

DRAFT NEW TRADE
SCHOOL ADMINISTRATOR (Building Administrator)
(Competency-Based)

APPENDIX A

O*NET CODE 11-9032.00

Competency/performance-based apprenticeship occupations are premised on attainment of demonstrated, observable and measurable competencies in lieu of meeting time-based work experience and on-the-job learning requirements. In competency/performance-based occupations apprentices may accelerate the rate of competency achievement or take additional time beyond the approximate time of completion.

This training outline is a minimum standard for Work Processes and Related Instruction. Changes in technology and regulations may result in the need for additional on-the-job or classroom training.

WORK PROCESSES

A. Mission, Vision, and Core Values

1. Develop, advocate, and enact a shared mission for school success.
2. Employ various methods, including data analysis, in collaboration with the school and community to promote the vision and core values of high-quality education.
3. Create opportunities for the academic success and well-being of each student and employee.
4. Articulate, advocate, and cultivate core values that define the school's culture.
5. Emphasize the imperative of child-centered education.
6. Set high expectations and clear standards.
7. Provide a supportive environment for all student and staff.
8. Foster equity, inclusiveness, and social justice.
9. Promote openness, caring, and trust.
10. Encourage continuous improvement.

B. Ethics and Professional Norms

1. Demonstrate and engage in ethical behavior according to professional norms around personal conduct, relationships

with others, decision-making, stewardship of school resources, and all aspects of school leadership.

2. Promote professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
3. Promote each student's academic success and well-being through a culture of fairness, objectivity, and impartiality.
4. Safeguard and promote values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

C. Equity and Cultural Responsiveness

1. Ensure each student is treated fairly, respectfully and with an understanding of each student's culture, background, and environment.
2. Promote equitable educational opportunities for all students by creating access to effective teachers, through academic and social support, and by providing resources needed for success.
3. Develop policies and address misconduct in a positive, fair, and unbiased way.
4. Develop and engage in culturally responsive practices to promote each student's academic success and well-being.

D. Curriculum, Instruction, and Assessment

1. Develop and support intellectually rigorous, authentic experiences for students, and foster coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identifies and habits of learning, and a healthy sense of self.
3. Promote the effective use of technology in the service of teaching and learning.
4. Employ valid assessments consistent with knowledge of child learning, development, and technical standards of measurement, and use assessment data appropriately to monitor student progress and improve instruction.

E. Community of Care and Support for Students

1. Cultivate an inclusive, caring, and supportive school community.
2. Promote the academic success and well-being of each student.
3. Provide coherent systems of academic and social supports, services, extracurriculars, and accommodations to meet the needs of students.
4. Cultivate and reinforce student engagement in school and positive student conduct.
5. Infuse the school's learning environment with the cultures and languages of the school's community.

F. Professional Capacity of School Personnel

1. Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
2. Recruit, hire, support, develop and retain effective and caring teachers and other professional staff, forming them into an educationally effective faculty.
3. Manage staff turnover and provide opportunities for effective induction and mentoring.
4. Deliver actionable feedback about instruction and professional practice through research-based systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
5. Tend to their own learning and effectiveness through reflection, study, and improvement.

G. Professional Community for Teachers and Staff

1. Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
2. Empower and entrust teachers and staff with collective responsibility for meeting the needs of each student aligned with the mission, vision, and core values of the school.
3. Develop and support open, productive, caring, and trusting working relationships.
4. Promote professional capacity and improvement of practice.

5. Collaboratively design and implement job-embedded professional learning.

H. Meaningful Engagement of Families and Community

1. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
4. Create ways for the school community to partner with families.

I. Operations and Management

1. Manage operations and resources to promote academic success and well-being.
2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity.
3. Manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; professional capacity; and family and community engagement.
4. Protect teachers' and staff members' work and learning from disruption.
5. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

J. School Improvement

1. Work to improve the school community to benefit student learning.
2. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement.
3. Manage uncertainty, risk, and competing initiatives; utilize open communication.

4. Develop and promote leadership among teachers and staff.

Approximate Total Hours 2000-3000

Apprentices in Competency-Based Programs shall participate in no fewer than 2,000 documented hours of on-the-job training, and will have demonstrated a competency for each skill in the Work Processes, with the understanding competencies will be demonstrated reasonably proximate to the maximum on-the-job training hours. Competency Assessment referenced in Appendix B.

Apprenticeship work processes are applicable only to training curricula for apprentices in approved programs. Apprenticeship work processes have no impact on classification determinations under Article 8 or 9 of the Labor Law. For guidance regarding classification for purposes of Article 8 or 9 of the Labor Law, please refer to <https://dol.ny.gov/public-work-and-prevailing-wage>

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APPENDIX B
RELATED INSTRUCTION

Workplace & Safety

1. Dignity for All Students Act
2. Right-to-Know
3. Child Abuse Identification and Reporting
4. Sexual Harassment Prevention - must comply with section 201-g of the Labor Law
5. Fingerprint Clearance
6. All additional trainings and workshops required for NYS employment or appropriate NYS administrator certification (e.g., School Violence Prevention and Intervention (SAVE)).

Skills and Theory

1. Candidates must hold a valid certification issued by the New York State Education Department, Office of Teaching Initiatives, **and** have at least three years paid, full-time classroom teaching or pupil personnel service experience, and complete a New York State registered educational leadership program pursuant to section 52.21 of the Commissioner's regulations. Registered programs include, but are not limited to, coursework requirements that cover topics such as:
 - a. School Leadership, Decision Making and Adult Development
 - b. Supervision of Teaching & Learning
 - c. Curriculum Development: Teaching, Learning, and Assessment
 - d. Self-Awareness Training and Social Emotional Learning
 - e. Cultural Diversity, Equity, and Inclusion
 - f. Team Building and Organizational Development
 - g. Resource Allocation and Fiscal Management
 - h. Data-Driven Leadership and Change Theory

- i. Managing Organizational Systems and Safety Ethical and Legal Issues in Education Leadership and Board Relations

Competency Assessment

1. Completion of a NYS Registered Program in school administration, as described by NYSED certification requirements.
2. Additional Education (i.e., masters degree (or higher), or advanced certificate)
3. Institutional Recommendation for appropriate administrator certification.
4. All required New York State Certification Exams, as determined by NYSED.

Other topics as necessary

At least 144 hours of Related Instruction per year must be available for the apprentice at the time of his/her indenture. However, the apprentice may test out earlier if able to demonstrate competence for each topic on the Related Instruction outline.

Appendix B topics are approved by New York State Education Department.