

# COMPETENCIES FOR CURRICULUM ADMINISTRATOR, GRADES P-12



Curriculum Administrators in grades P-12 shall be able to meet the expectations set by the following content-specific competencies. Mastery level competencies reflect the National Educational Leadership Preparation (NELP) standards, which specify what novice curriculum leaders and program graduates should know and be able to do because of the completion of a high-quality educational leadership preparation program. The Professional Standards for Educational Leaders (PSEL), which are standards for practicing educational leaders, are covered at an awareness level. Those PSEL elements not covered by the NELP Standards are labeled as awareness-level competencies. Curriculum Administrators require a master's degree or higher from an accredited college or university in Educational Leadership, education, or a licensure content area and other requirements as outlined in 6-2.0 of the Arkansas Department of Education [Rules Governing Educator Licensure](#). Curriculum Administrators in grades P-12 shall demonstrate knowledge and competencies in the following areas:



## 1. MISSION, VISION AND IMPROVEMENT

LEADERSHIP COMPETENCIES

NELP STANDARDS

PSEL

### Mastery Level:

1.1 Understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include: data use, technology, equity, diversity, digital citizenship and community

- Engage faculty to create and share a vision to prepare students for the future via inclusive, student-focused, personalized approaches
- Support and ensure that a learning-focused culture that is asset-based, trusting, and celebratory is established and sustained
- Support and ensure that a learning-focused culture of risk-taking and continuous improvement is established and sustained
- Assist in creating norms that foster student voice, choice, and agency
- Clearly articulate non-negotiables, particularly regarding equity, high expectations, and building systems and processes from individual student strengths

1.2 Understand and demonstrate the capability to lead improvement processes that include evidenced-based research, and the use of data to design, implement, and evaluate existing improvement processes

Possess and/or develop skills and language of change management (e.g., identify change, build case, plan, determine resources, act, communicate, collect data, revise and repeat, celebrate success)

### Awareness Level

1.3 Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement

1.4 Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation

1.5 Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement

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1.6 Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, the process for, and outcomes of improvement efforts

## Mastery Level:

2.1 Understand and demonstrate capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, life-long learning) that support the educational success and well-being of each student and adult

2.2 Understand and demonstrate capacity to evaluate, communicate about, and advocate for ethical and legal decisions

2.3 Understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others

- Correct intolerant statements directed at individuals or groups and support the learning community to take positive and thoughtful action when such statements or activities occur

## Awareness Level:

2.4 Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and professional practices as a curricular leader.

2.5 Place children at the center of education and accept responsibility for each student's academic success and well-being

2.6 Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures

## Mastery Level

3.1 Understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

- Evaluate district culture
- Use research and evidence to design and cultivate a supportive and inclusive district culture
- Advocate for a supportive and inclusive district culture

3.2 Understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

- Evaluate sources of inequality and bias in the allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships

## 2. ETHICS AND PROFESSIONAL NORMS

LEADERSHIP COMPETENCIES

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## 3. EQUITY, INCLUSIVENESS AND CULTURAL RESPONSIVENESS

LEADERSHIP COMPETENCIES

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PESL

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## 4. LEARNING AND INSTRUCTION

LEADERSHIP COMPETENCIES

NELP STANDARDS

- Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values
- Advocate for equitable access to educational resources, procedures, and opportunities

3.3 Understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable, inclusive and culturally responsive instruction and behavior support practices among teachers and staff

- Evaluate root causes of inequity and bias
- Advocate for culturally responsive instructional and behavior support practices among district staff and across district schools
- Cultivate culturally responsive instructional and behavior support practices across the district and its schools
- Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status
- Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society

**Awareness Level:**

3.4 Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student

**Mastery Level:**

4.1 Understand and demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs

- Demonstrate ability to navigate between district and state assessment, standards, and curriculum and how they interplay in a student-focused system
- Have a solid grasp of UDL and how it applies to a whole range of elements of personalized, student-focused approaches including curriculum design, strategic thinking, and procurement decisions

4.2 Understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems

- Promote the participation among students and adults in local, national, and global learning opportunities and problem solving that stimulate innovation, creativity-in leadership, in teaching and in student learning processes and products-service, sustainability, social action, and digital-age collaboration
- Model and promote appropriate and effective decision making and capacity when using technology as a tool to support student-focused learning

# COMPETENCIES FOR CURRICULUM ADMINISTRATOR, GRADES P-12

- Establish structures and policies that create a learning environment in which developmentally appropriate learner voice, choice, and growth mindsets are uniquely embedded within the structure and policies

4.3 Understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments in formative and summative formats that support data-informed instructional improvement and student learning and well-being

- Whenever possible, ensure standards and assessments connect to real-world experiences and college-career-, and civic life-ready knowledge, skills, and dispositions
- Develop structures so that over time, students build a body of evidence that demonstrates their growth and learning progression (e.g., through portfolios, showcases, student-led parent-teacher conferences, or capstone projects)

4.4 Understand and demonstrate capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems and assessment practices in a coherent, equitable, and systematic manner

- Demonstrate and effectively communicate a commitment to equity and student-focused, personalized approaches
- Continually read and interpret the learning environment in order to identify patterns, need for development, and leverage points for new and innovative actions

4.5 Understand and respond to community interests and needs by building and sustaining productive school relationships with community partners

## Mastery Level:

5.1 Understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school

- Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning
- Cultivate collaboration among staff and families in support of student learning and success
- Foster two-way communication with families

5.2 Understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development

- Collaboratively engage with diverse community members, partners, and other constituencies around shared goals
- Cultivate regular, two-way communication with community members, partners, and other constituencies

## 5. COMMUNITY AND EXTERNAL LEADERSHIP

### LEADERSHIP COMPETENCIES

### NELP STANDARDS

### PSEL

# COMPETENCIES FOR CURRICULUM ADMINISTRATOR, GRADES P-12

- Strive to understand, with students and educators input, the pace and nature of change underway in the broader community in terms of how it impacts the approach to education, local economy, make-up of the citizenry, and culture

5.3 Understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community

- Develop a plan for identifying and accessing resources
- Gather information about the policy and district context
- Develop targeted communication for oral, written, and digital distribution
- Advocate for school and community needs

#### Awareness Level:

- Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development
- Infuse the school's learning environment with the cultures and languages of the school's community
- Maintain a presence in the community to understand strengths and needs, develop productive relationships, and engage resources for the school

#### Mastery Level:

6.1 Understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, designated school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school

- Foster systems that support personalized learning for individual members of the learning community
- Use communication approaches that support shared responsibility within the system
- Be capable of setting priorities to maintain the day-to-day functions of a learning community which allows the visionary and transformational aspects of leadership for learning to continue
- Seek out and employ the latest technology to support collaboration, communication, teaching, and learning in a student-focused, personalized context

## 6. OPERATIONS AND MANAGEMENT

LEADERSHIP COMPETENCIES

NELP STANDARDS

PSEL

# COMPETENCIES FOR CURRICULUM ADMINISTRATOR, GRADES P-12

6.2 Understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development

- Evaluate resource needs
- Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school's goals and priorities
- Advocate for resources in support of needs

6.3 Understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being

- Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues
- Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school
- Communicate policies, laws, regulations, and procedures to appropriate school stakeholders
- Monitor and ensure adherence to laws, rights, policies, and regulations

## **Awareness Level:**

6.4 Promote the personal and professional health, well-being, and work-life balance of faculty and staff

6.5 Tend to personal learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance

6.6 Protect teachers' and other staff members' work and learning from disruption using a collective and collaborative approach for this process

6.7 Develop and maintain relationships with feeder and connecting schools for student enrollment changes to ensure clear, effective, and consistent articulation and transition of current curricular and instructional practices

6.8 Develop and maintain productive relationships with the central office and representatives of the board of education as needed

6.9 Assist in the development and administration of systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community

6.10 Assist in managing governance processes and internal and external politics toward achieving the school's mission and vision with families and caregivers

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## 7. BUILDING PROFESSIONAL CAPACITY

LEADERSHIP COMPETENCIES

NELP STANDARDS

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### Mastery Level:

7.1 Understand and have the capacity to collaboratively develop the school's professional capacity through participation in recruiting and selecting staff

7.2 Understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school

- Assist in building the capacity of staff to implement effective strategies to achieve the vision of the school
- Use a growth mindset for solving problems across the learning community in which mistakes, missteps, and setbacks are mined as rich opportunities for learners and leaders to push the edge of learning

7.3 Understand and have the capacity to collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success

- Demonstrate ability to reflect on one's place in society as it is shaped by class, race, education markers, and relative privilege, and seek remedies for biases that may interfere with professional practice and the vision of the school
- Be able to effectively model professional learning using the education community's personalized, learner-centered approaches (e.g., professional development that uses competency-based or flipped classroom techniques, educator-selected micro-credentials, or individual Professional Growth Plans (PGP))

7.4 Understand and have the capacity to evaluate, develop, and implement systems of support, and evaluation designed to promote school improvement and student success

- Deliver actionable feedback about instruction and other professional practices via coaching approaches that:
  - Are job-embedded and use teacher leaders or partnerships with area education agencies to distribute support and responsibilities
  - Utilize educators' ability to self-assess through reflective activities to support this process

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## 8. INTERNSHIP

### LEADERSHIP COMPETENCIES

#### NELP STANDARDS

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8.1 Participate in a variety of coherent, authentic, field and or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP Building-Level Program Standards one through seven

8.2 Complete a minimum of six-months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting

8.3 Work with a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution