

## Administrator Performance Standards

School administrators strive to be effective through meeting and exceeding standards. These standards can be categorized under the rubrics of leadership, supervision and management proficiencies. Administrators can measure their own performance through thoughtful reflection and self-evaluation of the statements listed in each area of proficiency.

The effective administrator possesses values, beliefs and attitudes that inspire others to achieve the school's goals.

To be a proficient leader, the administrator must:

1. Be a student advocate,
2. Analyze information, make decisions and delegate responsibility,
3. Create a powerful esprit de corps,
4. Use vision in defining and accomplishing the mission of the school; and
5. Accept responsibility for what goes on in the school.

To be a proficient communicator, the administrator must:

1. Be visible in the building and the community,
2. Write and speak clearly for the intended audience,
3. Be an active listener; and
4. Project the professional behavior expected of staff.

To be a proficient group process manager, the administrator must:

1. Use appropriate conflict-resolution methods,
2. Use a variety of decision-making techniques adapted for a variety of situations and circumstances,
3. Develop cooperatively with staff, the decision-making techniques for staff decisions,
4. Use consensus-building processes with staff;
5. Use positive motivation to achieve staff and student involvement; and
6. Demonstrate a caring attitude.

The effective administrator possesses supervisory skills that are applied to the curriculum, instruction, student achievement and program evaluation.

To be a proficient supervisor of curriculum, the administrator must:

1. Understand what the curriculum is designed to accomplish,
2. Monitor classroom instruction to oversee and assist teachers in the use of the appropriate content, sequence, and materials,
3. Secure appropriate resources to support the curriculum and classroom instruction; and
4. Monitor instruction to ensure adherence to district/state mandated standards.

To be considered a proficient supervisor of instruction, the administration must:

1. Know and use the principles of human growth and development,
2. Assess the teaching methods and instructional strategies teachers use regularly and frequently,
3. Observe teacher classroom performance regularly and frequently; and
4. Apply effective communication techniques with teachers following classroom observations.

To be a proficient supervisor of student achievement, the administrator must:

1. Enforce student rules of conduct fairly and firmly,
2. Set high performance expectations for students, staff, parents and self,
3. Make special efforts to enhance student achievement,
4. Analyze occasions of student failure followed by strategic planning for improvement,
5. Recognize and show concern for personal goals of students and staff; and
6. Plan and present continuing staff development cooperatively with staff.

To be a proficient evaluator, the administrator must:

1. Seek information from a variety of sources including testing results,
2. Follow district procedures and guidelines for discipline and evaluations,
3. Develop plans of assistance which clearly delineate areas of needed improvement; and
4. Provide abundant recognition and affirmation for staff.

### **Management Proficiencies**

The effective administrator possesses skills in facilities administration, fiscal management and dealing with political pressures.

To be a proficient manager, the administrator must:

1. Coordinate all supporting services,
2. Use effective planning procedures,
3. Develop and use equitable schedules,
4. Use school and student data/records in accordance with all laws and district policies and procedures,
5. Assign and organize staff to ensure accomplishment of school goals,
6. Make regular inspection to ensure safe operations,
7. Know education law including the implications of liability,
8. Follow district policy, administrative guidelines and agreements; and
9. Maintain a climate of order and discipline.

To be a proficient fiscal manager, the administrator must;

1. Understand and use the district budgeting and purchasing procedures,
2. Manage the school within the allocated resources,
3. Use cost-control procedures and institute cost-effective practices; and
4. Interpret budget priorities and constraints to staff.

To be a proficient diplomat, the administrator must;

1. Cooperate with district efforts to obtain financial support,
2. Involve community people in the school program and activities; and
3. Channel political pressures toward constructive and productive results.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 332.107](#)