

Knowledge and Competency Framework for Early Childhood Administrators

School-Based Early Childhood Leaders



2017 - Framework

Core Leadership Competencies for Early Childhood Administrators

A person who serves as an early childhood administrator shall demonstrate competence in the following core areas:

A. Leadership by:

Code	Explores	Implements	Designs, Evaluates, Improves
1.A.1	Learning about ways to assess and improve school and program climate and culture.	Assessing school and program culture and climate.	Evaluating progress toward improving culture and climate. Making improvements based on evaluations.
Q:	<i>What is the difference between culture and climate? What are some strategies for understanding and assessing the climate and culture of a school? What are some strategies for improving school culture? How do you know if strategies and plans have been successful?</i>		
S-A or Goals			
1.A.2	Learning about ways to provide purpose and direction for individuals and groups.	Providing purpose and direction for individuals and groups.	Evaluating and enhancing ways of providing purpose and direction for individuals and groups.
Q:	<i>What purpose and direction do you, or should you, provide to individuals and groups? Why? What are some ways to provide purpose and direction for individuals and groups? How do you know if you are effective at providing purpose and direction?</i>		
S-A or Goals			
1.A.3	Exploring shared leadership and decision-making strategies.	Understanding and modeling shared leadership and decision-making strategies.	Evaluating and enhancing shared leadership and decision-making strategies.
Q:	<i>What is shared leadership and decision-making? What are the advantages and disadvantages of shared leadership and decision-making? What are some strategies for shared leadership and decision-making? How do you determine effectiveness?</i>		
S-A or Goals			
1.A.4	Investigating issues that affect education and families.	Demonstrating an understanding of issues affecting education and families	Demonstrating an ability to respond to issues affecting education and families.
Q:	<i>What are some issues that impact education and families? What are some issues that impact child and adult learning? How do you make changes, adaptations, or accommodations based on these issues?</i>		
S-A or Goals			

1.A.5	Learning about processes for creating strategic plans and goals.	Through a visioning process, formulating strategic plans and goals with staff and community.	Evaluating and enhancing strategic plans and goals with staff and community.
Q:	<i>How does your program/building/district create strategic plans and goals? How will you create strategic plans and goals? How do you ensure alignment with relevant strategic plans and goals? How will you evaluate and revise your strategic plans and goals?</i>		
S-A or Goals			
1.A.6	Understanding purpose and methods to set priorities.	Setting priorities in the context of stakeholder needs.	Evaluating and revising priorities in the context of stakeholder needs.
Q:	<i>What is your process for setting priorities? How are priorities communicated to stakeholders? How do you ensure that priorities meet the needs of stakeholders? How do you evaluate the process for setting priorities and make improvements?</i>		
S-A or Goals			
1.A.7	Exploring the role and ways of advocating for the welfare of learners.	Serving as a spokesperson for the welfare of all learners in a multicultural context.	Evaluating and enhancing the effectiveness of being a spokesperson.
Q:	<i>What is your role as an advocate for learners? What are ways of advocating for the welfare of learners? How do you serve as a spokesperson? How do you evaluate your performance as a spokesperson?</i>		
S-A or Goals			
1.A.8	Working toward an understanding how education is impacted by local events.	Understanding how education is impacted by local, state, national, and international events.	Responding to events by designing and evaluating learning opportunities.
Q:	<i>How do events impact education? How does education respond to local, state, national, and international events? How do you respond to events? How do you evaluate your responses?</i>		
S-A or Goals			
1.A.9	Learning about role and potential strategies for facilitating and motivating others.	Demonstrating the ability to facilitate and motivate others.	Evaluating and enhancing the ability to facilitate and motivate others.
Q:	<i>What is your role for facilitating and motivating others? What are some strategies for facilitating and motivating others. How do you know if you are effective at facilitating and motivating others? How do you determine if changes or improvements are needed?</i>		
S-A or Goals			

1.A.10	Understands ways of implementing change or educational reform.	Demonstrating the ability to implement change or educational reform.	Demonstrating the ability to implement, sustain, and evaluate change or educational reform.
Q:	<i>What are some ways of implementing change or reform? How does your district implement change or reform? How do, or how will you, implement change or reform? How will you evaluate the success or effectiveness of implementation efforts?</i>		
S-A or Goals			
1.A.11	Networking and building relationships with colleagues.	Networking and providing leadership and support to colleagues.	Networking and providing leadership and support to colleagues inside and outside program/district.
Q:	<i>Who are your colleagues? What is your plan for networking and building relationships with colleagues? Do you have a mentor or do your mentor someone? Who do you rely on for support, guidance? How do you provide leadership inside and outside your district?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

Notes, Resources

B. Organizational Management by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.B.1	Exploring components of organizational systems	Demonstrating an understanding of organizational systems	Demonstrating ways to evaluate and enhance organizational systems
Q:	<i>What are the organizational systems in your program, school, district? What do you need to do in order to learn about organizational systems relevant to your work? Do the organizational systems work effectively for early childhood and family programs?</i>		
S-A or Goals			
1.B.2	Investigating processes for gathering, analyzing, managing, and using data.	Defining and using processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation.	Evaluating and enhancing processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation.
Q:	<i>What processes exist for collecting and utilizing data, in your programs and district-wide? Is the process defined and detailed? Does the process meet the needs of teachers, families, and stakeholders?</i>		
S-A or Goals			
1.B.3	Learning about ways of scheduling personal and organizational work, establishing procedures to regulate activities and projects, and ways to delegate.	Planning and scheduling personal and organizational work, establishing procedures to regulate activities and projects, and delegating to others.	Evaluating and enhancing the planning and scheduling of personal and organizational work, procedures to regulate activities and projects; and the process for delegating to others.
Q:	<i>What are your roles and responsibilities as an early childhood administrator? Do you have other roles? How do you schedule and organize your activities and projects? What is your process for delegating to others? How do you determine effectiveness, and how do you enhance the process?</i>		
S-A or Goals			
1.B.4	Investigating ways to analyze need and allocate personnel and material needs.	Demonstrating the ability to analyze need and allocate personnel and material resources.	Evaluating and enhancing the process for analyzing need and allocating personnel and material resources.
Q:	<i>How do you determine personnel needs and material needs? What is your process for allocating personnel and material resources? How do you determine if your process is efficient and effective? How do you make enhancements?</i>		
S-A or Goals			

1.B.5	Beginning to understand budgeting process, including how to determine funding amounts and district processes.	Developing and managing budgets and maintaining accurate fiscal records.	Evaluating and enhancing the ability and process for developing and managing budgets and maintaining accurate fiscal records
Q:	<i>What budget components are you responsible for? What is the district's budget process? How do you access relevant fiscal records or reports? How are fiscal records maintained? How do you develop and manage budgets? What is your process for evaluating and improving budgets?</i>		
S-A or Goals			
1.B.6	Beginning to understand the management of facilities.	Demonstrating an understanding of facilities development, planning, and management.	Demonstrating the ability to develop, plan, evaluate, and manage facilities.
Q:	<i>What is your role in managing facilities? Who is responsible for managing facilities? What are the roles involved in managing facilities? What are relevant district policies and procedures? How do you evaluate facilities? How do you develop, plan, and prepare facilities?</i>		
S-A or Goals			
1.B.7	Understanding that technology can be used as a management tool.	Understanding and using technology as a management tool	Evaluating and enhancing the use of technology as a management tool
Q:	<i>What technology does your district use as a tool for management? How well do these tools work for your programs? What technologies exist that would be beneficial to your programs? How would you implement new technologies?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Goals, Resources

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C. Diversity Leadership by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.C.1	Recognizes the significance of diversity, and understands that the needs of diverse learners need to be responded to.	Demonstrating an understanding and recognition of the significance of diversity, and responding to the needs of diverse learners.	Leading others to help understand and recognize the significance of diversity, and responding to the needs of diverse learners.
Q:	<i>How do you define and understand diversity and diverse learners? How does the district define and understand? How well do you understand diversity in your district/community? How do you respond to the needs of diverse learners?</i>		
S-A or Goals			
1.C.2	Understanding the need for a positive learning environment for all students and families.	Creating and monitoring a positive learning environment for all students and families.	Evaluating and enhancing the learning environment for all students and families.
Q:	<i>What is a positive learning environment for students and families? How do you assess learning environments? How do you create and sustain positive learning environments? What are ways of evaluating and enhancing learning environments?</i>		
S-A or Goals			
1.C.3	Investigating elements of a positive working environment for all staff.	Creating and monitoring a positive working environment for all staff.	Evaluating and enhancing a positive working environment for all staff.
Q:	<i>How do you assess working environments for staff? What is a positive working environment for staff? How do you create and sustain a positive working environment? How do you evaluate and enhance the working environment?</i>		
S-A or Goals			
1.C.4	Striving to understand diversity throughout the community.	Promoting sensitivity about diversity throughout the program community.	Evaluating and enhancing ways of promoting sensitivity about diversity throughout the community.
Q:	<i>How do you work to understand diversity in the district and throughout the community? How do you promote sensitivity? How do you evaluate the success of promoting sensitivity? And, then make enhancements?</i>		
S-A or Goals			

1.C.5	Understanding ways to adapt educational programming to the needs of diverse constituencies.	Demonstrating the ability to create educational programming to the needs of diverse constituencies.	Demonstrating the ability to adapt and evaluate educational programming and services to the needs of diverse constituencies.
Q:	<i>What are some ways of adapting educational programming to the needs of diverse constituencies? How do you create educational programming to meet the needs of diverse constituencies? How do you evaluate and enhance?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Goals, Resources

D. Policy and Law by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.D.1	Gathering and organizing local, state, and federal requirements and constitutional provisions, standards, and regulatory applications.	Implementing policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications.	Developing, adjusting, and implementing policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications.
Q:	<i>What are the local, state, and federal requirements of your programs? How do you learn about them and stay updated? How do you implement and ensure your programs meet requirements? How do you learn about standards and regulatory applications? How are standards and regulatory applications implemented and evaluated in your programs?</i>		
S-A or Goals			
1.D.2	Recognizing standards of care involving civil and criminal liability for negligence, harassment, and intentional torts.	Recognizing and applying standards of care involving civil and criminal liability for negligence, harassment, and intentional torts.	Recognizing, applying, and evaluating standards of care involving civil and criminal liability for negligence, harassment, and intentional torts.
Q:	<i>What standards of care do you need to be aware of? How do you implement and evaluate?</i>		
S-A or Goals			
1.D.3	Awareness of state, federal, and case law governing general education, special education, early childhood education, and community education.	Demonstrating an understanding of state, federal, and case law governing early childhood education.	Demonstrating an understanding of state, federal, and case law governing general education, special education, early childhood education, and community education.
Q:	<i>What state and federal laws that govern education do you need to be aware of? What case law do you need to be aware of? How do you ensure compliance with relevant laws?</i>		
S-A or Goals			
Goals, Resources			

E. Political Influence and Governance by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.E.1	Recognizing school districts as a political system.	Understanding of school districts as a political system, including governance models.	Evaluating and enhancing the understanding of school districts as a political system.
Q:	<i>How do you understand your school district as a political system? In what ways are your programs and you part of the political system of the district? How do you participate in and influence the political system? How do you evaluate?</i>		
S-A or Goals			
1.E.2	Learning about the purpose and process of involving stakeholders in the development of educational policy.	Demonstrating the ability to involve stakeholders in the development of educational policy.	Evaluating and enhancing the ability to organize, empower, and involve stakeholders in the development of educational policy.
Q:	<i>What/who are stakeholders in your programs? What are the benefits of involving stakeholders? How do you involve stakeholders in decision-making? How do you develop and implement educational and program policies? How do you evaluate and enhance this process?</i>		
S-A or Goals			
1.E.3	Recognizing social agencies and human services in community.	Understanding the role and coordination of social agencies and human services.	Enhancing coordination and collaboration with social agencies and human services.
Q:	<i>What are the social agencies and human services in your community/district? What is their role and how do you coordinate services? When is collaboration necessary/beneficial? How do you evaluate and enhance coordination and collaboration?</i>		
S-A or Goals			
1.E.4	Identifying constituencies who may support priorities.	Demonstrating the ability to align constituencies in support of priorities.	Evaluating and enhancing the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.
Q:	<i>What constituencies in your community/district support your priorities? How do you align these constituencies to support your priorities? How do you build coalitions? How do you evaluate and enhance your processes for aligning constituencies to support priorities?</i>		
S-A or Goals			
Goals, Resources			

F. Communication by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.F.1	Understand current procedures for internal and external communication.	Formulating and carrying out plans for internal and external communications.	Assessing, evaluating, and continuously improving communications protocols as needed.
Q:	<i>What are your procedures and policies for program and district communication, both internal and external? How do you plan and implement internal and external communications? What is your process for evaluating and improving communications?</i>		
S-A or Goals			
1.F.2	Understanding facilitation skills.	Demonstrating facilitation skills.	Evaluating and enhancing facilitation skills.
Q:	<i>What facilitation skills are needed in your position? How do you evaluate and enhance your facilitation skills?</i>		
S-A or Goals			
1.F.3	Learning about individual and group behavior in normal and stressful situations.	Recognizing and applying an understanding of individual and group behavior in normal and stressful situations.	Evaluating and adapting to make improvements to individual and group behavior.
Q:	<i>How do you learn about individual and group behavior? How does your practice reflect your understanding of individual and group behavior in normal and stressful situations? How do you evaluate situations and plan for improvements?</i>		
S-A or Goals			
1.F.4	Understanding teamwork.	Facilitating teamwork.	Building, facilitating, and improving teamwork.
Q:	<i>What role does teamwork play in your program and district? How do you build and facilitate teamwork? How do you evaluate teamwork and plan for improvements?</i>		
S-A or Goals			
1.F.5	Identifying conflict resolution and problem-solving strategies.	Demonstrating an understanding of conflict resolution and problem-solving strategies.	Applying and evaluating conflict resolution and problem-solving strategies.
Q:	<i>What conflict resolution and problem-solving strategies do you need to know? How do you utilize conflict resolution and problem-solving strategies? How do you evaluate the effectiveness of your conflict resolution and problem-solving strategies?</i>		
S-A or Goals			

1.F.6	Understanding processes for making presentations.	Making presentations that are clear and easy to understand.	Using a variety of media to make presentations that are clear and easy to understand; evaluating content and process.
Q:	<i>What tools and processes are available for presentations? How do you ensure that presentations are clear and easy to understand?</i>		
S-A or Goals			
1.F.7	Gathering information for groups.	Responding, reviewing, and summarizing information for groups.	Creating, evaluating, and summarizing information for groups.
Q:	<i>What information, or types of information, is important for you to gather for groups? How do you respond to information requests? How do you review and summarize information for groups?</i>		
S-A or Goals			
1.F.8	Investigating ways to communicate appropriately and effectively with different audiences.	Communicating appropriately, speaking, listening, and writing, for different audiences such as students, teachers, parents, community, and other stakeholders.	Communicating appropriately and effectively using a variety of media; tailored to the needs and characteristics of different and unique audiences.
Q:	<i>How do you learn about ways of communicating with different audiences? How do you evaluate and enhance your communication for different audiences?</i>		
S-A or Goals			
1.F.9	Understanding the purpose and benefits of various communication technology.	Understanding and utilizing appropriate communication technology.	Utilizing and evaluating appropriate communication technology.
Q:	<i>What types of communication technology are available for you to use? How do you determine which technologies are appropriate and effective? How do you acquire skills and competencies to use communication technologies? How do you evaluate your use of communication technology?</i>		
S-A or Goals			

Goals, Resources

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G. Community Relations by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.G.1	Understanding program and organization purpose and priorities.	Articulating program and organizational purpose and priorities to the community and media.	Assessing and responding to how the community and media view and understand program and organizational purpose and priorities.
Q:	<i>What is the mission and vision of your program and district? What are the goals, purposes, and priorities? How are these articulated to the community and media? What is your role in communicating with media and community? How do you assess this process?</i>		
S-A or Goals			
1.G.2	Understanding or generating process for soliciting and responding to feedback from the community.	Requesting and responding to community feedback.	Evaluating and improving the process for requesting and responding to community feedback.
Q:	<i>What is your program's and district's process for requesting community feedback? When is it beneficial to request community feedback? In what situations do you need to request community feedback? How do you respond to community feedback?</i>		
S-A or Goals			
1.G.3	Investigating ways to build consensus.	Demonstrating the ability to build community consensus.	Evaluating and enhancing the ability to build community consensus among diverse groups and stakeholders.
Q:	<i>What are ways in which you can build community consensus? In what ways do you currently build community consensus? How do you evaluate and enhance this process?</i>		
S-A or Goals			
1.G.4	Understanding political initiatives and stakeholders.	Relating political initiatives to stakeholders, including parental involvement programs.	Evaluating and enhancing the ability to relate political initiatives to stakeholders, including parental involvement programs.
Q:	<i>How do you tie political initiatives to stakeholders? What are the political initiatives of your various stakeholders?</i>		
S-A or Goals			

1.G.5	Identifying internal and external publics.	Identifying and interacting with internal and external publics.	Communicating and building relationships with internal and external publics; evaluating process.
Q:	<i>What are internal and external publics? What is internal public relations and how do you prioritize it? How do you interact with and perform internal and external public relations? How do you evaluate and enhance the process?</i>		
S-A or Goals			
1.G.6	Identifying and understanding the news media.	Understanding and responding to the news media.	Monitoring, evaluating, and engaging the news media.
Q:	<i>What is the news media in your district/community? What is your program/district process for responding to news media?</i>		
S-A or Goals			
1.G.7	Investigating ways to promote a positive image of schools and the school district.	Promoting a positive image of schools and the school district.	Developing and evaluating ways to promote a positive image of schools and the school district.
Q:	<i>What are ways in which you can promote a positive image of your program, schools, and district? How do you promote a positive image of your program, schools, and district? How do you develop new ways of promotion, and evaluate effectiveness?</i>		
S-A or Goals			
1.G.8	Exploring perceptions about school-community issues.	Addressing perceptions about school-community issues.	Monitoring, evaluating, and addressing perceptions about school-community issues.
Q:	<i>In your school and community, what are perceptions about school-community issues? How do you learn about school-community issues? How do you address perceptions about school-community issues? How do you monitor and evaluate the process?</i>		
S-A or Goals			
1.G.9	Identifying critical community issues that may impact local education.	Demonstrating the ability to identify and articulate critical community issues that may impact local education.	Evaluating and enhancing the ability to identify, articulate, and respond to critical community issues that may impact local education.
Q:	<i>How do you identify critical community issues that may impact local education? How do you articulate the issue and develop a response? How do you evaluate the effectiveness of the response and outcomes?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Goals, Resources

H. Curriculum Planning and Development for the Success of All Learners by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.H.1	Exploring ways to support teaching and learning through curriculum, assessment and strategic planning for all early childhood learners, including special education, gifted and talented, and adult levels.	Demonstrating the ability to support teaching and learning through curriculum, assessment and strategic planning for all early childhood learners, including special education, gifted and talented, and adult levels.	Demonstrating the ability to evaluate and enhance teaching and learning through curriculum, assessment and strategic planning for all early childhood learners, including special education, gifted and talented, and adult levels.
Q:	<i>How do you support teaching and learning for all early childhood learners? For adults? How do you engage in, facilitate, and/or lead the strategic planning process? How do you evaluate and enhance teaching and learning?</i>		
S-A or Goals			
1.H.2	Demonstrates an awareness in trends and educational implications.	Demonstrating the ability to provide planning and methods to anticipate trends and educational implications.	Evaluating and enhancing methods and data to implement and monitor trends and educational implications appropriate for the program.
Q:	<i>How do you anticipate trends and their educational implications? How do you provide planning and methods to respond to anticipated trends?</i>		
S-A or Goals			
1.H.3	Learning ways to develop, implement, and monitor procedures to align, sequence, and articulate curriculum and validate curricular procedures.	Demonstrating the ability to develop, implement, and monitor procedures to align, sequence, and articulate curriculum and validate curricular procedures.	Demonstrating the ability to evaluate and improve procedures to align, sequence, and articulate curriculum and validate curricular procedures.
Q:	<i>What are ways to develop, implement, and monitor procedures to align, sequence, and articulate curricula? How do you align curricula and teaching vertically (up and down grade/age levels) and horizontally (across classrooms, same grade/age)? How do you evaluate and enhance processes and procedures?</i>		
S-A or Goals			
1.H.4	Investigating ways to identify instructional objectives and use performance indicators.	Demonstrating the ability to identify instructional objectives and use valid and reliable performance indicators.	Evaluating and enhancing procedures to identify instructional objectives and use valid and reliable performance indicators.
Q:	<i>How do you identify instructional objectives and use performance indicators? How do you determine reliability and validity of performance indicators? How do you evaluate the process and plan for improvements?</i>		
S-A or Goals			

1.H.5	Understanding the purpose and role of learning technologies.	Appropriately using learning technologies.	Evaluating the use and effectiveness of learning technologies.
Q:	<i>What is the purpose and role of learning technologies in early childhood and adult learning? What is the purpose and role of learning technologies in your programs/district? How do you implement learning technologies? How do you evaluate their use and effectiveness?</i>		
S-A or Goals			
1.H.6	Learning ways to differentiate instructional designs, curriculum, behavior management, and assessment accommodations and modifications.	Demonstrating an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.	Providing direction and support for alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.
Q:	<i>Why is it necessary to differentiate instruction and curriculum? How do you plan, implement, and support alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications? How do you evaluate and enhance this process?</i>		
S-A or Goals			
1.H.7	Investigates how global competitiveness impacts early childhood and families.	Demonstrating an understanding of the urgency of global competitiveness.	Ensuring alignment with World's Best Workforce legislation; adapting practices to address the urgency of global competitiveness.
Q:	<i>How does global competitiveness impact early childhood learners, parents, and families? How does your programming and services respond to the urgency of global competitiveness? How is this assessed and evaluated?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Goals, Resources

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I. Instructional management for the success of all learners by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.I.1	Compiling and organizing research of learning and instructional strategies.	Demonstrating an understanding of research of learning and instructional strategies.	Implementing, supporting, and evaluating learning and instructional strategies.
Q:	<i>What is essential research of learning and instructional strategies that guides your work? How do you implement and support learning and instructional strategies that are grounded in research? What is your evaluation process?</i>		
S-A or Goals			
1.I.2	Investigating research and best practices on integrating curriculum and resources to help all learners achieve at high levels.	Describing and applying research and best practices on integrating curriculum and resources to help all learners achieve at high levels.	Implementing and evaluating research and best/promising practices on integrating curriculum and resources to help all learners achieve at high levels.
Q:	<i>What is essential research and best practices for integrating curriculum and resources? How do you apply/implement research and best practices to integrate curriculum and resources? How do you evaluate and enhance this process?</i>		
S-A or Goals			
1.I.3	Determining what data should be utilized for instructional decision making.	Demonstrating the ability to utilize data for instructional decision making.	Evaluating and enhancing the process for utilizing data for instructional decision making.
Q:	<i>What data should be utilized for instructional decision making? How do you utilize data for instructional decision making? What is your process for evaluating and enhancing instructional decision making?</i>		
S-A or Goals			
1.I.4	Exploring and determining appropriate assessment strategies for measuring learner outcomes.	Demonstrating the ability to design appropriate assessment strategies for measuring learner outcomes.	Supporting, evaluating, and enhancing the assessment process to ensure the effectiveness of assessment strategies.
Q:	<i>What assessment strategies for measuring learner outcomes are available for early childhood and adults? How do you determine which assessment strategies are appropriate? How do you design assessment strategies? How do you evaluate and enhance this process?</i>		
S-A or Goals			

1.1.5	Researching and reviewing additional alternative instructional designs, curricula, behavior management, and assessment accommodations and modifications.	Demonstrating the ability to select and implement alternative instructional designs, curricula, behavior management, and assessment accommodations and modifications.	Demonstrating the ability to evaluate and enhance alternative instructional designs, curricula, behavior management, and assessment accommodations and modifications.
Q:	<i>How do you select and implement alternative instructional designs, curricula, behavior management, and assessment accommodations and modification? How do you evaluate and determine effectiveness?</i>		
S-A or Goals			
1.1.6	Understanding ways to appropriately use technology to support instruction.	Demonstrating the ability to appropriately use technology to support instruction.	Evaluating the effectiveness of using technology to support instruction.
Q:	<i>What are methods/strategies to use technology to support instruction? How do you use technology to support instruction? How do you evaluate the effectiveness of using technology to support instruction?</i>		
S-A or Goals			
1.1.7*	Developing an understanding of ways to meet the enrichment, remediation, and special education needs of all students.	Demonstrating the ability to meet the enrichment, remediation, and special education needs of all students.	Evaluating the effectiveness of enrichment, remediation, and special education to meet the needs of all students.
Q:	<i>What are ways to meet the enrichment, remediation, and special education needs of all students? How do you meet the enrichment, remediation, and special education needs of all students? How do you evaluate the effectiveness of methods and plan for enhancement?</i>		
S-A or Goals			
1.1.8*	Learning about developmentally-appropriate practice.	Demonstrating an understanding of developmentally-appropriate practice.	Implementing and evaluating practices to ensure developmentally-appropriate practice.
Q:	<i>What is developmentally-appropriate practice? How do you ensure developmentally-appropriate practice at various developmental levels? How do you implement developmentally-appropriate practices? How do you evaluate practices to ensure they are developmentally-appropriate?</i>		
S-A or Goals			
Goals, Resources			

J. Human Resource Management by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.J.1	Exploring methods of effective personnel recruitment, selection, and retention.	Understanding effective personnel recruitment, selection, and retention.	Evaluating processes and effectiveness of personnel recruitment, selection, and retention.
Q:	<i>What is your role and responsibilities in personnel recruitment, selection, and retention? What are some effective methods of personnel recruitment, selection, and retention? What are your program/district procedures for personnel recruitment, selection, and retention? How do you evaluate processes and determine effectiveness?</i>		
S-A or Goals			
1.J.2	Recognizing the role of staff development to improve the performance of all staff members.	Demonstrating an understanding of staff development to improve the performance of all staff members.	Utilizing staff development to improve the performance of all staff members, including orientation of new staff members and volunteers.
Q:	<i>What is your role in providing staff development? How does staff development improve the performance of all staff members? How do you design and implement staff development? What is the process for staff receiving staff development from other sources (inside and outside the program/district)? How do you determine the need, value, and effectiveness of staff development opportunities?</i>		
S-A or Goals			
1.J.3	Investigating models for supervision and evaluation.	Demonstrating the ability to select and apply appropriate models for supervision and evaluation.	Demonstrating the practice of evaluating one's model for supervision and evaluation, and engaging in continuous improvement.
Q:	<i>What models of supervision and staff evaluation have you investigated? What are program/district procedures for supervision and evaluation? What is your role in supervision and evaluation? How do you evaluate this process to ensure your continuous improvement?</i>		
S-A or Goals			
1.J.4	Learning about district procedures and the legal requirements for personnel selection, development, retention, and dismissal.	Describing and demonstrating the ability to apply the legal requirements for personnel selection, development, retention, and dismissal.	Evaluating and ensuring compliance with the legal requirements for personnel selection, development, retention, and dismissal.
Q:	<i>What is your role and responsibilities in personnel selection, development, retention, and dismissal? What are the legal requirements for personnel selection, development, retention, and dismissal? How do you evaluate and ensure compliance?</i>		
S-A or Goals			

1.J.5	Learning about district policies and procedures regarding management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management.	Demonstrating an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management.	Evaluating management responsibilities to ensure actions are in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management.
Q:	<i>What is your role and responsibilities in human resource management? What district policies and procedures must you know with regard to human resource management? What laws and regulations must you be aware of? Who do you rely on in your district for human resource management?</i>		
S-A or Goals			
1.J.6	Learning about labor relations and collective bargaining.	Demonstrating an understanding of labor relations and collective bargaining.	Engaging in aspects of labor relations and collective bargaining.
Q:	<i>What is your role in labor relations and collective bargaining? What must you know about labor relations and collective bargaining?</i>		
S-A or Goals			
1.J.7	Learning about the administration of employee contracts, benefits, and financial accounts.	Demonstrating an understanding of the administration of employee contracts, benefits, and financial accounts.	Engaging in the administration of employee contracts, benefits, and financial accounts.
Q:	<i>What is your role and responsibilities in administering employee contracts, benefits, and financial accounts? What must you understand about employee contracts, benefits, and financial accounts?</i>		
S-A or Goals			
1.J.8	Learning about policies and procedures for the supervision and development of student teachers and volunteers.	Understanding policies and procedures for the supervision and development of student teachers and volunteers.	Implementing and evaluating policies and procedures for the supervision and development of student teachers and volunteers.
Q:	<i>What is your role in supervising and developing student teachers and volunteers? What are district policies and procedures for supervising and developing student teachers and volunteers? How do you implement and evaluate processes for supervising and developing student teachers and volunteers?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other mprofessional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Goals, Resources

K. Values and Ethics of Leadership by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.K.1	Learning about the role of education in a democratic society.	Demonstrating an understanding of the role of education in a democratic society.	Analyzing the role of education in a democratic society.
Q:	<i>What is the role of education in a democratic society? How do your programs and services reflect the role of education in a democratic society?</i>		
S-A or Goals			
1.K.2	Learning about democratic value systems, ethics, and moral leadership.	Demonstrating an understanding of and model democratic value systems, ethics, and moral leadership.	Implementing and evaluating model democratic value systems, ethics, and moral leadership.
Q:	<i>How do you, and your programs, model democratic value systems, ethics, and moral leadership?</i>		
S-A or Goals			
1.K.3	Investigating ways to balance complex community demands in the best interest of learners.	Demonstrating the ability to balance complex community demands in the best interest of learners.	Evaluating the effectiveness of balancing complex community demands in the best interest of learners.
Q:	<i>What are community demands and what a possible ways they affect learners? How do you balance community demands in the best interest of learners?</i>		
S-A or Goals			
1.K.4	Exploring ways to help learners grow and develop as caring, informed citizens.	Helping learners grow and develop as caring, informed citizens.	Evaluating processes and practices aimed at helping learners grow and develop as caring, informed citizens.
Q:	<i>What are ways to help learners (children and adults) grow and develop as caring, informed citizens? How do you evaluate your practices and goals of developing learners and caring, informed citizens?</i>		
S-A or Goals			

1.K.5	Becoming familiar with the Code of Ethics for School Administrators under part 3512.5200.	Demonstrating an understanding and application of the Code of Ethics for School Administrators under part 3512.5200.	Using the Code of Ethics for School Administrators under part 3512.5200 to evaluate and enhance.
Q:	<i>How do you apply the Code of Ethics for School Administrators to your work? What other code of ethics should you incorporate into your practice (e.g., Ethical Thinking and Practice for Parent and Family Life Educators, Code of Ethics for Minnesota Teachers)?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decisionmaking, stewardship of the school’s resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Goals, Resources

L. Judgment and Problem Analysis by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.L.1	Investigating process and procedures for responding to problem situations.	Identifying the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions.	Analyzing problem situations and responses in order to improve procedures, practices, and other elements related to the situation. Evaluating effectiveness of responses and solutions.
Q:	<i>What are your district's processes and procedures for responding to problem situations? What is your process for identifying problems and developing possible solutions? How do you evaluate the effectiveness of your responses/actions?</i>		
S-A or Goals			
1.L.2	Exploring ways to demonstrate adaptability and conceptual flexibility.	Demonstrating adaptability and conceptual flexibility.	Evaluating and enhancing adaptability and conceptual flexibility.
Q:	<i>What does it mean to demonstrate adaptability and conceptual flexibility? What role does this play in your work? How do you evaluate the effectiveness of your adaptability and conceptual flexibility?</i>		
S-A or Goals			
1.L.3	Establishing ways to assist others in forming opinions about problems and issues.	Assisting others in forming opinions about problems and issues.	Guiding and following up with others in forming opinions about problems and issues.
Q:	<i>How do you assist others in forming opinions about problems and issues?</i>		
S-A or Goals			
1.L.4	Developing ways of reaching logical conclusions by making quality, timely decisions based on available information.	Reaching logical conclusions by making quality, timely decisions based on available information.	Analyzing and evaluating conclusions based on quality, timeliness, and other relevant factors. Improving process.
Q:	<i>What is your decision-making process and how do you ensure timely decisions are made? How do you analyze and improve the decision-making process?</i>		
S-A or Goals			

1.L.5	Learning how to identify and prioritize significant issues.	Identifying and giving priority to significant issues.	Analyzing and evaluating the process to ensure significant issues have reliably and validly been identified and given priority.
Q:	<i>What is your process for identifying and prioritizing significant issues? How do you assess this process?</i>		
S-A or Goals			
1.L.6	Exploring ways to utilize appropriate technology in problem analysis.	Demonstrating an understanding of and utilize appropriate technology in problem analysis.	Analyzing and evaluating the role and use of technology in problem analysis, and improving the process.
Q:	<i>What are ways in which technology can be used in problem analysis? How do you utilize technology in problem analysis?</i>		
S-A or Goals			
1.L.7	Developing an understanding of different leadership and decision-making strategies, including but not limited to collaborative models.	Demonstrating an understanding of different leadership and decision-making strategies, including but not limited to collaborative models, and model appropriately their implementation.	Analyzing and evaluating different leadership and decision-making strategies. Assessing the effectiveness of implementation.
Q:	<i>What are different leadership and decision-making strategies that you may utilize? In what situations/circumstances might you want to utilize different leadership and decision-making strategies? How do you evaluate effectiveness?</i>		
S-A or Goals			
Goals, Resources			

M. Safety and Security by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.M.1	Learning about ways to develop and implement policies and procedures for safe and secure educational environments.	Demonstrating the ability to develop and implement policies and procedures for safe and secure educational environments.	Evaluating and determining the effectiveness of policies and procedures for safe and secure educational environments, revising where needed.
Q:	<i>What are your district's policies and procedures related to safe and secure learning environments? How have you ensured your programs are following district policies and procedures. What are safety and security issues related to your programs/services that are not addressed in district policies? How do you develop and implement policies and procedures? How do you evaluate the effectiveness of safety and security policies and procedures?</i>		
S-A or Goals			
1.M.2	Learning about policies and procedures for safety and security plans and how to implement and execute security procedures.	Formulating safety and security plans to implement security procedures including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures.	Demonstrating the ability to evaluate and lead improvement of safety and security plans to implement security procedures.
Q:	<i>What are your plans and procedures for safety and security issues/events (e.g., lockdowns, fire, weather, etc.)? What is required by law? When is law enforcement needed/required? What is your role in safety and security plans/procedures? How do you determine your preparedness and ability to respond?</i>		
S-A or Goals			
1.M.3	Exploring ways to identify areas of vulnerability associated with school buses, buildings, and grounds.	Identifying areas of vulnerability associated with school buses, buildings, and grounds and formulate a plan to take corrective action.	Evaluating areas of vulnerability associated with school buses, buildings, and grounds and formulate a plan to take corrective action.
Q:			
S-A or Goals			

1.M.4	Learning about procedural predictabilities and how to plan variations.	Demonstrating an understanding of procedural predictabilities and plan variations where possible.	Analyzing and evaluating procedural predictabilities and effectiveness and scope of planned variations.
Q:	<i>What is your district's risk management process? What actions do you take to consider and plan for predictabilities and variations?</i>		
S-A or Goals			
1.M.5	Learning how to develop plans that connect every student with a school adult, eliminate bullying and profiling, and implement recommended threat assessment procedures.	Demonstrating the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling, and implement recommended threat assessment procedures.	Analyzing and evaluating plans that connect every student with a school adult, eliminate bullying and profiling, and implement recommended threat assessment procedures.
Q:	<i>How do you ensure children and adults build positive relationships with your program, school, staff, and other participants? What role does social-emotional learning play in addressing positive relationships. How do you analyze and evaluate the effectiveness of your plans and efforts?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

Goals, Resources

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Subpart 6: Director of Early Childhood Education Competencies

A. Instructional Leadership

Code	Explores	Implements	Designs, Evaluates, Improves
6.A.1	Learning about literacy and numeracy systems and how to apply them programwide and schoolwide.	Demonstrating the ability to understand and apply schoolwide literacy and numeracy systems.	Demonstrating the ability to review and evaluate the impact and effectiveness of programwide and schoolwide literacy and numeracy systems.
Q:	<i>What components comprise your literacy and numeracy systems? How does your design for literacy/numeracy curriculum demonstrate that interrelated systems work together in a systemic way? How do you ensure that your literacy/numeracy curriculum provides a coherent message to students and families? How does your literacy/numeracy curriculum unite teachers in a common vision with coherent actions?</i>		
S-A or Goals			
6.A.2	Learning about literacy and numeracy systems and how to apply them districtwide, or in multiple sites/locations.	Demonstrating the ability to understand and apply districtwide literacy and numeracy systems in multiple sites/locations.	Demonstrating the ability to review and evaluate the impact and effectiveness of districtwide and/or sitewide literacy and numeracy systems.
Q:	<i>What are ways of ensuring your literacy and numeracy systems are implemented in a cohesive, coherent manner in multiple sites or locations? How do you assess and evaluate the fidelity of the implementation of your literacy and numeracy systems?</i>		
S-A or Goals			
6.A.3	Continuously learning about developmentally appropriate learning experiences.	Demonstrating the ability to understand and apply developmentally appropriate learning experiences.	Observing and evaluating to ensure developmentally appropriate learning experiences throughout programs and schools.
Q:	<i>How do you demonstrate continuous growth in learning about and understanding developmentally appropriate learning experiences? How do you encourage and support others in this endeavor? How do you evaluate others to ensure continual deepening of understanding and skill of applying developmentally appropriate learning experiences?</i>		
S-A or Goals			
6.A.4	Learning about adult education principles and standards of practice.	Demonstrating the ability to understand and apply adult education principles and standards of practice.	Reviewing and evaluating adult education principles and standards of practice, implementing changes based on evidence.
Q:	<i>How do adults learn (and how is it different/similar that how young children learn)? What are essential or important adult education principles and standards of practice? How do you evaluate your work to ensure you are following best practices and well-established theories?</i>		
S-A or Goals			

6.A.5	Learning about family engagement practices and programs, and parenting education.	Demonstrating the ability to understand and implement family engagement practices and programs, including parenting education.	Demonstrating the ability to review and evaluate family engagement practices and programs for impact and effectiveness.
Q:	<i>How do you learn about family engagement practices and programs? How do you implement systemic family engagement into your programs/schools/districts? What is your role in family engagement beyond early childhood? How do you evaluate and improve your family engagement practices and system?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective
- d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning mcollaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Goals, Resources

B. Monitor Student and Participant Learning			
Code	Explores	Implements	Designs, Evaluates, Improves
6.B.1	Learning about ways to create a culture that fosters a community of learners.	Demonstrating the ability to create a culture that fosters a community of learners.	Demonstrating the ability to evaluate and enhance a culture that fosters a community of learners.
Q:	<i>What is a community of learners? What are ways of creating a community of learners? What are collaborative cultures? How do you create and sustain a community of learners? What role do professional learning communities play? How do you evaluate and enhance a community of learners and collaborative cultures?</i>		
S-A or Goals			
6.B.2	Exploring student guidance systems and auxiliary services.	Demonstrating an understanding of student guidance systems and auxiliary services.	Evaluating and enhancing student guidance systems and auxiliary services.
Q:	<i>What district services are available to children and families (e.g., interventionists, ELL services, SPED, school nurse, media and other specialists, etc.)? How do you learn about services and systems, and determine what may be available and beneficial to young children and their families? How do you assess and evaluate systems and services children and/or families are receiving?</i>		
S-A or Goals			
6.B.3	Researching and developing an understanding of student management systems.	Demonstrating the ability to implement a positive and effective student management system.	Evaluating and enhancing student management system.
Q:	<i>What is a student management system? What student management system(s) does your district utilize? What works best for early childhood, while also aligning with K-12? How do you implement a positive and effective student management system? How do you evaluate and enhance?</i>		
S-A or Goals			
6.B.4	Learning about master instructional schedules and their applicability.	Demonstrating the ability to develop a master instructional schedule.	Evaluating master instructional schedule for efficiency and effectiveness.
Q:	<i>What is the purpose of a master instructional schedule? How do you build a master instructional schedule based on teacher contracts, availabilities, space, licensure, student and family needs, location, assignment? How do you evaluate to ensure an effective and efficient master instructional schedule?</i>		
S-A or Goals			

6.B.5	Developing and understanding of ways to meet the enrichment, remediation, and special education needs of all students.	Demonstrating the ability to meet the enrichment, remediation, and special education needs of all students.	Evaluating and enhancing ways to meet the enrichment, remediation, and special education needs of all students.
Q:	<i>What are ways to meet the enrichment, remediation, and special education needs of all students? How do you currently meet the enrichment, remediation, and special education needs of all students? How do you evaluate and enhance ways to meet the enrichment, remediation, and special education needs of all students?</i>		
S-A or Goals			
6.B.6	Exploring and developing an understanding of ways to support a comprehensive program of student activities.	Demonstrating the ability to understand and support a comprehensive program of student activities.	Implementing, evaluating, and enhancing a comprehensive program of student activities.
Q:	<i>What are comprises a comprehensive program of student activities? What resources are available inside and outside your district? How do you match student needs with activities? What are ways to build and/or support a comprehensive program of student activities? How do you evaluate and enhance a comprehensive program?</i>		
S-A or Goals			

Goals, Resources

C. Early Childhood and Family Programs Leadership			
Code	Explores	Implements	Designs, Evaluates, Improves
6.C.1	Learning about program finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations.	Demonstrating knowledge of factors that affect program finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations.	Evaluating factors that affect program finance and making adjustments, revisions, and/or improvements.
Q:	<i>Learn about all sources of revenue, including federal, state, and local revenue. Learn about UFARS. What is your role in the components of program finance? What are your district procedures and policies for submitting and revising budgets? What are your district policies and procedures for purchasing and coding? How do you blend and braid funds? How do you evaluate and make improvements?</i>		
S-A or Goals			
6.C.2	Learning about ways to create programming and services that meet the needs of children and families in the community.	Demonstrating the ability to create and ensure programming and services meet the needs of children and families in the community.	Creating, implementing, and evaluating programming and services that meet the needs of children and families in the community.
Q:	<i>What are early childhood and family programs and services that best meet (or are most effective at meeting) the needs of children and families? How do you determine the needs of children and families in the community? How do you create and ensure programs and services that are aligned, coherent, and comprehensive? How do you ensure that all families are aware of and understand the programs and services you provide? How do you evaluate your programs and services to ensure that they are effective (in terms of both outcomes and meeting the needs of children and families)?</i>		
S-A or Goals			
6.C.3	Learning about ways to conduct community needs assessments, determine educational objectives, select learning experiences, schedule and promote programs, and establish and implement registration procedures.	Demonstrating the knowledge and skills necessary to conduct community needs assessments, determine educational objectives, select learning experiences, schedule and promote programs, and establish and implement registration procedures.	Demonstrating the ability to evaluate and enhance the knowledge and skills necessary to conduct community needs assessments, determine educational objectives, select learning experiences, schedule and promote programs, and establish and implement registration procedures.
Q:	<i>How do you conduct a community needs assessment? How do you ensure other programs are involved in and benefit from the needs assessment? How do you determine educational objectives, and how are they aligned with district and World's Best Workforce goals? How do you schedule and promote programs and services? What is your outreach plan? How do you establish and implement registration procedures, and ensure they are family friendly?</i>		
S-A or Goals			

6.C.4	Understanding ways to build collaborative partnerships in the community.	Demonstrating the ability to build collaborative partnerships in the community.	Evaluating and enhancing collaborative partnerships in the community.
Q:	<i>What are ways of building collaborative partnerships? Who are potential partners in your district and community? How to you build and sustain partnerships? How do you assess/evaluate partnerships? What are ways of enhancing partnerships?</i>		
S-A or Goals			
6.C.5	Learning about the developmental needs of children from birth to grade three and adults/families.	Demonstrating understanding of developmental needs of children from birth to grade three and adults/families.	Ensuring others understand the developmental needs of all children and adults/families.
Q:	<i>What are the developmental needs of children from birth to grade three? What are the developmental needs of parents/adult learners? How do you ensure that others understand the developmental needs of all children and adults/parents? How do you ensure your programs and services are designed in a way that demonstrates the developmental needs of children and adults/parents are prioritized?</i>		
S-A or Goals			
6.C.6	Learning about curriculum from birth through grade 3. Learning about parenting interventions and curricula.	Demonstrating an understanding of the articulation and alignment of curriculum from birth through grade 3. Demonstrating an understanding of parenting curricula.	Demonstrating the ability to articulate and align curriculum from birth through grade 3. Demonstrating the ability to articulate and align parenting interventions and curriculum.
Q:	<i>What curricula are available for children aged birth through grade 3? What parenting interventions and curricula are available? How do you implement curricula? How do you align curriculum birth through third grade? How do you connect early childhood and parenting curriculum?</i>		
S-A or Goals			
6.C.7	Understanding ways of working with children and adults of all ages.	Demonstrating the ability to work with children and adults of all ages.	Evaluating and improving ways of working with children and adults of all ages.
Q:	<i>What do you demonstrate the ability to work with children and adults of all ages? How do you assess your ability and plan for ways to enhance your ability?</i>		
S-A or Goals			

6.C.8	Learning to work with parents, teachers, and other staff in all levels and settings of early childhood education and care.	Demonstrating the ability to work with parents, teachers, and other staff in all levels and settings of early childhood education and care.	Demonstrating the ability to evaluate and enhance work with parents, teachers, and other staff in all levels and settings of early childhood education and care.
Q:	<i>How do you demonstrate the ability to work with parents, teachers, and other staff in all levels and settings of early childhood education and care? What resources and standards inform your work with others? How do you evaluate and enhance your work with parents, teachers, and other staff in all levels and setting of early childhood education and care?</i>		
S-A or Goals			
6.C.9	Learning about the characteristics of effective transitions for children and families.	Demonstrating understanding of the characteristics of effective transitions for children and families.	Evaluating and revising transitions for children and families to enhance effectiveness.
Q:	<i>What are the components of effective transitions for children and families? How do you plan for and implement effective transitions? How do you evaluate and enhance transitions for children and families? How do you know they are effective?</i>		
S-A or Goals			
6.C.10	Exploring ways to use local, civic, and business resources to enhance the early childhood and family learning opportunities within the school.	Identifying and effectively using local, civic, and business resources to enhance the early childhood and family learning opportunities within the school and community.	Evaluating and and enhancing the use of local, civic, and business resources to provide or support early childhood and family learning opportunities within the school and community.
Q:	<i>What are ways to use local, civic, and business resources to enhance early childhood and family learning opportunities within the school? How do you use local, civic, and business resources to enhance the early childhood and family learning opportunities? What is your plan for using local, civic, and business resources?</i>		
S-A or Goals			
6.C.11	Learning about procedures for securing sites and space, including off-site (non-district owned) and shared facilities, for programming and services.	Securing sites and space, including off-site (non-district owned) and shared facilities, for programming and services.	Evaluating and enhancing program sites and space, including off-site (non-district owned) and shared facilities, for various factors (e.g., efficiency, safety, practicality, effectiveness, etc.).
Q:	<i>What are your district's policies and procedures for securing sites and space, including off-site (non-district owned) and shared facilities, for programming and services? What local, state, and federal policies and laws do you need to know about (e.g., levy for lease)? How do you evaluate sites and space and implement changes/enhancements?</i>		
S-A or Goals			

6.C.12	Learning about ways to manage program sites and spaces, including off-site (non-district owned) and shared facilities.	Managing program sites and spaces, including off-site (non-district owned) and shared facilities.	Evaluating and enhancing the management of program sites and spaces, including off-site (non-district owned) and shared facilities.
Q:	<i>What are your roles and responsibilities for managing program sites and spaces? What are ways of managing program sites and spaces? How do you manage program sites and spaces? How do you evaluate and enhance the management of program sites and spaces?</i>		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Goals, Resources

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