

REEDSPORT SCHOOL DISTRICT

POLICY: STANDARDS OF PERFORMANCE FOR ADMINISTRATORS

CODE: CFA

The following specific Standards of Performance shall apply to administrators in the Reedsport School District.

Ideally, the competent administrator will:

1. Promote positive working relationships with the Board of Education, the District management team, teachers, classified staff, students, parents and the community.

Indicators:

- 1.1 Attends and participates in school, district and community activities.
 - 1.2 Implements activities that provide for recognition of contributions made by students, staff and community members.
 - 1.3 Displays an acceptance and sensitivity to the interests and needs of individuals and the differences among community groups.
 - 1.4 Provides a spirit of openness and accommodation in the school setting when communicating with students, staff and community.
 - 1.5 Exercises respect for handling confidential information.
 - 1.6 Exercises sound discretion when processing difficult situations.
2. Exercise effective modes of communication with supervisors, colleagues, school staff, students and parents.

Indicators:

- 2.1 Demonstrates the ability to speak and write effectively.
 - 2.2 Is skillful in explaining the school program to students, parents and staff.
 - 2.3 Effectively interprets the school and district programs to the community.
 - 2.4 Skillfully communicates in leading group processes in a variety of settings.
 - 2.5 Displays enthusiasm, seeks openness in communication, enhances respect and pursues trust when interacting with people.
3. Promote a positive, wholesome climate in the school setting.

Indicators:

- 3.1 Displays a genuine interest in students and staff.
- 3.2 Promotes high morale among students and staff.
- 3.3 Displays genuine interest in the total educational, activity and athletic programs in the school.

- 3.4 Applies positive reinforcement to stimulate performance and rewards positive behavior.
- 3.5 Communicates expectations of high behavioral standards.
- 3.6 Presents him/herself and encourages staff to present themselves as role models for youth.
- 3.7 Recognizes the worth and dignity of all persons.
- 3.8 Provides opportunities for the development of new, creative and innovative ideas and activities.
- 3.9 Effectively addresses unacceptable behavior or performance.

4. Demonstrate leadership skills in program management.

Indicators:

- 4.1 Consistently applies law, policy and rule pertaining to the operation of school.
 - 4.2 Directs, assists and supports staff in achieving job success and growth in competence.
 - 4.3 Identifies and initiates needed changes in improving the quality of programs.
 - 4.4 Maximizes resources to achieve the most effective program outcomes.
5. Be knowledgeable and consistent in the interpretation and application of law, policy, administrative rules, and guidelines.

Indicators:

- 5.1 Possesses a working knowledge of prevailing law, policy and rule.
 - 5.2 Keeps informed about additions and changes in law, policy and rule.
 - 5.3 Exercises accurate and consistent application of governing regulations appropriate to students, parents and staff.
 - 5.4 Exercises accurate and consistent application of governing regulations to the structure, organization and management procedures of school programs.
 - 5.5 Demonstrates a working knowledge of personnel requirements, selections, assignment, evaluation and termination.
 - 5.6 Keeps students and staff informed of legal requirements and district policies.
6. Demonstrate the ability to budget and manage financial resources and allocations consistent with District policy.

Indicators:

- 6.1 Develops budget recommendations that reflects District goals and objectives.
- 6.2 Develops budget recommendations that reflect realistic program needs.
- 6.3 Maintains accurate financial records and periodically monitors appropriate financial accounts and expenditures.
- 6.4 Processes purchasing procedures and forms in accordance with district policy.
- 6.5 Manage financial resources in a cost effective manner.
- 6.6 Manages financial resources toward achieving program goals.

7. Demonstrate knowledge and skill in applying useful problem solving techniques.

Indicators:

- 7.1 Is resourceful in gathering factual data.
- 7.2 Considers all points of view on an issue.
- 7.3 Explores the alternative solutions to a problem.
- 7.4 Involves staff, students and parents as appropriate in problem solving activities.
- 7.5 Seeks advice from out of District consultants when appropriate.
- 7.6 Displays skill in personal interaction when problem solving.
- 7.7 Makes informed decisions giving consideration to projected outcomes.

8. Demonstrate sound judgment in managerial decision-making.

Indicators:

- 8.1 Schedules time for planning, scheduling and monitoring program operation.
- 8.2 Assesses physical plant needs and directs appropriate response actions.
- 8.3 Implements a fair and consistent student discipline program that focuses on prevention as well as resolution of behavioral problems.
- 8.4 Demonstrates an appropriate exercise of authority.
- 8.5 Demonstrates self confidence in roles as well as confidence in others.
- 8.6 Demonstrates poise and control in the exercise of management style.

9. Perform assigned duties in a thorough and timely manner and follow through on decisions.

Indicators:

- 9.1 Maintains a personal work plan designed to accomplish job responsibilities.
- 9.2 Establishes priorities based on student, program and District needs.
- 9.3 Meets time lines as set by policy, rule, the Board and central office administration.
- 9.4 Commits time and effort monitoring the performance and effectiveness of subordinates.
- 9.5 Displays initiative in pursuing personal goals and objectives.

10. Assess programs for effectiveness to formulate advisory recommendations.

Indicators:

- 10.1 Requires and monitors teacher instructional plans and program objectives.
- 10.2 Exhibits follow-through skills to the implementation and evaluation stages.
- 10.3 Schedules and makes good use of time for assessment purposes.
- 10.4 Provides evidence of planning for and evaluation of program assessment.
- 10.5 Demonstrates the ability to lead, implement and give appropriate direction.
- 10.6 Exercises appropriate action as a result of program assessment.

11. Assess the needs of students and staff.

Indicators:

- 11.1 Provides for the review and analysis of student results.
- 11.2 Utilizes student performance and student test results as a tool to plan for instructional improvement.
- 11.3 Displays a working knowledge of curriculum and instruction in addressing student learning needs and district instructional goals.
- 11.4 Implements the District teacher evaluation plan to determine strengths and weaknesses of staff for the improvement of instruction.
- 11.5 Reports needs and priorities to the superintendent in a timely fashion.

12. Exercise leadership in the pursuit of student, staff and program excellence.

Indicators:

- 12.1 Establishes specific goals for the improvement of student achievement.
- 12.2 Establishes goals for improved student attitudes and social behavior.
- 12.3 Provides for the inclusion of new and promising educational developments and activities into the program.
- 12.4 Encourages students and staff in developing creative, innovative ideas addressing program improvement/excellence.

13. Demonstrates skill and diplomacy in effectively resolving conflict situations.

Indicators:

- 13.1 Clearly disseminates to students and staff the generally established procedure for addressing conflict situations.
- 13.2 Possesses a sensitivity to unique traits, circumstances or conditions prevailing in conflict.
- 13.3 Maintains control and productive personal interaction in working through conflicting forces.
- 13.4 Has the ability to draw out rather than alienate participants.
- 13.5 Examines alternatives toward arriving at satisfactory solutions.
- 13.6 Strives to achieve fairness.
- 13.7 Makes decisions based on established facts.
- 13.8 Makes decisions in compliance with governing regulations.
- 13.9 Disseminates due process proceedings if necessary for higher level resolution.

14. Demonstrate expertise in applying all elements of the staff evaluation program.

Indicators:

- 14.1 Informs staff about the evaluation program and procedures to be implemented.
- 14.2 Follows the District administrative guidelines for implementing staff evaluations.
- 14.3 Uses assessment data to provide effective staff evaluations.

- 14.4 Assesses the progress of staff members and assists in their professional development.
- 14.5 Uses assessment data to determine, establish and maintain quality instruction for students.
- 14.6 Uses assessment data in making advisory recommendations to the superintendent for recruitment, selection, staff development or termination of staff.

15. Actively contribute as a member of the District management team.

Indicators:

- 15.1 Contributes to the formulation of District policy, goals and objectives program development and District procedures.
- 15.2 Displays expertise in staff recruitment and selection.
- 15.3 Keeps fellow administrators and the superintendent informed of significant issues, events and needs.
- 15.4 Makes appropriate contributions in administrative council meetings.
- 15.5 Exhibits cooperation with and support of the management group in leading a successful education endeavor.
- 15.6 Exercises open-mindedness and flexibility.

16. Pursue personal improvement and professional growth.

Indicators:

- 16.1 Participates in activities of the profession keeping abreast of practices, trends and new developments.
- 16.2 Takes the opportunity to participate in leadership and management skill development.
- 16.3 Sets personal goals and seeks their attainment.
- 16.4 Seeks assistance when appropriate.
- 16.5 Exercises self assessment for self improvement.

END OF POLICY

Legal References:

Adoption: 7/11/90

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