



WISCAD

HANDBOOK

FIELD EXPERIENCES
for
WISCONSIN SCHOOL ADMINISTRATORS
January 2012

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NONDISCRIMINATION STATEMENT

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WISCAD FIELD EXPERIENCE

PURPOSE

The purpose of this field experience is to help candidates develop the knowledge, skills and dispositions necessary to become effective administrators. It follows a mentorship model which emphasizes the value of “on the job” training and guided practice.

SCOPE

A minimum of 540 hours must be logged during this field experience. Candidates work at their own pace, with most choosing to finish within one school year. This requires an average of 3 hours per school day. Since most administrators work well beyond the normal school day and school year, hours may be logged anytime administrators are typically “on duty,” including weekends and summers.

STANDARDS

Seven administrator standards have been established by Wisconsin Statutes and are incorporated in PI34 (*Attachment 2*). These standards require candidates to develop portfolios that detail their growth throughout this field experience. These portfolios are then presented by the candidate to a review committee composed of experienced administrators. For candidates seeking college credit and/or degrees, one member of this review committee may be a higher education representative.

Successful completion requires ratings of “proficient” or “advanced” from this review committee in each of the seven administrator standards which apply.

Candidates seeking certification in multiple areas need to log a cumulative total of 540 hours, not 540 hours in each. The review committee, however, does reserve the right to assign additional hours if they feel a candidate has not yet demonstrated proficiency in all seven administrator standards.

WPT's

Candidates come to this field experience with a WiscAd proficiencies timeline (WPT) (*Attachment 3*). From a list of several administrative activities suggested by former administrators and compiled from ASBO standards, they have selected and modified as necessary those activities which they feel will best advance their training.

Each semester focuses on 1-3 standards, with review by supervising administrators who will meet periodically with candidates in the field, “online” and by telephone.

A minimum of 45 total hours per credit should be logged in each of these selected standards, but time committed to each activity may vary.

PORTFOLIOS

Wisconsin administrator licenses are now “proficiency-based,” which means that those seeking licensure must demonstrate competency in each of the 7 administrator standards.

This process requires – by statute – the development of a portfolio.

Portfolios are generally 150-200 pages in length, consisting mostly of documents which candidates have collected throughout their professional careers and this field experience.

The portfolio consists of hour logs, abstracts, artifacts and reflections on practice for each of the seven standards. Standard 1 is further divided into 10 subsections since it includes each of the 10 teacher standards.

This portfolio requirement is easily met if candidates collect documents routinely throughout their field experience. The best documentation is “authentic,” i.e. is generated within the scope of the activity itself (an agenda, a brochure announcing an event, a completed I.E.P., a corrected paper, a teacher evaluation, etc.).

Candidates should black-out last names or identifying social security or student numbers, etc., of any documentation deemed confidential or personal in nature. Such authentic documents are referred to as “artifacts” in the portfolio. Usually 3-5 artifacts are sufficient for each chapter of the portfolio. Standard 1 has 10 substandard requiring 2 artifacts in each substandard if your cohort started in the summer of 2010 or later. Cohorts starting before that date have the option to follow the previous requirements or the new option. (Portfolio Guide – page 4)

Minor experiences do not require artifacts, but are merely logged with a notation of time involved (rounded to the nearest half hour), a brief 5-10 word descriptor of the event, and a standard number. Each standard in the portfolio begins with this log.

Major experiences that require artifacts are those that have a strong impact on the candidate (managing a classroom emergency, being evaluated by a superior, attending a raucous board meeting, etc.) or take a fair amount of time (a single event that lasts 1-3 days like an administrator retreat, a series of routine events that occur throughout the year like IEP meetings, etc.).

Sample portfolios are available online to guide the portfolio development process. The WiscAd Portfolio Guide and Q&A on Logs, Portfolios and Review Committees located on the website will also give more guidance.

REVIEW COMMITTEES

Each candidate’s proficiency level is assessed by a review committee consisting of three experienced school administrators. It is on the basis of this committee’s evaluation that candidates are recommended for licensure.

The review committee meets with each candidate to discuss their portfolio. This meeting is conducted by telephone conference with the reviewers viewing the candidate’s eFolio. At least two

meetings are required, the first for standards 1-2 and the second for standards 3-7, with each lasting approximately 1 ½ hours. Block out a 2 hour period for scheduling.

The candidate presents their portfolio standard by standard and discusses experiences which have been documented in the portfolio. Although the meeting is rather cordial, candidates are often asked to “fill in the gaps” of documents presented: e.g. “What did you learn from your mentorship training?”; “What do you think of the changes to IDEA that were discussed at the workshop you attended?”; “How do you assess achievement of the goals you have developed at your administrator’s retreat?”; etc.

The review committee then rates the candidate’s proficiency level in each of the administrator standards and sub-standards (*Attachment 4*). Scores are tallied as “advanced,” “proficient,” “basic,” or “minimum.”

Candidates are recommended for licensure only after they have achieved scores of “advanced” or “proficient” in each of the 7 administrator standards, including each of the 10 subsections of standard 1.

The review committee’s “signature page” is presented to the certification officer for verification, and then it is kept on file for DPI review.

This certification process is designed to correspond with the license renewal process that candidates certified under PI34 must follow throughout their professional careers.

COOPERATING ADMINISTRATORS

Candidates identify cooperating administrators when developing their WiscAd proficiencies timelines (WPT’s).

The cooperating administrators’ relationship is one of support and assistance; it is a mentorship which, by law, cannot be used to rate job performance for employment purposes.

Your cooperating administrator needs to be included in your first face-to-face visit with your WiscAd supervisor.

Pre- and post-assessments are completed by cooperating administrators to help WiscAd supervisors assess proficiency levels “in the field,” but all licensure recommendations come from the review committee following a portfolio defense by the candidate (*Attachment 5*).

Cooperating administrators and candidates are encouraged to have periodic contacts, primarily for the purpose of providing ongoing orientation; modeling practice; facilitating access to key stakeholders, activities and events; reflecting on the nature of the job, lessons learned, experience gained.

Candidates are asked to job-shadow mentors for a minimum of two days during the program. If candidates are seeking certification in more than one area, they are required to job shadow a mentor from each area. A written summary of all job shadowing needs to be submitted to the WiscAd director. All candidates need to include a log and artifacts in their portfolio.

Under Wisconsin Statute 118.25, a school district may require candidates to undergo a physical examination, including a chest x-ray or tuberculin test, as a condition of practicum.

SUPERVISION

Experienced administrators supervise candidates in the field on a regular basis. A minimum of four visits are made with each student, either face to face or phone contacts. Visits will depend on the pace of the candidate.

GRADE CALCULATION

At the final visit each semester, supervisors verify that candidates have logged a minimum of 45 hours per credit and evaluate growth in each activity established by the WPT and reviewed/revise during the first onsite visit of the semester.

Candidates evaluated by their supervisors as “proficient” or “advanced” in each activity as outlined in the evaluation booklet will receive a grade of “Pass.”

Candidates who do not achieve ratings of “proficient” or “advanced,” but who have still demonstrated significant growth to the satisfaction of the supervisor, will receive a grade of “Pass” as determined by the supervisor.

Candidates who do not achieve ratings of “proficient” or “advanced” in each activity and have not demonstrated significant growth to the satisfaction of the supervisor will receive a grade of “I” and will be granted a 60 day extension to achieve a rating of “proficient” or “advanced.”

Candidates who log insufficient hours per credit will receive a grade of “I” and will be granted a 60 day extension from the end of the Saint Mary’s University of Minnesota academic semester to log required hours and achieve ratings for grades to be determined by the supervisor as indicated above. Candidates who fail to log a minimum of 45 hours per credit by the end of this extension period will receive a grade of “NC.”

Even after grades have been assigned, candidates may continue to log hours in any activity or standard to achieve a higher proficiency rating or to accumulate hours toward the 540 hour requirement.

Ratings by supervisors are independent from ratings by the review committee; supervisor ratings determine grades, and review committee ratings determine recommendation for licensure.

SUCCESSFUL COMPLETION

Candidates successfully complete their field experiences when they have:

- 1) Logged a total of 540 hours (minimum) in combined proficiency activities documented and assessed in their evaluation booklets as “proficient” or “advanced” by their supervisors on a standard-by-standard basis. (NOTE: Since several activities are evaluated to determine

proficiency levels for each standard, it is possible for candidates to be rated less than proficient in any given activity, yet still be rated as proficient or advanced in the standard as a whole).

- 2) Received ratings of “proficient” or “advanced” from their supervisors (for grading purposes) and from their review committee (for licensure purposes) based on a portfolio review. Supervisor ratings are independent from review committee ratings: grades are not adjusted based on review committee ratings; licensure recommendations are not adjusted based on supervisor ratings.

Attachment 1: Complaint Procedure

NOTIFICATION OF COMPLAINT PROCEDURES TO ALL CANDIDATES OF WiscAd

Those wishing to file complaints about the Project Teaching program, its operations or procedures, may do so by contacting officials identified below following procedures specified:

1. TIMELY FILING OF COMPLAINT All complaints must be submitted within thirty (30) days of the incident or occurrence; however, all complaints will be investigated by designated officials whenever they are registered whether verbal or written, regardless of the 30 day deadline if such complaints have longer statutory notification periods or are otherwise governed by applicable statutes of limitations.
2. DESIGNATED INVESTIGATING OFFICIAL All complaints should be directed to the coordinators designated below. If there is a conflict of interest (for example, when the coordinator is the object of the complaint), the complaint should then be directed first to the other coordinator.

Mark Stensvold
503 Miner Avenue E503
PO Box 129
Ladysmith, WI 54848
715-532-6084

John Eitenmiller
Miner Ave. E
PO Box 129
Ladysmith, WI 54848
715-532-6084

The investigating official shall then have thirty (30) days to reduce the complaint to writing, and record investigation processes and procedures followed, the names and addresses of those contacted during the course of the investigation, conclusions and findings, and action taken to resolve the complaint. Disciplinary action involving employees of and associates will be kept confidential to protect the rights of those accused of wrongdoing until the record can legally be released. The record of this investigation and its conclusions, findings, and action taken in response will then be forwarded by certified or registered mail to the complainant and to the President of Norda, Inc., the parent company of WiscAd within the thirty (30) day timeline.

3. APPEAL PROCEDURES If the written record of the complaint, the investigation, conclusions and findings and subsequent action taken by the investigating official do not resolve the complaint, the complainant may, within thirty (30) days of receipt of the written record, appeal the decision of the initial investigating official the Complaint Officer of Norda, Inc., the parent company of WiscAd at the following address:

COMPLAINT OFFICER
Allen F. Kenyon, Attorney at Law
109 Miner Avenue E
PO Box 391
Ladysmith, WI 54848
(715)532-3359

The Complaint Officer shall then have thirty (30) days to reduce the appeal to writing, and record investigation processes and procedures followed, the names, and addresses of those contacted during the course of the investigation, conclusions and findings, and action taken to resolve the complaint. Disciplinary action involving employees of and associates will be kept confidential to protect the rights of those accused of wrongdoing until the record can legally be released. The record of this investigation and its conclusions, findings, and action taken in response will then be forwarded within the thirty (30) day timeline by certified or registered mail to the complainant and be retained in the corporate records of Norda, Incorporated.

The findings of the Complaint Officer shall be final.

Attachment 2: Wisconsin Administrator Standards

Seven Standards for Administrator Development and Licensure

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

Attachment 3: WiscAd Proficiencies Timeline (WPT) Sample

GENERAL ADMINISTRATION

WISCAD PROFICIENCIES TIMELINE GRID

(CHECK ALL THAT APPLY)

SUPERINTENDENT
 PRINCIPAL
 BUSINESS MANAGER
 DIRECTOR OF INSTRUCTION
 DIRECTOR OF SPED/PUPIL SERVICES

Hour Requirements
 1) 45 hours minimum for STANDARDS 1, 2, 3, 5, & 6
 2) 90 hours minimum for STANDARD 7
 3) 135 hours minimum for STANDARD 4
 4) 540 hours total ALL STANDARDS COMBINED

NAME: _____

	STANDARD 1															STND 2		STND 3		STANDARD 4										STANDARD 5			STND 6		STANDARD 7					
	ACTIVITY															ACTIVITY		ACTIVITY		ACTIVITY										ACTIVITY			ACTIVITY		ACTIVITY					
SUM 10																																								
FALL 10																																								
SPR 11																																								
SUM 11																																								
FALL 11																																								
SPR 12																																								

check appropriate boxes to complete schedule grid

SCHOOL OF PRACTICUM
 school address _____

 your phone at school _____
 your school email address _____

NAME OF COOPERATING ADMINISTRATOR
 school address _____

 school phone _____
 email address _____

GRADE LEVELS _____

DATE: _____

Attachment 4:

PRINCIPAL PORTFOLIO REVIEW SCORE SHEET

Candidate:

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

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 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.

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 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.

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 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.

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 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.

Wisconsin Administrator Standard 6

Ethics

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

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.

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 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.

Scoring Rubric

Advanced – 3
<i>“I am a successful school administrator, and I can document my effectiveness as a leader, manager and educator in terms of student achievement.”</i>
Administrators who are ADVANCED not only have the knowledge, skills and dispositions essential for leadership in each standard, they have applied each effectively in practice and can document their success to the satisfaction of experienced peers.
Proficient – 2
<i>“I have what it takes to be a successful school administrator, but I have not yet done the job.”</i>
Administrators who are PROFICIENT have the knowledge, skills and dispositions essential for leadership in each standard, but they have not yet applied each effectively in practice and cannot yet document their success to the satisfaction of experienced peers.
Basic – 1
<i>“I have a basic understanding of what it takes to be a successful school administrator to the point where ‘I know what I don’t know,’ and now I need more training and experience before I can fully do the job.”</i>
Administrators who are BASIC have good awareness of the knowledge, skills and dispositions that leadership in that domain requires, but they are still in the process of developing each at a fundamental level and need more guidance before they can document their success to the satisfaction of experienced peers.
Minimal – 0
<i>“I have an interest in becoming a successful school administrator, so I want to learn more about the job and what it takes to become effective.”</i>
Administrators who are MINIMAL have limited awareness of the knowledge, skills and dispositions that leadership in that domain requires, but they are just beginning to train for a leadership role and will need extensive guidance and practice before they can document their success to the satisfaction of experience peers.

Standard 1: The administrator has an understanding of and demonstrates Competence in the teacher standards under s. PI 34.02.

1.1 Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
		X		

1.2 Individual Development: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
	X			

1.3 Student Differences: The teacher 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
	X			

1.4 Teaching Strategies: The teacher 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
	X			

1.5 Classroom Management: The teacher uses an 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
		X		

1.6 Communication: The teacher 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
	X			

1.7 Classroom Planning: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
		X		

1.8 Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
		X		

1.9 Reflective Practice: The teacher is a reflective practitioner who continually evaluates the effects 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
		X		

1.10 Connections with Others: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
		X		

Standard 2: The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
		X		

Standard 3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
		X		

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
		X		

Standard 5: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
	X			

Standard 6: The administrator acts with integrity, fairness, and in an ethical manner.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
	X			

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal and cultural context that affects schooling.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal
		X		

Review Member Signature

Attachment 5:

AREA 1: KNOWLEDGE – PRINCIPAL

To Be Completed by:
Cooperating Administrator

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

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 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.

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 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.

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 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.

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 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.

Wisconsin Administrator Standard 6

Ethics

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

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.

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 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.

SCORING RUBRIC

ADVANCED

"I am a successful school administrator, and I can document my effectiveness as a leader, manager and educator in terms of student achievement."

Administrators who are ADVANCED not only have the knowledge, skills and dispositions essential for leadership in each standard, they have applied each effectively in practice and can document their success to the satisfaction of experience peers.

PROFICIENT

"I have what it takes to be a successful school administrator, but I have not yet done the job."

Administrators who are PROFICIENT have the knowledge, skills and dispositions essential for leadership in each standard, but they have not yet applied each effectively in practice and cannot yet document their success to the satisfaction of experienced peers.

BASIC

"I have a basic understanding of what it takes to be a successful school administrator to the point where 'I know what I don't know,' and now I need more training and experience before I can fully do the job."

Administrators who are BASIC have good awareness of the knowledge, skills and dispositions that leadership in that domain requires, but they are still in the process of developing each at a fundamental level and need more guidance before they can document their success to the satisfaction of experienced peers.

MINIMAL

"I have an interest in becoming a successful school administrator, so I want to learn more about the job and what it takes to become effective."

Administrators who are MINIMAL have limited awareness of the knowledge, skills and dispositions that leadership in that domain requires, but they are just beginning to train for a leadership role and will need extensive guidance and practice before they can document their success to the satisfaction of experience peers.

Standard 1: The administrator has an understanding of and demonstrates competence in the teacher standards under s.PI34.02.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2.9>	1	0	2.9
Exit Level Evaluation:	<3>	2	1	0	3

Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Individual Development: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Student Differences: The teacher 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Teaching Strategies: The teacher 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Classroom Management: The teacher uses an 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Communication: The teacher 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.

Classroom Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Classroom Planning: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Reflective Practice: The teacher is a reflective practitioner who continually evaluates the effects 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2>	1	0	2
Exit Level Evaluation:	<3>	2	1	0	3

Connections with Others: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Standard 2: The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2>	1	0	2
Exit Level Evaluation:	<3>	2	1	0	3

Standard 3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2>	1	0	2
Exit Level Evaluation:	<3>	2	1	0	3

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	2	<1>	0	1
Exit Level Evaluation:	3	<2>	1	0	2

Standard 5: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2>	1	0	2
Exit Level Evaluation:	<3>	2	1	0	3

Standard 6: The administrator acts with integrity, fairness, and in an ethical manner.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2>	1	0	2
Exit Level Evaluation:	<3>	2	1	0	3

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal and cultural context that affects schooling.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	2	1	<0>	0
Exit Level Evaluation:	3	<2>	1	0	2

TOTAL					
	Advanced	Proficient	Basic	Minimal	TOTAL
Entry Level Totals by Proficiency Level		10.9	1	0	11.9
Exit Level Totals by Proficiency Level	15	4			19
Gains (losses) Entry vs. Exit Levels					+7.1

As a Cooperating Administrator I verify that I am certified and have been on the job for three years.

Cooperating Administrator Signature

Attachment 6:

AREA 1: KNOWLEDGE – PRINCIPAL

To Be Completed by:
WiscAd Supervisor

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

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 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.

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 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.

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 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.

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 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.

Wisconsin Administrator Standard 6

Ethics

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

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.

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 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.

SCORING RUBRIC

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Administrators who are ADVANCED not only have the knowledge, skills and dispositions essential for leadership in each standard, they have applied each effectively in practice and can document their success to the satisfaction of experience peers.

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"I have what it takes to be a successful school administrator, but I have not yet done the job."

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"I have a basic understanding of what it takes to be a successful school administrator to the point where 'I know what I don't know,' and now I need more training and experience before I can fully do the job."

Administrators who are BASIC have good awareness of the knowledge, skills and dispositions that leadership in that domain requires, but they are still in the process of developing each at a fundamental level and need more guidance before they can document their success to the satisfaction of experienced peers.

MINIMAL

"I have an interest in becoming a successful school administrator, so I want to learn more about the job and what it takes to become effective."

Administrators who are MINIMAL have limited awareness of the knowledge, skills and dispositions that leadership in that domain requires, but they are just beginning to train for a leadership role and will need extensive guidance and practice before they can document their success to the satisfaction of experience peers.

Standard 1: The administrator has an understanding of and demonstrates competence in the teacher standards under s.PI34.02.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2.8>	1	0	2.8
Exit Level Evaluation:	<3>	2	1	0	3

Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Individual Development: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Student Differences: The teacher 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Teaching Strategies: The teacher 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Classroom Management: The teacher uses an 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Communication: The teacher 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.

Classroom Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Classroom Planning: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Reflective Practice: The teacher is a reflective practitioner who continually evaluates the effects 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.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	<3>	2	1	0	3
Exit Level Evaluation:	<3>	2	1	0	3

Connections with Others: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2>	1	0	2
Exit Level Evaluation:	<3>	2	1	0	3

Standard 2: The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2>	1	0	2
Exit Level Evaluation:	3	<2>	1	0	2

Standard 3: The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2>	1	0	2
Exit Level Evaluation:	3	<2>	1	0	2

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	2	<1>	0	1
Exit Level Evaluation:	3	<2>	1	0	2

Standard 5: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	2	<1>	0	1
Exit Level Evaluation:	3	<2>	1	0	2

Standard 6: The administrator acts with integrity, fairness, and in an ethical manner.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2>	1	0	2
Exit Level Evaluation:	3	<2>	1	0	2

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal and cultural context that affects schooling.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level Evaluation:	3	<2>	1	0	2
Exit Level Evaluation:	3	<2>	1	0	2

TOTAL					
	Advanced	Proficient	Basic	Minimal	TOTAL
Entry Level Totals by Proficiency Level		10.8	2		12.8
Exit Level Totals by Proficiency Level	3	12			15
Gains (losses) Entry vs. Exit Levels					+2.2

WiscAd Supervisor Signature

AREA 2: SKILLS

ADVANCED
<i>"I am a successful school administrator, and I can document my effectiveness as a leader, manager and educator in terms of student achievement."</i>
Administrators who are ADVANCED not only have the knowledge, skills and dispositions essential for leadership in each standard, they have applied each effectively in practice and can document their success to the satisfaction of experience peers.

PROFICIENT
<i>"I have what it takes to be a successful school administrator, but I have not yet done the job."</i>
Administrators who are PROFICIENT have the knowledge, skills and dispositions essential for leadership in each standard, but they have not yet applied each effectively in practice and cannot yet document their success to the satisfaction of experienced peers.

BASIC
<i>"I have a basic understanding of what it takes to be a successful school administrator to the point where 'I know what I don't know,' and now I need more training and experience before I can fully do the job."</i>
Administrators who are BASIC have good awareness of the knowledge, skills and dispositions that leadership in that domain requires, but they are still in the process of developing each at a fundamental level and need more guidance before they can document their success to the satisfaction of experienced peers.

MINIMAL
<i>"I have an interest in becoming a successful school administrator, so I want to learn more about the job and what it takes to become effective."</i>
Administrators who are MINIMAL have limited awareness of the knowledge, skills and dispositions that leadership in that domain requires, but they are just beginning to train for a leadership role and will need extensive guidance and practice before they can document their success to the satisfaction of experience peers.

List Proficiency areas below which candidate are developing during the current semester. **NOTE:** First number of proficiency indicates Administrator Standard.

Proficiency W4.1 Spr 12	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.				
Proficiency Ratings	PRE	Advanced	Proficient	Basic	Minimal
		3	2	1	0
	POST	Advanced	Proficient	Basic	Minimal
		3	2	1	0
Proficiency W4.6 Spr 12	Resolve a formal grievance or a conflict involving staff members.				
Proficiency Ratings	PRE	Advanced	Proficient	Basic	Minimal
		3	2	1	0
	POST	Advanced	Proficient	Basic	Minimal
		3	2	1	0
Proficiency W4.11 Spr 12	Collaborate in writing a competitive grant application.				
Proficiency Ratings	PRE	Advanced	Proficient	Basic	Minimal
		3	2	1	0
	POST	Advanced	Proficient	Basic	Minimal
		3	2	1	0
Proficiency W4.43 Spr 12	Participate in an annual special education transportation audit, including routes, contracts and services, conducted by the district, contractors, or third-party billing agencies.				
Proficiency Ratings	PRE	Advanced	Proficient	Basic	Minimal
		3	2	1	0
	POST	Advanced	Proficient	Basic	Minimal
		3	2	1	0

Attachment 8:

AREA 3: DISPOSITIONS

Habit 1: Be proactive. This is the ability to control your environment, rather than have it control you, as is often the case. Self determination, choice, and the power to decide response to stimulus, conditions, and circumstances.

Evidence: I find myself to be organized, very forward thinking and do not allow myself the opportunity to slow and become stagnant. I like to control each day and each part of my day.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level	<3>	2	1	0	3
Exit Level	<3>	2	1	0	3

Habit 2: Begin with the end in mind. This is the habit of personal leadership, leading toward the realization of aims by concentrating on relevant activities which direct action.

Evidence: I am one counselor with 400 students and 35 staff. I need to plan, organize, and lead with the “end in mind”. If I did not, I would falter and not be effective.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level	<3>	2	1	0	3
Exit Level	<3>	2	1	0	3

Habit 3: Put first things first. This is the habit of personal management, organizing and implementing activities envisioned in Habit 2. Habit 2 is the first, as mental creation; habit 2 is the second, as physical creation.

Evidence: I am good at this in my work life and not good at this in my personal life. Between school and running my business I tend to not spend enough time with my family. I need to put family first.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level	3	<2>	1	0	2
Exit Level	3	<2>	1	0	2

Habit 4: Think win-win. This is the habit of interpersonal leadership directed toward collaborative accomplishment. It is based on the assumption that everyone can contribute in some positive way to a common good and everyone benefits when that common good is achieved vs. having some who win and some who lose.

Evidence: I tend to be very energetic and I want things done. When I meet with people, groups, or etc. I will push and not always take the time to “hear people out”.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level	3	<2>	1	0	2
Exit Level	<3>	2	1	0	3

Habit 5: Seek first to understand and then to be understood. This is the habit of communication, encouraging practitioners to “diagnose before you prescribe.”

Evidence: Listen! I was trained in Carl Rogers and yet I need to remind myself that I need to slow it down. Listen, reflect, and listen some more.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level	3	<2>	1	0	2
Exit Level	<3>	2	1	0	3

Habit 6: Synergize. This is the habit of creative cooperation which follows the maxim that “the whole is greater than the sum of its parts.”

Evidence: We can all do better on this. “Team building” at our work to make all involved feel welcome and important. Administration vs. staff is always tentative and working with employees to break that barrier is important.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level	3	<2>	1	0	2
Exit Level	3	<2>	1	0	2

Habit 7: Sharpen the saw. This is the habit of self-renewal, and it surrounds all other habits. It is the process by which things happen and people grow.

Evidence: I have been an avid runner for 28 years. I run 20 minutes per day x 6 days a week. I need to work harder on the spiritual parts of myself. It would help one relax and slow down.

Proficiency Rating:	Advanced	Proficient	Basic	Minimal	Points
Entry Level	3	<2>	1	0	2
Exit Level	<3>	2	1	0	3

TOTAL

	Advanced	Proficient	Basic	Minimal	Points
Entry Level Totals by Proficiency Level	6	10			16
Exit Level Totals by Proficiency Level	15	4			19
Gains (losses) Entry vs Exit Levels					+3

Attachment 10:

HOURS LOGGED [SAMPLE]

Standard # 4		A, G, H		
Activity #		A		
DATE	HOURS	Task Description	Notes	
1	6/12/2005	5.25	Summer School Attendance and Reporting Tracking	Created a working spreadsheet to calculate enrollment and attendance for elementary based summer school.
2	9/30/2005	5.00	Summer School Reporting Process	Tracked summer school students, hours attended, residency status, teachers, dates, times, course descriptions, etc. Fill out DPI forms and submit through financial portal, prepare school records, etc.
3				
4				
Act Total		10.25		

Activity #		G		
DATE	HOURS	Task Description	Notes	
1	10/18/2005	4.25	Collaborate in the development of technology and library media center budget, Reading First Grant budget.	Met with business manager to review and revise the technology and library media budgets; researched past budgets and current goals to make forecast proposals.
2				
3				
4				
Act Total		4.25		

Activity #		H		
DATE	HOURS	Task Description	Notes	
1	11/30/2005	5.00	Analyzed proceedings of annual meeting and budget adoption.	Went over budget with business manager; analyzed meeting minutes and notes from superintendent.
2				
3				
4				
Act Total		5.00		

Standard # 4 TOTAL
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