

# Competencies for Grades P-12 Curriculum Program Administrator

**2014**

Curriculum Program Administrators in grades P-12 shall demonstrate knowledge and competencies in the following areas:

<p><b>1. Vision and Goals</b></p> <p>NPBEA/ELCC: Standard 1.0</p>	<p>1.1 Ability to understand and collaboratively develop, articulate, implement, and steward a shared vision of learning for a school</p> <p>1.2 Ability to understand and collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals</p> <p>1.3 Ability to understand and promote continual and sustainable school improvement</p> <p>1.4 Ability to understand and evaluate school progress and revise school plans supported by school stakeholders</p>
<p><b>2. Instructional Plan</b></p> <p>NPBEA/ELCC: Standard 2.0</p>	<p>2.1 Ability to understand and sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students</p> <p>2.2 Ability to understand, create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program</p> <p>2.3 Ability to understand, develop and supervise the instructional and leadership capacity of school staff</p> <p>2.4 Ability to understand and promote the most effective and appropriate technologies to support teaching and learning in a school environment</p>
<p><b>3. Management Systems</b></p> <p>NPBEA/ELCC: Standard 3.0</p>	<p>3.1 Ability to understand and monitor and evaluate school management and operational systems</p> <p>3.2 Ability to understand and efficiently use human, fiscal, and technological resources to manage school operations</p> <p>3.3 Ability to understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school</p> <p>3.4 Ability to understand and develop school capacity for distributed leadership</p> <p>3.5 Ability to understand and ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning</p>
<p><b>4. Collaboration and Communication</b></p> <p>NPBEA/ELCC: Standard 4.0</p>	<p>4.1 Ability to understand and collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment</p> <p>4.2 Ability to understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community</p> <p>4.3 Ability to understand and respond to community interests and needs by building and sustaining positive school relationships</p>

	<p>with families and caregivers</p> <p>4.4 Ability to understand and respond to community interests and needs by building and sustaining productive school relationships with community partners</p>
<p><b>5. Ethics</b></p> <p>NPBEA/ELCC: Standard 5.0</p>	<p>5.1 Ability to understand and act with integrity and fairness to ensure a school system of accountability for every student's academic and social success</p> <p>5.2 Ability to understand and model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school</p> <p>5.3 Ability to understand and safeguard the values of democracy, equity, and diversity within the school</p> <p>5.4 Ability to understand and evaluate the potential moral and legal consequences of decision making in the school</p> <p>5.5 Ability to understand and promote social justice within the school to ensure that individual student needs inform all aspects of schooling</p>
<p><b>6. Legal and Cultural Environment</b></p> <p>NPBEA/ELCC: Standard 6.0</p>	<p>6.1 Ability to understand and advocate for school students, families, and caregivers</p> <p>6.2 Ability to understand and act to influence local, district, state, and national decisions affecting student learning in a school environment</p> <p>6.3 Ability to understand and anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies</p>
<p><b>7. Field Experience and Clinical Internship</b></p> <p>NPBEA/ELCC: Standard 7.0</p>	<p>7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences</p> <p>7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment</p> <ul style="list-style-type: none"> <li>• The internship experience need not be consecutive and may include field experiences of different lengths. This experience may include two noncontiguous clinical internships of six months each, or two four-month clinical internships with four months of field experiences, or another equivalent combination.</li> </ul> <p>7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution</p>