17.
A3.J	Train mentors or serve as a mentor to assist Initial Educators in their development per PI 34.
PUPIL SERVICES	
P3.A	Update the IEP process, procedures, and forms to reflect current best practices for supporting pupils in their learning, health, safety and development.
P3.B	Revise special education curriculum in collaboration with all professional staff involved in the IEP process – regular and special education – to reflect current models of learning and pedagogy.
P3.C	Collaborate with instructors, support staff, school and community health officials, and first responders in a review of medical protocols for supporting the health and well-being of all special education students, including emergency procedures for handling those students who are medically fragile.
P3.D	Collaborate with instructors, aides and therapists in a review of the adapted physical education curriculum.
P3.E	Participate in a comprehensive facility study to ensure current codes are being met to accommodate those with special needs (e.g. Americans With Disabilities Act).
P3.F	Review current developmental models including building-building and building-community transition strategies with school/community professional staff.
P3.G	Collaborate with the school psychologist in conducting a formal review of assessment strategies/instruments analyzing current research on the identification and placement of students with special needs and report findings to the department and building principals.
P3.H	Establish a learning community to review current research and apply findings to instructional practice.
P3.I	Conduct or collaborate in action research which addresses a research question applicable to special education.
BUSINESS MANAGERS	
B3.A	Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
B3.B	Keep current with technology applications and programs.
B3.C	Assess the district's needs related to available budget dollars for technology.
B3.D	Ensure that the district's technology plan is designed to meet the district's goals.
B3.E	Develop an operational plan to meet the district's financial goals and objectives.
B3.F	Administer procedures required to keep schools clean, safe, and secure through effective custodial services and

	preventive maintenance.
B3.G	Participate in administrative and employee teams in the identification of short- and long-term goals in all aspects of school district activities.
B3.H	Assist in the development of a strategic plan that will move the district toward the achievement of its mission and goals.
B3.I	Assist in providing the data required to facilitate the strategic planning process.
B3.J	Assist in the implementation, monitoring, evaluation, reporting, and revision of a strategic plan.
B3.K	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B3.L	Effectively manage a change process when evaluation determines that instructional support programs must be improved.
B3.M	Support the components of the instructional programs within the school district.
B3.N	Participate in the planning and implementation of instructional program improvement.
B3.O	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B3.P	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B3.Q	Utilize evaluation data toward the development of instructional program changes.
B3.R	Effectively participate in the change process when instructional programs must be improved.
B3.S	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B3.T	Assist in the development and implementation of technology in the business office and the classroom environment.
B3.U	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B3.V	Assist in the development of long-range technology planning for the school district.
B3.W	Promote and assist in the development of technology training for all staff.
B3.X	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
TEACHERS	
T3.A	Formal and informal assessment of school climate and learning environment (school climate survey)
T3.B	Instruction program review, accreditation and achievement of benchmarks by content area
T3.C	Evidence of pupil learning where teacher participates in classrooms/department
T3.D	Staff professional growth – mentoring experiences/cohort groups or professional organizations
Standard 4: Skill in systems management vis-à-vis organization, operations, finances, and resources of the enterprise	
ADMINISTRATORS	
A4.A	Generate state reports from actual student data and project enrollment trends for resident and non-resident students, including those who participate in open enrollment, postsecondary options, summer school, before/after-school programs, special education, charter and alternative schools.
A4.B	Generate a building level class schedule from actual raw data using scheduling software.
A4.C	Participate in negotiation and implementation of a collective bargaining agreement.
A4.D	Write and review job descriptions for/with all building office or central office staff.
A4.E	Conduct a quarterly formative evaluation of one professional staff member and collaborate on short- and long-term goals for improvement.
A4.F	Resolve a formal grievance or a conflict involving staff members.
A4.G	Collaborate in the development of a district- or building-level budget from forecasting through final adoption following a prescribed budget cycle.
A4.H	Participate in the implementation of a district- or building-level budget from formal adoption by the board or annual meeting through completion of the final audit.
A4.I.	Develop a “Contingency Plan” which anticipates a revenue shortfall of 5% in the development and implementation of a budget developed above.
A4.J.	Analyze internal controls for fiscal management at the building or district level.
A4.K	Collaborate in writing a competitive grant application.

A4.L.	Participate in a comprehensive facility study.
A4.M	Participate in the development of maintenance schedules for care of one physical plant and its grounds.
A4.N	Attend a series of legal seminars for school administrators.
A4.O	Write administrative protocols for dealing with legally sensitive issues in the management of students.
A4.P	Document an investigation of alleged misconduct or wrongdoing and analyze testimony at a trial or hearing.
A4.Q	Participate in an annual transportation audit, including routes, contracts and services.
A4.R	Write protocols for the management of student discipline on buses and the implementation of policies regarding student transportation in non-school vehicles.
A4.S	Participate in the DPI audit of a school district's food services program.
A4.T	Write protocols for news releases, including emergency response.
A4.U	Participate in the development and implementation of a technology plan.
A4.V	Critically review a District Report Card.
A4.W	Write a series of articles for publication or participate in a broadcast interview/report.
A4.X	Present testimony at a public hearing on school matters.
A4.Y	Conduct a board retreat or a board orientation meeting in which board-administrator relations are analyzed.
A4.Z	Undergo formal evaluation of your job performance by the district administrator or board of education.
PUPIL SERVICES	
P4.A	Generate special education state reports from actual student data and project enrollment trends for resident and non-resident students, including those who participate in "transfer of services," open enrollment, postsecondary options, summer school, before/after-school programs, charter and alternative schools.
P4.B	Generate a building- or district-wide special education master schedule from actual raw data using scheduling software.
P4.C	Participate in negotiation and implementation of a collective bargaining agreement that involves special education staff and reflects changes in laws related to training, licensure, and staffing.
P4.D	Collaborate in the screening and selection process for the hiring of a special education staff member.
P4.E	Write and review job descriptions for all building- or district level special education staff.
P4.F	Conduct a quarterly formative evaluation of one special education professional staff member and one special education support staff member and identify/ implement short- and long-term goals for improvement.
P4.G	Resolve a formal grievance or a conflict involving special education staff members.
P4.H	Collaborate in the development of a district- or building-level special education budget from forecasting through final adoption following a prescribed budget cycle.
P4.I	Participate in the implementation of a district- or building-level special education budget from formal adoption by the board or annual meeting through completion of the final audit.
P4.J	Develop a "Contingency Plan" which anticipates a revenue shortfall of 5% in the development and implementation of a special education budget developed above.
P4.K	Analyze internal controls for fiscal management of special education programs at the building or district level.
P4.L	Collaborate in writing a competitive grant application which specifically addresses the needs of special education students.
P4.M	Participate in the development of maintenance schedules for special education classrooms and program areas, including grounds and transportation vehicles.
P4.N	Attend a series of legal seminars for special education administrators and staff.
P4.O	Write administrative protocols for dealing with legally sensitive issues in the management of children with disabilities.
P4.P	Document an investigation of alleged misconduct or wrongdoing involving special education programs or staff and analyze testimony at a trial or hearing.
P4.Q	Participate in an annual special education transportation audit, including routes, contracts and services, conducted by the district, contractors, or third-party billing agencies.
P4.R	Write protocols for the management of special education student discipline on buses and the implementation of policies regarding special education student transportation in non-school vehicles.
P4.S	Participate in the DPI audit of a school district's food services program as it relates to accommodating children with disabilities.
P4.T	Write protocols for news releases, including emergency response, involving special education issues and concerns.
P4.U	Participate in the development and implementation of a technology plan to accommodate children with disabilities and provide assistive technology.

P4.V	Critically review a District Report Card and its reporting of special education programs and student achievement.
P4.W	Write a series of special education articles for publication or participate in a broadcast interview/report on special education topics of interest.
P4.X	Present testimony at a public hearing on special education matters.
P4.Y	Conduct a board retreat or a board orientation meeting in which board-administrator relations are analyzed in delivery of special education services.
P4.Z	Undergo formal evaluation of your job performance by the district administrator or board of education.
BUSINESS MANAGERS	
B4.A	Review and analyze appropriate statutory and constitutional authority regarding the administration of public and private schools.
B4.B	Review and analyze significant statutory and case law relative to financial resource management, human resource management, facility management, property management acquisition, information management (including freedom of information and protection of privacy), and management of ancillary services
B4.C	Recognize and forecast the major sources of revenue available to the school district from local and national governments and other sources.
B4.D	Interpret the relevant governmental funding model.
B4.E	Analyze the impact of shifts in local and national funding and the effect on local spending plans.
B4.F	Apply multiple techniques for identifying expenditures across cost centers and programs.
B4.G	Explore alternative and innovative revenue sources.
B4.H	Recognize and analyze significant social, demographic, and economic changes that may impact the financial plan of the district.
B4.I	Recognize and analyze significant social, demographic, and economic changes that may impact the financial plan of the district.
B4.J	Prepare a budget calendar to meet the time constraints of budget preparation.
B4.K	Use multiple approaches to determine reliable enrollment and personnel projections.
B4.L	Forecast anticipated expenditures by program.
B4.M	Identify various methods of budget analysis and management.
B4.N	Apply statistical process control techniques for budgetary analysis.
B4.O	Apply the legal requirements for budget adoption.
B4.P	Prepare revenue projections and estimates of expenditures for school sites and district-wide budgets.
B4.Q	Recognize and explain internal and external influences on the budget.
B4.R	Maximizes state, provincial, and/or national aids for the district.
B4.S	Develop multi-year budgets that serve as a communications tool for the stakeholders.
B4.T	Develop a financial model to monitor a school district's financial health.
B4.U	Analyze comparable data of other school districts.
B4.V	Obtain the services of an internal and external auditor.
B4.W	Establishes and verify compliance with finance-related legal and contractual provisions.
B4.X	Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
B4.Y	Prepares a corrective action plan from the information conveyed in the annual audit report to improve financial tracking and reporting and internal controls and guide the implementation of the plan.
B4.Z	Apply concepts and standards of accounting relevant to the district's location.
B4.AA	Adhere to the accounting standards setting governing body and prepare financial statements in accordance with the most current standards as issued by such body.
B4.AB	Report the financial status of the district to the appropriate state/provincial agency in the appropriate regulatory format, which may be on a generally accepted accounting basis or on a customized/regulated basis of reporting.
B4.AC	Select professional advisors/contractors such as bond counsel, rating agencies, financial advisors, and underwriters.
B4.AD	Use lease purchasing and partners with other jurisdictions such as municipalities, counties, and other school districts.
B4.AE	Develop/recommend investment policies for the governing board to include investment objectives such as maximizing investment income and preserving the investment principal.
B4.AF	Develop specifications for the selection of banking and other financial services.
B4.AG	Calculate the yields and understand the risks of various investment options legally available to a school district.

B4.AH	Apply appropriate types of short-term debt financing instruments available to school districts.
B4.AI	Analyze the legal constraints and methods of issuing long-term general obligation bonds, including the bond rating process and the role of the bonding attorney and rating services.
B4.AJ	Analyzes the implications of arbitrage rules that may apply to the issuance of long-term general obligation bonds and provide for arbitrage payable when appropriate.
B4.AK	Prepare a cash flow analysis, including a fund balance report, for the board of education
B4.AL	Manage and continually evaluate the effectiveness of the school district's payroll operations.
B4.AM	Administer employment agreements, including interpreting contract language—the concepts of “past practice,” “just cause” provisions, and grievance procedures.
B4.AN	Administer employment agreements, including interpreting contract language—the concepts of “past practice,” “just cause” provisions, and grievance procedures.
B4.AO	Assist with the processes related to the recruitment, selection, orientation, assignment, evaluation, and termination of school district personnel.
B4.AP	Research and explain various compensation arrangements, including salaries and wages, employee health care benefit programs, and retirement options.
B4.AQ	Identify appropriate procedures for the management and evaluation of professional development programs.
B4.AR	Continually conduct and analyze benchmark surveys to assess the cost of current salary and employee benefit packages and proposals.
B4.AS	Analyze current employment contracts and/or collective bargaining agreements and develop comparative reports with local and national agreements.
B4.AT	Review local and national laws and regulations with respect to impasse procedures such as mediation, voluntary arbitration, and binding arbitration.
B4.AU	Develop policies and procedures for the financial management of school district personnel.
B4.AV	Stay current with management theory and leadership styles, including concepts of behavioral science, organizational structure theory, developing and maintaining organizational culture, and managing organizational change.
B4.AW	Develop a long-range facility plan that includes demographic data, and serve as an integral member of the planning team.
B4.AX	Develop a working knowledge of funding sources and issues related to school construction, including bond ratings, the rating process, and bond election processes.
B4.AY	Develop appropriate procedures for selecting architects, engineers, construction managers, and other professionals.
B4.AZ	Apply the steps and procedures involved in developing and using education specifications for selecting school sites.
B4.BA	Reviews the legal and administrative responsibilities for advertising, awarding, and managing construction contracts.
B4.BB	Recognizes the impact of energy and environmental factors on the learning process.
B4.BC	Meet the requirements of local and national agencies regarding construction and renovation of school facilities.
B4.BD	Communicate financial implications of unanticipated issues during the construction process to appropriate personnel in order to guarantee project solvency.
B4.BE	Involve appropriate existing district/agency personnel who have experience with local energy demands, materials choices, and contractor regulations to share their concerns during construction job progress meetings.
B4.BF	Administer procedures required to keep schools clean, safe, and secure through effective custodial services and preventive maintenance.
B4.BG	Manage energy consumption and environmental aspects.
B4.BH	Determine resource allocation for maintenance and operations.
B4.BI	Be knowledgeable of sources of alternative revenue (other than debt or tax levies) such as grant revenue to meet facility needs.
B4.BJ	Effectively form partnerships with the private sector to enhance resources available to the district in regard to facilities and equipment.
B4.BK	Utilize technology to improve facilities through data management.
B4.BL	Adhere to a strict code of purchasing and procurement ethics.
B4.BM	Develop and implement a bid procurement system that complies with all government regulations.
B4.BN	Analyze and, if feasible, implement an e-procurement system that complies with all government regulations.
B4.BO	Properly and effectively apply the rules, regulations, and statutes that govern school procurement.

B4.BP	Develop and implement a system to manage and track supply inventories and distribution.
B4.BQ	Develops and implement a program for the effective current and long-range acquisition, maintenance, and repair of equipment
B4.BR	Develop a system to reallocate and/or dispose of surplus, scrap, and obsolete materials and equipment.
B4.BS	Develops and implement a system for the proper valuation, classification, and depreciation of fixed assets.
B4.BT	Develops and implement a system to adequately control and account for capital assets. (GASB 34)
B4.BU	Develop and implement procedures for the acquisition and disposal of land and buildings.
B4.BV	Identify various economic and cost factors inherent in program operation and evaluation.
B4.BW	Apply a practical and research-based knowledge of the components and skills to evaluate programs and business services.
B4.BX	Develop and apply procedures for the systematic evaluation of instructional support programs.
B4.BY	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
B4.BZ	Effectively manage a change process when evaluation determines that instructional support programs must be improved.
B4.CA	Support the components of the instructional programs within the school district.
B4.CB	Participate in the planning and implementation of instructional program improvement.
B4.CC	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
B4.CD	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
B4.CE	Utilize evaluation data toward the development of instructional program changes.
B4.CF	Effectively participate in the change process when instructional programs must be improved.
B4.CG	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
B4.CH	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
B4.CI	Comprehend effective communication strategies and techniques related to mass and interactive communications.
B4.CJ	Identifies the primary components of public information management and public relations.
B4.CK	Develop a clear understanding of the major constituencies within the school district.
B4.CL	Present financial data to various school and community groups in written, oral, and multi-media formats.
B4.CM	Assist in the development of a plan for a positive school community relations program for the business office and the school district.
B4.CN	Assist in the development of procedures for the management of public information programs and departments that relate to school–community relations.
B4.CO	Direct or develop management information systems.
B4.CP	Apply the most current technology to the storage, analysis, and communication of data (fax, electronic mail, administrative and educational computer systems, etc.).
B4.CQ	Evaluate the cost benefits and organizational value of producing information.
B4.CR	Develop, maintain, and validate a records management system using appropriate technology that complies with all legal requirements.
B4.CS	Develop and maintain an accurate database to facilitate management decisions using current information management techniques.
B4.CT	Assist in and coordinate the gathering and reporting of information for government reports.
B4.CU	Maintain a working knowledge of the technology and software available for school and business office use.
B4.CV	Evaluate the cost of Internet access options for the school district.
B4.CW	Evaluate and apply various technology tools for use in the school and business office.
B4.CX	Assist in the development of long-range technology planning for the school district.
B4.CY	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
B4.CZ	Develop appropriate specifications for purchasing technology and contracting for technology infrastructure for the school district.
B4.DA	Ensures that a comprehensive risk management program is in place.
B4.DB	Ensure the risk management program addresses safety and security.
B4.DC	Assess risk management programs and recommend changes consistent with district needs.
B4.DD	Identify and apply models for the evaluation of potential risk management programs.
B4.DE	Identify and evaluate alternative methods of funding and managing risk.
B4.DF	Communicate the risk management program to all stakeholders.
B4.DG	Direct the process of selecting/employing an insurance consultant or risk manager.

B4.DH	Adhere to legal requirements for insurance coverage.
B4.DI	Support and maintain a student transportation program that adheres to all legal requirements.
B4.DJ	Ensure (where appropriate) that the school bus maintenance and replacement program is established and maintained.
B4.DK	Monitor the student transportation program for its safety, security, and efficiency, and make adjustments as needed
B4.DL	Analyze alternative methods available for providing transportation.
B4.DM	Ensure (where appropriate) an efficient and comprehensive routing system is developed and maintained.
B4.DN	Ensures a comprehensive plan is in place that includes an analysis of what transportation requirements are and the basic features of a system to provide pupil transportation, and where appropriate, arrangements for screening, training, re-training, and retaining bus drivers, paraprofessionals, and other essential transportation personnel
B4.DO	Develop and maintain open and clear lines of communication with parents, staff, administration, state/provincial legislatures, and the public for the purpose of conveying the responsibilities, needs, and expectations of all stakeholders regarding the transportation program.
B4.DP	Establish procedures for the implementation and operation of the food service program.
B4.DQ	Adhere to the legal requirements, including local and national government guidelines, of the food service program.
B4.DR	Monitor the food service program and make adjustments as needed.
B4.DS	Ensure the management systems for tracking meals and inventories are in place and identify participant status
B4.DT	Manage and control inventories and procurement.
B4.DU	Ensures compliance with required nutritional value for food service programs.
B4.DV	Analyze the methods available for providing food service and identify and recommend the most beneficial methods for a given situation.
B4.DW	Interface with nutrition and regulatory agencies relative to planning, conduct, and reporting of catering service programs within the school.
B4.DX	Ensures effective cash handling procedures and internal controls.
TEACHERS	
T4.A	Efforts to support instructional improvement, continuous improvement, teamwork
T4.B	Union relations, negotiations, formal and informal grievance procedures
T4.C	Staff development initiatives under Title II
T4.D	Classroom/department budgets and budget process
T4.E	Curricular and co-curricular outside regular curriculum process/fundraisers or field trips
T4.F	Site based financial management
T4.G	Facility and classroom study
T4.H	Federal, state and local safety
T4.I	Adjustments to learning environment to improve classroom climate/learning centers
T4.J	Property management beyond school walls, school forests, etc.
Standard 5: Skill in implementing a collaborative model for mobilizing community resources to meet the diverse needs of constituents	
ADMINISTRATORS	
A5.A	Conduct, facilitate, or present testimony at a public hearing on a school matter.
A5.B	Conduct or collaborate in presenting a school referendum from initial board proposal for adoption through final referendum vote.
A5.C	Assist an underrepresented minority in presenting its case in support or opposition to an agenda item considered for action by the board of education.
A5.D	Participate in district implementation of No Child Left Behind and its reauthorization, particularly addressing demographic and ethnic differences to reduce "student achievement gaps."
A5.E	Implement school initiatives which focus on diversity and follow a clear plan to address racial, ethnic and demographic barriers encountered by students and the community.

PUPIL SERVICES	
P5.A	Collaborate with a self-assessment team that includes teachers, staff, students, parents, and community representatives to evaluate learning outcomes for pupils with special needs incorporating multiple assessments.
P5.B	Lead a strategic planning team to implement an adapted reading or math program that demonstrates “best practice” toward the achievement of higher-than-average student performance gains measured by reliable standardized tests.
P5.C	Collaborate with a building or district level team of teachers to upgrade curriculum in one academic area, ensuring the needs of students with disabilities are addressed through the curriculum alignment and approval process.
P5.D	Collaborate with a building or district level team of teachers to upgrade curriculum in one area of special education, ensuring the needs of students with disabilities are addressed through the curriculum alignment and approval process.
P5.E	Participate in district implementation of No Child Left Behind as it pertains to children with disabilities.
P5.F	Collaborate with peers in the development of assessment strategies that accurately measure achievement of students with special needs in the WKCE or WAA process.
P5.G	Facilitate an in-school or after-school volunteer program which supports special education students in their learning.
P5.H	Implement DPI content guidelines for categorical and cross-categorical special education programs.
BUSINESS MANAGERS	
B5.A	Identify the role of special interest groups (public and private) within a school district, and their ability to influence those who approve district policy.
B5.B	Identify appropriate procedures for the management and evaluation of professional development programs.
TEACHERS	
T5.A	Collaboration with families and extended families outside classroom (volunteer programs, after school tutoring, “parents as teachers”, Foxfire programs)
T5.B	Collaboration with community members to improve educational experience (School to Work, volunteerism, nursing homes, Walk for Life, blood drives)
T5.C	Diversity – working with minorities/underrepresented groups to foster educational success (cultural history projects, girls in science)
T5.D	Mobilizing community resources (school fund raisers, library work, awareness initiatives)
Standard 6: Skill in acting ethically	
ADMINISTRATORS	
A6.A	Resolve a moral or ethical dilemma caused by the application – or misapplication – of a school policy or procedure, board action, or administrative decision.
PUPIL SERVICES	
P6.A	Resolve a moral or ethical dilemma caused by the application – or misapplication – of a school policy or procedure, board action, or administrative decision that has particular bearing on Pupil Services/SPED.
BUSINESS MANAGERS	
B6.A	Review and analyze significant statutory and case law relative to financial resource management, human resource management, facility management, property management acquisition, information management (including freedom of information and protection of privacy), and management of ancillary services
B6.B	Apply the highest values and ethical standards as they relate to the entire profession of school business administration.
B6.C	Protect all stakeholders’ interests with respect to responsibility and financial integrity.

B6.D	Administer employment agreements, including interpreting contract language—the concepts of “past practice,” “just cause” provisions, and grievance procedures.
B6.E	Recognize and promote compliance with standards of ethical behavior and standards for professional conduct applicable to all school district staff.
B6.F	Adhere to a strict code of purchasing and procurement ethics.
TEACHERS	
T6.A	Ethics beyond classroom (coursework in ethics)
T6.B	Professional Education ethics boards
T6.C	Acting with the best interest of kids in mind to make hard decisions
Standard 7: Skill in engaging larger political, social, economic, legal and cultural contexts that affect schooling	
ADMINISTRATORS	
A7.A	Run for school board or other public office and journal about the process and its outcomes.
A7.B	Critique a school board election from the filing of election papers through the board reorganizational meeting.
A7.C	Resolve a formal grievance or a conflict involving community members.
A7.D	Lead or facilitate a major community fundraiser to support school programs or initiatives.
A7.E	Conduct a community-based school facility study in preparation for a referendum.
A7.F	Engage legal counsel in the resolution of a school matter through the courts.
A7.G	Present and/or analyze testimony presented at a trial involving school matters at the local or state level.
PUPIL SERVICES	
P7.A	Collaborate with a special education strategic planning team to articulate a shared vision of learning for a school building or district, assist in the implementation of this vision in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward achievement.
P7.B	Participate in the development and adoption of annual school district goals which address special education needs/ programs, assist in their implementation in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward their achievement.
P7.C	Participate in the implementation of community service components of special education school curriculum.
P7.D	Coach, advise, or direct one annual co curricular activity that recruits and actively involves special education students.
P7.E	Run for school board or other public office and journal about the process and its outcomes.
P7.F	Conduct or facilitate a public hearing on a school matter involving special education.
P7.G	Collaborate as special education programs representative in the development of a school referendum from initial board proposal for adoption through final referendum vote.
P7.H	Assist an underrepresented minority or those with disabilities or other protected class in presenting its case in support or opposition to an agenda item considered for action by the board of education.
P7.I	Critique a school board election from the filing of election papers through the board reorganizational meeting.
P7.J	Resolve a complaint involving community members pertaining to special education programs or services.
P7.K	Lead or facilitate a major community fundraiser to support special education programs or initiatives.
P7.L	Serve as an advocate in the special education IEP process.
P7.M	Engage legal counsel in the resolution of a special education matter through the courts.
P7.N	Present and/or analyze testimony presented at a trial involving special education matters.
BUSINESS MANAGERS	
B7.A	Identify the role of special interest groups (public and private) within a school district, and their ability to influence those who approve district policy.

B7.B	Analyze the political and legislative process as it relates to local board elections, municipal governments, state/provincial legislatures, and other governmental jurisdictions.
B7.C	Use the skills necessary to interpret and evaluate local school board policies and administrative procedures to ensure consistent application in the daily operation of the school district.
B7.D	Recognize and analyze significant social, demographic, and economic changes that may impact the financial plan of the district.
B7.E	Apply the legal requirements for budget adoption.
B7.F	Recognize and explain internal and external influences on the budget.
B7.G	Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
B7.H	Develop multi-year budgets that serve as a communications tool for the stakeholders.
B7.I	Involve appropriate existing district/agency personnel who have experience with local energy demands, materials choices, and contractor regulations to share their concerns during construction job progress meetings.
B7.J	Effectively form partnerships with the private sector to enhance resources available to the district in regard to facilities and equipment.
B7.K	Adhere to a strict code of purchasing and procurement ethics.
B7.L	Develop and implement a bid procurement system that complies with all government regulations.
B7.M	Comprehend effective communication strategies and techniques related to mass and interactive communications.
B7.N	Identifies the primary components of public information management and public relations.
B7.O	Develop a clear understanding of the major constituencies within the school district.
B7.P	Present financial data to various school and community groups in written, oral, and multi-media formats.
B7.Q	Assist in the development of a plan for a positive school community relations program for the business office and the school district.
B7.R	Assist in the development of procedures for the management of public information programs and departments that relate to school–community relations.
B7.S	Assist in the integration and gathering of information for public relations purposes.
TEACHERS	
T7.A	Local, state and national political input/support (testimony at committee hearings, educational platforms for parties/candidates, legislative initiatives for schools)
T7.B	Contact with social services/mandated reporting
T7.C	Referendums
T7.D	Economical development: locally through Qualified Economic Zones
T7.E	Contacts with school/union attorneys
T7.F	Expulsion proceedings
T7.G	Truancy
T7.H	Mandated activities (school code of conduct, emergency plans, ADA, IEP process)
T7.I	Addressing diversity or lack of diversity in larger community

HOURS LOGGED

Standard # _____

Activity # _____

DATE	HOURS	Task Description	Notes
1			
2			
3			
4			
Act Total	0.00		

Activity # _____

DATE	HOURS	Task Description	Notes
1			
2			
3			
4			
Act Total	0.00		

Activity # _____

DATE	HOURS	Task Description	Notes
1			
2			
3			
4			
Act Total	0.00		

Standard # _____ TOTAL

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0.00

HOURS LOGGED [COMPLETED SAMPLE]

Standard # 4 A, G, H

Activity # A

	DATE	HOURS	Task Description	Notes
1	6/12/2005	5.25	Summer School Attendance and Reporting Tracking	Created a working spreadsheet to calculate enrollment and attendance for elementary based summer school.
2	9/30/2005	5.00	Summer School Reporting Process	Tracked summer school students, hours attended, residency status, teachers, dates, times, course descriptions, etc. Fill out DPI forms and submit through financial portal, prepare school records, etc.
3				
4				
Act Total		10.25		

Activity # G

	DATE	HOURS	Task Description	Notes
1	10/18/2005	4.25	Collaborate in the development of technology and library media center budget, Reading First Grant budget.	Met with business manager to review and revise the technology and library media budgets; researched past budgets and current goals to make forecast proposals.
2				
3				
4				
Act Total		4.25		

Activity # H

	DATE	HOURS	Task Description	Notes
1	11/30/2005	5.00	Analyzed proceedings of annual meeting and budget adoption.	Went over budget with business manager; analyzed meeting minutes and notes from superintendent.
2				
3				
4				
Act Total		5.00		

Standard # 4 TOTAL

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