

# CharterLeader Curriculum Standards

(Developed based on Standards for Advanced Programs in Educational Leadership  
National Policy Board for Educational Administration)

Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a charter school vision of learning supported by the school community.

1. **Develops a mission and vision based on relevant knowledge and theories**
  - a. Articulates the mission and vision and includes core leadership and strategic processes necessary to realize the mission and vision
2. **Implements the mission and vision**
  - a. Formulation of key initiatives necessary to motivate staff, students, and families
  - b. Development and planning of key processes
3. **Steward the mission and vision**
  - a. Alignment and redesign of administrative policies and practices required for full implementation of mission and vision
  - b. Incorporation of an effective performance management system that monitors systems and processes
4. **Promotes community involvement through communication and marketing efforts**

Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.

1. **Promotes a positive school culture**
  - a. Use of multiple methods and context-appropriate strategies that ensure safety and instructional opportunities are maximized and capitalize on the diversity of the school community to improve school programs and culture
2. **Provides an effective standards-based instructional program**
  - a. Facilitation of activities that apply principles of effective instruction
  - b. Design, implementation and evaluation of curriculum
  - c. Promotion of technology and information systems to enrich curriculum and instruction
3. **Applies best practices for student learning**
  - a. Support of school personnel in delivering quality instruction
  - b. Supporting staff through application of proven motivational theories
  - c. Promoting an environment that improves student achievement
4. **Designs and implements comprehensive professional growth plans that incorporate best practice and research on student learning**
  - a. Use of strategies such as observations, collaborative reflection, and adult learning strategies
5. **Effectively uses data to make instructional decisions that support the individual growth of students and the organizational growth of the school**

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment that supports the core mission of the school.

1. **Effectively applies organizational management that optimizes the learning environment**
  - a. **Effective management of operations and setting of priorities**
    - i. Application of models and principles of organizational development and management, including

research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency

- ii. Development of action plans focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction
  - iii. Use of needs assessment, data, and group consensus to align resources with the organization's vision,
  - iv. Promotion of community involvement
  - v. Legally compliance
- b. Effective management of resources**
- i. Use of problem solving skills, technologies for school management, business procedures, scheduling, and knowledge of strategic long-range and operational planning in the effective, legal, and equitable use of fiscal, human, and material resources that focuses on improved academic outcomes

**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by creation of a professional learning community that includes collaboration with families and other community members, responding to diverse community interests and needs, mobilizing community resources, and influencing decisions to benefit to school.**

**1. Collaborates with families and other community members**

- a. Facilitation of the planning and implementation of programs and services that bring together resources that positively impact student learning and educational opportunity
- b. Actively engages parents, community, and other stakeholders in school decision making and problem solving processes
- c. Appropriate and timely use of public information and research-based knowledge of issues and trends to collaborate with family members and community members
- d. Application of understanding of community relations models, marketing strategies and processes, data-based decision making to create frameworks for school, family, business, community, government, and higher education partnerships
- e. Development of various methods of outreach aimed at business, religious, political, and service organizations
- f. Collaboration with community agencies to integrate health, social, and other services
- g. Development of a comprehensive program of community relations and demonstration of ability to work with and use the media for positive imaging
- h. Establishment and maintenance of effective working relationships with governing agencies such as the school's board, local boards of education, and the Georgia Department of Education
- i. Effectuates expectations for school governing board, councils, and leadership teams

**2. Responds to community interests and needs**

- a. Demonstration of active involvement in the community including interactions with individuals and groups with conflicting perspectives
- b. Ability to use assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics
- c. Provision of leadership to programs serving students with exceptionalities
- d. Capitalization on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all learners
- e. Establishment of mechanisms and structures for continuous feedback from all stakeholders and use of feedback for continuous improvement
- f. Advocacy for policies and programs that improve school programs or address needs of the school or community
- g. Identification and analyzing of conflict and implementation of strategies to manage conflict
- h. Development and implementation of a plan that influences the larger political, social, economic, legal, and cultural context to advance student and teacher success

**3. Mobilizes community resources**

- a. Demonstration of ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals
- b. Effective use of school resources and social agencies to serve the school community
- c. Strategic use of public resources and funds to encourage and provide new resources to address emerging student problems

**4. Creation of a shared school culture and identity**

- a. Implementation of the school's mission and vision in a manner that creates a widely shared sense of shared values in the school
- b. Creation of traditions and customs that provide for a shared identity and sense of school pride
- c. Effective development of school policies and procedures that ensure a safe and orderly environment
- d. Development of a disciplinary model that embodies the school's educational philosophy and maximizes safety and instructional time
- e. Cultivation of collaborative and collegial relationships focused on professional development, staff reflection, and shared practices
- f. Use of shared leadership and service leadership models

**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, relentless pursuit of the mission, self discipline, and commitment to personal development.**

**1. Acts with integrity**

- a. Demonstration of respect for rights with others with regard to confidentiality and dignity and engage in honest interactions
- b. Demonstration of impartiality, sensitivity to students' diversity, and ethical considerations in interactions
- c. Ability to explain decisions based upon ethical and legal principles

**2. Relentlessly pursues the mission and acts with self discipline and commitment**

- a. Ability to self monitor and plan and follow through with critical paths for school operations

**3. Acts with self discipline and commitment to personal development**

- a. Pursuit of external opportunities for growth and development including reading professional literature and attending training and development opportunities

**4. Demonstrates personal humility**

- a. Acting with selfless ambition on behalf of the school

**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students through the creation and implementation of sound school policies, practices, and procedures.**

**1. Recognizes areas requiring creation of policy or procedural tasks to ensure efficiency and the management of risk to the school**

**2. Effectuates a shared leadership model to implement sound policy and procedures**

**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students through creating human resources policies and practices and managing labor relations to optimize the human capital in the school.**

**1. Uses successful recruiting practices to attract quality applicants to the school**

**2. Uses best practices in hiring**

- a. Utilization of a fair and legal screening and interview process
- b. Utilization of appropriate communication to selected or declined applicants
- c. Selection of competent staff that meet the needs of the school and builds overall school capacity

**3. Effectively manages staff to ensure quality and fulfillment of mission and vision**

- a. Provision of support mechanisms to ensure the well being of all staff
- b. Appropriate address of staff performance and behavior and utilization of appropriate documentation
- c. Provision of development opportunities and shared leadership opportunities for the staff

**4. Implements strategies to retain highly qualified staff**

- a. Insurance of equity in pay and treatment of all staff
- b. Safeguarding of a positive school culture that empowers staff
- c. Appropriation of duties that are equitable and reasonable

**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students through implementation of effective school improvement plans and process.**

- 1. Implements a performance management process based on charter specific objectives and authorizer or legal mandates
- 2. Creates short-term school improvement plans based on data obtained from observation, surveys, scores, or other evidence
- 3. Creates long-term strategic plans based on data that ensure the school continues to grow and thrive
- 4. Implements a succession plan for school leadership

**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students through compliance with all legal and regulatory matters.**

- 1. Knowledge of and compliance with Title XX law
- 2. Knowledge of and compliance with Charter Schools Act of 1998
- 3. Knowledge of and compliance with State Board Rule related to charter schools
- 4. Knowledge of and compliance with Special Education law
- 5. Knowledge of and compliance with No Child Left Behind
- 6. Knowledge of and compliance with labor relations law
- 7. Knowledge of and compliance with health and safety regulations in relation to facility, transportation, and food service
- 8. Knowledge of and compliance with requirements of the charter petition and its impact on charter renewal

**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students through effective management of the school facility, related operations, and knowledge of facility financing.**

- 1. Ensures the safety, cleanliness, and orderliness of the school environment by planning for adequate and timely maintenance support and custodial care
- 2. Effectively manages transportation services
- 3. Effectively manages food services
- 4. Demonstrates knowledge of financing options that ensure the fiscal solvency of the school

**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students through understanding of basic managerial accounting and responsible financial management that ensures the school is fiscally able to support its programs.**

- 1. Understands the Georgia funding mechanism and applies it to revenue calculation in the budgeting process as well as decision making relative to organizational structure, scheduling, and programs and services
- 2. Demonstrates compliance with non-profit requirements and best practices
- 3. Builds an effective financial management system
  - a. Development of a system that reflects and supports the programs and activities of the organization
  - b. Use of the budgeting process to determine how the organization will spend funds to attain specific short term and long term goals within a given timeframe
  - c. Establishment of financial controls that promote and protect sound financial management practices, provide reasonable assurance that the organization's resources are protected from fraud, abuse, and unnecessary waste, and ensure policies are properly implemented
  - d. Implementation of an accounting system that comprehensively tracks financial transactions
  - e. Utilization of financial reporting and review processes to summarize financial transactions and to support internal decision making and external transparency
  - f. Preparation for a successful audit
  - g. Structure of an effective accounting system that accurately tracks expenses, revenues, assets, and liabilities through the use of a standard chart of accounts, general ledger, journals, a checkbook, and a complete accounting manual

4. **Creates and uses budgets to convert the school's mission and vision into an actionable plan**
  - a. Utilization of a budget as a tool for planning and a tool for monitoring the fiscal health of the school
  - b. Uses various types of budgets such as operating budgets, cash flow budgets, opportunity budgets, and capital budgets for appropriate purposes to plan and monitor the school
  - c. Establishment of an effective budget process that considers stakeholders, policies and procedures, budget calendar, achievement of consensus, project revenue and estimate expenses, analyze cash flow needs, approve and implement the budget, compare budget to actual expenditures, a revision process, and follow up with stakeholders
5. **Consistently applies financial controls to minimize opportunities for fraud, abuse, and unnecessary waste and to ensure the funding is appropriately used for its intended purpose**
  - a. Implementation of an organizational model that appropriately segregates duties
  - b. Implementation of procedures for receipts, disbursements, petty cash, payroll, and investments
6. **Demonstrates to donors and the general public the ability operate efficiently without waste by appropriately allocating funds to help with fundraising and monitoring operations**
7. **Creates and uses financial reports to accurately summarize, analyze, and monitor the fiscal condition of the school in a timely manner and aids in decision making relative to the resources the school has to carry out its mission**
  - a. Creation, interpretation, and use of a variety of reports including a statement of financial position, income and expenditure reports, budget variance reports, cash flow reports, and management reports
  - b. Development of a system for financial reporting that includes collaboration from finance staff, leadership, board members, and external funders or partners
8. **Prepares for a successful annual audit**
  - a. Insurance that opportunities for conflict of interest from board members, staff, and relatives does not exist by establishment and enforcement of sound policy
  - b. Inclusion of the annual audit fees in the budget
  - c. Action on all audit findings
  - d. Establishment of an annual audit preparation process
9. **Complies with government financial reporting and disclosure**
  - a. Demonstration of compliance with the IRS Form 990
  - b. Demonstration of compliance with the Sarbanes-Oxley Act
10. **Understands and applies the critical components of a corrective action plan to address a budget deficit**

**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students through application of risk management strategies and plans that protect the school and its staff and students from physical, financial, or public relations exposure.**

1. **Develops a comprehensive safety management plan that complies with GEMA**
2. **Demonstrates understanding of the nature of risk, its impact on school operations, and the role of the Code of Ethics in decision making related potential risk factors**

**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students through understanding of Educational Management options and due diligence in decision making relative to management options.**

1. **Demonstrates knowledge of the landscape of educational contracting**
2. **Utilizes strategic decision making to evaluate and make recommendations to the school's board related to philosophical match, scope and types of services, clearly defined roles and responsibilities, evaluation process for performance, compensation models, ownership of physical and intellectual property, and transitions and functions**
3. **Demonstrates understanding of basic contractual matters including language, fair provisions for both parties, and when legal council should be sought**

**The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop skills identified in the preceding standards through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by**

**the Georgia Charter Schools Association, authorizing bodies, and assigned mentors.**

- 1. Accepts genuine responsibility for leading, facilitating, and making decisions typical of educational leaders.**
  - a. Substantial increase in responsibilities over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders
- 2. Actively participates in sustained internship activities over the course of 4 months (or the equivalent) guided by an experienced and competent mentor**
- 3. Successfully applies leadership standards and demonstrates competency through performance based tasks**