

PENQUIS REGIONAL ADMINISTRATOR SUPPORT SYSTEM

Portfolio Format

Each candidate for recertification must develop a portfolio that chronicles his or her career as an educator and professional development experiences relevant to his or her work as an administrator. The portfolio is a record of this information and it is to be used with assessments of current competencies to shape the action plan for renewal.

The format listed below is to be followed in assembling the portfolio. Additional information or documents supporting the information in the portfolio may be included as appendices to the portfolio.

The portfolio must include, in typed form and in this order:

- A. The application for recertification (green sheet)
- B. A current resume describing:
 1. education (including all coursework)
 2. work history (all positions held in education or related fields)
- C. Transcripts of graduate coursework or of most recent degree completed
- D. Three (3) professional references (names, addresses, and phone numbers of people who can comment on your work related to the certificate of focus)
- E. Summary of professional activities organized as follows:
 1. Current job description (if you have one)
 2. Professional assignments in past five years (above and beyond job responsibilities; e.g. leading district-wide curriculum review; serving on evaluation team (list in chronological order)
 3. Professional development activities in past five years (activities designed to extend your knowledge or skills or to contribute to your profession; please include coursework)
 - a. activities requiring extensive investment of time and energy (three days or more in a year)
 - b. activities requiring less extensive investment (list activity, sponsor and date in chronological order)
- F. Analysis of Background

Fill in the "Professional Portfolio Analysis of Background" grid provided by the PRASS Office to show how the thirteen knowledge areas are addressed by your present background. Make very brief notations in the appropriate rectangle to identify what experiences, courses, or professional development activities address each knowledge area.

Optional:

- Materials you feel are relevant to your assessment of current administrator competency
- Documents that show evidence of your attendance and participation in any of the activities above
- Written narrative demonstrating the contributions you feel any or all of the above activities have made to your professional capabilities

**THE STATE LAWS THIRTEEN KNOWLEDGE AREAS
(WITH SAMPLE INDICATORS DEVELOPED BY KCSA)**

<p>1. Community Relations</p> <ul style="list-style-type: none"> • Maintain open lines of communication with the community • Encourage community members to participate in the life of the school as volunteers and in special programs • Listen to community opinion • Articulate the importance of education in the community • Communicate effectively verbally and in writing • Spread the good news of school accomplishments • Other: 	<p>4. Federal and State Civil Rights and Education Laws</p> <ul style="list-style-type: none"> • Implement school policies that are consistent with the law, with board policy, and with contractual agreements, and follow due process with both students and staff • Determine whether school/system policies are legally and educationally sound • Remain abreast of federal and state civil rights and education laws • Communicate changes in civil rights and education laws to the community • Know how to administer negotiated agreements • Understand the collective bargaining process
<p>2. School Finance and Budget</p> <ul style="list-style-type: none"> • Understand the district budget and its implications for the local school • Prepare timely and complete school and system budgets • Manage the program within the allocated resources • Interpret the budget priorities and constraints to the school staff and to the community • Understand the district accounting system • Understand the funding of school (state subsidies) • Find alternatives to school funding in such areas as innovative grants, foundations, and trust funds • Other: 	<ul style="list-style-type: none"> • Seek legal and technical assistance when needed • Other: <p>5. Organizational Theory and Planning</p> <ul style="list-style-type: none"> • Make long- and short-range goals, and implement them • Use effective time-management principles to establish priorities and carry out goals • Where appropriate, use participatory decision-making to accomplish the mission of the school • Recognize the contributions of staff and community members • Promptly communicate relevant information to the school and community • Base program decisions on research • Maintain confidentiality with staff and student data • Use and train volunteers • Supervise the operation and maintenance of the physical plant • Implement appropriate emergency, safety, and health procedures • Other:
<p>3. Supervision and Evaluation of Personnel</p> <ul style="list-style-type: none"> • Effectively assess performance of school personnel • Provide a climate for the personal and professional growth of teachers • Show respect for the professional autonomy of classroom teachers by protecting them from outside interference and by backing them in difficult situations • Help school personnel improve their performance through frequent communication and in-service training • Learn about what teachers are attempting to do in the classroom so as to be able to serve as a fair and knowledgeable evaluator • Display effective supervisory skills, including observing teaching and conferencing with staff • Understand legal procedures in disciplinary, non-renewal, and dismissal cases • Other: 	<p>6. Educational Leadership</p> <ul style="list-style-type: none"> • Understand my personal leadership style, with its particular strengths and weaknesses • Identify supporting individuals to complement my abilities • Use a participatory style of leadership by sharing with the staff control over important educational decisions • Be collaborative in establishing rules • Communicate policies clearly and implement them consistently • Foster open, accepting, honest relationship among staff • Provide discipline that is perceived by students and teachers alike as being fair, with both punishments and rewards being given out in an even-handed fashion • Help set the tone of the school as an orderly, purposeful, and pleasant place to be • Communicate openly, listen actively, and encourage others to do the same • Other:

<p>7. Educational Philosophy and Theory</p> <ul style="list-style-type: none"> • Articulate a vision of the school/system’s educational philosophy based on publicly-articulated values • Demonstrate a clear set of educational goals • Establish ways for these educational goals to be a continuous source of motivation for staff, for the students, and for the community • Mold the instructional program and learning objectives to the educational goals by shaping activities to support them • Articulate to the community a philosophy of life-long learning • Read and discuss with teachers research on educational philosophy and theory • Other: 	<p>10. Staff Development Continued</p> <ul style="list-style-type: none"> • Publicly recognize effective teaching • Reward and encourage good teaching by providing assistance, juggling schedules so teachers can work together, and arranging access to and credit for outside classes • Offer teachers informal and frequent pats on the back • Praise teachers’ accomplishments to others • Other:
<p>8. Effective Instruction</p> <ul style="list-style-type: none"> • Model high-level expectations for self, students, and staff • Establish incentives for student learning, such as honor rolls, honor societies, award ceremonies, certificates of achievement, recognition in school and local publications • Encourage teachers to use appropriate instructional support services such as counseling, remediation, and special education • My specific goals for improving the effectiveness of instruction • Other 	<p>11. Teaching the Exceptional Student in the Regular Classroom</p> <ul style="list-style-type: none"> • Understand exceptionalities and their characteristics • Be familiar with various learning styles and appropriate instructional strategies for each • Understand applicable state and federal laws and regulations governing exceptionality • Know the criteria for eligibility in special education services • Understand the special education process from referral to program entry • Implement an effective behavior-management program • Be familiar with the due process procedures • Other:
<p>9. Curriculum Development</p> <ul style="list-style-type: none"> • Understand curriculum design, development, and evaluation • Develop with staff a written K-12 curriculum based on a continuum of learning • Give the curriculum measurable learning objectives • Monitor teaching and testing data to ensure that curriculum objectives are being met • Collaborate with the staff and the community to develop and review the system-wide curriculum • Support the curriculum with adequate time, money, material, and personnel • Promote excellence by establishing high expectations and striving for mastery levels of achievement • Encourage relevant student extracurricular activities • Other: 	<p>12. Knowledge of the Learner and the Learning Process</p> <ul style="list-style-type: none"> • Read and report on recent educational research • Join teachers in studying and planning for instructional improvements • Keep abreast of and promote current methods of effective teaching and learning • Encourage teachers to use positive rather than negative reinforcement with students • Reduce the number of non-instructional interruptions in the classroom • Apply research in child and adolescent development • Communicate to students that the school is a pleasant place to be and a serious place to work • List your own “golden rules” for helping students learn • Other:
<p>10. Staff Development</p> <ul style="list-style-type: none"> • Participate directly in staff development sessions, including making presentations • Share new ideas with teachers • Go out of my way to help teachers solve problems • Use constructive criticism to help teachers do a better job • Promote healthy self-concepts and high morale in staff through encouragement and support • Transmit to the staff, and through the staff to the students, that the school holds high performance expectations • Encourage and recognize good work and show determination to remedy slack performances through staff meetings and in consultation with individual teachers • Develop sanctions, supports, and rewards for teacher improvement efforts 	<p>13. Employment Equity (Engages in recruitment, selection, and retention practices which are equitable).</p> <ul style="list-style-type: none"> • Provides for the development and implementation of appropriate policies and guidelines to include cultural differences and equity issues which govern hiring and assures that they are adhered to by all involved in the hiring and employment process • Provides technical training and/or orientation concerning cultural differences and equity for all who are involved in the hiring process • Reviews and analyzes staff vacancies to determine replacement needs and qualifications prior to advertising position • Prepares advertisements for staff vacancies which are consistent with local policy and applicable laws and regulations pertaining to hiring practices • Places advertisements and otherwise publicizes staff openings consistent with local policy, applicable laws and regulations, and market conditions

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Professional Portfolio Analysis of Background

Enter a brief notation of your professional activities and background for each knowledge area. See attached sheets for descriptions of knowledge areas.

1. Community Relations

2. School Finance and Budget

3. Supervision and Evaluation of Personnel

4. Federal and State Civil Rights and Education Laws

5. Organizational Theory and Planning

6. Educational Leadership

7. Educational Philosophy and Theory

8. Effective Instruction

9. Curriculum Development

10. Staff Development

11. Teaching the Exceptional Student in the Regular Classroom

12. Knowledge of the Learner and the Learning Process

13. Employment Equity