

2009 Syllabus: EXECUTIVE MANAGEMENT SKILLS—ADM 822

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- Note #1:** The evaluation category designated by the symbol—△ “Not yet”—indicates that the student has “not yet” reached that level of training in the program.]
- Note #2:** The Standard being evaluated is in **BOLD**. The operational definition of the standard, as it applies to this course, is designated by the Black Circle: ●
- Note #3:** The operational definition provides the behavioral example evidence indicator of the Standard’s accomplishment that the student has been directly observed to have demonstrated—either orally in class, and/or verbally on paper, as assessed by the accompanying rubrics.
- Note #4:** The *professional judgment* of the professor must be used, in addition to the applicable rubrics, to determine the presence or absence of a given learning behavior. The legal authority for doing so derives from jurisprudence principle of “expert witness.” That is, the courts have accepted the testimony of the professor—expert witness—in higher education as irrefutable evidence of the assessment of student behavior and achievement. Thus, the professional evaluation of a student’s achievement of any given Standard is the combined result of both a rubric-based assessment and the professor’s expert judgment—a judgment that is applied to all of the behaviorally stated Black ● Circle indicators, subsumed within each of the given Standards.

Executive Management Skills

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★ **Mission Statement of Gallaudet University**

Gallaudet University...is a bilingual, diverse, and multi-cultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard-of-hearing individuals through American Sign Language and English. Gallaudet prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world.

★ **Mission Statement for School of Graduate Studies and Professional Programs**

The distinguished faculty and staff of Gallaudet University's Graduate School—drawing on the institution's rich heritage and unique ASL–English bilingual environment—provide a multi-faceted mission to assist its elite cadre of students. The Graduate School accomplishes the achievement of its multi-faceted mission through a variety of means, including: (1) generating empirical knowledge and research-based skills to assist Gallaudet's student scholars in applying theory to practice in the various disciplines and professions available to them by their chosen programs of study; (2) preparing future generations of leaders, scholars, and practitioners to advocate for proactive changes in the cultural, linguistic, and communication needs of deaf and hard-of-hearing individuals throughout the Nation and the world; and, (3) ensuring that the curricula of its various programs are in timely alignment with the standards of their respective accrediting bodies, as well as with the standards of excellence espoused by the Graduate School, itself.

★ **Mission Statement of Department of Administration and Supervision**

The deeply committed and highly energetic faculty of the Department of Administration and Supervision prepares its promising students in change leadership for Line Officer and Staff Officer positions in the fields of Deaf Education, Special Education, and Human Services organizations. Its curriculum addresses the students' holistic needs of both head and heart. It addresses the needs of the head with an up-to-date curriculum that transforms the theories of management, change leadership, disability policies, ethical deportment, and group dynamics into applied real-world settings, so that its many lessons can be put to immediate use by the students in their current job placements. And its curriculum also addresses the needs of the heart by emphasizing the attitude of humility when wielding power and influence over others. In a word, the department's students learn the wisdom of St. Augustine's famous quote: "To become great, we must first become little."

★ **Mission Statement Sound-Bite of Department of Administration and Supervision**

"Developing practitioner-scholars in the physics of management and the chemistry of leadership."

● **Course Description** (ADM 822)

- EXECUTIVE MANAGEMENT SKILLS (ADM 822) prepares students for assuming their future roles as either Line Officers or Staff Officers in education and human services organizations. This seminar (a) provides a solid foundation in the applied skill repertoires that underlie effective practices in today’s executive management environment, and (b) prepares the students to begin applying immediately in their current job placement what they have accumulatively learned throughout the semester. Every session opens up with an opportunity for the students to share their administrative observations, since the time of the last class, and to engage the class in addressing the various issues they are sharing from these experiences.

- EXECUTIVE MANAGEMENT SKILLS is the capstone course for the doctoral program—a course that reenforces what the current literature supports as the requisite mind sets and proficiency skill sets needed for Staff Officers and Line Officers to effectively function in today’s organizations. These mind sets and skills sets include: (a) six volumes of applied readings, including several sets of selected books and monographs that are provided to each of the students, systematically throughout the semester; (b) fifteen weeks of student-lead *Minor Leadership Events* at the table area of the room, involving several dozens of supplementary state-of-the-art readings from MIT’s quarterly *Sloan Management Review*, and Harvard’s monthly *Harvard Business Review*; (c) eight weeks of student-led *Major Leadership Events* at the couch area of the room, addressing the Volume I, I(a), and I(b) *Discussion Notebooks* assignments, which comprise the opening 110 minutes of each week’s session; and, (d) panel presentations by the students on the two nationally recognized and recently published state-of-the-art books—assigned newly for each semester—and addressing currently endorsed aspects of management and leadership. The student panels demonstrate a cross-application of what they are learning from both state-of-the-art books, as well as from all of their other cumulative readings in the doctoral program—as applied to the special education environments that they will some day be managing and leading.

- EXECUTIVE MANAGEMENT SKILLS devotes a substantial investment of energy and time to the principles, practices, and behaviors that are necessary for the effective performance of any Line Officer or Staff Officer functioning in today’s organizations. These sharply focused readings and discussions include the following six volume ensemble.
 - *Discussion Notebooks—Volumes I, I(a), and I(b).* Topics demand a reflective and totally-committed class participation of the real-world examples presented in the readings showing how managers and leaders act and fail to act, including: ① Special Education legislation and case law—(a) *The President’s Commission on Special Education*, (b) Federal Court of Appeals rulings, (c) Consortium for **A**ppropriate **D**ispute **R**esolution in Special Education, (d) ADA Act of 2008, PL 110-325, (e) Sec 504 of the Rehab Act of 1973, PL 93-112, (f) IDEA Amendments of 2004, PL 108-446, and (g) NCLB Act of 2001, PL107-110; ② *Leadership 201*—(a) constructing and designing statements of vision, and mission, and (b) mastering the

rudiments of *strategic planning* as distinguished from *strategic thinking*; ③ *Leadership 301*—(a) examining the ingredients comprising an effective management team, and (b) examining the interplay of culture and personality affecting team performance; ④ *Leadership 401*—(a) discussing the role of style, dress, and comportment in executive behavior, (b) demonstrating proper dining etiquette during Line Officer interview events, (c) examining examples of best practices, and (d) discussing the role of values in shaping organizational climate; ⑤ *Leadership 501*—(a) developing CEO succession plans, (b) dealing with CEO term-mortality and firings, (c) dealing with CEO-Board relations, expectations, and role differentiation, and (d) dealing with the management of change; ⑥ *Leadership 601*—(a) examining case studies in leadership, executive derailment, and toxic environments, and (b) re-examining decision-making processes; and, finally, ⑦ *Leadership 701*—case studies of exemplary Line Officers.

- *Interviewing—Volume II.* Topics demand a reflective and totally-committed level of class participation by all students, as we discuss the real-world examples of leadership and management presented in these voluminous readings—readings that show how managers and leaders act and fail to act—including: ① becoming conversant with the laws enforced by EEOC—(a) Title VII of the Civil Rights Act of 1964, PL 88–352, (b) the Equal Pay Act of 1963, PL 88–38, (c) the Age Discrimination Act of 1967, PL 90–202, (d) Sections 501 and 505 of the Rehab Act of 1973, PL 93–112, (e) Title I and V of the ADA Amendments Act of 2008, PL 110-325, (f) the Civil Rights Act of 1991, PL102–166, and (g) executive Order #11246 of LBJ of September 24, 1965 barring discrimination in Federal employment; ② becoming conversant with the principles and emerging case law surrounding Affirmative Action practices in hiring as applied to females and minorities; ③ mastering the skills of effective interviewing techniques both as an interview team chair and as an interviewee, (a) developing a mastery of how to avoid the legal minefields in the development of interview questions, (b) demonstrating the principles of effective résumé construction, (c) demonstrating how to fend off illegal questions, and impossible-to-answer questions during an interview, (d) demonstrating the art of bridging and setting the climate for the interview session, (e) discussing strategies for negotiating salary and benefits, including moving expenses; and, ④ participating in an optional session with a *Color Me Beautiful* consultant.

- *Effective Listening Skills—Volume III.* Topics demand a reflective and totally-committed level of class participation by all students, as we discuss the real-world examples of leadership and management including: ① mastering the principles of communication, (a) mastering the handling of feedback, (b) mastering the skill of *active listening*, (c) identifying poor listening habits, and mastery of the distinction between *dialogue* and *debate*, (d) demonstrating mastery in reading a person’s body language, including non-verbal cues to lying, and (e) processing the instrumentation results of *La Monica Empathy Profile*, *Personal Listening Profile*, and *Defensiveness Inventory*.

- *Effective Meeting Management Skills—Volume IV.* Topics demand a reflective and totally-committed level of class participation by all students, as we discuss the real-world examples of leadership and management from school organization cultures, Federal work cultures, and corporate cultures, including: ① principles of designing a meeting, (a) agenda development, (b) pre-meeting footwork, (c) identifying the time, place, duration, and frequency of meetings, (d) designing post-meeting follow-up, including the distribution of who-does-what type Minutes; ② processing the instrumentation results of *Meeting Evaluation Scale*, *Work-Group Effectiveness Inventory*, *Meeting Effectiveness Inventory*, and *Parker Team Player Survey*; and, ③ mastering the principles of Parliamentary Procedure, (a) demonstration of *Parliamentary Procedure* both by chairing a parliamentary meeting, and by participating in a parliamentary meeting.

- *Time Management—Volume V.* Topics demand a reflective and totally-committed level of class participation by all students, as we discuss the real-world examples of the time management, including: ① discussing the physics of time, and the psychology of time; ② mastering the mechanics of managing the organizational resource of time, and mastering its corresponding correlates to one’s personal life, (a) presenting the agenda that addresses: “*How I would want to spend the final 24 hours of my life on Earth*”; and, ③ processing the instrumentation results of *Time Management Personality Profile*.

- *Conflict Management—Volume VI.* Topics demand a reflective and totally-committed level of class participation by all students, as we discuss the extensive results of their numerous models of conflict, and numerous instruments identifying conflict management and stress management styles, including: ① discussing the nature of conflict and confrontation (a) its causes, and its handling, and (b) the rules and mind-sets requisite for negotiation skills; and, ② processing the instrumentation results of *Negotiation-stance Inventory*, *Thomas & Kilmann Conflict Mode Instrument*; *Conflict Styles Instrument*, *Conflict Management Survey*, *Dealing with Conflict Instrument*, and *Stress Resiliency Profile*.

- **Course and Instructor Availability** (ADM 822)
 - Offered every odd-year spring semester on Thursday evenings from 4:59 to 9:09 p.m. for 14 sessions.
 - Offered by permission only from William J. A. Marshall, (202-651-5525, Ms. Esther King), wjam@gallaudet.edu—accessible at all times.
 - **Course Texts Available At-Cost on the Market or Campus Bookstore** (ADM 822)
 - Gardner, H. (Ed.) **Responsibility at work: How leading professionals act and do not act responsibly.** (2007). San Francisco: Jossey-Bass. (989 Market Street, 94103–1741)
 - Lexis-Nexis (2007). **IDEA, 2004—Re-authorized (2007 Edition).** Charlottesville, VA: Matthew Bender & Co.(USPO Box 7587, 22906–7587) 1-800-833-9844
 - Oliver, V. (2005) . **301 Smart answers to tough interview questions.** Naperville, Illinois: Sourcebooks, Inc (USPO Box 4410, 60567–4410) 630-961-3900 fax 961-2168
 - Simons, T. (2008) . **The integrity dividend: Leading by the power of your word.** San Francisco: Jossey-Bass. (989 Market Street, 94103–1741)
 - Yate, M. (2008) . **Knock ‘em dead–2009: The ultimate job search guide.** Avon, MA: Adams Media (57 Littlefield Street, 02322) 1-800-289-0963
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- **Course Texts and DVD Provided—As Part of the Course Registration Fee** (ADM 822)
 - **Special Education Law.** (Latham, et al., 2008). Boston: Pearson. Tab G Vol. 01
 - **Section 504 and the ADA—Promoting student access: A resource guide for educators.** (1999). Albuquerque, NM: CASE. Tab G Vol. 01
 - **Disciplining students with disabilities: A synthesis of critical and emerging issues** (NASDSE) Tab G Vol. 01
 - **The educational and communication needs of deaf and hard-of-hearing children: Statement of principle** (Siegel, 2000) Tab G Vol. 01
 - **Addressing over-representation of African-American students in Spec Educ...pre-referra process** (CEC, 2002) Tab G Vol. 01
 - **Determining appropriate referrals of English language learners to spec educ...guide for principals** (CEC, 2002) Tab G Vol. 01
 - **The search committee handbook: A guide to recruiting administrators.** (AMAZON.com) BkJkt Vol. 02
 - **On running a meeting.** (2002). Boston: Harvard Business School BkJkt Vol. 03

- **Pointers on Parliamentary Procedure.** (1990). Ks City, MO: NAP BkJkt Vol. 03
- **Procedural cue cards: Parliamentary Procedure.** (1989) BkJkt Vol. 03
- **Manager Mentor: Running a meeting.** (2002). Boston: Harvard Business BkJkt Vol. 03
- **Prisoners of time.** (1994). Wash., DC: USGPO BkJkt Vol. 04
- **The one minute manager.** (Blanchard, K., & Johnson, S. (1983). NY: Berkley BkJkt Vol. 04
- **175 ways to get more done.** (Cottrell, D., & Layton, M.C. (2000)..Dallas. BkJkt Vol. 04
- **The power of quiet.** (1988). Milwaukee, WS: Northwestern Mutual Life. BkJkt Vol. 04
- **Getting to Yes: Negotiating agreement.** (Fisher, R. & Ury, W. (1983). BkJkt Vol. 06

● Course Pre-Assignments:

- An ensemble of 13 instruments, available on and after January 13th and due by the Tuesday, January 27, 2009.
- An ensemble of two notebooks due for first class on January 29, 2009:



Executive Management Skills Case Study

—Case Study for first

- ★ Ponder the wisdom of the opening poem: *What makes the grass grow?*
- ★ Digest the *Introduction/Key Performance Skills/Personnel Law* materials.
 - ★ Read BLUE page at end; fill-out WHITE page at end *IN CLASS on 01/29*
- ★ Study the first page of the *PERFORMANCE MANAGEMENT SIMULATION* instrument.
 - ★ Study, carefully, the second page *Staff Member Descriptions*—using the fold out sheet as a convenient summary of the personnel descriptions.
 - ☆ Assign rankings in 3rd column for **MERIT INCREASES** and 4th column **PROMOTIONS**.
 - ★ The criteria for **MI** are not the same as the criteria for **PROMOTIONS**—use your experience to decide



Principles of PR & Media Interviewing

—Guest Speaker for first cl

<i>Smitha</i>	■	How to survive a media mauling (Jack and Suzy Welch, Business Week , 11/10–08; P. 096)	13
<i>Martina</i>	■	How to deal with the media (MacErlean, The Observer , 08/12–01	14
	□	How to deal with the media (Deskdemon.com , 2009)	
	□	How to deal with the media: The “public” in PR (http://www.dmh.missouri.gov , 2009)	
<i>wjam</i>	■	Training executives for media interviews (http://www.dpkpr.com/services/media_training.asp , 2009)	15
<i>Alim</i>	■	Manage the media: Don’t let the media manage you (Holstein, HBR , 2008)	23
<i>Christie</i>			
<i>Liz</i>	■	The six key dimensions of understanding the media (Yates, Orlikowski, & Jackson, SMR , 2008)	24
<i>Gabe</i>			
<i>Connie</i>	■	Gilded & Gelded: Hard-won lessons from the <i>PR</i> wars (Martin, HBR , 2003)	25
<i>Anthony</i>			

● **Instrumentation Pre-Assignment**

<input type="radio"/>	<i>Pink/Coral</i>	PROBLEM-SOLVING DECISION-MAKING STYLE—<u>MYSELF</u> & <u>MY BOSS</u>	12 + 12 Items
<input type="radio"/>	<i>Lemony</i>	PARKER TEAM-PLAYER SURVEY	18 Items
<input type="radio"/>	<i>White</i>	LA MONICA PROFILE	30 Items
<input type="radio"/>	<i>Gray</i>	MEETING EFFECTIVENESS QUESTIONNAIRE (03 cols. for assessing 03 meetings)	22 + 22 + 22 Items
<input type="radio"/>	<i>Lavender/Yellow</i>	MEETING EFFECTIVENESS INVENTORY—<u>MYSELF</u> & <u>MY BOSS</u>	25 + 25 Items
<input type="radio"/>	<i>Orange</i>	TEAM LEADERSHIP PRACTICES INVENTORY	30 Items
<input type="radio"/>	<i>Salmon</i>	CONFLICT MANAGEMENT STYLES: FOUR-CASE STUDY	04 x 05 = 20 Items
<input type="radio"/>	<i>Purple/White</i>	DEALING WITH CONFLICT	15 Items
<input type="radio"/>	<i>Pumpkin/White</i>	THOMAS-KILMANN CONFLICT MANAGEMENT	30 Items
<input type="radio"/>	<i>Green/White</i>	CONFLICT MANAGEMENT SURVEY (Labor Intensive; Time Consuming!)	12 x 05 = 60 Items
<input type="radio"/>	<i>Pink</i>	STRESS RESILIENCY PROFILE	18 Items

● **Course Assessment Plan**

- Role as Main DISCUSSION LEADER @ 4:59 p.m. ... 20% □ Leadership Evaluation Assessment Rubric: Major Event
- Role as DISCUSSION PARTICIPANT @ 4:59 ... 08% □ Followership Evaluation Assessment Rubric: Major Event
- Role as DISCUSSION LEADER @ Table ... 15% □ Leadership Evaluation Assessment Rubric: Minor Event
- Role as DISCUSSION PARTICIPANT @ Table ... 07% □ Followership Evaluation Assessment Rubric: Minor Event

- Role as **CHAIR OF INTERVIEW TEAM** ... 20% □ (Rubric under development)

● Responsibilities of CHAIR include:

- ☛ Design of the Interview Session *cf.* Vol 02 RED DOT & The Search Committee Handbook: A guide...
- ☛ Quality of the Interview Questions and General Effectiveness of the session
 - ✓ *cf.* Vol 02 Tab R Tab S & The Search Committee Handbook... & Knock ‘em dead Guide

- Role as **INTERVIEWEE** ... 15% □ (Rubric under development)

● Responsibilities as INTERVIEWEE include:

- ☛ Design and quality of the **résumé** and its relevance to **job description**
 - All job descriptions **MUST** be real, relevant to your career goals, and commensurate with your **résumé**
 - ① Demonstrate mastery of principles and skills of Interviewing
 - ✓ *cf.* Vol 02 Tab BLUE Tab GREEN & Knock ‘em Dead (2009) & The search
 - ② Demonstrate mastery of principles **résumé** construction
 - ✓ *cf.* Vol 02: Tab III Orange Topside Thin-Green Topside

- ③ Fields interview questions, deftly—quickly, skillfully, and adroitly—and with aplomb—the picture of self-confident assurance and poise. *cf.* Vol 02: Tab **S** **Small Red**
- ⑥ Presents to the Interview Team, orally, a series of **concluding questions** for the team to answer—questions that reflect directness and relevance to the position in question.

○ Responsibilities for the **OBSERVERS**: Gabe & Christie (**35%**)

- Due to the size of the class and limited number of sessions, I am asking that Gabe and Christie forego their roles as INTERVIEWEES and also as CHAIRS; serving, instead, as outside OBSERVERS who critique, along with me, all interviews.

☛ Role expectations for **OBSERVERS** include:

- ① Demonstrated mastery of all interviewing principles
- ② Demonstrated critical review of all papers submitted by INTERVIEW CHAIRS and also INTERVIEWEE'S résumé
Demonstrated ability to perceive group dynamics occurring in the room
- ④ Demonstrated capabilities of assessing the INTERVIEWEE'S performance, the CHAIR'S performance, and the TEAM'S performance
- ⑤ Demonstrated Line Officer decisiveness in announcing to INTERVIEWEE the answer to the *\$64K Question*: ☛ DOES THE CANDIDATE GET THE JOB?

○ Role as a team member and quality presentation on **PANELS I & II** in May **15%**

Course Evaluation Assessment Rubrics

Oral Presentation Assessment Rubric

Panel Leader/Members/Topic: _____ **Date:** _____

A. Overall Participant Presentation	75%
The presentation of the participant/leader showed substantial preparation. The presentation was creative and clearly built on an understanding of the principles taught during the course. The candidate paced the presentation appropriately and managed the allotted time effectively. The presentation and/or activities followed a clear and logical sequence and support materials were effectively and appropriately used. The presentation strategy, including quality of PPT slides, was engaging and encouraged the appropriate involvement of audience.	Exemplary
The participant/leader was fairly well prepared, having collected and critiqued relevant references; although there could have been more, or better quality materials used. The presentation was based on an understanding of the principles relevant to the topic. The candidate paced the presentation appropriately and managed the allotted time effectively. The presentation strategy was logically sequential and support materials were appropriately used; however, the presentation strategy and use of PPT left room for improvement.	Acceptable
The participant/leader presentation was uneven . The sources of information used in the presentation by the candidate were superficial. The presentation style consisted primarily of reading from notes and did little to engage the audience in any meaningful way.	Remediation
The participant/leader did not prepare for this presentation, in an exemplary and professional fashion. The candidate did little to critique the materials presented. The just read the paper, showing scant comprehension or enthusiasm for the task.	Unacceptable

B. Critique and Handling of the Audience	25%
The participant/leader was fully prepared for the questions asked during/after the presentation; revealing an in-depth knowledge of the materials presented by clearly articulating the principles being expounded. The answers to the questions demonstrated professional grasp of the subject matter and professional aplomb in handling the questioner.	Exemplary
The participant/leader was able to answer some, but not all , of the questions presented during/after the presentation. Through coaching, the candidate demonstrated an adequate grasp of the material presented.	Acceptable
The participant/leader demonstrated an insufficient command of the material presented. Most of the presentation was a repetition of what was already projected on the PPT slide or overhead projector transparency.	Remediation
The participant/leader was unable or unwilling to address the topic, appropriately, including inability to answer the questions presented.	Unacceptable
COMMENTS:	

○ Leadership Evaluation Assessment: Major Event Leader@Couch Name: _____ Date: _____ Comment: _____

<u>ELCC Std</u>	<u>Targeted Behavior</u>	<u>Levels of Demonstrated Proficiency</u>				<u>Commentary</u>
		<i>Unacceptable</i>	<i>Remediable</i>	<i>Acceptable</i>	<i>Exemplary</i>	
<i>A = Knowledge, B = Performance and C = Disposition</i>		(01)	(02)	(03)	(04)	
2.1–2.3//3.1–3.3 I-A.01// I-A.05 III-C.02	People-oriented focus of the session’s design, topical sequencing, time management, problem analysis skills, general organization skills, and rules for group decision making					
2.2–2.3//3.1–3.3 II-A.03//II-C.03	Professional quality of contribution and integration of already learned materials in previous readings, and best practices in management					
2.2–2.4//3.2–3.3// 5.1–5.3 II-B.02//V-B.01	Facilitates the group participation of followers by showing interpersonal leadership skills, a positive disposition, a pronounced set of active listening skills, and sensitivity to differences of opinion—racial and intellectual					
Leadership Standard implicit in the project’s task focus	Ability to provide periodic closure to items discussed, to provide effective transitions from one topic to the next, and to provide a summary of issues covered at the end					
3.3//7.1–7.6 I-B.04	Ability to demonstrate the results of reflective thinking when introducing the various issues and when providing a nutshell summary for the followers to ponder on the lessons gained					
Leadership Standard implicit in the project’s task focus	Ability to provide humor and enthusiasm when group dynamics devolve into heated disputes, and to bring the group back to addressing the tasks on hand					
2.3//3.1–3.3	Demonstrates effective collaboration with followers—both inside and outside of the group—prior to the leadership event to ensure preparedness of all, and to consult with outside experts and authors of the topics to be covered in the session.					
<i>Totals</i>						

○ *Followership Evaluation Assessment* **Name:** _____ **Date:** _____ **Comment:** _____

<u>ELCC Std</u> <i>A =Knowledge, B =Performance and C =Disposition</i>	<u>Targeted Behavior</u>	<u>Levels of Demonstrated Proficiency</u>				<u>Commentary</u>
		<i>Unacceptable (01)</i>	<i>Remediable (02)</i>	<i>Acceptable (03)</i>	<i>Exemplary (04)</i>	
2.1–2.3//3.1–3.3 I-A.01// I-A.05 III-C.02	Time management and requisite problem analysis skills for responding to the discussion—deciding what commentary to withhold in the interests of effectiveness and efficiency.					
2.2–2.3//3.1–3.3 II-A.03//II-C.03	Professional quality of contribution and integration of already learned materials in previous readings, and best practices in management					
2.2–2.4//3.2–3.3// 5.1–5.3 II-B.02//V-B.01	Cooperating, due to time constraints, with the leader’s efforts to allow equity of floor time for all members, and to do so by showing interpersonal leadership skills, a positive disposition, a pronounced set of active listening skills, and sensitivity to differences of opinion—racial and intellectual					
Leadership Standard implicit in the project’s task focus	Ability to provide periodic closure to items discussed—when the leader fails to do so—by providing effective transitions from one topic to the next, and by providing a closure on issues covered					
3.3//7.1–7.6 I-B.04	Ability to demonstrate the results of reflective thinking when contributing to issues by providing applied examples for others to ponder on the lessons gained, and by offering reflective enquiries for others to address					
Leadership Standard implicit in the project’s task focus	Ability to assist leader when group dynamics devolve into heated disputes by instilling humor and providing assistance in bringing the group back on track to the tasks on hand					
2.3//3.1–3.3	Demonstrates a willingness to collaborate with members of the group —both inside and outside of the meeting—for obtaining floor privileges, and by yielding the floor when a point has been made to ensure equity.					
<i>Totals</i>						

○ Leadership Evaluation Assessment: Minor Event Leader@Table Name: _____ Date: _____ Comment: _____

ELCC Std	Targeted Behavior	Levels of Demonstrated Proficiency				Commentary
		Unacceptable	Remediable	Acceptable	Exemplary	
<i>A =Knowledge, B =Performance and C =Disposition</i>		(01)	(02)	(03)	(04)	
2.1–2.3//3.1–3.3 I-A.01// I-A.05 III-C.02	Task-oriented focus of the design, strict time management, and requisite problem analysis skills for leading the discussion at the table—deciding what portion of the materials need not be entertained					
2.2–2.3//3.1–3.3 II-A.03//II-C.03	Professional quality of contribution and integration of already learned materials in previous readings, and best practices in management					
2.2–2.4//3.2–3.3// 5.1–5.3 II-B.02//V-B.01	Facilitates the group participation of followers by showing interpersonal leadership skills, a positive disposition, a pronounced set of active listening skills, and sensitivity to differences of opinion—racial and intellectual					
Leadership Standard implicit in the project’s task focus	Ability to provide succinct closure to items discussed, to provide effective transitions from one topic to the next, and to provide a summary of issues covered at the end					
3.3//7.1–7.6 I-B.04	Ability to demonstrate the results of reflective thinking when introducing the various issues and when providing a nutshell summary for the followers to ponder on the lessons gained					
Leadership Standard implicit in the project’s task focus	Ability to provide humor and enthusiasm when group dynamics devolve into heated disputes, and to bring the group back to addressing the tasks on hand					
2.3//3.1–3.3	Demonstrates effective collaboration with followers—both inside and outside of the group—prior to the leadership event to ensure preparedness of all, and to consult with outside experts and authors of the topics to be covered in the session.					
<i>Totals</i>						

- **Course as Embedded within the Conceptual Framework of Graduate Studies and Professional Programs**
 - ◆ **Promoting Connections.** This course embraces the GSSP focus of encouraging the students to see the inter-relatedness and connections of their chosen fields of administration and change-leadership within the broader contexts of deaf education and special education. These contexts include: (a) cultures, (b) communities, (c) families, (d) educational institutions, and (e) the professions at-large. Such inter-connectedness of contexts equips our graduates with the ability to appreciate diversity of opinions, diversity of cultures, and the life-long learning that is so essential for them to develop their own highest potential.
 - ◆ **Promoting Connections between Deaf and Hearing Cultures.** This course embraces the GSSP focus of encouraging the students to see the inter-relatedness and connections existing between Deaf and Hearing Cultures. Far from being unitary or mutually exclusive of each other, these cultures have a rich evolutionary history, replete with variations in language, communication styles, psychological needs, and preferred methods of learning. Our students learn how to see and appreciate the connections between these two cultures through both formal and informal interactions occurring within class and outside of class. Gallaudet graduates leave their respective training programs fully equipped to be allies, advocates, and leaders in deaf education and their chosen professions.
 - ◆ **Promoting Connections among Regional, National, and International Forums.** This course complements the excellent learning environment that Gallaudet provides its students in promoting connections that extend not only from within the Campus community and its neighboring communities, but also to the regional, national, and international forums within which they live, work, and visit. The Campus is wonderfully situated to take advantage of such inter-connectivity—given the composition of the student body hailing from all over the Nation and the world. Our faculty work with our students in ways that go beyond the limits of the classroom, thereby encouraging the holistic development of their personal and professional growth. The language and communication modalities employed in these holistic interactions show respect for the multi-cultural and audiological diversity of our Deaf and hearing students—allowing them opportunities to learn from each other, as a supplement to their formal instruction.
 - ◆ **Promoting Connections between Tradition and Innovation.** This course increases the students’ awareness and mastery of exemplary state-of-the-art developments in executive communication strategies, including: (1) principles of grammatical correctness; (2) principles of brevity and clarity; and (3) principles for tailoring the design and delivery of the message to fit the cultural, linguistic, and psychological needs of their reading/listening audiences. The students are also shown that such cutting-edge innovations are only as effective as their ability to incorporate these communication principles within the traditionally meaningful histories and heritages of their reading/listening audiences.

● **Conceptual Framework** (Continued)

- ◆ **Promoting Connections between Theory and Practice.** This course embraces the departmental philosophy of enabling students to become practitioner-scholars in their chosen fields of administration, supervision, and change-leadership. Practitioner-oriented scholarship is predicated on two foundations—the first of which is the Socratic dictum of “*Know thyself*,” wherein self-mastery is shown to the students as being a necessary prerequisite to the group-mastery that comprises leadership. The second foundation consists of the theoretical knowledge base comprising the various cognate fields of administration, including: (1) the psychology of language, cultures, and Deafness; (2) the psychology of the *Maslovian Needs* that drive such organizational behaviors as the *Needs for Power, Achievement, Recognition, and Belonging*; (3) the psychology of interpersonal conflict and group dynamics; (4) the psycho-dynamics of how to recognize and manage the information networks deep within bowels of the “hidden” organization—where the influence of leaders is either successfully generated, or dramatically resisted; and, (5) the systems theory approach to managing organizations. Our students build upon these theoretical underpinnings with ample opportunities for applying them to the real world of their current organizations and the specialized world of their internship experiences, thereby bridging the relevance of what they learn in theory to what they achieve in practice.

- ◆ **Promoting Connections between Reflection and Enquiry.** This course embraces the institutional mission of self-reflection and the desire for an earnest spirit of both enquiry and life-long learning. Self-reflection impresses upon the student the need to be open to the solicited and unsolicited feedback of others, as they attempt both to influence others and, in turn, to allow themselves to be influenced by others—a cardinal requirement of leadership. Interactive enquiry, on the other hand, impresses upon the student the need not only to tolerate the silences, skepticism, and ambiguity that they will meet as future leaders, but also the need to recognize that the business of organizations is exceedingly complex and that huge gaps in our knowledge base require us to seek the solutions and intelligent choices that will move our organizations forward to the accomplishment of their missions and strategic goals—which also forms a cardinal foundation base for leadership.

● **Course Policy on Plagiarism**

- ◆ All students are ethically bound to respect the works of others and are provided several source materials on this topic during their orientation to the graduate school and during their participation in ADM 796, including:
Paulos, L. (2006). *Understanding plagiarism: A student guide to writing*. Boston: Houghton Mifflin. (ISBN 0-618-66297-9)

● **Student Learning Outcomes are Aligned with ISLLC and ELCC (District-Level) and NCATE Standards
—And Rubric for Use by Students at the End of the Semester**

Note #1: The evaluation category designated by the symbol—△ “Not yet”—indicates that the student has “not yet” reached that level of training in the program.]

Note #2: The Standard being evaluated is in **BOLD**. The operational definition of the standard, as it applies to this course, is designated by the black circle: ●

Note #3: The operational definition provides the behavioral example evidence indicator of the Standard’s accomplishment that the student has been directly observed to have

demonstrated—either orally in class, and/or verbally on paper, as assessed by the accompanying rubrics.

STANDARD I

ISLLC	ELCC (District Level)
<p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the organization.</i></p>	<p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by facilitating the development, articulation, implementation, and stewardship of a school-wide (organization-wide) embraced vision.</i></p>

STANDARD I-A: Knowledge

Evaluation of Directly Observed Semester-Based Behaviors

I-A.01: Pluralism	<input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> △ (Not yet)
<ul style="list-style-type: none"> ● Promotes acceptance of multi-cultural values that are consistent with society’s efforts to meet the needs of all children, including adults with disabilities. ● Shows tolerance for accepting differences of opinion of others based on race, educational background, ethnicity, or country of origin. ● Exemplifies the value of practicing ethical principles—including applying principles of procedural justice (due process and fairness), and distributive justice (equity and fair outcomes)—to promote the commonweal. ● Recognizes the value of contributing to the development of effective working relationships with others, including the communities within which the school or organization is situated. 	<p>Commentary:</p>

→ **STANDARD I-A: Knowledge (Continued)**

	<input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)
<p>I–A.02: Strategic Thinking</p> <ul style="list-style-type: none"> ○ Recognizes that <i>strategic thinking</i> must precede <i>strategic planning</i> in that it sets the direction for the development of vision and mission statements—including the necessary alignment of <i>strategic goals</i>, budgets, and the evaluation processes attendant to those statements. ○ Recognizes that the premise on which all strategic planning is based revolves around the questions: “<i>Are we doing what our internal and external constituencies expect us to be doing?</i>” and “<i>Are we achieving it?</i>” ○ Recognizes that the <i>strategic directions</i> for the school or organization acquire value in direct proportion to the leader’s ability to get everyone to infuse them with energy, to embrace them with passion. 	<p>Commentary:</p> <p style="text-align: center;">—Does Not Apply—</p>
<p>I–A.03: Systems Theory</p> <ul style="list-style-type: none"> ○ Shows an understanding that the interactive dynamics happening at the individual worker’s level and unit level, systematically influence the effectiveness of relationships and performance outputs at the school or organizational level. ○ Shows that the introduction of any programmatic or strategic change produces a corresponding effect on the inter-relatedness among the various resources of the organization, including morale and human motivation. 	<p style="text-align: center;">—Does Not Apply—</p>
<p>I–A.04: Data Aggregates and Analysis Strategies</p> <ul style="list-style-type: none"> ○ Shows an understanding that all <i>strategic planning</i> must be data-driven through the purposeful design of all formative and summative evaluation procedures—including the data acquisition supporting <i>strategic goal</i> achievement. ○ Demonstrates that procedures must be in place to show evidence of compliance with accreditation standards, and national legislation—<i>Affirmative Action/EEO</i> mandates, (including the evolving case law interpreting those mandates), as well as <i>ADA of 1990</i> (P. L. 101–336), and <i>NCLB Act of 2001</i> (P. L. 107–110). ○ Demonstrates the use of the appropriate statistical tools to draw meaningful conclusions from accumulated data bases to evaluate the effectiveness of <i>strategic directions</i>, and changes in those directions. ○ Recognizes that the quality and quantity of operationally defined indices of measurement are at the heart of the <u>continuous improvement process</u>, as well as the accountability mandates of the 21st century organization. 	<p style="text-align: center;">—Does Not Apply—</p>

→ **STANDARD I-A: Knowledge (Continued)**

<p>I-A.05: Communication: Effective listening, speaking, and writing</p> <ul style="list-style-type: none"> ● Demonstrates by example that leadership involves persuasion, which in turn requires transparency, which in turn necessitates not only the frequency of timely communications, but also the clarity and conceptual integrity of those communications. ● Demonstrates by written and spoken example that context, clarity, and conciseness contribute to message effectiveness, as does the decision to present it as either a written document, or as a public address. ● Gives indications of some of the techniques used by leaders when dealing with the media—including the artful use of sound bites, and the colorful use of quotable statements to best represent a school’s or organization’s platform of values, vision, mission, and goals. to the leader’s ability to get everyone to infuse them with energy, to embrace them with passion. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>I-A.06: Consensus-Building Skills</p> <ul style="list-style-type: none"> ● Applies effective communication skills—including <i>active listening</i>, superior command of the language—as a means of facilitating group consensus efforts. ○ Puts into practice an entire constellation of meeting-management skills—including the application of Parliamentary Procedure rules, and the development of a consensus agenda. ● Demonstrates that effective communication and consensus construction are predicated on the leadership characteristics of authenticity, fiduciary trust, and ethical probity. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>I-A.07: Negotiation Skills</p> <ul style="list-style-type: none"> ● Demonstrates that the concept of shared governance—the willingness and ability to share power and to avoid playing a <i>zero sums</i> game when forging conflict resolution strategies—and the ability to communicate lie at the heart of all negotiation strategies. ● Shows that the most crucial aspects of effective negotiations also include <i>active listening</i>, humility, and thinking outside of the box. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>

STANDARD I-B: Disposition

Evaluation of Directly Observed Semester-Based Behaviors

		<input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)
<p>I-B.01: High Standards of Learning</p> <ul style="list-style-type: none"> ● Espouses the open accessibility of services necessary for the provision of an appropriate education for all children—whether disabled, disadvantaged, or not. ● Helps to design and promote a vision of learning that encourages performance benchmarks—including increased emphases on effective instructional techniques, as well as increased responsiveness to the varied learning styles of regular education and special education students. ● Apprises learners of their progress outcomes on a continuing basis—including differential diagnoses that may result in the redesign of instructional approaches and the retraining of teachers. 	<p>Commentary:</p>	
<p>I-B.02: Continuous Improvement</p> <ul style="list-style-type: none"> ● Recognizes the value of involving all internal and external constituencies in the ongoing processes of vision and mission development—including the strategic decision-making processes that the strategic goals aligned under those statements entail. ● Demonstrates an appreciation of the value of stabilizing the change process through the timely monitoring of system-wide problems. ● Values the establishment of a school-wide or organization-wide climate that asks: “<i>What can we do better?</i>” 		
<p>I-B.03: Organizational Accountability</p> <ul style="list-style-type: none"> ● Shows a willingness to be predisposed toward the accountability mandates confronting 21st century schools and organizations—including high stakes testing initiatives, accreditation standards, and <i>NCLB Act of 2001</i>. ● Shows a willingness to learn how to create an organization or school climate that emphasizes: (*) a focus stressing high time-on-task learning initiatives; (*) an environmental climate conducive to learning, and the safety of all students and staff through emergency preparedness procedures; and (*) an executive action plan that builds positive working relationships between school and community, and between the organization and its external constituencies. 		

→ **STANDARD I-B: Disposition (Continued)**

<p>I-B.04: Self Reflection</p> <ul style="list-style-type: none"> ● Recognizes the value of becoming a <i>reflective practitioner</i>—including being receptive to receiving the advice of <i>reverse mentors</i>, developing a <i>quiet hour</i> either for self or for the organization wherein no meetings or phone calls can intrude—for the purpose of examining whether or not the fiduciary responsibilities of the person occupying the leadership position are, in fact, being carried out to the satisfaction of those being lead. ● Recognizes the value of providing teachers and staff members with structured opportunities for reflecting upon the culture, operations, and directions of the school or organization—including the freedom to communicate such reflections to the administration, without fear of repercussions. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
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STANDARD I-C: Performance

<p>I-C.01: Developing the Vision (ELCC #1.1 & 1.5)</p> <ul style="list-style-type: none"> ● Knows the essential ingredients of leadership that are required to convince the board of a school for the deaf or the administration of a school district within which a program for special education students resides to facilitate the development of a <i>living vision</i>—one that is capable of energizing the teachers and staff to promote the success of all students. ● Puts into place the state-of-the-art approaches suggested for developing vision and mission statements— including: (*) designing the involvement of all internal and all relevant external constituencies; (*) designing the negotiation strategies for the “buy-in” of hold outs among the various constituencies; (*) designing the linguistic strategies that lend crispness of expression, coherence of purpose, and sound-bite quality aspects to the packaging of the <i>living vision</i>; and, (*) designing the alignment of missions and strategic goals to implement the <i>living vision</i> statements. ● Knows how to motivate a committed cadre of individuals to produce a realistic, credible, and desirable for the school or organization—including helping them to address the pressing question: “<i>What would this school or organization look like if it would be doing its very best to meet the expectations of our internal and external constituencies?</i>” ● Knows how to design a set of management strategies wherein the leader determines: (*) the integral features that the <i>living vision</i> must possess if the school or organization is to succeed; (*) the managerial processes that must be developed to encourage the support and involvement of all relevant internal and external stakeholders; (*) the shared governance principles and practices that must be put into place will guarantee equity and the negotiation of differences in producing a commonly embraced and comprehensive statement of ownership by all. ● Knows how to design a set of management strategies that will help the members of the school or organization to align a set of <i>mission statements</i> and <i>strategic goals</i> that are consistently supportive of the <i>living vision</i>. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
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→ **STANDARD I-C: Performance** (Continued)

<p>I-C.02: Articulating the Vision (<i>ELCC #1.2</i>)</p> <ul style="list-style-type: none"> ● Demonstrates the verbal and non-verbal behaviors requisite for communicating to district level administrators, School for the Deaf Board members, and special program administrators both the intention and practice of the <i>living vision</i> as it is to be embraced on a daily basis by all constituencies. ● Knows how to employ an <i>operations audit</i> to make sure that all aspects of the school district’s or the organization’s decision-making processes—including (*) fiscal, programmatic, procedural, and personnel allocations, and (*) analyses of constituent needs, analyses of student outcomes, and results of NCLB annual ratings—are being governed by the guiding principle: “<i>Is this ‘issue-at-hand’ in alignment with the intent of the living vision?</i>” ● Demonstrates the importance of using data-driven strategies to enhance the development of the <i>living vision</i>—including (*) showing the value of using student assessment results; (*) showing the value of using periodic evaluation results of all <i>strategic goals</i>; (*) illustrating how the results of annual NCLB ratings also play an integral role in this process; and , (*) showing the value of using periodic feedback from various constituencies, including accreditation bodies. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>I-C.03: Implementing the Vision (<i>ELCC #1.3</i>)</p> <ul style="list-style-type: none"> ● Knows that the leaders of <i>living vision</i> processes must attract, commit, and energize people—at the policy levels of the school district, School for the Deaf, or special education program levels, including the front-line levels—(*) to bridge the present to the future by transcending the status quo that may be currently hobbling their collective efforts from carrying out their <i>living visions, missions, and strategic goals</i>; (*) to create the motivational rewards necessary for increasing the levels of value-added meaning and professional satisfaction in the lives of all personnel who are operating as stewards of the <i>living vision</i>; and, (*) to raise the standards of performance excellence throughout the school district’s programs. ● Demonstrates the importance of having the stewards of <i>living visions</i> encouraging people to constantly challenge the status quo by asking: (*) “<i>What if...?</i>” or, (*) “<i>What might be...?</i>” ● Demonstrates the importance of having the stewards of <i>living visions</i> to be capable of translating the verbal statements into achievable <i>action plans</i>, thereby elevating the vision implementation process to a level that is beyond the “<u>continuous improvement program</u>” model. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>I-C.04: Stewardship of the Vision (<i>ELCC #1.4</i>)</p> <ul style="list-style-type: none"> ● Encourages the periodic review of the living vision by all constituencies: (*) to keep it abreast of the changing values and circumstances of a <i>post-9/11 society</i>; and (*) to keep it adjusted to the monitoring processes of <i>strategic goals</i> accomplishments and non-accomplishments. ● Knows the techniques for designing the feedback loops necessary for evaluating the <i>vision, mission, and strategic goals</i> of the school district, special program level, or School for the Deaf, in order to permit an evidentiary basis for making necessary adjustments to those statements. ● Demonstrates that exemplary stewards of the <i>living vision</i> must allow the <i>vision and mission statements</i> actually walk-the-talk by having those statements drive the decision-making process in the school district, School for the Deaf, or special program—including the allocation and re-allocation of resources. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>

STANDARD II

<p>ISLLC</p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by advocating , nurturing, and sustaining a school (organizational) culture and instructional program (Continuous Improvement Program) conducive to student learning and staff professional growth.</i></p>	<p>ELCC (District Level)</p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by promoting a positive school (organizational) culture, by providing an effective instructional program, by applying best practices to student learning (management and leadership), and by designing comprehensive professional growth plans for staff.</i></p>
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→ **STANDARD II–A: Knowledge**

Evaluation of Directly Observed Semester-Based Behaviors

<p>II–A.01: Student Growth and Development</p> <ul style="list-style-type: none"> ● Realizes that the process of student growth and development must precede in importance the product of such achievement—without, at the same time, sacrificing such AYP goals. ● Realizes that intellectual growth must be matched by comparable growth gains in socio-emotional intelligence—including interpersonal interactions with teachers and peers, alike. ● Realizes that all the processes and products of growth require the presence of a safe, engaging, and caring school (organizational) environment. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>II–A.02: Learning Theories</p> <p>○ Recognizes the differences and theoretical implications of various approaches to the teaching/learning process—including : (*) the <u>behaviorist</u> school which provides immediate feedback on observable behaviors; (*) the <u>cognitive</u> school which focuses on how students <i>deductively</i> formulate abstractions into models of related concepts leading to comprehension and factual understanding; and, (*) the <u>constructivist</u> school on which focuses on how students <i>inductively</i> process stimuli from the environment to formulate cognitive models and their attendant adaptive behaviors.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p> <p style="text-align: center;">—Does Not Apply—</p>
<p>II–A.03: Motivation Theories</p> <p>○ Shows an understanding Maslovian Need States—including the principles: (*) unmet needs drive behaviors; (*) nPow, nAch, and nAff—as they apply to individuals and to groups; and (*) motivators stemming from an internal locus of control are more powerful and permanent than external locus of control motivators.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary: —Does Not Apply—</p>
<p>II–A.04: Curriculum</p> <p>○ Recognizes that <i>curriculum</i> involves the mapping of a systematic pathway of discovery—including: (*) exposure to a constantly evolving continuum of knowledge; (*) factual information; and, (*) social-usefulness skills.</p> <p>○ Recognizes that <i>instruction</i> involves the assembly of resources that support the targeted outcomes of the curricular pathway—outcomes that are measured by operationally defined instruments of achievement.</p>	<p style="text-align: center;">—Does Not Apply—</p>

→ **STANDARD II-A: Knowledge** (Continued)

<p>II–A.05: Principles of Effective Instruction ○ Knows the importance of conducting multi-tiered formative and summative evaluation assessments on the teaching and learning process—including: (*) assessing the learning style preferences of students; and, (*) conducting periodic <i>operations audits</i> on all aspects of the learning environment of the school (organization).</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary</p> <p style="text-align: center;">—Does Not Apply—</p>
<p>II–A.06: Evaluation Strategies ● Realizes that all decision-making practices must be aligned with the vision, missions, and strategic goals of the school district and organization—including: (*) the necessity to design data accumulation processes that connect to the reality of what the teachers and staff are doing on a daily basis; and, (*) the necessity to view all operational aspects of the system as affecting the teaching/learning environment.</p>	
<p>II–A.07: Diversity ● Recognizes the opportunities and challenges that cultural differences bring to the administration of a school district and organization, and especially how those differences can be brought to bear (*) on enhancing the quality of system-wide decision making, and , (*) on enriching the teaching/learning environment. ○ Grasps the significance of developing strategies to guarantee safe and supportive environments, wherein people learn to respect differences—enabling them to work together in problem solving and conflict resolution—as part of the Founding Fathers’ ideals in the <i>Bill of Rights</i>, and the United Nation’s <i>Universal Declaration of Human Rights</i>.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary</p>
<p>II–A.08: Professional Development ○ Recognizes the importance of translating the oft-cited mission statement of promoting life-long learning for students and professionals, alike—including: (*) opportunities that appeal to the needs of adult learners seeking to improve their performance skills; (*) opportunities that ensure the full participation of all staff, including the Line Officers, in order to make professional development a true <i>corner-stone</i> strategy of the school district or organization; (*) opportunities for practicing shared governance by involving the staff in the design of what is to be learned and the manner in which it will be packaged for learning, especially in promoting collaborative activities involving problem development of problem solving skills, improving school climate, and vision implementation and mission attainment.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary</p> <p style="text-align: center;">—Does Not Apply—</p>

→ **STANDARD II-A: Knowledge** (Continued)

<p>II–A.09: Managing Change</p> <ul style="list-style-type: none"> ● Realizes that the prime test of leadership skills is the manner in which they will be introducing and handling change as Line Officers—including: (*) convincing others of the pros and cons for moving from current status quo; (*) convincing people to buy into the change process, because they will be the very ones that will be executing the specific changes they are being encouraged to bring about; and, (*) building coalitions of change agents to exert peer influence to convince the skeptics that the changes fit the vision and mission statements that everyone, including themselves, already supports. ● Realizes that short-term victories must be planned and celebrated and feedback loops must be in place to maintain motivational momentum and to allow strategic adjustments to be made, accordingly. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary</p>
<p>II–A.10: Technology</p> <ul style="list-style-type: none"> ○ Recognizes the managerial responsibility for enhancing the teaching/learning environment through technology—including (*) on-going in-service training opportunities for teachers and students, alike; and, (*) creating the technical support infrastructure to serve the needs of end-users. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary —Does Not Apply—</p>
<p>II–A.11: Managerial Responsibility</p> <ul style="list-style-type: none"> ● Comprehends that an efficient and effective use of resources—management—must precede any attempts to achieve the vision and mission implementation process—leadership—in the school district or organization; including: (*) knowing the importance of Japanese Management practices—shared governance, collaboration, and transparency—play in managing and leading a 21st century organization; and, (*) knowing that issuing directives in top-down fashion (Classical Management) will de-motivate people. ● Realizes that people must be actively involved in the co-creation of their own learning and the co-creation of the design and function of their own professional lives. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary</p>

→ **STANDARD II-A: Knowledge** (Continued)

<p>II-A.12: Organization (School District) Culture</p> <ul style="list-style-type: none"> ● Recognizes the importance of Line Officers modeling the behaviors of authenticity, trust, and respect, as a prerequisite to allowing people to begin feeling safe in sharing what needs to be said openly in meetings, where commentary counts, and not covertly in the hallways where the toxicity of fear and morale issues only increase in severity. ● Possesses a healthy respect for the influences of the deep infrastructures composing the culture of the school district or organization—including: (*) ways of defining what is appropriate or inappropriate in interpersonal relations; (*) the implicit norms and espoused values operating in those interactions; and, (*) the manners in which group identities are ritualized and individual accomplishments are celebrated. ● Knows that robust organizations have characteristics that allow them to shape cultures by bringing them into alignment with vision and mission implementation strategies—including: (*) a responsiveness to external environments and the concomitant need to quickly realign resources to meet the demands of those external forces; and, (*) the agility to adopt outside-of-the-box approaches to problem solving. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
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STANDARD II-B: Disposition

<p>II-B.01: Positive Learning Environment</p> <ul style="list-style-type: none"> ● Recognizes the Line Officer’s responsibility for promoting a safe and supportive learning and working environment—including: (*) an environment wherein students and staff are motivated sufficiently to take charge of their own learning, work, and professional development; and, (*) an environment that embraces the belief that all students—irrespective of their learning styles—can be taught, and can be instilled with a lifelong desire to learn. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
<p>II-B.02: Diversity</p> <ul style="list-style-type: none"> ● Recognizes the value of celebrating the benefits of diversity—including: (*) diversity of race, ethnicity, national origin; (*) diversity of opinion; and, (*) diversity as a welcomed ingredient to promoting group processes and group problem solving approaches. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>

STANDARD II-C: Performance

Evaluation of Directly Observed Semester-Based Behaviors

<p>II-C.01: Promoting a Positive School Culture <i>(ELCC District Std. #2.1)</i></p> <ul style="list-style-type: none"> ● Recognizes that the development of a positive school district or organizational culture requires leadership traits—including: (*) developing partnerships in shared governance and the teaching/learning process; (*) empowering instead of directing; (*) teaching and learning instead of information dissemination and rote memorization; and, (*) modeling ethical values and integrity of behavior—because it’s the right thing to do, not because others are watching. ● Recognizes that true change within the social systems of the school district or organization depends on the willingness of the people to exercise commitment, not just compliance. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>II-C.02: Promoting Effective Learning Cultures <i>(ELCC District Std. #2.2)</i></p> <ul style="list-style-type: none"> ● Recognizes that the effectiveness of strategic goal attainment to improve school-based staff development and school district-wide instructional programs must be a data-driven process—including: (*) a grasp of qualitative/quantitative research methodologies; and, (*) insights into the assessment practices of learning style preferences and instructional practices. ○ Recognizes the principal characteristics of effective teaching/learning cultures—including: (*) meeting the high expectations of learners and teachers; (*) providing the elements of basic safety and managerial coherence; (*) demonstrating that people must accept responsibility for themselves, as well as demonstrating empathy for others; and, (*) providing the praise and recognition necessary for others to maintain their sense of self-esteem, sense of belonging, and sense of achievement. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>II-C.03: Best Practices <i>(ELCC District Std. #2.3)</i></p> <ul style="list-style-type: none"> ○ Recognizes that to promote a culture conducive to the teaching/learning process, state-of-the-art approaches must be employed—including: (*) empirical advances in human resource training, motivation, and adult learning; and, (*) statistical techniques for profiling and constructing differential diagnoses of student performance. ○ Recognizes that <i>best practices</i> also applies to administrative behaviors—including: (*) advancing the standards for advancing individual and group performance through the use of clear, compelling, and consistent communications that raise the expectations of everyone; and, (*) enforcing the consequences of behaviors and actions of people that are contrary to the spirit of the vision and mission, as well as contrary to the letter of the policies and administrative operations of the school district or organization. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p> <p style="text-align: center;">—Does Not Apply—</p>

→ **STANDARD II-C: Performance** (Continued)

<p>II-C.04: Professional Growth Plans... <i>(ELCC District Std. #2.4)</i></p> <ul style="list-style-type: none"> ● Understands that recent advances in adult learning practices can reenforce the centrality of professional development as an integral component of the school district’s or organization’s strategic pathway to improvement—including: (*) assisting others with the development of personal and professional growth plans that are consistent with the vision and mission statements, as well as with the goals of life-long learning; and, (*) knowing the value of fostering a collegial atmosphere wherein productive teamwork and a spirit of shared governance the sharing of observations and collaborative reflections. ● Recognizes the rightful dignity and contributory work of all professionals—including: (*) the value of promoting new knowledge and skills in the workplace; and, (*) the necessity of according comparable dignity and respect to students by minimizing administrative interference with the learning process. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
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STANDARD III

<p style="text-align: center;">ISLLC</p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by ensuring management of the organization, operations, and resources for a safe, efficient, effective learning environment .</i></p>	<p style="text-align: center;">ELCC (District Level)</p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by managing the organization, operations, and resources in a way that promotes a safe, efficient, effective learning environment.</i></p>
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STANDARD III-A: Knowledge

Evaluation of Directly Observed Semester-Based Behaviors

<p>III-A.01: Models of Organizations</p> <ul style="list-style-type: none"> ○ Demonstrates a working knowledge of the interplay of structural components of organization systems. ○ Demonstrates an understanding of the components of appropriate management approaches used in various organization settings—including: (*) the six managerial resources of time, personnel, materials, equipment, fiscal, and physical plant; (*) the classical management school’s traditional processes subsumed under POSDCoRB; (*) the behaviorist management school’s motivational processes; (*) the Japanese management school’s shared governance practices, participatory site management practices, TQM, Quality Circles; and, (*) other innovative approaches suggested in the literature, <i>e.g.</i>, Six Sigma Systems of GE. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p> <p style="text-align: center;">—Does Not Apply—</p>
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→ **STANDARD III–A: Knowledge** (Continued)

<p>III–A.02: Principles of Organization Development</p> <ul style="list-style-type: none"> ● Recognizes the need to balance the yin/yang relationship between the managerial need for efficiency—<i>doing things right</i>—and the leadership requirement for effectiveness—<i>doing the right things</i>. ● Knows the value of respecting the influence of an organization’s culture on efforts to manage and to lead— including: (*) knowing how to assess the dominant characteristics of that culture; (*) knowing how to bring about a closer alignment between organization cultures and the vision/mission implementation efforts of the organization; and, (*) knowing how to develop <i>learning organizations</i> (Peter Senge) to complement the <i>Continuous Improvement Programs</i> and professional development initiatives of the organization. ○ Knows the various models of OD—including: (*) Human Process Interventions; (*) Techno-Structural interventions involving and/or downsizing; (*) Human Resource Management interventions; and (*) Strategic Change interventions for improving social-infrastructures within the organization. 	<p style="text-align: right;"><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>III–A.03: Principles of Safety and Security</p> <ul style="list-style-type: none"> ● Realizes the importance of holding all supervisory staff accountable for the consistent and equitable enforcement of the policies and procedures for personnel conduct and student department , as well as for instilling the precept of personal accountability for one’s actions—as voiced in the organization’s statement of vision and values. ● Knows how to assemble the procedural protocols for responding to acute traumatic crises in a post 9/11 society—including: (*) the creation of a crisis management team; (*) the designation of safe areas in the building and the use of practice drills; and, (*) the creation of emergency communication systems, and grief counseling support systems. 	<p style="text-align: right;"><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>III–A.04: Human Resource Management</p> <ul style="list-style-type: none"> ○ Understands that leadership initiatives must be first predicated on sound personnel management practices— including: (*) designing and maintaining effective working groups; (*) offering professional growth opportunities consistent with the vision/mission implementation plan; and, (*) creating opportunities for lateral job rotations as a pre-requisite to vertical promotions. ○ Realizes that the budgeting and allocation of human resources requires adherence to the operative principles of Classical Management Theory—including: (*) performing the traditional functions of POSDCoRB while stressing the premium value of goodwill as being the basis for achieving interpersonal cooperation; (*) keeping abreast of EEO and affirmative action case law. 	<p style="text-align: right;"><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p> <p style="text-align: center; font-size: 1.2em;">—Does Not Apply—</p>

→ **STANDARD III–A: Knowledge** (Continued)

<p>III–A.05: Principles of Fiscal Operations</p> <p>○ Realizes that the perceptions of <i>fairness</i> people have in how organizational resources are being handled can either build or destroy the climate of goodwill and the degree of fiduciary trust they are willing to attribute to their Line Officers.</p> <p>○ Understands that the perception of <i>fairness</i> in the distribution of limited budgetary resources flows from the principles of <i>distributive justice</i>;—including: (*) equality; (*) equity; (*) pressing need; and, (*) and social utility.</p> <p>○ Understands that the perception of <i>fairness</i> in the distribution of limited budgetary resources also flows from the principles of <i>procedural justice</i>—including: (*) consistency; (*) impartiality; (*) shared governance; and, (*) transparency.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p> <p style="text-align: center;">—Does Not Apply—</p>
<p>III–A.06: Facilities Management</p> <p>○ Recognizes that an efficiently run, aesthetically pleasing, and safely maintained physical plant contribute greatly to the effectiveness of a welcoming learning environment and productive working environment.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary : —Does Not Apply—</p>

STANDARD III–B: Disposition

Evaluation of Directly Observed Semester-Based Behaviors

<p>III–B.01: Promoting a Safe Learning/Working Environment</p> <p>● Supports the proposition that Line Officers are primarily responsible for ensuring that preventative measures are in place for protecting the well-being of everyone in the school district and organization—including: (*) the sagacious use of technology to observe, record, and control access; and (*) the effective use of human resources to carry out the emergency preparedness measures that have been designed for the well-being of all personnel and students in the event of violence or necessary evacuation.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>III–B.02: Promoting an Efficient Learning/Working Environment</p> <p>● Embraces the proposition that a Line Officer’s leadership quotient correlates significantly with such traits as (*) integrity and consistency of performance, (*) openness and creation of a climate of trust.</p> <p>● Understands the value of providing for self and others a series of on-going technology-upgrades training, including making budgetary provisions for supporting an on-going technology maintenance-support system.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>

STANDARD III–C: Performance

Evaluation of Directly Observed Semester-Based Behaviors

<p>III–C.01: Managing the Organization</p> <p>○ Realizes that equitable, efficient, and effective management practices must be in place before any leadership initiatives to achieve vision and mission implementation can occur—including: (*) stabilizing the allocation of the six traditional organization resources...<i>viz.</i>, fiscal, personnel, time, materials, equipment, and physical plant; (*) recruiting, training, and retraining <i>Highly Qualified Teachers</i>, as well as satisfying the <i>Adequate Yearly Progress</i> requirements of NCLB Act of 2001; and, (*) attending diligently to the effectiveness and safety of the learning/working environment.</p> <p>○ Recognizes that all management practices must be in full compliance with the policies and procedures of the school district and organization, recent case law updates from Court rulings, and the canons of ethical conduct expected of all Line Officers.</p> <p>○ Fathoms the demands that a 21st century workforce places on Line Officers—including: (*) mastering the classical managerial processes of POSDCoRB...(<i>viz.</i>, <i>Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting</i>); (*) mastering the management of resources...(<i>viz.</i>, <i>time, personnel, materials, equipment, fiscal, and physical plant</i>)...while, at the same time, practicing the precepts of shared governance, transparency, and fairness; and, (*) motivating the workforce in the achievement of vision/mission implementation.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p> <p style="text-align: center;">—Does Not Apply—</p>
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<p>III–C.02: Managing Operations</p> <p>○ Recognizes that the managerial <i>efficiency</i> skills requisite for operating the administration of the school district and organization must be complemented by the leadership <i>effectiveness</i> skills that Line Officers are expected to demonstrate, if a climate of respect for their professional competencies is to be generated—including: (*) the ability to also build a climate of trust by demonstrating ethical probity; (*) the ability to create a perception of transparency through the use of timely and appropriate communications marked by the precise use of language; (*) the ability to forge a climate of task achievements by celebrating vision and mission accomplishments, when they occur; and, (*) the ability to reduce conflict to manageable proportions when issues involving distribution of restricted resources and other program-related problem issues arise.</p> <p>○ Recognizes how best to husband the most evanescent of the six classical managerial resources, <i>time</i>—including: (*) using e-mail for the transmission of routine announcements for pre-meeting preparation; (*) using parliamentary-designed agendas—(<i>Information Items; Discussion Items; Decision Items</i>); (*) distributing the agenda in advance of the meeting with names and designated times identified alongside the various items; and, (*) disseminating professionally prepared Minutes, indicating what has been decided, who is responsible for what, and when it is due.</p> <p>○ Recognizes how best to manage, lead, and develop the most precious of the six classical managerial resources, <i>people</i>—including: (*) showing respect to people attending a meeting by seeking approval of the published agenda to be sure it reflects what they have come to expect from this meeting you are chairing; (*) showing respect to people who have right-of-the-floor by listening to what they are saying; and, (*) showing respect by adjourning the meeting at its posted time.</p> <p>○ Demonstrates in practice that the medium must fit the message—including: (*) using PPT and e-mail attachments, when appropriate; (*) choosing public group meetings and one-on-one private meetings, when appropriate; and, (*) pursuing formal and informal follow-ups to any, or all, of the above.</p> <p>○ Recognizes the dangers of <i>information overload</i> in today’s organizations and the necessity for Line officers to become proficient in packaging and spacing communications that must be designed to fit the context and the need of the end user—including: (*) assembling for ease of access the policies and procedures of the school district and organization; and, (*) ensuring that all such communications are updated and made relevant to the vision and mission implementation plan.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p> <p style="text-align: center;">—Does Not Apply—</p>
<p>III–C.03: Managing Resources</p> <p>● Supports the notion that Line Officers must bring into alignment with the vision/mission implementation program all six of the classical managerial resources and also the leadership events necessary to effectively operate the organization—including: (*) taking the leadership initiative of motivating people to work together in bringing about the strategic directions; (*) sharing with people the costing formulas governing the use of these resources, as well as the rationales for making budgetary decisions, in order to promote the perceptions of <i>fairness</i> and <i>transparency</i>.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>

STANDARD IV

[Adm 865; 821; 822; 860]

<p>ISLLC</p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by collaborating with families and community members, by responding to diverse community interests and needs, and by mobilizing community resources.</i></p>	<p>ELCC (District Level)</p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by collaborating with families and community members, by responding to diverse community interests and needs, and by mobilizing community resources.</i></p>
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STANDARD IV–A: Knowledge

Evaluation of Directly Observed Semester-Based Behaviors

<p>IV–A.01: Emerging Issues and National Trends...School & Community Relations</p> <ul style="list-style-type: none"> ● Recognizes that effective <i>internal</i> coalitions with the teachers, staff, and students of the school, school district, and organization must precede any attempts to build reliable <i>external</i> alliances with the parents, civic agencies, and businesses of community. ● Recognizes that Line Officers are role models in developing nurturing partnerships that promote goodwill and morale to both <i>internal</i> and <i>external</i> stakeholders of the school and organization—including: <p>(*) improving shared decision-making practices by increasing the efficiency and effectiveness of communication and interaction strategies with all relevant stakeholders.</p>	<p>—Does Not Apply—</p>
<p>IV–A.02: Promoting Models of Community Partnerships and Marketing Strategies</p> <ul style="list-style-type: none"> ○ Knows the various national models demonstrating school-to-community partnerships—including: (*) Boston’s <i>Institute for Responsive Education</i>; (*) California’s <i>Comer School Development Process</i>; (*) Tennessee’s and Texas’ <i>Adopt-a-School Program</i>; and, (*) <i>National Network of Partnership Schools</i>. ○ Recognizes how the implementation of the vision and mission strategies of the school and organization are dependent on community involvement, as it relates to such strategic thrusts as: (*) augmenting the resource base for additional materials, equipment, personnel, and fiscal contributions ; (*) augmenting the depth, breadth, and quality of curriculum-related learning experiences; and, achieving the vision statement of instilling a drive for life-long learning by showing how learning extends beyond the classroom. 	

STANDARD IV–B: Disposition

Evaluation of Directly Observed Semester-Based Behaviors

<p>IV–B.01: Promoting the Integral Role of the School...within a Diverse Society</p> <ul style="list-style-type: none"> ● Recognizes that the governing principles used by Line Officers in managing the students and the staff composing the <i>internal</i> organization of the school and organization will oftentimes determine how <i>external</i> public constituencies will be affected—including (*) the operating principle that unless the <i>internal</i> population feels cared for and respected, then no public relations effort could effectively counteract the the perceptions of various <i>external</i> constituencies; and (*) the net-effects principle that unless the <i>internal</i> population has confidence in the management and leadership of the organization, then the daily beliefs and behaviors demonstrated by that <i>internal</i> population will accumulate incrementally into a demoralizing organizational self-image, resulting in a potentially adverse Public Relations disaster. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <p>Commentary:</p>
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→ **STANDARD IV–B: Disposition** (Continued)

Evaluation of Directly Observed Semester-Based Behaviors

<p>IV–B.02: Believing that Key Stakeholders...must be Involved in Shared Decision Making</p> <p>● Embraces the belief that the expectations and leadership initiatives of Line Officers set the tone for bringing together the <i>internal</i> and <i>external</i> constituencies of the school, school district, and organization—including: (*) getting the teachers to communicate to the parents that they are focusing their best efforts on teaching, nurturing, and learning; (*) getting teachers to work alongside the administration to help parents assume specifically defined roles in promoting the goals of learning outside of the classroom at home and in the community; and (*) sharing with parents, teachers, and civic leaders the research literature findings that the communities involved in the education of their children show improved performance in grades, achievement test scores, socio-emotional skills development, and consistent attendance records (<i>cf.</i>, U. S. Office of Education and Improvement, 1995.)</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
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STANDARD IV–C: Performance

Evaluation of Directly Observed Semester-Based Behaviors

<p>IV–C.01: Forging <i>Internal Coalitions</i> and <i>External Alliances</i> ...among Key Stakeholders</p> <p>● Realizing that coalitions and alliances do not just happen, but instead must be crafted through the concerted efforts of Line Officers who are both willing and able to embrace a variety of approaches—including: (*) demonstrating that communication is a two-way process that begins and ends with <i>active listening</i>; (*) acknowledging the legitimacy of parental concerns for the quality of academic course work, progress in <i>AYP</i> standings, school safety, and student discipline, and then communicating the acceptance of that legitimacy on a continuing basis; and, (*) reducing the total reliance teachers, staff, students, and parents inevitably place on Line Officers to achieve satisfaction among various stakeholders by inducing a sense of co-responsibility for all constituencies to work to bring about the implementation of mission and vision.</p>	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
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<p>IV–C.02: Engaging Communities...and Marginalized Stakeholders</p> <p>○ Developing a community relations plan that addresses a variety of strategies for bringing constituencies together—including (*) initiating a publicly announced series of one-on-one meetings, group meetings, and informal interactions with various individuals, especially those who perceive themselves as being estranged; (*) identifying key communicators among the various stakeholders and to galvanize them into becoming productive promoters of cooperative change; (*) providing staff and students with inservice opportunities and applied laboratory lessons in multi-cultural awareness, acceptance, and sensitivity; and, (*) providing parents with interpreting services, when necessary, and the support services of a parent ombudsman staffer.</p>	<p style="text-align: center;">—Does Not Apply—</p>
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→ **STANDARD IV–C: Performance** (Continued)

Evaluation of Directly Observed Semester-Based Behaviors

<p>IV–C.03: Developing a Community Relations Plan for Mobilizing Community Resources</p> <p>○ Developing within the context of a community relations plan strategies for fostering the achievement of the vision and mission of the school and organization by enlisting the support of the human and fiscal resources available in the community—including: (*) developing the funding strategies that may result from bringing together alliances with the civic, business, youth services, and health services organizations within the community; (*) specifying the types of desirable work products that result from these cooperative efforts; and, (*) developing the feedback evaluation loops that assess the strengths and weaknesses of the community action plan, including strategies for addressing them.</p>	<p>—Does Not Apply—</p>
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STANDARD V

[ADM 860; ADM 822; ADM 865; ADM 880; ADM 837; ADM 838]

<p>ISLLC</p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by acting with integrity, fairness, and in an ethical manner.</i></p>	<p>ELCC (District Level)</p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by acting with integrity, fairness, and in an ethical manner. .</i></p>
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STANDARD V–A: Knowledge

Evaluation of Directly Observed Semester-Based Behaviors

<p>V–A.01: Possesses Integrity</p> <ul style="list-style-type: none"> ● Recognizes that Line Officers must be able and willing to walk-the-talk with integrity and honor before expecting others to support an ethical environment within the school and organization. ● Encourages the continual discussion of ethical codes of conduct for both students and staff, while leading the development of a <i>Statement of Values</i> to complement the <i>Mission</i> and <i>Vision Statements</i>. ● Supports the inclusion of <i>character education</i> programs for both students and staff. ○ Encourages the inclusion of visits from upstanding members of the community and profession whose lives have been noted for their integrity and fairness. ○ Assures the non-professional staff members, community members, and parents that the principles of fairness, equity, and empathy will govern all interactions within the school and organization. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
<p>V–A.02: Acts Fairly</p> <ul style="list-style-type: none"> ● Recognizes that among the many fiduciary responsibilities of Line Officers, the requisite requirement for modeling integrity is foremost—including: (*) respecting diversity of opinion, race, and cultures; (*) establishing disciplinary codes for students and personnel procedures for staff that are based on statutory law, ethical canons, and principles of both procedural justice and distributive justice; and, (*) explaining major decisions in light of the principles empathy, fairness, and equity to the people being affected. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>

<p>V–A.03: Acts Ethically</p> <ul style="list-style-type: none"> ● Promotes the expectation that everyone in the organization must have a caring attitude and sense of co-responsibility for showing respect, compassion, honesty, civility, and restraint in all interactions. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
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STANDARD V–B: Disposition

Evaluation of Directly Observed Semester-Based Behaviors

<p>V–B.01: Respecting Diversity</p> <ul style="list-style-type: none"> ● Embraces the belief that Line Officers must take the lead in celebrating and respecting the value of diversity within the school, school district, and organization. ● Accepts the cardinal principle that Line Officers become paragons of moral excellence and that all staff and students embrace the values of integrity and fairness—including the ethical norm of avoiding the appearances of a <i>conflict of interest</i> in the dispatch of their fiduciary duties. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary:</p>
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STANDARD V–C: Performance

Evaluation of Directly Observed Semester-Based Behaviors

<p>V–C.01: Influencing the Curriculum to Incorporate <i>Character Education</i></p> <p>○ Supports the development of curricular materials that provide applied examples of moral conduct—including: (*) discussing the moral and legal dilemmas of <i>right vs. wrong</i>; (*) discussing what constitutes good citizenship in the school and the community; (*) discussing what constitutes good sportsmanship on the playing fields; and, (*) discussing what constitutes a caring and compassionate attitude.</p>	<p style="text-align: center;">—Does Not Apply—</p>
<p>V–C.01(a): Influencing the Managerial Practices to Promote an Ethical Environment</p> <ul style="list-style-type: none"> ● Assumes an on-going responsibility as a Line Officer to ensure that all management practices can pass the “front-page test” for tomorrow’s newspaper—including: (*) discussing at management team meetings the implications of choosing <i>right vs. right</i> choices; and, (*) discussing the behavioral characteristics of managerial interactions that exemplify fairness, compassion, and truthfulness. 	<p><input type="checkbox"/> Deficient <input type="checkbox"/> Sufficient <input type="checkbox"/> Proficient <input type="checkbox"/> (Not yet)</p> <hr/> <p>Commentary</p>
<p>V–C.02: Promoting a Caring and Moral Environment</p> <p>○ Leads the conceptual design efforts for creating a model staff development plan that embraces <i>character education</i> for students and an ethical environment for the staff—including: (*) providing models of <i>character education</i> from the Nation’s schools; (*) developing a <i>Statement of Values, Credo, or Code of Ethics</i> to complement the <i>Statements of Vision and Mission</i>.</p>	<p style="text-align: center;">—Does Not Apply—</p>

● **Course Expectations**

- Class preparation, participation, appropriateness of attire, and attendance must reflect the behavior of future Line Officers.
- Class materials—notebooks, text books, assigned readings—will require the assistance of an airport luggage carrier to every class.
- Class handouts and assignments—distributed in every class—should be assembled in a three-ring notebook for future examination reference.
- Class opportunities for one-on-one meetings with the professor are always available and welcomed by appointment.

● **Catalog Description of Course** (3 credit hours)

Prerequisite: Permission of Instructor Required

- *“Theory follows practice and practice produces skills. The traditional managerial skills taught include: interviewing techniques; résumé construction; time management; stress management; meeting management; parliamentary procedure; conflict management; and, assertiveness training. Several exemplary models of leadership and executive management are demonstrated through case study materials. Weekly opportunity for students to address issues they are currently experiencing in their work environments.”*

● **Student Learning Objectives End-of-the-Semester Assessment** (Remaining several pages)

End of the Semester Rubrics for Assessing Application of ELCC STANDARDS I thru V in ADM 809
of Ph. D. Students enrolled in ADM 809 by professor of record

Evaluation of Directly Observed Semester-Based Behaviors as Assessed by the Above-Listed Rubrics on Pages 08–12

Note #1: The evaluation category designated by the symbol—△ “Not yet”—indicates that the student has “not yet” reached that level of training in the program.]

Note #2: The Standard being evaluated is in **BOLD**. The operational definition of the standard, as it applies to this course, is designated by the Black Circle: ●

Note #3: The operational definition provides the behavioral example evidence indicator of the Standard’s accomplishment that the student has been directly observed to have demonstrated—either orally in class, and/or verbally on paper, as assessed by the accompanying rubrics.

Note #4: The *professional judgment* of the professor must be used, in addition to the applicable rubrics, to determine the presence or absence of a given learning behavior.

The legal authority for doing so derives from jurisprudence principle of “expert witness.” That is, the courts have accepted the testimony of the professor—expert witness—in higher education as irrefutable evidence of the assessment of student behavior and achievement. Thus, the professional evaluation of a student’s achievement of any given Standard is the combined result of both a rubric-based assessment and the professor’s expert judgment—a judgment that is applied to all of the behaviorally stated Black ● Circle indicators, subsumed within each of the given Standards.

→→→→→ **STUDENTS ASSESSED BY PROFESSOR ONLY ON THE BLACK CIRCLES for ADM 809**

[Note: The evaluation category designated by the symbol—△ “Not yet”—indicates that the student has “not yet” reached that level of training in the program.]

STANDARD I

<p style="text-align: center;">ISLLC</p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the organization.</i></p>	<p style="text-align: center;">ELCC (District Level)</p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by facilitating the development, articulation, implementation, and stewardship of a school-wide (organization-wide) embraced vision.</i></p>
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STANDARD I-A: Knowledge

<p>I-A.01: Pluralism</p> <ul style="list-style-type: none"> ● Promotes acceptance of multi-cultural values that are consistent with society’s efforts to meet the needs of all children, including adults with disabilities. ● Shows tolerance for accepting differences of opinion of others based on race, educational background, ethnicity, or country of origin. ● Exemplifies the value of practicing ethical principles—including applying principles of procedural justice (due process and fairness), and distributive justice (equity and fair outcomes)—to promote the commonweal. ● Recognizes the value of contributing to the development of effective working relationships with others, including the communities within which the school or organization is situated. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>I-A.02: Strategic Thinking</p> <ul style="list-style-type: none"> ○ Recognizes that <i>strategic thinking</i> must precede <i>strategic planning</i> in that it sets the direction for the development of vision and mission statements—including the necessary alignment of <i>strategic goals</i>, budgets, and the evaluation processes attendant to those statements. ○ Recognizes that the premise on which all strategic planning is based revolves around the questions: “<i>Are we doing what our internal and external constituencies expect us to be doing?</i>” and “<i>Are we achieving it?</i>” ○ Recognizes that the <i>strategic directions</i> for the school or organization acquire value in direct proportion to the leader’s ability to get everyone to infuse them with energy, to embrace them with passion. 	<p>—Does Not Apply—</p>

→ **STANDARD I–A: Knowledge** (Continued)

<p>I–A.03: Systems Theory</p> <ul style="list-style-type: none"> ○ Shows an understanding that the interactive dynamics happening at the individual worker’s level and unit level, systematically influence the effectiveness of relationships and performance outputs at the school or organizational level. ○ Shows that the introduction of any programmatic or strategic change produces a corresponding effect on the inter-relatedness among the various resources of the organization, including morale and human motivation. 	<p>—<u>Does Not Apply</u>—</p>
<p>I–A.04: Data Aggregates and Analysis Strategies</p> <ul style="list-style-type: none"> ○ Shows an understanding that all <i>strategic planning</i> must be data-driven through the purposeful design of all formative and summative evaluation procedures—including the data acquisition supporting <i>strategic goal</i> achievement. ○ Demonstrates that procedures must be in place to show evidence of compliance with accreditation standards, and national legislation—<i>Affirmative Action/EEO</i> mandates, (including the evolving case law interpreting those mandates), as well as <i>ADA of 1990</i> (P. L. 101–336), and <i>NCLB Act of 2001</i> (P. L. 107–110). ○ Demonstrates the use of the appropriate statistical tools to draw meaningful conclusions from accumulated data bases to evaluate the effectiveness of <i>strategic directions</i>, and changes in those directions. ○ Recognizes that the quality and quantity of operationally defined indices of measurement are at the heart of the <u>continuous improvement process</u>, as well as the accountability mandates of the 21st century organization. 	<p>—<u>Does Not Apply</u>—</p>
<p>I–A.05: Communication: Effective listening, speaking, and writing</p> <ul style="list-style-type: none"> ● Demonstrates by example that leadership involves persuasion, which in turn requires transparency, which in turn necessitates not only the frequency of timely communications, but also the clarity and conceptual integrity of those communications. ● Demonstrates by written and spoken example that context, clarity, and conciseness contribute to message effectiveness, as does the decision to present it as either a written document, or as a public address. ● Gives indications of some of the techniques used by leaders when dealing with the media—including the artful use of sound bites, and the colorful use of quotable statements to best represent a school’s or organization’s platform of values, vision, mission, and goals— to the leader’s ability to get everyone to infuse them with energy, to embrace them with passion. 	<ul style="list-style-type: none"> <input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment: <input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment: <input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment: <input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:

→ **STANDARD I-A: Knowledge** (Continued)

<p>I-A.06: Consensus-Building Skills</p> <ul style="list-style-type: none"> ● Applies effective communication skills—including <i>active listening</i>, superior command of the language—as a means of facilitating group consensus efforts. ○ Puts into practice an entire constellation of meeting-management skills—including the application of Parliamentary Procedure rules, and the development of a consensus agenda. ● Demonstrates that effective communication and consensus construction are predicated on the leadership characteristics of authenticity, fiduciary trust, and ethical probity. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>I-A.07: Negotiation Skills</p> <ul style="list-style-type: none"> ● Demonstrates that the concept of shared governance—the willingness and ability to share power and to avoid playing a <i>zero sums</i> game when forging conflict resolution strategies—and the ability to communicate lie at the heart of all negotiation strategies. ● Shows that the most crucial aspects of effective negotiations also include <i>active listening</i>, humility, and thinking outside of the box. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>

STANDARD I–B: Disposition

<p>I–B.01: High Standards of Learning</p> <ul style="list-style-type: none"> ● Espouses the open accessibility of services necessary for the provision of an appropriate education for all children—whether disabled, disadvantaged, or not. ● Helps to design and promote a vision of learning that encourages performance benchmarks—including increased emphases on effective instructional techniques, as well as increased responsiveness to the varied learning styles of regular education and special education students. ● Apprises learners of their progress outcomes on a continuing basis—including differential diagnoses that may result in the redesign of instructional approaches and the retraining of teachers. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>I–B.02: Continuous Improvement</p> <ul style="list-style-type: none"> ● Recognizes the value of involving all internal and external constituencies in the ongoing processes of vision and mission development—including the strategic decision-making processes that the strategic goals aligned under those statements entail. ● Demonstrates an appreciation of the value of stabilizing the change process through the timely monitoring of system-wide problems. ● Values the establishment of a school-wide or organization-wide climate that asks: “<i>What can we do better?</i>” 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>I–B.03: Organizational Accountability</p> <ul style="list-style-type: none"> ● Shows a willingness to be predisposed toward the accountability mandates confronting 21st century schools and organizations—including high stakes testing initiatives, accreditation standards, and <i>NCLB Act of 2001</i>. ● Shows a willingness to learn how to create an organization or school climate that emphasizes: (*) a focus stressing high time-on-task learning initiatives; (*) an environmental climate conducive to learning, and the safety of all students and staff through emergency preparedness procedures; and (*) an executive action plan that builds positive working relationships between school and community, and between the organization and its external constituencies. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>

→ **STANDARD I-B: *Disposition*** (Continued)

<p>I-B.04: Self Reflection</p> <ul style="list-style-type: none">● Recognizes the value of becoming a <i>reflective practitioner</i>—including being receptive to receiving the advice of <i>reverse mentors</i>, developing a <i>quiet hour</i> either for self or for the organization wherein no meetings or phone calls can intrude—for the purpose of examining whether or not the fiduciary responsibilities of the person occupying the leadership position are, in fact, being carried out to the satisfaction of those being lead.● Recognizes the value of providing teachers and staff members with structured opportunities for reflecting upon the culture, operations, and directions of the school or organization—including the freedom to communicate such reflections to the administration, without fear of repercussions.	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
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STANDARD I–C: Performance

<p>I–C.01: Developing the Vision (ELCC #1.1 & 1.5)</p> <ul style="list-style-type: none"> ● Knows the essential ingredients of leadership that are required to convince the board of a school for the deaf or the administration of a school district within which a program for special education students resides to facilitate the development of a <i>living vision</i>—one that is capable of energizing the teachers and staff to promote the success of all students. ○ Puts into place the state-of-the-art approaches suggested for developing vision and mission statements—including: (*) designing the involvement of all internal and all relevant external constituencies; (*) designing the negotiation strategies for the “buy-in” of hold outs among the various constituencies; (*) designing the linguistic strategies that lend crispness of expression, coherence of purpose, and sound-bite quality aspects to the packaging of the <i>living vision</i>; and, (*) designing the alignment of missions and strategic goals to implement the <i>living vision</i> statements. ● Knows how to motivate a committed cadre of individuals to produce a realistic, credible, and desirable for the school or organization—including helping them to address the pressing question: “<i>What would this school or organization look like if it would be doing its very best to meet the expectations of our internal and external constituencies?</i>” ○ Knows how to design a set of management strategies wherein the leader determines: (*) the integral features that the <i>living vision</i> must possess if the school or organization is to succeed; (*) the managerial processes that must be developed to encourage the support and involvement of all relevant internal and external stakeholders; (*) the shared governance principles and practices that must be put into place will guarantee equity and the negotiation of differences in producing a commonly embraced and comprehensive statement of ownership by all. ● Knows how to design a set of management strategies that will help the members of the school or organization to align a set of <i>mission statements</i> and <i>strategic goals</i> that are consistently supportive of the <i>living vision</i>. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>I–C.02: Articulating the Vision (ELCC #1.2)</p> <ul style="list-style-type: none"> ● Demonstrates the verbal and non-verbal behaviors requisite for communicating to district level administrators, School for the Deaf Board members, and special program administrators both the intention and practice of the <i>living vision</i> as it is to be embraced on a daily basis by all constituencies. ● Knows how to employ an <i>operations audit</i> to make sure that all aspects of the school district’s or the organization’s decision-making processes—including (*) fiscal, programmatic, procedural, and personnel allocations, and (*) analyses of constituent needs, analyses of student outcomes, and results of NCLB annual ratings—are being governed by the guiding principle: “<i>Is this ‘issue-at-hand’ in alignment with the intent of the living vision?</i>” ● Demonstrates the importance of using data-driven strategies to enhance the development of the <i>living vision</i> —including (*) showing the value of using student assessment results; (*) showing the value of using periodic evaluation results of all <i>strategic goals</i>; (*) illustrating how the results of annual NCLB ratings also play an integral role in this process; and , (*) showing the value of using periodic feedback from various constituencies, including accreditation bodies. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>

→ **STANDARD I-C: Performance** (Continued)

<p>I-C.03: Implementing the Vision (<i>ELCC #1.3</i>)</p> <ul style="list-style-type: none"> ● Knows that the leaders of <i>living vision</i> processes must attract, commit, and energize people—at the policy levels of the school district, School for the Deaf, or special education program levels, including the front-line levels—(*) to bridge the present to the future by transcending the status quo that may be currently hobbling their collective efforts from carrying out their <i>living visions, missions, and strategic goals</i>; (*) to create the motivational rewards necessary for increasing the levels of value-added meaning and professional satisfaction in the lives of all personnel who are operating as stewards of the <i>living vision</i>; and, (*) to raise the standards of performance excellence throughout the school district’s programs. ● Demonstrates the importance of having the stewards of <i>living visions</i> encouraging people to constantly challenge the status quo by asking: (*) “<i>What if...?</i>” or, (*) “<i>What might be...?</i>” ● Demonstrates the importance of having the stewards of <i>living visions</i> to be capable of translating the verbal statements into achievable <i>action plans</i>, thereby elevating the vision implementation process to a level that is beyond the “<u>continuous improvement program</u>” model. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>I-C.04: Stewardship of the Vision (<i>ELCC #1.4</i>)</p> <ul style="list-style-type: none"> ● Encourages the periodic review of the living vision by all constituencies: (*) to keep it abreast of the changing values and circumstances of a <i>post-9/11 Society</i>; and (*) to keep it adjusted to the monitoring processes of <i>strategic goals</i> accomplishments and non-accomplishments. ● Knows the techniques for designing the feedback loops necessary for evaluating the <i>vision, mission, and strategic goals</i> of the school district, special program level, or School for the Deaf, in order to permit an evidentiary basis for making necessary adjustments to those statements. ● Demonstrates that exemplary stewards of the <i>living vision</i> must allow the <i>vision and mission statements</i> actually walk-the-talk by having those statements drive the decision-making process in the school district, School for the Deaf, or special program—including the allocation and re-allocation of resources. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>

STANDARD II

<p>ISLLC</p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by advocating , nurturing, and sustaining a school (organizational) culture and instructional program (Continuous Improvement Program) conducive to student learning and staff professional growth.</i></p>	<p>ELCC (District Level)</p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by promoting a positive school (organizational) culture, by providing an effective instructional program, by applying best practices to student learning (management and leadership), and by designing comprehensive professional growth plans for staff.</i></p>
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STANDARD II–A: Knowledge

<p>II–A.01: Student Growth and Development</p> <ul style="list-style-type: none"> ● Realizes that the process of student growth and development must precede in importance the product of such achievement—without, at the same time, sacrificing such AYP goals. ● Realizes that intellectual growth must be matched by comparable growth gains in socio-emotional intelligence—including interpersonal interactions with teachers and peers, alike. ● Realizes that all the processes and products of growth require the presence of a safe, engaging, and caring school (organizational) environment. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>II–A.02: Learning Theories</p> <p>○ Recognizes the differences and theoretical implications of various approaches to the teaching/learning process—including : (*) the <u>behaviorist</u> school which provides immediate feedback on observable behaviors; (*) the <u>cognitive</u> school which focuses on how students <i>deductively</i> formulate abstractions into models of related concepts leading to comprehension and factual understanding; and, (*) the <u>constructivist</u> school on which focuses on how students <i>inductively</i> process stimuli from the environment to formulate cognitive models and their attendant adaptive behaviors.</p>	<p>—DOES NOT APPLY—</p>

→ **STANDARD II–A: Knowledge** (Continued)

<p>II–A.03: Motivation Theories</p> <p>○ Shows an understanding Maslovian Need States—including the principles: (*) unmet needs drive behaviors; (*) nPow, nAch, and nAff—as they apply to individuals and to groups; and (*) motivators stemming from an internal locus of control are more powerful and permanent than external locus of control motivators.</p>	<p>—<u>Does Not Apply</u>—</p>
<p>II–A.04: Curriculum</p> <p>○ Recognizes that <i>curriculum</i> involves the mapping of a systematic pathway of discovery—including: (*) exposure to a constantly evolving continuum of knowledge; (*) factual information; and, (*) social-usefulness skills.</p> <p>○ Recognizes that <i>instruction</i> involves the assembly of resources that support the targeted outcomes of the curricular pathway—outcomes that are measured by operationally defined instruments of achievement</p>	<p>—<u>Does Not Apply</u>—</p>
<p>II–A.05: Principles of Effective Instruction</p> <p>○ Knows the importance of conducting multi-tiered formative and summative evaluation assessments on the teaching and learning process—including: (*) assessing the learning style preferences of students; and, (*) conducting periodic <i>operations audits</i> on all aspects of the learning environment of the school (organization).</p>	<p>—<u>Does Not Apply</u>—</p>

→ **STANDARD II–A: Knowledge** (Continued)

<p>II–A.06: Evaluation Strategies</p> <p>● Realizes that all decision-making practices must be aligned with the vision, missions, and strategic goals of the school district and organization—including: (*) the necessity to design data accumulation processes that connect to the reality of what the teachers and staff are doing on a daily basis; and, (*) the necessity to view all operational aspects of the system as affecting the teaching/learning environment.</p>	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p>
<p>II–A.07: Diversity</p> <p>● Recognizes the opportunities and challenges that cultural differences bring to the administration of a school district and organization, and especially how those differences can be brought to bear (*) on enhancing the quality of system-wide decision making, and , (*) on enriching the teaching/learning environment.</p> <p>● Grasps the significance of developing strategies to guarantee safe and supportive environments, wherein people learn to respect differences—enabling them to work together in problem solving and conflict resolution—as part of the Founding Fathers’ ideals in the <i>Bill of Rights</i>, and the United Nation’s <i>Universal Declaration of Human Rights</i>.</p>	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>II–A.08: Professional Development</p> <p>○ Recognizes the importance of translating the oft-cited mission statement of promoting life-long learning for students and professionals, alike—including: (*) opportunities that appeal to the needs of adult learners seeking to improve their performance skills; (*) opportunities that ensure the full participation of all staff, including the Line Officers, in order to make professional development a true <i>corner-stone</i> strategy of the school district or organization; (*) opportunities for practicing shared governance by involving the staff in the design of what is to be learned and the manner in which it will be packaged for learning, especially in promoting collaborative activities involving problem development of problem solving skills, improving school climate, and vision implementation and mission attainment.</p>	<p style="text-align: center;">—DOES NOT APPLY—</p>

→ **STANDARD II–A: Knowledge** (Continued)

<p>II–A.09: Managing Change</p> <ul style="list-style-type: none"> ● Realizes that the prime test of leadership skills is the manner in which they will be introducing and handling change as Line Officers—including: (*) convincing others of the pros and cons for moving from current status quo; (*) convincing people to buy into the change process, because they will be the very ones that will be executing the specific changes they are being encouraged to bring about; and, (*) building coalitions of change agents to exert peer influence to convince the skeptics that the changes fit the vision and mission statements that everyone, including themselves, already supports. ● Realizes that short-term victories must be planned and celebrated and feedback loops must be in place to maintain motivational momentum and to allow strategic adjustments to be made, accordingly. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>II–A.10: Technology</p> <p>○ Recognizes the managerial responsibility for enhancing the teaching/learning environment through technology—including (*) on-going in-service training opportunities for teachers and students, alike; and, (*) creating the technical support infrastructure to serve the needs of end-users.</p>	<p>—DOES NOT APPLY—</p>
<p>II–A.11: Managerial Responsibility</p> <ul style="list-style-type: none"> ● Comprehends that an efficient and effective use of resources—management—must precede any attempts to achieve the vision and mission implementation process—leadership—in the school district or organization; including: (*) knowing the importance of Japanese Management practices—shared governance, collaboration, and transparency—play in managing and leading a 21st century organization; and, (*) knowing that issuing directives in top-down fashion (Classical Management) will de-motivate people. ● Realizes that people must be actively involved in the co-creation of their own learning and the co-creation of the design and function of their own professional lives. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>

→ **STANDARD II–A: Knowledge** (Continued)

<p>II–A.12: Organization (School District) Culture</p> <ul style="list-style-type: none"> ● Recognizes the importance of Line Officers modeling the behaviors of authenticity, trust, and respect, as a prerequisite to allowing people to begin feeling safe in sharing what needs to be said openly in meetings, where commentary counts, and not covertly in the hallways where the toxicity of fear and morale issues only increase in severity. ● Possesses a healthy respect for the influences of the deep infrastructures composing the culture of the school district or organization—including: (*) ways of defining what is appropriate or inappropriate in interpersonal relations; (*) the implicit norms and espoused values operating in those interactions; and, (*) the manners in which group identities are ritualized and individual accomplishments are celebrated. ● Knows that robust organizations have characteristics that allow them to shape cultures by bringing them into alignment with vision and mission implementation strategies—including: (*) a responsiveness to external environments and the concomitant need to quickly realign resources to meet the demands of those external forces; and, (*) the agility to adopt outside-of-the-box approaches to problem solving. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
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STANDARD II–B: Disposition

<p>II–B.01: Positive Learning Environment</p> <ul style="list-style-type: none"> ● Recognizes the Line Officer’s responsibility for promoting a safe and supportive learning and working environment—including: (*) an environment wherein students and staff are motivated sufficiently to take charge of their own learning, work, and professional development; and, (*) an environment that embraces the belief that all students—irrespective of their learning styles—can be taught, and can be instilled with a lifelong desire to learn. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>II–B.02: Diversity</p> <ul style="list-style-type: none"> ● Recognizes the value of celebrating the benefits of diversity—including: (*) diversity of race, ethnicity, national origin; (*) diversity of opinion; and, (*) diversity as a welcomed ingredient to promoting group processes and group problem solving approaches. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>

STANDARD II–C: Performance

<p>II–C.01: Promoting a Positive School Culture (<i>ELCC District Std. #2.1</i>)</p> <ul style="list-style-type: none"> ● Recognizes that the development of a positive school district or organizational culture requires leadership traits—including: (*) developing partnerships in shared governance and the teaching/learning process; (*) empowering instead of directing; (*) teaching and learning instead of information dissemination and rote memorization; and, (*) modeling ethical values and integrity of behavior—because it’s the right thing to do, not because others are watching. ● Recognizes that true change within the social systems of the school district or organization depends on the willingness of the people to exercise commitment, not just compliance. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>II–C.02: Promoting Effective Learning Cultures (<i>ELCC District Std. #2.2</i>)</p> <ul style="list-style-type: none"> ● Recognizes that the effectiveness of strategic goal attainment to improve school-based staff development and school district-wide instructional programs must be a data-driven process—including: (*) a grasp of qualitative/quantitative research methodologies; and, (*) insights into the assessment practices of learning style preferences and instructional practices. ○ Recognizes the principal characteristics of effective teaching/learning cultures—including: (*) meeting the high expectations of learners and teachers; (*) providing the elements of basic safety and managerial coherence; (*) demonstrating that people must accept responsibility for themselves, as well as demonstrating empathy for others; and , (*) providing the praise and recognition necessary for others to maintain their sense of self-esteem, sense of belonging, and sense of achievement. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>

→ **STANDARD II–C: Performance** (Continued)

<p>II–C.03: Best Practices (<i>ELCC District Std. #2.3</i>)</p> <p>○ Recognizes that to promote a culture conducive to the teaching/learning process, state-of-the-art approaches must be employed—including: (*) empirical advances in human resource training, motivation, and adult learning; and, (*) statistical techniques for profiling and constructing differential diagnoses of student performance.</p> <p>○ Recognizes that <i>best practices</i> also applies to administrative behaviors—including: (*) advancing the standards for advancing individual and group performance through the use of clear, compelling, and consistent communications that raise the expectations of everyone; and, (*) enforcing the consequences of behaviors and actions of people that are contrary to the spirit of the vision and mission, as well as contrary to the letter of the policies and administrative operations of the school district or organization.</p>	<p style="text-align: center;">—DOES NOT APPLY—</p>
<p>II–C.04: Professional Growth Plans... (<i>ELCC District Std. #2.4</i>)</p> <p>● Understands that recent advances in adult learning practices can reenforce the centrality of professional development as an integral component of the school district’s or organization’s strategic pathway to improvement—including: (*) assisting others with the development of personal and professional growth plans that are consistent with the vision and mission statements, as well as with the goals of life-long learning; and, (*) knowing the value of fostering a collegial atmosphere wherein productive teamwork and a spirit of shared governance the sharing of observations and collaborative reflections.</p> <p>● Recognizes the rightful dignity and contributory work of all professionals—including: (*) the value of promoting new knowledge and skills in the workplace; and, (*) the necessity of according comparable dignity and respect to students by minimizing administrative interference with the learning process.</p>	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>

STANDARD III

<p>ISLLC</p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by ensuring management of the organization, operations, and resources for a safe, efficient, effective learning environment .</i></p>	<p>ELCC (District Level)</p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by managing the organization, operations, and resources in a way that promotes a safe, efficient, effective learning environment.</i></p>
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STANDARD III–A: Knowledge

<p>III–A.01: Models of Organizations</p> <p><input type="radio"/> Demonstrates a working knowledge of the interplay of structural components of organization systems.</p> <p><input type="radio"/> Demonstrates an understanding of the components of appropriate management approaches used in various organization settings—including: (*) the six managerial resources of time, personnel, materials, equipment, fiscal, and physical plant; (*) the classical management school’s traditional processes subsumed under POSDCoRB; (*) the behaviorist management school’s motivational processes; (*) the Japanese management school’s shared governance practices, participatory site management practices, TQM, Quality Circles; and, (*) other innovative approaches suggested in the literature, <i>e.g.</i>, Six Sigma Systems of GE.</p>	<p>—DOES NOT APPLY—</p>
<p>III–A.02: Principles of Organization Development</p> <p>● Recognizes the need to balance the yin/yang relationship between the managerial need for efficiency—<i>doing things right</i>—and the leadership requirement for effectiveness—<i>doing the right things</i>.</p> <p>● Knows the value of respecting the influence of an organization’s culture on efforts to manage and to lead—including: (*) knowing how to assess the dominant characteristics of that culture; (*) knowing how to bring about a closer alignment between organization cultures and the vision/mission implementation efforts of the organization; and, (*) knowing how to develop <i>learning organizations</i> (Peter Senge) to complement the <i>Continuous Improvement Programs</i> and professional development initiatives of the organization.</p> <p><input type="radio"/> Knows the various models of OD—including: (*) Human Process Interventions; (*) Techno-Structural interventions involving and/or downsizing; (*) Human Resource Management interventions; and (*) Strategic Change interventions for improving social-infrastructures within the organization.</p>	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>

→ **STANDARD III–A: Knowledge** (Continued)

<p>III–A.03: Principles of Safety and Security</p> <ul style="list-style-type: none"> ● Realizes the importance of holding all supervisory staff accountable for the consistent and equitable instilling the precept of personal accountability for one’s actions—as voiced in the organization’s statement of vision and values. ● Knows how to assemble the procedural protocols for responding to acute traumatic crises in a post 9/11 society—including: (*) the creation of a crisis management team; (*) the designation of safe areas in the building and the use of practice drills; and, (*) the creation of emergency communication systems, and grief counseling support systems. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>III–A.04: Human Resource Management</p> <ul style="list-style-type: none"> ○ Understands that leadership initiatives must be first predicated on sound personnel management practices—including: (*) designing and maintaining effective working groups; (*) offering professional growth opportunities consistent with the vision/mission implementation plan; and, (*) creating opportunities for lateral job rotations as a pre-requisite to vertical promotions. ○ Realizes that the budgeting and allocation of human resources requires adherence to the operative principles of Classical Management Theory—including: (*) performing the traditional functions of POSDCoRB while stressing the premium value of goodwill as being the basis for achieving interpersonal cooperation; (*) keeping abreast of EEO and affirmative action case law. 	<p style="text-align: center;">—DOES NOT APPLY—</p>
<p>III–A.05: Principles of Fiscal Operations</p> <ul style="list-style-type: none"> ○ Realizes that the perceptions of <i>fairness</i> people have in how organizational resources are being handled can either build or destroy the climate of goodwill and the degree of fiduciary trust they are willing to attribute to their Line Officers. ○ Understands that the perception of <i>fairness</i> in the distribution of limited budgetary resources flows from the principles of <i>distributive justice</i>;—including: (*) equality; (*) equity; (*) pressing need; and, (*) and social utility. ○ Understands that the perception of <i>fairness</i> in the distribution of limited budgetary resources also flows from the principles of <i>procedural justice</i>—including: (*) consistency; (*) impartiality; (*) shared governance; and, (*) transparency. 	<p style="text-align: center;">—DOES NOT APPLY—</p>

→ **STANDARD III–A: Knowledge** (Continued)

<p>III–A.06: Facilities Management ○ Recognizes that an efficiently run, aesthetically pleasing, and safely maintained physical plant contribute greatly to the effectiveness of a welcoming learning environment and productive working environment.</p>	<p>—DOES NOT APPLY—</p>
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STANDARD III–B: Disposition

<p>III–B.01: Promoting a Safe Learning/Working Environment ● Supports the proposition that Line Officers are primarily responsible for ensuring that preventative measures are in place for protecting the well-being of everyone in the school district and organization—including: (*) the sagacious use of technology to observe, record, and control access; and (*) the effective use of human resources to carry out the emergency preparedness measures that have been designed for the well-being of all personnel and students in the event of violence or necessary evacuation.</p>	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment</p>
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→ **STANDARD III–B: Disposition** (Continued)

<p>III–B.02: Promoting an Efficient Learning/Working Environment ● Embraces the proposition that a Line Officer’s leadership quotient correlates significantly with such traits as (*) integrity and consistency of performance, (*) openness and creation of a climate of trust. ● Understands the value of providing for self and others a series of on-going technology-upgrades training, including making budgetary provisions for supporting an on-going technology maintenance-support system.</p>	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment</p>
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STANDARD III–C: *Performance*

III–C.01: Managing the Organization

- Realizes that equitable, efficient, and effective management practices must be in place before any leadership initiatives to achieve vision and mission implementation can occur—including: (*) stabilizing the allocation of the six traditional organization resources...*viz.*, fiscal, personnel, time, materials, equipment, and physical plant; (*) recruiting, training, and retraining *Highly Qualified Teachers*, as well as satisfying the *Adequate Yearly Progress* requirements of NCLB Act of 2001; and, (*) attending diligently to the effectiveness and safety of the learning/working environment.
- Recognizes that all management practices must be in full compliance with the policies and procedures of the school district and organization, recent case law updates from Court rulings, and the canons of ethical conduct expected of all Line Officers.
- Fathoms the demands that a 21st century workforce emplaces on Line Officers—including: (*) mastering the classical managerial processes of POSDCoRB...(*viz.*, *Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting*); (*) mastering the management of resources...(*viz.*, *time, personnel, materials, equipment, fiscal, and physical plant*)...while, at the same time, practicing the precepts of shared governance, transparency, and fairness; and, (*) motivating the workforce in the achievement of vision/mission implementation.

—DOES NOT APPLY—

→ **STANDARD III–C: Performance** (Continued)

III–C.02: Managing Operations

○ Recognizes that the managerial *efficiency* skills requisite for operating the administration of the school district and organization must be complemented by the leadership *effectiveness* skills that Line Officers are expected to demonstrate, if a climate of respect for their professional competencies is to be generated—including: (*) the ability to also build a climate of trust by demonstrating ethical probity; (*) the ability to create a perception of transparency through the use of timely and appropriate communications marked by the precise use of language; (*) the ability to forge a climate of task achievements by celebrating vision and mission accomplishments, when they occur; and, (*) the ability to reduce conflict to manageable proportions when issues involving distribution of restricted resources and other program-related problem issues arise.

○ Recognizes how best to husband the most evanescent of the six classical managerial resources, *time*—including: (*) using e-mail for the transmission of routine announcements for pre-meeting preparation; (*) using parliamentary-designed agendas—(*Information Items; Discussion Items; Decision Items*); (*) distributing the agenda in advance of the meeting with names and designated times identified alongside the various items; and, (*) disseminating professionally prepared Minutes, indicating what has been decided, who is responsible for what, and when it is due.

○ Recognizes how best to manage, lead, and develop the most precious of the six classical managerial resources, *people*—including: (*) showing respect to people attending a meeting by seeking approval of the published agenda to be sure it reflects what they have come to expect from this meeting you are chairing; (*) showing respect to people who have right-of-the-floor by listening to what they are saying; and, (*) showing respect by adjourning the meeting at its posted time.

○ Demonstrates in practice that the medium must fit the message—including: (*) using PPT and e-mail attachments, when appropriate; (*) choosing public group meetings and one-on-one private meetings, when appropriate; and, (*) pursuing formal and informal follow-ups to any, or all, of the above.

○ Recognizes the dangers of *information overload* in today’s organizations and the necessity for Line officers to become proficient in packaging and spacing communications that must be designed to fit the context and the need of the end user—including: (*) assembling for ease of access the policies and procedures of the school district and organization; and, (*) ensuring that all such communications are updated and made relevant to the vision and mission implementation plan.

—DOES NOT APPLY—

→ **STANDARD III–C: Performance** (Continued)

III–C.03: Managing Resources

● Supports the notion that Line Officers must bring into alignment with the vision/mission implementation program all six of the classical managerial resources and also the leadership events necessary to effectively operate the organization—including: (*) taking the leadership initiative of motivating people to work together in bringing about the strategic directions; (*) sharing with people the costing formulas governing the use of these resources, as well as the rationales for making budgetary decisions, in order to promote the perceptions of *fairness* and *transparency*

UNACCEPTABLE *Deficient* Score = 01

Comment:

REMEDIABLE *Borderline Sufficient* Score = 02

Comment:

ACCEPTABLE *Sufficient* Score = 03

Comment:

EXEMPLARY *Proficient* Score = 04

Comment

STANDARD IV

[ADM 809; ADM 865; ADM 821; ADM 822; ADM 860]

<p>ISLLC</p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by collaborating with families and community members, by responding to diverse community interests and needs, and by mobilizing community resources.</i></p>	<p>ELCC (District Level)</p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by collaborating with families and community members, by responding to diverse community interests and needs, and by mobilizing community resources.</i></p>
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STANDARD IV–A: Knowledge

<p>IV–A.01: Emerging Issues and National Trends...School & Community Relations</p> <ul style="list-style-type: none"> ● Recognizes that effective <i>internal</i> coalitions with the teachers, staff, and students of the school, school district, and organization must precede any attempts to build reliable <i>external</i> alliances with the parents, civic agencies, and businesses of community. ● Recognizes that Line Officers are role models in developing nurturing partnerships that promote goodwill and morale to both <i>internal</i> and <i>external</i> stakeholders of the school and organization—including: <ul style="list-style-type: none"> (*) improving shared decision-making practices by increasing the efficiency and effectiveness of communication and interaction strategies with all relevant stakeholders. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>IV–A.02: Promoting Models of Community Partnerships and Marketing Strategies</p> <ul style="list-style-type: none"> ○ Knows the various national models demonstrating school-to-community partnerships—including: (*) Boston’s <i>Institute for Responsive Education</i>; (*) California’s <i>Comer School Development Process</i>; (*) Tennessee’s and Texas’ <i>Adopt-a-School Program</i>; and, (*) <i>National Network of Partnership Schools</i>. ○ Recognizes how the implementation of the vision and mission strategies of the school and organization are dependent on community involvement, as it relates to such strategic thrusts as: (*) augmenting the resource base for additional materials, equipment, personnel, and fiscal contributions ; (*) augmenting the depth, breadth, and quality of curriculum-related learning experiences; and, achieving the vision statement of instilling a drive for life-long learning by showing how learning extends beyond the classroom. 	<p>—Does Not Apply—</p>

STANDARD IV–B: *Disposition*

<p>IV–B.01: Promoting the Integral Role of the School...within a Diverse Society</p> <p>● Recognizes that the governing principles used by Line Officers in managing the students and the staff composing the <i>internal</i> organization of the school and organization will oftentimes determine how <i>external</i> public constituencies will be affected—including (*) the operating principle that unless the <i>internal</i> population feels cared for and respected, then no public relations effort could effectively counteract the the perceptions of various <i>external</i> constituencies; and (*) the net-effects principle that unless the <i>internal</i> population has confidence in the management and leadership of the organization, then the daily beliefs and behaviors demonstrated by that <i>internal</i> population will accumulate incrementally into a demoralizing organizational self-image, resulting in a potentially adverse Public Relations disaster.</p>	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment</p>
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<p>IV–B.02: Believing that Key Stakeholders...must be Involved in Shared Decision Making</p> <p>● Embraces the belief that the expectations and leadership initiatives of Line Officers set the tone for bringing together the <i>internal</i> and <i>external</i> constituencies of the school, school district, and organization—including: (*) getting the teachers to communicate to the parents that they are focusing their best efforts on teaching, nurturing, and learning; (*) getting teachers to work alongside the administration to help parents assume specifically defined roles in promoting the goals of learning outside of the classroom at home and in the community; and (*) sharing with parents, teachers, and civic leaders the research literature findings that the communities involved in the education of their children show improved performance in grades, achievement test scores, socio-emotional skills development, and consistent attendance records (<i>cf.</i>, U. S. Office of Education and Improvement, 1995.)</p>	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment</p>
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STANDARD IV–C: Performance

<p>IV–C.01: Forging <i>Internal Coalitions and External Alliances ...among Key Stakeholders</i> ● Realizing that coalitions and alliances do not just happen, but instead must be crafted through the concerted efforts of Line Officers who are both willing and able to embrace a variety of approaches—including: (*) demonstrating that communication is a two-way process that begins and ends with <i>active listening</i>; (*) acknowledging the legitimacy of parental concerns for the quality of academic course work, progress in <i>AYP</i> standings, school safety, and student discipline, and then communicating the acceptance of that legitimacy on a continuing basis; and, (*) reducing the total reliance teachers, staff, students, and parents inevitably place on Line Officers to achieve satisfaction among various stakeholders by inducing a sense of co-responsibility for all constituencies to work to bring about the implementation of mission and vision.</p>	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment</p>
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<p>IV–C.02: Engaging Communities...and Marginalized Stakeholders ○ Developing a community relations plan that addresses a variety of strategies for bringing constituencies together—including (*) initiating a publicly announced series of one-on-one meetings, group meetings, and informal interactions with various individuals, especially those who perceive themselves as being estranged; (*) identifying key communicators among the various stakeholders and to galvanize them into becoming productive promoters of cooperative change; (*) providing staff and students with inservice opportunities and applied laboratory lessons in multi-cultural awareness, acceptance, and sensitivity; and, (*) providing parents with interpreting services, when necessary, and the support services of a parent ombudsman staffer.</p>	<p style="text-align: center;">—<u>Does Not Apply</u>—</p>
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<p>IV–C.03: Developing a Community Relations Plan for Mobilizing Community Resources ○ Developing within the context of a community relations plan strategies for fostering the achievement of the vision and mission of the school and organization by enlisting the support of the human and fiscal resources available in the community—including: (*) developing the funding strategies that may result from bringing together alliances with the civic, business, youth services, and health services organizations within the community; (*) specifying the types of desirable work products that result from these cooperative efforts; and, (*) developing the feedback evaluation loops that assess the strengths and weaknesses of the community action plan, including strategies for addressing them.</p>	<p style="text-align: center;">—<u>Does Not Apply</u>—</p>
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STANDARD V

[ADM 809; ADM 860; ADM 822; ADM 865; ADM 880; ADM 837; ADM 838]

<p>ISLLC</p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by acting with integrity, fairness, and in an ethical manner.</i></p>	<p>ELCC (District Level)</p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by acting with integrity, fairness, and in an ethical manner. .</i></p>
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STANDARD V–A: Knowledge

<p>V–A.01: Possesses Integrity</p> <ul style="list-style-type: none"> ● Recognizes that Line Officers must be able and willing to walk-the-talk with integrity and honor before expecting others to support an ethical environment within the school and organization. ● Encourages the continual discussion of ethical codes of conduct for both students and staff, while leading the development of a <i>Statement of Values</i> to complement the <i>Mission</i> and <i>Vision Statements</i>. ● Supports the inclusion of <i>character education</i> programs for both students and staff. ○ Encourages the inclusion of visits from upstanding members of the community and profession whose lives have been noted for their integrity and fairness. ○ Assures the non-professional staff members, community members, and parents that the principles of fairness, equity, and empathy will govern all interactions within the school and organization. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment</p>
<p>V–A.02: Acts Fairly</p> <ul style="list-style-type: none"> ● Recognizes that among the many fiduciary responsibilities of Line Officers, the requisite requirement for modeling integrity is foremost—including: (*) respecting diversity of opinion, race, and cultures; (*) establishing disciplinary codes for students and personnel procedures for staff that are based on statutory law, ethical canons, and principles of both procedural justice and distributive justice; and, (*) explaining major decisions in light of the principles empathy, fairness, and equity to the people being affected. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment</p>

→ **STANDARD V–A: Knowledge** (Continued)

<p>V–A.03: Acts Ethically</p> <ul style="list-style-type: none"> ● Promotes the expectation that everyone in the organization must have a caring attitude and sense of co-responsibility for showing respect, compassion, honesty, civility, and restraint in all interactions. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment</p>
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STANDARD V–B: Disposition

<p>V–B.01: Respecting Diversity</p> <ul style="list-style-type: none"> ● Embraces the belief that Line Officers must take the lead in celebrating and respecting the value of diversity within the school, school district, and organization. ● Accepts the cardinal principle that Line Officers become paragons of moral excellence and that all staff and students embrace the values of integrity and fairness—including the ethical norm of avoiding the appearances of a <i>conflict of interest</i> in the dispatch of their fiduciary duties. 	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment</p>
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STANDARD V–C: Performance

<p>V–C.01: Influencing the Curriculum to Incorporate <i>Character Education</i> ○ Supports the development of curricular materials that provide applied examples of moral conduct—including: (*) discussing the moral and legal dilemmas of <i>right vs. wrong</i>; (*) discussing what constitutes good citizenship in the school and the community; (*) discussing what constitutes good sportsmanship on the playing fields; and, (*) discussing what constitutes a caring and compassionate attitude.</p>	<p align="center">—Does Not Apply—</p>
<p>V–C.01(a): Influencing the Managerial Practices to Promote an Ethical Environment ● Assumes an on-going responsibility as a Line Officer to ensure that all management practices can pass the “<i>front-page test</i>” for tomorrow’s newspaper—including: (*) discussing at management team meetings the implications of choosing <i>right vs. right</i> choices; and, (*) discussing the behavioral characteristics of managerial interactions that exemplify fairness, compassion, and truthfulness.</p>	<p><input type="checkbox"/> UNACCEPTABLE <i>Deficient</i> Score = 01 Comment:</p> <p><input type="checkbox"/> REMEDIABLE <i>Borderline Sufficient</i> Score = 02 Comment:</p> <p><input type="checkbox"/> ACCEPTABLE <i>Sufficient</i> Score = 03 Comment:</p> <p><input type="checkbox"/> EXEMPLARY <i>Proficient</i> Score = 04 Comment:</p>
<p>V–C.02: Promoting a Caring and Moral Environment ○ Leads the conceptual design efforts for creating a model staff development plan that embraces <i>character education</i> for students and an ethical environment for the staff—including: (*) providing models of <i>character education</i> from the Nation’s schools; (*) developing a <i>Statement of Values, Credo, or Code of Ethics</i> to complement the <i>Statements of Vision and Mission</i>.</p>	<p align="center">—Does Not Apply—</p>