



# WiscAd

## **PROFICIENCY TRAINING**

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

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

August 2011

# PROFICIENCY SERIES

## DESCRIPTION

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

- 1) For Credit Option: After you complete EDWN 620, you will enroll in WiscAd proficiency courses through Saint Mary’s University of Minnesota, but you will begin immediately to log practicum hours and to gather artifacts for your portfolio. You will log a specified number of minimum hours required for each course (45 per credit) as part of the 540 total required;
- 2) Not for Credit Option: While you are taking EDWN 620, you will begin immediately to log practicum hours and to gather artifacts for your portfolio. In addition to activities you currently are doing on-the-job, you will select activities from the list below to fill “gaps” in your training or work experience. Candidates for superintendent licenses should refer to your equivalency grids to identify any areas specifically required.

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

## PROFICIENCY SERIES CREDITS

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

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

## EVALUATION

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

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

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

# Seven Standards for Administrator Development and Licensure

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

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

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

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

***The Wisconsin teacher standards are listed below along with the Wisconsin administrator standards they most closely align with.***

1. Understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.  
***Aligns with Administrator Standard: (3) Instructional Program, (5) Family/community Relations and (7) Context***
2. Understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.  
***Aligns with Administrator Standard: (3) Instructional Program***
3. Understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.  
***Aligns with Administrator Standard: (3) Instructional Program, (5) Family/Community Relations, and (7) Context***
4. Understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.  
***Aligns with Administrator Standard: (3) Instructional Program***
5. Uses understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.  
***Aligns with Administrator Standard: (3) Instructional Program***

6. Uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.  
***Aligns with Administrator Standard: (4) Management***
7. Organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.  
***Aligns with Administrator Standard: (3) Instructional Program, and (5) Family/Community Relations***
8. Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.  
***Aligns with Administrator Standard: (3) Instructional Program***
9. Is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.  
***Aligns with Administrator Standard: (5) Family/Community Relations, and (6) Ethics***
10. Fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.  
***Aligns with Administrator Standard: (5) Family/Community Relations, (6) Ethics, and (7) Context***

**Wisconsin Administrator Standard 1****Teacher Standards**

The administrator has an understanding of and demonstrates competence in the teacher standards.

**The Wisconsin teacher standards are listed below along with the Wisconsin administrator standards they most closely align with.**

1. Understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.  
**Aligns with Administrator Standard: (3) Instructional Program, (5) Family/community Relations and (7) Context**
2. Understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.  
**Aligns with Administrator Standard: (3) Instructional Program**
3. Understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.  
**Aligns with Administrator Standard: (3) Instructional Program, (5) Family/Community Relations, and (7) Context**
4. Understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.  
**Aligns with Administrator Standard: (3) Instructional Program**
5. Uses understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.  
**Aligns with Administrator Standard: (3) Instructional Program**
6. Uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.  
**Aligns with Administrator Standard: (4) Management**
7. Organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.  
**Aligns with Administrator Standard: (3) Instructional Program, and (5) Family/Community Relations**
8. Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.  
**Aligns with Administrator Standard: (3) Instructional Program**
9. Is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.  
**Aligns with Administrator Standard: (5) Family/Community Relations, and (6) Ethics**
10. Fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.  
**Aligns with Administrator Standard: (5) Family/Community Relations, (6) Ethics, and (7) Context**

W1.1	Collaborate in the development and delivery of a district level ongoing orientation for any group of Initial Educators that involves school boards, administrators, teachers, support staff and parents per PI 34.17.
W1.2	Present support seminars to Initial Educators which meet District Mandates per PI 34.17 to reflect the Wisconsin Teacher Standards for licensure.
W1.3	Sit on a Professional Development Team to evaluate the development and implementation of a Professional Development Plan for an Initial Educator per PI 34.17.
W1.4	As a teaching administrator, teach one class or after-school study session for one semester which is observed at least two times by a supervisor who evaluates your knowledge, skills, and dispositions in each of the Wisconsin Teaching Standards.
W1.5	As an administrator who has never taught, participate in select components of Project: Teaching!, 10SPED, or Saint Mary's University of Minnesota – MA in Teaching – Wisconsin program as approved in advance by the director to develop knowledge, skills, and dispositions required for demonstrating proficiency in the Wisconsin Teaching Standards.
W1.6	Collaborate in the development and delivery of a district level ongoing orientation for special education Initial Educators that involves school boards, administrators, teachers, support staff and parents per PI 34.17.
W1.7	For teaching administrators, teach one special education class, support study hall, or after-school special education session for one semester which is observed at least two times by a supervisor who evaluates your knowledge, skills, and dispositions in each of the Wisconsin Teaching Standards as revised for special education (Attached.).
W1.8	Present support seminars to special education Initial Educators which meet District Mandates per PI 34.17 to reflect the Wisconsin Teacher Standards for licensure.
W1.9	Sit on a Professional Development Team to evaluate the development and implementation of a Professional Development Plan for a special education Initial Educator per PI 34.17.

W1.10 Train mentors or serve as a mentor to assist special education Initial Educators in their development per PI 34.
W1.11 Participate in select components of 10SPED as approved in advance by the supervising team and instructors to develop knowledge, skills, and dispositions required for demonstrating proficiency in the Wisconsin Teaching Standards as adapted for special education.
W1.12 Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
W1.13 Direct or develop management information systems.
W1.14 Develop, maintain, and validate a records management system using appropriate technology that complies with all legal requirements.
W1.15 Assist in and coordinate the gathering and reporting of information for government reports.
W1.16 Assist in the development and implementation of technology in the business office and the classroom environment.
W1.17 Maintain a working knowledge of the technology and software available for school and business office use.
W1.18 Evaluate and apply various technology tools for use in the school and business office.
W1.19 Promote and assist in the development of technology training for all staff.
W1.20 Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
W1.21 Attend a regional, state, national or international convention focused on "state of the art" curriculum in a content field (e.g. Wisconsin Reading Association, National Council of Teachers of Math, Teacher Convention, etc.), identify initiatives your department could use to improve course content, meet with your department to define an implementation strategy with timelines, and document implementation.
W1.22 Locate lists of resources recommended for teaching a particular unit in your content field; preview promising materials (including multimedia) with students, teachers and parents; document their responses; then revise your resource list to incorporate new materials following district protocols for curriculum approval, implementation and review.
W1.23 Participate in a departmental review of test data (item analysis) to identify strengths and weaknesses of current course content and implement strategies to adjust content for improved student performance. Document results.
W1.24 Participate in a curriculum alignment process to ensure your department effectively addresses each of the model academic standards in your content area at the building or district level.
W1.25 Participate in regularly-scheduled professional discussions about course content and curriculum (in-service days, departmental meetings, common planning time, formal curriculum review process, etc.) and log meeting time as well as follow-up activities to improve instructional content.
W1.26 Review research-based curriculum initiatives designed to improve student performance in your content field and field test them in your classroom to compare results. [Note: This may be expanded to an action-research project to meet research requirements for licensure and/or degree.]
W1.27 Work with teachers from other departments to develop cross-curriculum units that combine instructional content from different academic fields (e.g. perspective in the drawings of Escher to combine art and math, a prairie restoration project to combine tech ed and ecology, a poetry of hip-hop unit to combine music and language arts, etc.).
W1.28 Visit a school that provides the International Baccalaureate (IB) Curriculum and interview administrators, teachers, parents and students about its strengths and weaknesses in your content field. Document student achievement and assess results.
W1.29 Examine methods for scheduling techniques for the coordination of tasks to maximize personnel and resource utilization.
W1.30 Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
W1.31 Support the components of the instructional programs within the school district.
W1.32 Participate in the planning and implementation of instructional program improvement.
W1.33 Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
W1.34 Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
W1.35 Utilize evaluation data toward the development of instructional program changes.
W1.36 Effectively participate in the change process when instructional programs must be improved.

W1.37	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
W1.38	Modify one of your current curriculum units to address unique developmental needs (intellectual, social or personal) of specific students in your classroom, e.g. middle school students who are socially immature or “outsiders”; ESL students; diverse students including all “protected class” or “under-represented” students; foreign exchange students, etc.
W1.39	Design and implement learning initiatives that foster cooperation among students with broad ranges of ability and engage their diverse intellectual, social and personal interests: e.g. oral histories, foxtire, teambuilding, service learning, etc.
W1.40	Identify and strategically target “hidden curriculum” biases within your school that benefit certain students and student groups at the expense of others who are intellectually, socially and personally different.
W1.41	Analyze WKCE demographics to identify groups of students who are not performing as well as their peers in specific content areas due to their gender, socioeconomic status, English language skills, etc. and develop/implement a systemic response within your department, school or district. Quantify results.
W1.42	Conduct an “assets” or similar survey to identify students who lack “coping skills” and assist these students through targeted support efforts that ensure their academic and social well-being.
W1.43	Visit an alternative school or program that has demonstrated success with students identified as “at-risk.” Analyze its screening process to identify and place students, its unique educational and support approaches to educate students who have not succeeded in regular school settings, its organizational structure to maintain effective relationships with feeder schools and matriculate students, and its student achievement data to justify/quantify its success.
W1.44	Develop and apply the policies and roles of all relevant education authorities and local and national governments.
W1.45	Identify the local and national constitutional rights that apply to individuals within the public and private education system.
W1.46	Apply the legal requirements for budget adoption.
W1.47	Meet with your director of special education and sped staff to review your district’s philosophy/approach to students with disabilities and define your role/involvement in that process. Record all time spent on SPED process, record-keeping, program delivery and administration: e.g. IEP team meetings, implementation, support staff involvement in/out of your classroom, plan review and modification, advocacy, etc. Reflect on practice.
W1.48	Conduct a detailed case study of a student with disabilities including test data, IEP process, educational programming, behavioral/socialization planning, parental history and involvement, medication, etc. to identify needs and instructional responses that will maximize this student’s achievement and success. [Note: Confidentiality will be protected throughout the review process. See portfolio guide.]
W1.49	Field test some of Sue Winebrenner’s “hands-on” materials/approaches to students who are “twice exceptional” using her book as a resource: Winebrenner, S. (1992). Teaching gifted kids in the regular classroom. Minneapolis, MN. Free Spirit Publishing. Discuss results. [Note: Winebrenner’s approach is that all students, including those often labeled “special needs,” are “exceptional” with special abilities that should be supported and developed through regular classroom instruction. Book includes handouts and worksheets that can be duplicated for classroom use.]
W1.50	Review program delivery options for “Gifted/Talented” students in your district and critique the pros and cons of each: Advanced Placement courses, distance learning like APEX, virtual classes (script-based vs video-cam), etc. Profile participating students, including achievement data with demographic analysis (gender, ethnicity, SES, etc.).
W1.51	Read Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.) (2000). How People Learn: Brain, Mind, Experience, and School. Washington, DC: National Academy Press. Write a formal response to this summary of current research, citing specific research you have benefited from employing in your classroom that may support or challenge some of this book’s findings and conclusions. You may add an optional reflection on practice in which you informally respond to this book as well. [Note: This activity is strongly recommended for instructional leaders.]
W1.52	Keep current with technology applications and programs.
W1.53	Ensure that the district’s technology plan is designed to meet the district’s goals.
W1.54	Recognizes the impact of energy and environmental factors on the learning process.
W1.55	Write your instructional philosophy, identifying the various instructional strategies you employ to improve student performance in your classroom. State your position on key initiatives: learning styles, multiple intelligences, immersion, project-based teaching, collaborative learning, block scheduling, etc. Document with actual unit/lesson plans you use in your classroom. Conclude with actual test data (formal and informal) you collect and

	analyze to demonstrate student learning. [Note: This activity is strongly recommended for instructional leaders.]
W1.56	Document and analyze your departmental approach to improving instruction, including your assessment strategies and the “feedback loop” your department follows to make program adjustments. Compare your departmental approach to one of the current curriculum models you consider ideal for improving instruction, identifying strengths and weaknesses and suggesting priorities for program improvement at the departmental level.
W1.57	View the videos Stand and Deliver and The Language of Music and critique the teaching performance of Jaime Escalante (as portrayed) and Tom Dowd using an evaluation form that incorporates the 10 Teacher Standards of PI34.
W1.58	Participate in a formal evaluation of your technology plan through a process like enGauge that includes teachers, administrators and students and 1) articulates a district philosophy on the instructional use of technology, 2) generates/reviews acceptable use policies and rules, including strategies for monitoring and enforcing compliance, 3) inventories equipment and logs its use, 4) screens media and software without censorship, 5) details budgets and internal controls to monitor cost effectiveness, and 6) meets regularly as a committee to monitor results and make program adjustments.
W1.59	Review literature and the research base supporting instructional approaches that emphasize the development of critical thinking, problem solving, or performance skills (e.g. Richard Paul and the Center for Critical Thinking, Sylvia Chard and Project Approach, etc. which can also be searched as ERIC Clearinghouse <a href="http://www.ericdigests.org">www.ericdigests.org</a> or NCREL Center <a href="http://www.ncrel.org">www.ncrel.org</a> web pages.). Implement promising instructional strategies, and critique results based on performance data you generate at the end of each unit.
W1.60	Examine virtual schools operating within the state (Ozaukee, Appleton, Waukesha, etc.) and analyze the strengths and weaknesses of their instructional approaches. Interview virtual school administrators, students and parents to identify/document the strengths and weaknesses of such schools, and include an analysis of the politics of education that led to their development and “open enrollment” status.
W1.61	Analyze home-schooling within your district. Interview key players, documenting instructional approaches and student performance indicators. Describe networking that is in place, if any, as well as relationships maintained with local schools.
W1.62	Develop and apply procedures for the systematic evaluation of instructional support programs.
W1.63	Respond to the classroom scenarios listed in the appendix of Curwin, R. (1999). Discipline with dignity. Alexandria, VA. ASCD, then read the book and critique your responses. [Note: You may challenge approaches presented by the author.]
W1.64	Review research literature on student motivation using <a href="http://www.ericdigests.org">www.ericdigests.org</a> or <a href="http://www.ncrel.org">www.ncrel.org</a> , field test in your classroom some of the approaches you feel could improve motivation among your students, document results, and analyze.
W1.65	Interview several successful teachers and document their approaches to classroom management and student discipline. Interview building level administrators and document their approach to managing discipline at the building level, detailing the approach they expect their teachers to employ before, during, and after sending a student to the office. Read district policies and procedures re: due process and document the appeals process through which students can obtain a fair hearing when they feel they have been unfairly disciplined.
W1.66	Conduct a case study of a particularly challenging student who “turned things around” to become a successful student.
W1.67	Analyze the successful implementation of a Behavioral Plan for a student identified as EBD, interviewing key players to ascertain why the plan was successful. Document results.
W1.68	Interview a union representative and a building administrator about collaborative efforts to assist teachers who lack classroom management skills, including formal application of an “instructional improvement plan.”
W1.69	Attend a “how to” presentation on classroom management made available to teachers in schools or at a conference or convention, then critique the strategies presented after discussing them with two or more experienced classroom teachers or school administrators.
W1.70	Interview your school secretary about the strengths and weaknesses in the current disciplinary procedures in place in the building office, then list and critique his/her suggestions for improvement.
W1.71	Visit an alternative school known for dealing with students who present unique discipline cases – perhaps even a “boot camp.” If possible, interview administrators, teachers and students themselves about unique disciplinary/motivational procedures in place and how they work in comparison to the initial schools procedures that did not succeed with these particular students.
W1.72	Investigate a rewards-based management program that provides special incentives for students who demonstrate success in school.
W1.73	Contact a virtual school to determine how students are managed through innovative uses of technology when

teachers are not in the same room with the student.
W1.74 Maintain a positive working relationship with all staff.
W1.75 Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
W1.76 Prepare, analyze, and report financial statements and supporting discussion documents to the board of education throughout the fiscal year.
W1.77 Comprehend effective communication strategies and techniques related to mass and interactive communications.
W1.78 Identifies the primary components of public information management and public relations.
W1.79 Present financial data to various school and community groups in written, oral, and multi-media formats.
W1.80 Assist in the development of a plan for a positive school community relations program for the business office and the school district.
W1.81 Assist in the development of procedures for the management of public information programs and departments that relate to school–community relations.
W1.82 Apply the most current technology to the storage, analysis, and communication of data (fax, electronic mail, administrative and educational computer systems, etc.).
W1.83 Assist in the integration and gathering of information for public relations purposes.
W1.84 Document with supporting students doing well (comments on paper) Kudo's home; awards and certificates.
W1.85 Document for students struggling or not working to potential
W1.86 Class as a whole – rules, expectation, curriculum
W1.87 Communication home to support students in classroom
W1.88 Applications of technology and instructional media to support curriculum
W1.89 Active inquiry curriculum or classroom activities (critical thinking strategies)
W1.90 Collaboration learning
W1.91 Grade on class participation and active inquiry (multiple learning styles and multiple intelligences
W1.92 Assess the district's needs related to available budget dollars for technology.
W1.93 Utilize technology to improve facilities through data management.
W1.94 Identify various economic and cost factors inherent in program operation and evaluation.
W1.95 Frequently monitor performance through constructive evaluations, including a comparison of standards and goal-setting to ensure accountability.
W1.96 Assist in the development of a strategic plan that will move the district toward the achievement of its mission and goals.
W1.97 Formal assessment plan by subject area (WKCE in core areas)
W1.98 Informal assessment plan – comments on grade/fudge factor grading strategies
W1.99 Continuous assessment of social development of pupil
W1.100 Continuous assessment of physical development of pupil
W1.101 Lesson plans on a unit, quarter, semester or course (course syllabus aligned to standard)
W1.102 Department goals, objectives, benchmarks aligned to standards
W1.103 Special plans for pupils with individual learning plans (504 plan) or mainstream IEP, accommodations for gifted/talented and at risk
W1.104 Service learning in community/collaborations with community agencies
W1.105 Stay current with management theory and leadership styles, including concepts of behavioral science, organizational structure theory, developing and maintaining organizational culture, and managing organizational change.
W1.106 Reflection with pupils/pupil evaluation of teacher
W1.107 Reflection with parents/feedback loops; formal and informal communications about practice

W1.108	Professionals in learning community regarding personal and professional growth
W1.109	Professional development plan subsequent to licensure
W1.110	Personal journals about teaching and learning experiences
W1.111	Apply concepts and standards of accounting relevant to the district's location.
W1.112	Communicate financial implications of unanticipated issues during the construction process to appropriate personnel in order to guarantee project solvency.
W1.113	Professional and social connections with school colleagues to support learning
W1.114	Professional and social connections with parents to support learning (PTA or PTO)
W1.115	Professional and social connections with agencies in larger community to support learning (social services, law enforcement, professional organizations, community organizations)
W1.116	School board presentations
W1.117	Resolution of ethical issues at classroom level (pragmatism, sports eligibility, co-curricular events, etc)

## Wisconsin Administrator Standard 2

## Vision

The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

### **A Wisconsin Superintendent will demonstrate proficient performance in the following knowledge and skills:**

- A. Use a collaborative process for developing and implementing a district vision for student achievement.
- B. Facilitate and engage in activities that articulate and model core beliefs of the school district.
- C. Communicate and take action to achieve the district vision.
- D. Articulate and promote high expectations for teaching and learning based upon data from multiple measures of student achievement and relevant qualitative indicators.
- E. Facilitate and engage in activities that promote increased student achievement in a diverse school community.
- F. Monitor program development and implementation to achieve district goals consistent with state standards for students.
- G. Communicate effectively to stakeholders regarding the district and its progress in accomplishing its goals.
- H. Facilitate and engage in activities that identify, clarify, and address barriers to achieving the district vision.

### **A Wisconsin principal will demonstrate proficient performance in the following knowledge and skills:**

- A. Use a collaborative process for developing and implementing a vision for student achievement.
- B. Align the school's vision with the district and the community at large.
- C. Communicate and build support for the vision with stakeholders.
- D. Support the vision by creating a results-oriented focus to increasing student achievement.
- E. Use data to inform the development, support, and evaluation of a shared vision and mission.
- F. Lead the process of setting and monitoring the goals based on the vision.
- G. Lead the change process to increase student achievement.
- H. Construct and implement evaluation processes to assess the effectiveness of the school's vision and progress toward goals.

### **A Wisconsin School Business Administrator will demonstrate proficient performance in the following knowledge and skills:**

- A. Use a collaborative process for developing and implementing financial and other resource allocations to support a district vision for student achievement.
- B. Provide data to assist in the development and implementation of the district mission and vision.
- C. Communicate and build support for the district mission and vision with stakeholders.
- D. Assess progress toward the financial and other resource allocation goals of the district.
- E. Lead change to improve financial and other resource allocations that support the district mission and vision consistent with state standards for students.
- F. Participate in administrative, employee and community teams to identify goals for district operations.

### **A Wisconsin Director of Instruction will demonstrate proficient performance in the following knowledge and skills:**

- A. Collaborate in developing and implementing a district vision for student achievement.
- B. Communicate and build support for the vision with stakeholders.
- C. Develop data-driven, results-oriented district goals for curriculum and instruction, assessment and student achievement.
- D. Ensure that district programs, plans and actions are articulated throughout the district and are aligned with the district vision and goals.
- E. Collaborate with district, building and program leadership to construct and implement evaluation processes using data to assess the effectiveness of district plans and programs.

**A Wisconsin Director of Special Education and Pupil Services will demonstrate proficient performance in the following knowledge and skills:**

- A. Collaborate in developing and implementing a district vision for student achievement.
- B. Communicate and build support for the vision with stakeholders.
- C. Develop data-driven, results-oriented district goals for special education and pupil services program.
- D. Collaborate with district, building and program leadership to construct and implement evaluation processes for district special education and pupil services programs.
- E. Use data to assess the effectiveness of district special education and pupil services programs.

W2.1	Lead or participate on a strategic planning team to articulate a shared vision of learning for a school building or district, assist in the implementation of this vision in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward achievement.
W2.2	Participate in the development and adoption of annual school district goals, assist in their implementation in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward their achievement.
W2.3	Participate on a strategic planning team to articulate a shared vision of learning for a school building or district that incorporates Pupil Services "best practices," assist in the implementation of this vision in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward achievement.
W2.4	Participate in the development and adoption of annual school district goals that incorporate Pupil Services "best practices," assist in their implementation in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward their achievement.
W2.5	Lead or participate on a planning team for Pupil Services to articulate a shared vision of learning within Pupil Services that supports the District's Mission and/or Board goals, assist in the implementation of this vision in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward achievement.
W2.6	Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
W2.7	Analyze comparable data of other school districts.
W2.8	Prepares a corrective action plan from the information conveyed in the annual audit report to improve financial tracking and reporting and internal controls and guide the implementation of the plan.
W2.9	Ensure that the district's technology plan is designed to meet the district's goals.
W2.10	Develop an operational plan to meet the district's financial goals and objectives.
W2.11	Recognize and analyze significant social, demographic, and economic changes that may impact the financial plan of the district.
W2.12	Identify appropriate procedures for the management and evaluation of professional development programs.
W2.13	Identify and implement procedures for conflict resolution and team building to enhance morale and productivity.
W2.14	Develop a long-range facility plan that includes demographic data, and serve as an integral member of the planning team.
W2.15	Participate in administrative and employee teams in the identification of short- and long-term goals in all aspects of school district activities.
W2.16	Assist in the development of a strategic plan that will move the district toward the achievement of its mission and goals.
W2.17	Assist in providing the data required to facilitate the strategic planning process.
W2.18	Assist in the implementation, monitoring, evaluation, reporting, and revision of a strategic plan.
W2.19	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
W2.20	Effectively manage a change process when evaluation determines that instructional support programs must be improved.
W2.21	Support the components of the instructional programs within the school district.
W2.22	Participate in the planning and implementation of instructional program improvement.
W2.23	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
W2.24	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
W2.25	Utilize evaluation data toward the development of instructional program changes.
W2.26	Effectively participate in the change process when instructional programs must be improved.
W2.27	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
W2.28	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
W2.29	Comprehend effective communication strategies and techniques related to mass and interactive communications.
W2.30	Identifies the primary components of public information management and public relations.

W2.31	Present financial data to various school and community groups in written, oral, and multi-media formats.
W2.32	Assist in the development of a plan for a positive school community relations program for the business office and the school district.
W2.33	Assist in the development of procedures for the management of public information programs and departments that relate to school–community relations.
W2.34	Develop and maintain an accurate database to facilitate management decisions using current information management techniques.
W2.35	Assist in the development of long-range technology planning for the school district.
W2.36	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
W2.37	Teacher participates in building or district goals/school vision/mission
W2.38	Formal adoption of building/district language to articulate school goals/school vision/mission
W2.39	Teacher shares with support staff/parents/students implementation guidelines/benchmarks with timelines (curriculum goals/grant benchmarks/performance standards)
W2.40	Stewardship – ongoing commitment to implementation cycle, including feedback and assessment of progress/program modifications/changes in vision
W2.41	Engagement with community to achieve a shared vision of learning

### Wisconsin Administrator Standard 3

### Instructional Program

The administrator leads by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

#### **A Wisconsin Superintendent will demonstrate proficient performance in the following knowledge and skills:**

- A. Ensure high expectations for teaching and learning and build organizational systems that result in continuous and sustainable district improvement.
- B. Ensure a district-wide balanced assessment system, ensure assessment literacy among all instructional staff, and communicate assessment results to the school community.
- C. Promote and ensure the use of assessment data to guide decisions regarding curriculum and instruction.
- D. Develop, promote, and communicate a positive school district culture that improves instructional practices and increases student achievement.
- E. Guide and support long-term district-wide professional development consistent with ongoing improvement of student learning.
- F. Promote the use of differentiated strategies, materials, and technologies to maximize instructional time and ensure high levels of student achievement.
- G. Ensure the development, implementation, and evaluation of an instructional program that is standards driven, challenging, and culturally relevant.  
Develop, implement, and evaluate district-wide comprehensive program that meet the learning needs and interests of students.
- H. Use data to monitor and evaluate the effectiveness of the instructional program.

#### **A Wisconsin principal will demonstrate proficient performance in the following knowledge and skills:**

- A. Establish high expectations and build organizational systems that result in a high performing school.
- B. Create and implement a comprehensive, rigorous and coherent curricular program based on the Wisconsin Model Academic Standards.
- C. Establish a learning environment with instructional programs that meet the diverse learning needs and interests of students and leads to increased student achievement.
- D. Supervise instruction and provide support to ensure staff is increasing achievement for every student.
- E. Facilitate and supervise staff in the design and use of standards-based assessments to evaluate student learning, identify interventions, report student progress, and increase student achievement.
- F. Promote a collegial learning culture that supports on-going professional development focused on achievement for every student.
- G. Monitor the use of differentiated strategies, materials, and technologies to maximize instructional time and to ensure high levels of student achievement.
- H. Monitor and evaluate the impact of the instructional program for continuous improvement to assure high levels of student achievement.

#### **A Wisconsin School Business Administrator will demonstrate proficient performance in the following knowledge and skills:**

- A. Participate in directing and facilitating the allocation of resources for instruction to increase student achievement.
- B. Develop, maintain, and improve procedures for evaluating and reporting the effectiveness of instructional and support programs, including cost considerations.

- C. Collaborate in the development, implementation, and evaluation of a research-based professional development program to improve the performance of staff members and to assist staff in meeting the educational objectives of the school district.
- D. Participate in directing and promoting the procurement and allocation of resources for professional development leading to improved student achievement.
- E. Promote a culture of trust, transparency and accountability.

**A Wisconsin Director of Instruction will demonstrate proficient performance in the following knowledge and skills:**

- A. Establish high expectations for teaching and learning.
- B. Facilitate processes to create and implement a comprehensive, rigorous and coherent curricular program based on state standards.
- C. Develop and implement a district-wide balanced assessment system, ensure assessment literacy among all instructional staff, and communicate assessment results to the school community.
- D. Collaborate with district, building and program leadership in the supervision of professional staff to increase student achievement.
- E. Facilitate and supervise staff in the design and use of standards-based assessments to evaluate student learning, identify interventions, report student progress, and increase student achievement.
- F. Aggregate, analyze, and use district assessment data to improve instruction and student achievement.
- G. Create a district professional development plan focused on increasing student achievement and promoting collaborative learning.
- H. Implement, support, monitor, and evaluate the use of instructional materials, technology, and learning strategies in the instruction of students.
- I. Develop and implement program evaluation processes that ensure an aligned system of curriculum, instruction, and assessment resulting in improved student achievement.
- J. Provide leadership for district instructional initiatives to support continuous and sustainable district improvement.
- K. Use best practices and educational research to improve curriculum, instruction, and assessment for all students.

**A Wisconsin Director of Special Education and Pupil Services will demonstrate proficient performance in the following knowledge and skills:**

- A. Establish high expectations for delivering pupil services and for teaching and learning.
- B. Build organizational systems that result in a continuous and sustainable improvement for all learners.
- C. Promote the use of best practices and educational research to improve instructional techniques, intervention strategies, and curricular materials for individual learners with differing disabilities and abilities.
- D. Involve stakeholders in educational planning, implementation, and evaluation to develop seamless transitions for students across the educational continuum.
- E. Ensure that individualized education programs and all specialized instructional services align with state standards, to provide to the maximum extent appropriate for the student, access to the general curriculum.
- F. Supervise instruction and pupil services programs and provide professional development that enhances staff performance and improves student achievement.
- G. Use technology to monitor, analyze, and evaluate student data to guide continuous school improvement.
- H. Engage in data-based decision making to improve learning for all students.
- I. Develop, implement, and evaluate programs that address student exceptionalities and increase student achievement.
- J. Administer assessments to diagnose student exceptionalities.
- K. Aggregate, analyze and use data to address student needs and improve student achievement.

W3.1	Conduct a school climate survey following the protocols described in the text: Fitzpatrick, K.A. (2002). <i>School Improvement: Focusing on Student Performance</i> . National Study of School Evaluation: Schaumburg, IL. Discuss results, and make an official report as approved by the board of education.
W3.2	Establish a local learning community which reflects on instructional practice and promotes positive school culture.
W3.3	Lead a building level self-assessment team that includes students, parents, and community representatives to evaluate teaching and learning in one content area incorporating multiple assessments.
W3.4	Lead a building or district level team of teachers to upgrade a curriculum in one academic area or ongoing cross-curriculum initiative so that it is fully-aligned with Wisconsin Content Standards and is approved through the district's curriculum approval process.
W3.5	Lead a strategic planning team to implement a building level reading or math program that demonstrates "best practice" toward the achievement of higher-than-average student performance gains measured by a reliable standardized grade level tests in addition to WKCE.
W3.6	Facilitate an in-school or after-school volunteer program which supports students in their learning.
W3.7	Participate in the implementation of community service components of school curriculum.
W3.8	Coach, advise, or direct one annual co curricular activity.
W3.9	Collaborate in the development and delivery of a district level ongoing orientation for Initial Educators that involves school boards, administrators, teachers, support staff and parents per PI 34.17.
W3.10	Train mentors or serve as a mentor to assist Initial Educators in their development per PI 34.
W3.11	Update the IEP process, procedures, and forms to reflect current best practices for supporting pupils in their learning, health, safety and development.

W3.12	Revise special education curriculum in collaboration with all professional staff involved in the IEP process – regular and special education – to reflect current models of learning and pedagogy.
W3.13	Collaborate with instructors, support staff, school and community health officials, and first responders in a review of medical protocols for supporting the health and well-being of all special education students, including emergency procedures for handling those students who are medically fragile.
W3.14	Collaborate with instructors, aides and therapists in a review of the adapted physical education curriculum.
W3.15	Participate in a comprehensive facility study to ensure current codes are being met to accommodate those with special needs (e.g. Americans With Disabilities Act).
W3.16	Review current developmental models including building-building and building-community transition strategies with school/community professional staff.
W3.17	Collaborate with the school psychologist in conducting a formal review of assessment strategies/instruments analyzing current research on the identification and placement of students with special needs and report findings to the department and building principals.
W3.18	Establish a learning community to review current research and apply findings to instructional practice.
W3.19	Conduct or collaborate in action research which addresses a research question applicable to special education.
W3.20	Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
W3.21	Keep current with technology applications and programs.
W3.22	Assess the district's needs related to available budget dollars for technology.
W3.23	Ensure that the district's technology plan is designed to meet the district's goals.
W3.24	Develop an operational plan to meet the district's financial goals and objectives.
W3.25	Administer procedures required to keep schools clean, safe, and secure through effective custodial services and preventive maintenance.
W3.26	Participate in administrative and employee teams in the identification of short- and long-term goals in all aspects of school district activities.
W3.27	Assist in the development of a strategic plan that will move the district toward the achievement of its mission and goals.
W3.28	Assist in providing the data required to facilitate the strategic planning process.
W3.29	Assist in the implementation, monitoring, evaluation, reporting, and revision of a strategic plan.
W3.30	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
W3.31	Effectively manage a change process when evaluation determines that instructional support programs must be improved.
W3.32	Support the components of the instructional programs within the school district.
W3.33	Participate in the planning and implementation of instructional program improvement.
W3.34	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
W3.35	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
W3.36	Utilize evaluation data toward the development of instructional program changes.
W3.37	Effectively participate in the change process when instructional programs must be improved.
W3.38	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
W3.39	Assist in the development and implementation of technology in the business office and the classroom environment.
W3.40	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
W3.41	Assist in the development of long-range technology planning for the school district.
W3.42	Promote and assist in the development of technology training for all staff.
W3.43	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
W3.44	Formal and informal assessment of school climate and learning environment (school climate survey)
W3.45	Instruction program review, accreditation and achievement of benchmarks by content area
W3.46	Evidence of pupil learning where teacher participates in classrooms/department
W3.47	Staff professional growth – mentoring experiences/cohort groups or professional organizations

**Wisconsin Administrator Standard 4**

**Management**

The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

**A Wisconsin Superintendent will demonstrate proficient performance in the following knowledge and skills:**

- A. Supervise and evaluate district and building leadership to support effective instructional practices that lead to high levels of student achievement.
- B. Ensure a safe and healthy district environment that supports students and staff learning.
- C. Model effective communication, decision-making, time management and collaboration with the school board and within the school community.
- D. Collaborate with building and district leadership to recruit, select, induct, supervise, and evaluate school district personnel.
- E. Bargain and administer employment contracts and recognize the implications of local, state and national laws impacting bargaining and grievance procedures.
- F. Use effective technology practices for management of district operations.
- G. Identify and analyze significant social, political, demographic and economic changes that may impact the district financially.
- H. Have a working knowledge of the structure dimensions, codes and allowable activities accounted for using the state-prescribed accounting system.
- I. Identify, obtain, allocate, and monitor fiscal and operational resources to address the needs of the school district.
- J. Identify the major sources of revenue available to the school district for local, state and national sources, and the impact of shifts in funding on local spending plans.
- K. Ensure the development of an annual budget that takes into account revenues, expenditures, enrollment, and personnel projections.
- L. Have a working knowledge of systems for bids, requisitions, purchase orders, deliveries, invoices, payments, and status of the budget.
- M. Communicate financial information to school and community in a clear and concise manner.

**A Wisconsin principal will demonstrate proficient performance in the following knowledge and skills:**

- A. Develop, align, monitor, and evaluate management systems through short and long-term strategic planning processes to focus on student achievement.
- B. Recruit, select, induct, evaluate, supervise and retain highly qualified staff to support effective instructional practices that lead to high levels of student achievement.
- C. Establish and sustain a safe, efficient, healthy and productive school environment that nurtures student achievement and supports the well-being of students, staff, families and community.
- D. Identify, obtain, allocate, and monitor appropriate funds and other resources for the short and long-term educational needs of the students and staff.
- E. Model effective communication, decision-making, time management and current technology practices for school management and business procedures.
- F. Ensure teacher and organizational time is focused to support effective instruction to increase student achievement.
- G. Manage all aspects of the educational organization, including co-curricular and extra-curricular school programs.
- H. Establish and sustain distributed leadership to increase the achievement of all students.

**A Wisconsin School Business Administrator will demonstrate proficient performance in the following knowledge and skills:**

- A. Financial Resource Management -
  - A-1 Communicate financial information to district, school and community in a clear and concise manner.
  - A-2 Establish a budget calendar in accordance with the school board, community and legal requirements for budget adoption.
  - A-3 Use multiple techniques to develop an annual budget that takes into account revenues, expenditures, enrollment and personnel projections.
  - A-4 Apply multi-year budget projection strategies to monitor a school district's financial health.
  - A-5 Manage the annual budget once adopted, including the certification of the property tax levy and the ongoing review of cost centers for comparison of estimated versus actual experience and the identification of official budget changes.
  - A-6 Prepare, analyze and report financial information in multiple formats in accordance with legal and contractual provisions to the appropriate government agencies, board of education, community and district auditor.
  - A-7 Identify and analyze significant social, political, demographic and economic changes that may impact the district financially.
  - A-8 Use various methods of cash flow and fund balance analysis in accordance with approved policies and legal constraints.
  - A-9 Identify, analyze and forecast the major sources of revenue available to the school district from local, state and national sources, and the impact of shifts in funding on local spending plans.
  - A-10 Analyze and manage investments in accordance with approved policies and legal constraints.
  - A-11 Analyze and prepare specifications for professional advisors, contractors, and/or partnerships with other entities.
  - A-12 Apply concepts and standards of accounting that include a working knowledge of the state-prescribed accounting system and the accounting transactions permitted within that structure.
  - A-13 Apply current technology in the day-to-day operation of the district payroll and accounting applications and the use of analytical tools such as spreadsheets and databases.
- B. Human Resource Management
  - B-1 Collaborate in the development, implementation, and evaluation of practices that foster positive working relationships and staff wellness.
  - B-2 Collaborate in the development, maintenance, and improvement of personnel records management systems that comply with all legal, security, and privacy requirements.

- B-3 Collaborate in the bargaining process and the administration of employee contracts; research and analyze compensations packages of comparable districts and other local employers.
- B-4 Recognize the implications of local, state and national laws impacting bargaining and grievance procedures.
- B-5 Manage fringe benefit programs.
- B-6 Collaborate in the development, implementation, and assessment of the school district personnel performance evaluation system.
- B-7 Collaborate with building and district leadership to recruit, select, induct, supervise, and evaluate school district personnel.
- B-8 Communicate effectively with internal and external audiences including represented employee groups and key community stakeholders.

**C. Facilities and Ancillary Services Management**

- C-1 Improve and maintain a safe, efficient, healthy and productive school environment, including all sites and facilities, which support the well-being of students, staff, and the community.
- C-2 Use district demographic data to evaluate facility needs and make recommendations for upgrades and construction.
- C-3 Identify potential risks and liabilities and recommend strategies to address district exposure.
- C-4 Manage comprehensive systems for bids, requisitions, purchase orders, deliveries, invoices, payments, and status of the budget.
- C-5 Develop, maintain and improve systems to control inventories, distribution, fixed assets and accounting for supplies.
- C-6 Manage the student transportation, food service and community service programs for secure and efficient operation.
- C-7 Manage information technology systems to address the district strategic plan including: coordination of information and data processing functions, technology needs assessment, selection of technology, effective storage, analysis and communication of data and security.

**A Wisconsin Director of Instruction will demonstrate proficient performance in the following knowledge and skills:**

- A. Collaborate with district and building leadership to recruit, select, induct, supervise, and evaluate district personnel.
- B. Collaborate with district and building leadership to ensure a safe, healthy, and engaging district environment that supports student and staff learning.
- C. Identify, obtain, allocate, and monitor appropriate funds, grants, and other resources for instructional programs and assessment systems.
- D. Model effective communication, decision-making, time management, and collaboration within the school community.
- E. Ensure that teacher and organizational time is focused to support effective instruction and student learning.
- F. Manage all aspects of district instructional programs.

**A Wisconsin Director of Special Education and Pupil Services will demonstrate proficient performance in the following knowledge and skills:**

Collaborate with building and district leadership to recruit, select, induct, supervise, and evaluate school district special education and pupil services personnel.

- B. Collaborate with district and building leadership to ensure a safe, healthy, and engaging district environment that supports student and staff learning.
- C. Identify, obtain, allocate, and monitor funds, grants and other resources for meeting the needs of students.
- D. Model effective communication, decision-making, time management, and collaboration within the school community.
- E. Develop, monitor and implement policies and procedures to maintain legal records and ensure privacy and confidentiality for all students, staff, and other stakeholders.

W4.1	Generate state reports from actual student data and project enrollment trends for resident and non-resident students, including those who participate in open enrollment, postsecondary options, summer school, before/after-school programs, special education, charter and alternative schools.
W4.2	Generate a building level class schedule from actual raw data using scheduling software.
W4.3	Participate in negotiation and implementation of a collective bargaining agreement.
W4.4	Write and review job descriptions for/with all building office or central office staff.
W4.5	Conduct a quarterly formative evaluation of one professional staff member and collaborate on short- and long-term goals for improvement.
W4.6	Resolve a formal grievance or a conflict involving staff members.
W4.7	Collaborate in the development of a district- or building-level budget from forecasting through final adoption following a prescribed budget cycle.
W4.8	Participate in the implementation of a district- or building-level budget from formal adoption by the board or annual meeting through completion of the final audit.
W4.9	Develop a "Contingency Plan" which anticipates a revenue shortfall of 5% in the development and implementation of a budget developed above.
W4.10	Analyze internal controls for fiscal management at the building or district level.
W4.11	Collaborate in writing a competitive grant application.
W4.12	Participate in a comprehensive facility study.
W4.13	Participate in the development of maintenance schedules for care of one physical plant and its grounds.
W4.14	Attend a series of legal seminars for school administrators.
W4.15	Write administrative protocols for dealing with legally sensitive issues in the management of students.

W4.16 Document an investigation of alleged misconduct or wrongdoing and analyze testimony at a trial or hearing.
W4.17 Participate in an annual transportation audit, including routes, contracts and services.
W4.18 Write protocols for the management of student discipline on buses and the implementation of policies regarding student transportation in non-school vehicles.
W4.19 Participate in the DPI audit of a school district's food services program.
W4.20 Write protocols for news releases, including emergency response.
W4.21 Participate in the development and implementation of a technology plan.
W4.22 Critically review a District Report Card.
W4.23 Write a series of articles for publication or participate in a broadcast interview/report.
W4.24 Present testimony at a public hearing on school matters.
W4.25 Conduct a board retreat or a board orientation meeting in which board-administrator relations are analyzed.
W4.26 Undergo formal evaluation of your job performance by the district administrator or board of education.
W4.27 Generate special education state reports from actual student data and project enrollment trends for resident and non-resident students, including those who participate in "transfer of services," open enrollment, postsecondary options, summer school, before/after-school programs, charter and alternative schools.
W4.28 Generate a building- or district-wide special education master schedule from actual raw data using scheduling software.
W4.29 Participate in negotiation and implementation of a collective bargaining agreement that involves special education staff and reflects changes in laws related to training, licensure, and staffing.
W4.30 Collaborate in the screening and selection process for the hiring of a special education staff member.
W4.31 Write and review job descriptions for all building- or district level special education staff.
W4.32 Conduct a quarterly formative evaluation of one special education professional staff member and one special education support staff member and identify/ implement short- and long-term goals for improvement.
W4.33 Resolve a formal grievance or a conflict involving special education staff members.
W4.34 Collaborate in the development of a district- or building-level special education budget from forecasting through final adoption following a prescribed budget cycle.
W4.35 Participate in the implementation of a district- or building-level special education budget from formal adoption by the board or annual meeting through completion of the final audit.
W4.36 Develop a "Contingency Plan" which anticipates a revenue shortfall of 5% in the development and implementation of a special education budget developed above.
W4.37 Analyze internal controls for fiscal management of special education programs at the building or district level.
W4.38 Collaborate in writing a competitive grant application which specifically addresses the needs of special education students.
W4.39 Participate in the development of maintenance schedules for special education classrooms and program areas, including grounds and transportation vehicles.
W4.40 Attend a series of legal seminars for special education administrators and staff.
W4.41 Write administrative protocols for dealing with legally sensitive issues in the management of children with disabilities.
W4.42 Document an investigation of alleged misconduct or wrongdoing involving special education programs or staff and analyze testimony at a trial or hearing.
W4.43 Participate in an annual special education transportation audit, including routes, contracts and services, conducted by the district, contractors, or third-party billing agencies.
W4.44 Write protocols for the management of special education student discipline on buses and the implementation of policies regarding special education student transportation in non-school vehicles.
W4.45 Participate in the DPI audit of a school district's food services program as it relates to accommodating children with disabilities.
W4.46 Write protocols for news releases, including emergency response, involving special education issues and concerns.
W4.47 Participate in the development and implementation of a technology plan to accommodate children with disabilities and provide assistive technology.
W4.48 Critically review a District Report Card and its reporting of special education programs and student achievement.
W4.49 Write a series of special education articles for publication or participate in a broadcast interview/report on special education topics of interest.
W4.50 Present testimony at a public hearing on special education matters.
W4.51 Conduct a board retreat or a board orientation meeting in which board-administrator relations are analyzed in delivery of special education services.
W4.52 Review and analyze appropriate statutory and constitutional authority regarding the administration of public and private schools.

W4.53	Review and analyze significant statutory and case law relative to financial resource management, human resource management, facility management, property management acquisition, information management (including freedom of information and protection of privacy), and management of ancillary services
W4.54	Recognize and forecast the major sources of revenue available to the school district from local and national governments and other sources.
W4.55	Interpret the relevant governmental funding model.
W4.56	Analyze the impact of shifts in local and national funding and the effect on local spending plans.
W4.57	Apply multiple techniques for identifying expenditures across cost centers and programs.
W4.58	Explore alternative and innovative revenue sources.
W4.59	Recognize and analyze significant social, demographic, and economic changes that may impact the financial plan of the district.
W4.60	Prepare a budget calendar to meet the time constraints of budget preparation.
W4.61	Use multiple approaches to determine reliable enrollment and personnel projections.
W4.62	Forecast anticipated expenditures by program.
W4.63	Identify various methods of budget analysis and management.
W4.64	Apply statistical process control techniques for budgetary analysis.
W4.65	Apply the legal requirements for budget adoption.
W4.66	Prepare revenue projections and estimates of expenditures for school sites and district-wide budgets.
W4.67	Recognize and explain internal and external influences on the budget.
W4.68	Maximizes state, provincial, and/or national aids for the district.
W4.69	Develop multi-year budgets that serve as a communications tool for the stakeholders.
W4.70	Develop a financial model to monitor a school district's financial health.
W4.71	Analyze comparable data of other school districts.
W4.72	Obtain the services of an internal and external auditor.
W4.73	Establishes and verify compliance with finance-related legal and contractual provisions.
W4.74	Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
W4.75	Prepares a corrective action plan from the information conveyed in the annual audit report to improve financial tracking and reporting and internal controls and guide the implementation of the plan.
W4.76	Apply concepts and standards of accounting relevant to the district's location.
W4.77	Adhere to the accounting standards setting governing body and prepare financial statements in accordance with the most current standards as issued by such body.
W4.78	Report the financial status of the district to the appropriate state/provincial agency in the appropriate regulatory format, which may be on a generally accepted accounting basis or on a customized/regulated basis of reporting.
W4.79	Select professional advisors/contractors such as bond counsel, rating agencies, financial advisors, and underwriters.
W4.80	Use lease purchasing and partners with other jurisdictions such as municipalities, counties, and other school districts.
W4.81	Develop/recommend investment policies for the governing board to include investment objectives such as maximizing investment income and preserving the investment principal.
W4.82	Develop specifications for the selection of banking and other financial services.
W4.83	Calculate the yields and understand the risks of various investment options legally available to a school district.
W4.84	Apply appropriate types of short-term debt financing instruments available to school districts.
W4.85	Analyze the legal constraints and methods of issuing long-term general obligation bonds, including the bond rating process and the role of the bonding attorney and rating services.
W4.86	Analyzes the implications of arbitrage rules that may apply to the issuance of long-term general obligation bonds and provide for arbitrage payable when appropriate.
W4.87	Prepare a cash flow analysis, including a fund balance report, for the board of education
W4.88	Manage and continually evaluate the effectiveness of the school district's payroll operations.
W4.89	Administer employment agreements, including interpreting contract language—the concepts of “past practice,” “just cause” provisions, and grievance procedures.
W4.90	Assist with the processes related to the recruitment, selection, orientation, assignment, evaluation, and termination of school district personnel.
W4.91	Research and explain various compensation arrangements, including salaries and wages, employee health care benefit programs, and retirement options.
W4.92	Identify appropriate procedures for the management and evaluation of professional development programs.
W4.93	Continually conduct and analyze benchmark surveys to assess the cost of current salary and employee benefit packages and proposals.

W4.94	Analyze current employment contracts and/or collective bargaining agreements and develop comparative reports with local and national agreements.
W4.95	Review local and national laws and regulations with respect to impasse procedures such as mediation, voluntary arbitration, and binding arbitration.
W4.96	Develop policies and procedures for the financial management of school district personnel.
W4.97	Stay current with management theory and leadership styles, including concepts of behavioral science, organizational structure theory, developing and maintaining organizational culture, and managing organizational change.
W4.98	Develop a long-range facility plan that includes demographic data, and serve as an integral member of the planning team.
W4.99	Develop a working knowledge of funding sources and issues related to school construction, including bond ratings, the rating process, and bond election processes.
W4.100	Develop appropriate procedures for selecting architects, engineers, construction managers, and other professionals.
W4.101	Apply the steps and procedures involved in developing and using education specifications for selecting school sites.
W4.102	Reviews the legal and administrative responsibilities for advertising, awarding, and managing construction contracts.
W4.103	Recognizes the impact of energy and environmental factors on the learning process.
W4.104	Meet the requirements of local and national agencies regarding construction and renovation of school facilities.
W4.105	Communicate financial implications of unanticipated issues during the construction process to appropriate personnel in order to guarantee project solvency.
W4.106	Involve appropriate existing district/agency personnel who have experience with local energy demands, materials choices, and contractor regulations to share their concerns during construction job progress meetings.
W4.107	Administer procedures required to keep schools clean, safe, and secure through effective custodial services and preventive maintenance.
W4.108	Manage energy consumption and environmental aspects.
W4.109	Determine resource allocation for maintenance and operations.
W4.110	Be knowledgeable of sources of alternative revenue (other than debt or tax levies) such as grant revenue to meet facility needs.
W4.111	Effectively form partnerships with the private sector to enhance resources available to the district in regard to facilities and equipment.
W4.112	Utilize technology to improve facilities through data management.
W4.113	Adhere to a strict code of purchasing and procurement ethics.
W4.114	Develop and implement a bid procurement system that complies with all government regulations.
W4.115	Analyze and, if feasible, implement an e-procurement system that complies with all government regulations.
W4.116	Properly and effectively apply the rules, regulations, and statutes that govern school procurement.
W4.117	Develop and implement a system to manage and track supply inventories and distribution.
W4.118	Develops and implement a program for the effective current and long-range acquisition, maintenance, and repair of equipment
W4.119	Develop a system to reallocate and/or dispose of surplus, scrap, and obsolete materials and equipment.
W4.120	Develops and implement a system for the proper valuation, classification, and depreciation of fixed assets.
W4.121	Develops and implement a system to adequately control and account for capital assets. (GASB 34)
W4.122	Develop and implement procedures for the acquisition and disposal of land and buildings.
W4.123	Identify various economic and cost factors inherent in program operation and evaluation.
W4.124	Apply a practical and research-based knowledge of the components and skills to evaluate programs and business services.
W4.125	Develop and apply procedures for the systematic evaluation of instructional support programs.
W4.126	Analyze, develop, and apply various methods of measuring instructional goals and program effectiveness.
W4.127	Effectively manage a change process when evaluation determines that instructional support programs must be improved.
W4.128	Support the components of the instructional programs within the school district.
W4.129	Participate in the planning and implementation of instructional program improvement.
W4.130	Analyze the various economic factors associated with the delivery and evaluation of instructional programs.
W4.131	Develop procedures for the evaluation and reporting of the cost effectiveness of instructional programs.
W4.132	Utilize evaluation data toward the development of instructional program changes.
W4.133	Effectively participate in the change process when instructional programs must be improved.

W4.134	Assist in the direction and facilitation of the allocation of resources within the school district toward the improvement of instructional programs.
W4.135	Assists in directing and promoting the allocation of resources for professional development leading to improved instructional programs.
W4.136	Comprehend effective communication strategies and techniques related to mass and interactive communications.
W4.137	Identifies the primary components of public information management and public relations.
W4.138	Develop a clear understanding of the major constituencies within the school district.
W4.139	Present financial data to various school and community groups in written, oral, and multi-media formats.
W4.140	Assist in the development of a plan for a positive school community relations program for the business office and the school district.
W4.141	Assist in the development of procedures for the management of public information programs and departments that relate to school–community relations.
W4.142	Direct or develop management information systems.
W4.143	Apply the most current technology to the storage, analysis, and communication of data (fax, electronic mail, administrative and educational computer systems, etc.).
W4.144	Evaluate the cost benefits and organizational value of producing information.
W4.145	Develop, maintain, and validate a records management system using appropriate technology that complies with all legal requirements.
W4.146	Develop and maintain an accurate database to facilitate management decisions using current information management techniques.
W4.147	Assist in and coordinate the gathering and reporting of information for government reports.
W4.148	Maintain a working knowledge of the technology and software available for school and business office use.
W4.149	Evaluate the cost of Internet access options for the school district.
W4.150	Evaluate and apply various technology tools for use in the school and business office.
W4.151	Assist in the development of long-range technology planning for the school district.
W4.152	Allocate appropriate resources toward the purchase and installation of technology and technology infrastructures in the business office, the school office, and the classroom.
W4.153	Develop appropriate specifications for purchasing technology and contracting for technology infrastructure for the school district.
W4.154	Ensures that a comprehensive risk management program is in place.
W4.155	Ensure the risk management program addresses safety and security.
W4.156	Assess risk management programs and recommend changes consistent with district needs.
W4.157	Identify and apply models for the evaluation of potential risk management programs.
W4.158	Identify and evaluate alternative methods of funding and managing risk.
W4.159	Communicate the risk management program to all stakeholders.
W4.160	Direct the process of selecting/employing an insurance consultant or risk manager.
W4.161	Adhere to legal requirements for insurance coverage.
W4.162	Support and maintain a student transportation program that adheres to all legal requirements.
W4.163	Ensure (where appropriate) that the school bus maintenance and replacement program is established and maintained.
W4.164	Monitor the student transportation program for its safety, security, and efficiency, and make adjustments as needed
W4.165	Analyze alternative methods available for providing transportation.
W4.166	Ensure (where appropriate) an efficient and comprehensive routing system is developed and maintained.
W4.167	Ensures a comprehensive plan is in place that includes an analysis of what transportation requirements are and the basic features of a system to provide pupil transportation, and where appropriate, arrangements for screening, training, re-training, and retaining bus drivers, paraprofessionals, and other essential transportation personnel
W4.168	Develop and maintain open and clear lines of communication with parents, staff, administration, state/provincial legislatures, and the public for the purpose of conveying the responsibilities, needs, and expectations of all stakeholders regarding the transportation program.
W4.169	Establish procedures for the implementation and operation of the food service program.
W4.170	Adhere to the legal requirements, including local and national government guidelines, of the food service program.
W4.171	Monitor the food service program and make adjustments as needed.
W4.172	Ensure the management systems for tracking meals and inventories are in place and identify participant status
W4.173	Manage and control inventories and procurement.
W4.174	Ensures compliance with required nutritional value for food service programs.

W4.175	Analyze the methods available for providing food service and identify and recommend the most beneficial methods for a given situation.
W4.176	Interface with nutrition and regulatory agencies relative to planning, conduct, and reporting of catering service programs within the school.
W4.177	Ensures effective cash handling procedures and internal controls.
W4.178	Efforts to support instructional improvement, continuous improvement, teamwork
W4.179	Union relations, negotiations, formal and informal grievance procedures
W4.180	Staff development initiatives under Title II
W4.181	Classroom/department budgets and budget process
W4.182	Curricular and co-curricular outside regular curriculum process/fundraisers or field trips
W4.183	Site based financial management
W4.184	Facility and classroom study
W4.185	Federal, state and local safety
W4.186	Adjustments to learning environment to improve classroom climate/learning centers
W4.187	Property management beyond school walls, school forests, etc.

**Wisconsin Administrator Standard 5                      Family/Community Relations**

The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**A Wisconsin Superintendent will demonstrate proficient performance in the following knowledge and skills:**

- A. Attend, facilitate, and participate in school and community events, activities and organizations.
- B. Mobilize community and business support for district financial initiatives, including referenda.
- C. Identify and use diverse community resources to improve programs and meet the needs of all students.
- D. Identify and develop a clear understanding of the needs and goals of major constituencies within the school district.
- E. Collaborate with families, the community, business, staff, and the school board to increase student achievement.
- F. Recognize, respect and respond to the needs of families and community groups cognizant of the cultural diversity of the school communities.
- G. Employ multiple communication strategies to engage and collaborate effectively with all stakeholders.
- H. Design and implement avenues for school board and community assessment of the superintendent.

**A Wisconsin principal will demonstrate proficient performance in the following knowledge and skills:**

- A. Attend, facilitate, and participate in school-wide and community events.
- B. Involve diverse community groups to develop trust, and to support and implement programs and services to increase student achievement.
- C. Identify and use diverse community resources to develop and improve programs and partnerships and to meet the needs of all students and stakeholders.
- D. Collaborate with families, the community, service-providers, and other key decision-makers to increase student achievement.
- E. Recognize, respect and respond to the needs of diverse families and community groups.
- F. Create and sustain celebrations, traditions, and customs that promote awareness of and respect for diversity.
- G. Employ multiple communication strategies to engage and collaborate effectively with all stakeholders.
- H. Use culturally-responsive practices that acknowledge and value diversity.

**A Wisconsin School Business Administrator will demonstrate proficient performance in the following knowledge and skills:**

- A. Identify and make informed decisions based on social, demographic and economic conditions and data.
- B. Employ multiple communication strategies to engage and collaborate effectively with all stakeholders regarding school finance.
- C. Identify and develop a clear understanding of the needs and goals of major constituencies within the school district.
- D. Enhance communication within the district, the community, and with business partners to increase understanding of the district financial status and decision making.
- E. Involve community and business groups to support and implement auxiliary services.

**A Wisconsin Director of Instruction will demonstrate proficient performance in the following knowledge and skills:**

- A. Attend, facilitate, and participate in school and community events, activities and organizations.
- B. Involve diverse community and business groups to develop trust, and to support and implement programs and services to increase student achievement.
- C. Identify, obtain, allocate and monitor appropriate funds and other resources for the short and long-term educational needs of the students and staff.
- D. Identify and use community support services and resources to meet the needs of students.
- E. Build family, community, and business partnerships to support the success of all students.

- F. Implement multiple communication methods and strategies to promote the school district and to inform, engage, and collaborate with community stakeholders.
- G. Promote practices which celebrate diversity and the cultures represented in the school and community.

**A Wisconsin Director of Special Education and Pupil Services will demonstrate proficient performance in the following knowledge and skills:**

- A. Attend, facilitate and participate in school and community events, activities and organizations.
- B. Develop and enhance an awareness of and respect for individual differences.
- C. Use culturally responsive practices that acknowledge and value exceptionalities and engage families and communities in supporting student learning.
- D. Mobilize community and business resources, develop intra- and inter-agency agreements, and improve programs and partnerships to meet the needs of all students and families.
- E. Implement multiple communication strategies to effectively inform, engage, and collaborate with community stakeholders.

W5.1	Conduct, facilitate, or present testimony at a public hearing on a school matter.
W5.2	Conduct or collaborate in presenting a school referendum from initial board proposal for adoption through final referendum vote.
W5.3	Assist an underrepresented minority in presenting its case in support or opposition to an agenda item considered for action by the board of education.
W5.4	Participate in district implementation of No Child Left Behind and its reauthorization, particularly addressing demographic and ethnic differences to reduce “student achievement gaps.”
W5.5	Implement school initiatives which focus on diversity and follow a clear plan to address racial, ethnic and demographic barriers encountered by students and the community.
W5.6	Collaborate with a self-assessment team that includes teachers, staff, students, parents, and community representatives to evaluate learning outcomes for pupils with special needs incorporating multiple assessments.
W5.7	Lead a strategic planning team to implement an adapted reading or math program that demonstrates “best practice” toward the achievement of higher-than-average student performance gains measured by reliable standardized tests.
W5.8	Collaborate with a building or district level team of teachers to upgrade curriculum in one academic area, ensuring the needs of students with disabilities are addressed through the curriculum alignment and approval process.
W5.9	Collaborate with a building or district level team of teachers to upgrade curriculum in one area of special education, ensuring the needs of students with disabilities are addressed through the curriculum alignment and approval process.
W5.10	Participate in district implementation of No Child Left Behind as it pertains to children with disabilities.
W5.11	Collaborate with peers in the development of assessment strategies that accurately measure achievement of students with special needs in the WKCE or WAA process.
W5.12	Facilitate an in-school or after-school volunteer program which supports special education students in their learning.
W5.13	Implement DPI content guidelines for categorical and cross-categorical special education programs.
W5.14	Identify the role of special interest groups (public and private) within a school district, and their ability to influence those who approve district policy.
W5.15	Identify appropriate procedures for the management and evaluation of professional development programs.
W5.16	Collaboration with families and extended families outside classroom (volunteer programs, after school tutoring, “parents as teachers”, Foxfire programs)
W5.17	Collaboration with community members to improve educational experience (School to Work, volunteerism, nursing homes, Walk for Life, blood drives)
W5.18	Diversity – working with minorities/underrepresented groups to foster educational success (cultural history projects, girls in science)
W5.19	Mobilizing community resources (school fund raisers, library work, awareness initiatives)

**Wisconsin Administrator Standard 6**

**Ethics**

The administrator acts with integrity, fairness, and in an ethical manner.

**A Wisconsin Superintendent will demonstrate proficient performance in the following knowledge and skills:**

- A. Formulate a district-wide leadership approach grounded in ethical standards and practices that promote a sense of urgency for increasing achievement for every student.

- B. Act fairly and ethically to interpret, implement, support, and recommend district policies, practices, rules, and regulations to the staff and community.
- C. Develop, implement and evaluate district policies and procedures that support democratic values, equitable practices and a respect for diversity district-wide.
- D. Model and facilitate ethical resource allocation, problem solving, change management, planning, conflict management, and evaluation processes.
- E. Ensure a system of accountability for every student's academic success.
- F. Evaluate and understand the potential moral and legal consequences of decisions.
- G. Model fairness, integrity, transparency and ethical behavior and hold staff to ethical behavior.

**A Wisconsin principal will demonstrate proficient performance in the following knowledge and skills:**

- A. Formulate a building-level leadership platform grounded in ethical standards and practices that promotes a sense of urgency for increasing achievement for every student.
- B. Develop, implement and evaluate school policies, programs and practices that ensure social justice, equity, confidentiality, inclusion and respect between and among students, parents, faculty, and the community to support student achievement.
- C. Know, understand, and articulate the relationships among social justice, culture and student achievement and promote programs to address inequities within the school community.
- D. Act with justice and fairness in applying federal laws, state laws and district policies as related to educational issues.
- E. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.

**A Wisconsin School Business Administrator will demonstrate proficient performance in the following knowledge and skills:**

- A. Act fairly and ethically to interpret, implement, support, and recommend district policies, practices, rules, and regulations to the staff and community.
- B. Report data accurately and objectively within required time frames, maintaining confidentiality as required.
- C. Act with justice and fairness in the school system to ensure equity, confidentiality, inclusion and respect between and among all school community members.
- D. Model fairness, integrity, transparency, and ethical behavior.
- E. Support the goals and objectives of the school district.
- F. Apply the highest values and ethical standards as they relate to the profession of school business administration obeying local, state, and federal laws while conducting business openly, honestly, with integrity, and not for personal gain.

**A Wisconsin Director of Instruction will demonstrate proficient performance in the following knowledge and skills:**

- A. Act fairly and ethically to interpret, implement, support, and recommend district policies, practices, rules, and regulations to the staff and community.
- B. Ensure that district-wide instructional programs are grounded in ethical standards and practices.
- C. Model and facilitate ethical data-driven decision making, planning, resource allocation, problem solving, change management, conflict management, and evaluation processes.
- D. Act with justice and fairness in all communications and relationships.
- E. Act with justice and fairness in applying federal laws, state laws, and district policies as related to educational issues.
- F. Model fairness, integrity, transparency, and ethical behavior and hold staff to ethical behavior.
- G. Ensure equitable access to high quality instructional practice and opportunities within the school district.

**A Wisconsin Director of Special Education and Pupil Services will demonstrate proficient performance in the following knowledge and skills:**

- A. Ensure that district-wide instructional and pupil services programs are grounded in ethical standards and practices.
- B. Develop, implement, and evaluate school and district policies, programs and practices regarding special education and pupil services to ensure social justice, equity, inclusion, and confidentiality.
- C. Model and facilitate ethical data-driven decision making, planning, resource allocation, problem solving, change management, conflict management, and evaluation processes.
- D. Make, communicate and implement decisions based upon relevant data, research and legal parameters with respect for divergent opinions and established ethical standards.
- E. Act with justice and fairness in applying federal laws, state laws and district policies related to students experiencing challenges that adversely affect their learning.
- F. Model fairness, integrity, transparency, and ethical behavior and hold staff to ethical behavior.
- G. Demonstrate knowledge of the national ethical standards of the pupil services and special education professions.

W6.1	Resolve a moral or ethical dilemma caused by the application – or misapplication – of a school policy or procedure, board action, or administrative decision.
W6.2	Resolve a moral or ethical dilemma caused by the application – or misapplication – of a school policy or procedure, board action, or administrative decision that has particular bearing on Pupil Services/SPED.
W6.3	Review and analyze significant statutory and case law relative to financial resource management, human resource management, facility management, property management acquisition, information management (including freedom of information and protection of privacy), and management of ancillary services
W6.4	Apply the highest values and ethical standards as they relate to the entire profession of school business administration.

W6.5	Protect all stakeholders' interests with respect to responsibility and financial integrity.
W6.6	Administer employment agreements, including interpreting contract language—the concepts of “past practice,” “just cause” provisions, and grievance procedures.
W6.7	Recognize and promote compliance with standards of ethical behavior and standards for professional conduct applicable to all school district staff.
W6.8	Adhere to a strict code of purchasing and procurement ethics.
W6.9	Ethics beyond classroom (coursework in ethics)
W6.10	Professional Education ethics boards
W6.11	Acting with the best interest of kids in mind to make hard decisions

**Wisconsin Administrator Standard 7**

**Context affecting schooling**

The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

**A Wisconsin Superintendent will demonstrate proficient performance in the following knowledge and skills:**

- A. Build collaborative relationships and generate support for the district through open communication with the school board, community stakeholders groups, and local, state and federal decision-makers.
- B. Work with the school board, district staff, and the community to influence policies that benefit students, promote an equitable and culturally relevant instructional program, and support the improvement of teaching and learning.
- C. Identify, analyze, and resolve district and community challenges considering the larger political, social, cultural, economic and historical context that affects student achievement.
- D. Identify and communicate to stakeholder groups emerging trends and issues likely to impact the district and community as related to student welfare and learning.
- E. Ensure that policies, laws, regulations, and procedures are complied with and communicated to appropriate district stakeholders.
- F. Accept the leadership responsibility as school district intermediary for regional and state policy interpretations and implementation.

**A Wisconsin principal will demonstrate proficient performance in the following knowledge and skills:**

- A. Foster collaborative relationships and generate support for the school through open communication with local, state, and federal decision-makers.
- B. Advocate for school policies, programs and instructional practices that promote an equitable and culturally relevant instructional program.
- C. Demonstrate through personal actions, decisions and expectations a respect for, and appreciation of diversity.
- D. Identify and communicate emerging trends and issues likely to impact the school.
- E. Ensure that the school complies with all legal, regulatory and policy requirements.
- F. Analyze and resolve school problems considering the larger political, social, cultural, economic and historical context.

**A Wisconsin School Business Administrator will demonstrate proficient performance in the following knowledge and skills:**

- A. Foster collaborative relationships and advocate for the district through communications with local, state, and federal decision-makers.
- B. Analyze and interpret the political and legislative process as it relates to local board elections, municipal governments, state legislatures, and other governmental jurisdictions.
- C. Review, analyze, and consider significant statutory and case law relative to the management of finances, human resources, facilities, property, public records and ancillary services.
- D. Consider political, social, cultural, economic and historical context when making education decisions.
- E. Make decisions and implement programs consistent with local policy, state regulations, judicial precedents and federal law and guidelines.

**A Wisconsin Director of Instruction will demonstrate proficient performance in the following knowledge and skills:**

- A. Build collaborative relationships and generate support for instructional programs through open communication with local, state, and federal decision-makers.
- B. Advocate for school and district policies, programs and instructional practices that promote an equitable and culturally relevant instructional program.
- C. Collaborate with community partners to support and improve curriculum, instruction, and assessment.
- D. Identify and communicate emerging trends and issues related to curriculum, instruction and assessment that may impact the school district and community.
- E. Ensure that the school district complies with all legal, regulatory and policy requirements.
- F. Analyze and respond to the changing needs of learners in the community.

**A Wisconsin Director of Special Education and Pupil Services will demonstrate proficient performance in the following knowledge and skills:**

- A. Establish collaborative relationships and generate support for special education and pupil services through communication that engages local, state, and federal decision-makers.
- B. Advocate for and develop school and district policies, programs and instructional and pupil services practices that ensure equitable and culturally relevant instructional programs.
- C. Identify and access appropriate agencies and services to refer students for needed services beyond the capabilities of the district.
- D. Identify and evaluate emerging trends and issues likely to impact special education and pupil services.
- E. Ensure that the school district complies with all legal, regulatory, and policy requirements related to special education and pupil services.
- F. Address situations that interfere with student learning and student and staff safety.

W7.1	Run for school board or other public office and journal about the process and its outcomes.
W7.2	Critique a school board election from the filing of election papers through the board reorganizational meeting.
W7.3	Resolve a formal grievance or a conflict involving community members.
W7.4	Lead or facilitate a major community fundraiser to support school programs or initiatives.
W7.5	Conduct a community-based school facility study in preparation for a referendum.
W7.6	Engage legal counsel in the resolution of a school matter through the courts.
W7.7	Present and/or analyze testimony presented at a trial involving school matters at the local or state level.
W7.8	Collaborate with a special education strategic planning team to articulate a shared vision of learning for a school building or district, assist in the implementation of this vision in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward achievement.
W7.9	Participate in the development and adoption of annual school district goals which address special education needs/ programs, assist in their implementation in an official capacity, conduct periodic reviews of the implementation strategies, and record progress toward their achievement.
W7.10	Participate in the implementation of community service components of special education school curriculum.
W7.11	Coach, advise, or direct one annual co curricular activity that recruits and actively involves special education students.
W7.12	Conduct or facilitate a public hearing on a school matter involving special education.
W7.13	Collaborate as special education programs representative in the development of a school referendum from initial board proposal for adoption through final referendum vote.
W7.14	Assist an underrepresented minority or those with disabilities or other protected class in presenting its case in support or opposition to an agenda item considered for action by the board of education.
W7.15	Resolve a complaint involving community members pertaining to special education programs or services.
W7.16	Lead or facilitate a major community fundraiser to support special education programs or initiatives.
W7.17	Serve as an advocate in the special education IEP process.
W7.18	Engage legal counsel in the resolution of a special education matter through the courts.
W7.19	Present and/or analyze testimony presented at a trial involving special education matters.
W7.20	Identify the role of special interest groups (public and private) within a school district, and their ability to influence those who approve district policy.
W7.21	Analyze the political and legislative process as it relates to local board elections, municipal governments, state/provincial legislatures, and other governmental jurisdictions.
W7.22	Use the skills necessary to interpret and evaluate local school board policies and administrative procedures to ensure consistent application in the daily operation of the school district.
W7.23	Recognize and analyze significant social, demographic, and economic changes that may impact the financial plan of the district.
W7.24	Apply the legal requirements for budget adoption.
W7.25	Recognize and explain internal and external influences on the budget.
W7.26	Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.
W7.27	Develop multi-year budgets that serve as a communications tool for the stakeholders.
W7.28	Involve appropriate existing district/agency personnel who have experience with local energy demands, materials choices, and contractor regulations to share their concerns during construction job progress meetings.

W7.29 Effectively form partnerships with the private sector to enhance resources available to the district in regard to facilities and equipment.
W7.30 Adhere to a strict code of purchasing and procurement ethics.
W7.31 Develop and implement a bid procurement system that complies with all government regulations.
W7.32 Comprehend effective communication strategies and techniques related to mass and interactive communications.
W7.33 Identifies the primary components of public information management and public relations.
W7.34 Develop a clear understanding of the major constituencies within the school district.
W7.35 Present financial data to various school and community groups in written, oral, and multi-media formats.
W7.36 Assist in the development of a plan for a positive school community relations program for the business office and the school district.
W7.37 Assist in the development of procedures for the management of public information programs and departments that relate to school–community relations.
W7.38 Assist in the integration and gathering of information for public relations purposes.
W7.39 Local, state and national political input/support (testimony at committee hearings, educational platforms for parties/candidates, legislative initiatives for schools)
W7.40 Contact with social services/mandated reporting
W7.41 Referendums
W7.42 Economical development: locally through Qualified Economic Zones
W7.43 Contacts with school/union attorneys
W7.44 Expulsion proceedings
W7.45 Truancy
W7.46 Mandated activities (school code of conduct, emergency plans, ADA, IEP process)
W7.47 Addressing diversity or lack of diversity in larger community