

ANNOUNCEMENT

EDUCATOR CAREER PROGRAM 2009

**APPLICATIONS MUST BE SUBMITTED BY EMAIL TO YOUR RATING SUPERVISOR NO LATER THAN
JANUARY 16, 2009**

**Applications and instructions must be downloaded from the web at
<http://www.dodea.edu/offices/hr/news/announcements.htm>**

If you are unable to access the application, please contact the ECP program manager at the ECP Outlook mailbox at ECP@hq.dodea.edu, or by calling (703) 588-3916.

The Educators Career Program (ECP) is the system used by DoDEA to fill principal and assistant principal positions. Teachers and other educators must apply through the ECP to be considered for promotion to these positions. Current principals and assistant principals who are interested in a lateral reassignment to a different school or a different geographical location must apply through the ECP but do not need to submit the KSAs or the Supervisory Assessment Form required of promotion candidates.

December 11, 2008	ECP application distributed and published on web
January 16, 2009	ECP applications due to the rating supervisor
January 30, 2009	ECP applications due to DoDEA Human Resources Center with a copy to the Superintendent
February 23 – March 6, 2009	ECP rating panel meets
March 30, 2009	Begin issuance of ECP referral lists for SY 09/10

ECP applicants will receive written confirmation by e-mail within 48 hours of receipt of their application at the DoDEA Human Resources Center. If you do not receive confirmation by January 30, 2009, please send an inquiry to the ECP Outlook mailbox at ECP@hq.dodea.edu.

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CHANGES TO THE 2009 ECP

- Applicants who applied to previous ECP panels must reapply to the 2009 panel.
- Permanent employees assigned to DDESS may now apply to the ECP
- All applicants must submit a resume. The resume must show the applicant's current location and assignment and must include contact information (email, duty phone, home phone, cell phone, etc.). There is no prescribed format for the personal resume, but it should capture the important elements of an applicant's experience, training, and education. The resume will be part of the application package provided to selecting officials.
- Administrators are subject to rotation to other locations as required to meet the needs of the organization and they must sign a mobility agreement at the time of selection.

IMPORTANT INFORMATION

- Please read the entire announcement.
- Application narratives that do not conform to the required format of single spacing, 12-point type, Times New Roman, with one-inch margins will be evaluated; however, failure to follow directions may result in a lower rating score and applicants may be required to reapply next year.
- The supervisor will be required to rate each applicant on each KSA. The four KSA scores will be totaled in order to obtain a final supervisory rating from 0 to 20 points. Specific examples as justification for the rating are no longer required.

APPLICANT'S GUIDE TO THE ECP FOR 2009

PART 1 - GENERAL INFORMATION

The Educator Career Program (ECP) is a system used by the Department of Defense Dependents Schools (DoDDS) and the Domestic Dependents Elementary and Secondary Schools (DDESS) to fill principal and assistant principal positions. The ECP is not the only system used to fill these positions. Positions may be filled by vacancy announcements open to all source candidates. Positions will be filled from among the best-qualified available candidates from within or outside DoDEA. The ECP is not used to fill any positions at the Department of Defense Education Activity (DoDEA) Headquarters in Arlington, Virginia. All positions covered by the ECP are in the excepted service.

Current DoDEA, DoDDS and DDESS employees on permanent appointments may apply to the ECP at this time. The deadline for submitting applications to rating supervisors is January 16, 2009. The rating supervisor must complete and forward the applications to the ECP Program Office (ECP@hq.dodea.edu) no later than January 30, 2009. The ECP rating panel will meet from February 23, 2009 to March 6, 2009, to review applications and assign ratings based on applicants' narrative responses to the four knowledge, skills and abilities (KSAs) listed in the application. The rating panel will consist of senior educators from DoDDS and DDESS.

The ECP rating panel will spend a week assessing applications. A team of at least three panel members will be assigned to rate a specific KSA for every application. At least two members from each team will rate the KSA. Any disagreement between the two raters will be resolved by the third team member or by the ECP Rating Panel Chairperson. This process will allow development of a degree of expertise on the particular KSA by each rating team and ensure consistency of scoring throughout the applications. This means that each application will be reviewed by at least eight raters.

Scores assigned by the ECP rating teams will be based on the scoring rubric (page 20 of this package). These scores are not subject to reconsideration based on additional information from the applicants. These scores become the final ratings of the panel and will be used until the next annual ECP rating panel. Applications will not be accepted out of cycle.

ECP scores will be made available to applicants through the web-based ECP database shortly after the rating panel concludes its work. Total scoring for the KSA's can range from 0 to 80 points, and an additional 0 to 20 points may be derived from the supervisor's assessment. Final scoring can range from 0 to 100 points.

Applicants who applied to previous ECP panels must reapply to the 2009 panel to receive consideration. All ratings will be valid for three years, expiring with the ECP rating panel meeting on the third anniversary of the application.

Applicants must meet minimum qualification standards for course work by the time the application is submitted to the rating supervisor. For example, all ECP positions require at least

a Master's degree with some specified course work. An applicant who expects to complete a Master's degree in June of 2009 and applies to the 2009 ECP panel in January 2009 will not be rated. Such an applicant will have to wait until the 2010 panel. Teaching/administrator experience requirements must be met by end of SY 2008-09.

Principals and assistant principals that are interested in a lateral reassignment to a different geographical location must complete an ECP application. Applicants must submit the following pages of the ECP application: Basic Information, Location/Position Choices, Summary of Background Credentials and the Course Work Summary. Educators applying for only a lateral reassignment are not evaluated and scored by the rating panel and therefore, do not need to submit the narratives addressing the four KSAs or the Supervisory Assessment Form. Principals and assistant principals who are on temporary promotions will not be required to be scored by the rating panel, if the individual competed for the temporary promotion. Individuals who were non-competitively promoted must complete the full ECP package and compete.

Referral lists are issued to selecting officials upon their request. Two lists may be issued for each vacancy, a promotion list and a reassignment list. Upon request by the selecting official, an additional list of external applicants may be issued. The reassignment list contains all of the applicants who hold permanent positions at or above the salary schedule level of the vacancy, indicate availability for assignment, are fully qualified, and request geographic consideration for the specific location. These applicants are listed alphabetically and may be considered and selected at the discretion of the selecting official. Individuals referred for reassignment are considered noncompetitive applicants and may be selected without competition because they have already previously competed and hold a position at or above the level of the vacancy. The promotion list contains the top rated 15 applicants who indicated the specific location of the vacancy. This is a competitive list. Should the selecting official decide to use the promotion list, all applicants must be considered, and any applicant may be selected. **At the request of the selecting official, a referral list may be issued without regard to applicants' geographical preferences.**

The selecting official makes the selections for principal and assistant principal positions and coordinates the selection with senior DoDEA leadership for final approval. The human resources specialist then makes the offer to the selected applicant. Selecting officials have the option of conducting a community advisory panel to evaluate applicants and make recommendations. The community advisory panel consists of stakeholders in the community that the school serves and may include commanders, their representatives, parents, union representatives, and other community leaders. However, there is no requirement to conduct a community panel or to interview applicants.

ECP applicants who receive a formal offer through the ECP program are expected to accept the offer. Selectees must be able to obtain security clearances. Selectees will be required to sign a mobility agreement and are subject to reassignment to any DoDDS or DDESS location. The mobility agreement requirement extends to selections for DDESS administrator vacancies and to DDESS employees who apply for promotion or reassignment through the ECP. **Failure to accept an offer of a position which the applicant has listed as acceptable will result in non-consideration for future positions for one school year. Failure to accept a maximum of**

three offers in geographic locations not listed by the applicant will result in non-consideration for future positions for one school year. Applicants who accept an ECP position will not be referred for other positions for three years. The exception to the three-year restriction would be for those applicants who accept an ECP offered reassignment at their same salary schedule. These applicants may be considered for promotions after one year.

For further information, please refer to the Frequently Asked Questions (FAQs) (page 17 of this package), or contact the ECP Program Manager at ECP@hq.dodea.edu.

PART 2 – COMPLETING THE ECP APPLICATION AND ADDRESSING THE KSA’S

The application for the 2009 ECP consists of the basic information page, location list, background summary, course work summary, the KSAs, and the Supervisory Assessment. The KSAs are a critical part of the application, and they require applicants to be thorough and concise. Applicants must also submit a resume.

Your response to each of the four KSAs must be:

No longer than two 8 ½ x 11 pages, single side, plain white paper;
One blank line between each KSA and each descriptor within the KSA;
No bold text narrative;
Font size twelve pitch;
Times New Roman type and
One-inch margins on top, bottom and both sides.

Address each KSA separately but no more than 2 pages each. Do not include the full text of each KSA. Address the descriptors in the order given in the directions. Please clearly indicate the individual descriptor within the KSA that you are addressing.

For Example:

KSA #1 - Highest Student Achievement:

- space -

Applied Learning Theory

- space-

(text – no bold type)

- space -

Measurement, Evaluation, Assessment

- space-

(text – no bold type)

- space -

Curriculum Design and Implementation

- space-

(text – no bold type)

- space -

Effective Instruction and the Integration of Technology

- space-
(text – no bold type)
- space -

~~~~~

*Please note that KSA #1 has twice the point value of each of the other three KSA's.*

**Follow the format prescribed in the ECP directions. Failure to follow directions may result in a lower rating score and applicants may be required to reapply next year.**

The following general advice should be followed in completing the narrative portion of the ECP application:

- Type your application. Make sure it is neat and legible.
- Write clearly and concisely; say what you mean using examples to support your statement of possession of the KSA.
- **Your response to each descriptor in each KSA should stand on its own. No attempt will be made by the raters to search the rest of the KSA or another part of the application for clarification. Do not refer the rater to other documents in the application package.**
- Describe your duties, explaining how you used your knowledge, skill, or ability to get work accomplished.
- Express accomplishments in specific terms, numbers or kinds including a statement showing how this had an impact on teaching and learning. An example would be, "Served on the DoDEA science curriculum committee in March 1998, which determined the life science curriculum and textbook selections for all DoDDS middle schools."
- Use strong action verbs. Direct language is more likely to impress raters than vague, flowery prose.
- Show increases in output or other indicators of progress.
- Provide sufficient information but avoid being wordy or needlessly repetitive.
- Avoid using too many acronyms or abbreviations.
- Use formal writing (complete sentences).
- Use Professional Writing.

- No quotes.
- Do not list qualifications.
- No Bullets or Lists.
- Write to the Rubric.
- Do not write in the future tense.
- No **bold** type in the narrative.
- Read the ISLLC Standards.
- Read and follow directions.
- Quality is the KEY.
- Do not add additional KSAs.
- Check qualifications.
- Have your application package reviewed by another person to ensure that the materials are complete and well worded.
- Finally, edit, and proofread. Then edit, and proofread again.

QUALIFICATION STANDARDS  
ELEMENTARY ASSISTANT PRINCIPAL

**DUTIES:** The incumbent assists the principal in directing the educational program and managing the resources (facilities, budget, personnel, supplies, etc.) of a school.

**EDUCATION REQUIREMENTS:** A Master's degree in educational administration or a Master's degree with a minimum of 20 semester hours of graduate credit in school administration, curriculum development, and supervision of instruction (or similar supervision related coursework).

**GENERAL EXPERIENCE REQUIREMENTS:** A minimum of three years of successful classroom teaching, specialist, or other professional educator experience at any level is required.

**EXPERIENCE SUMMARY:**

| <u>Grade</u>           | <u>General</u> | <u>Specialized</u> |
|------------------------|----------------|--------------------|
| Schedule L/Schedule 08 | 3              | 0                  |

QUALIFICATION STANDARDS  
MIDDLE/SECONDARY ASSISTANT PRINCIPAL

**DUTIES:** The incumbent assists the principal in directing the educational program and managing the resources (facilities, budget, personnel, supplies, etc.) of a school.

**EDUCATION REQUIREMENTS:** A Master's degree in educational administration or a Master's degree with a minimum of 20 semester hours of graduate credit in school administration, curriculum development, and supervision of instruction (or similar supervision related coursework).

**GENERAL EXPERIENCE REQUIREMENTS:** A minimum of three years of successful classroom teaching, specialist, or other professional educator experience at any level is required.

**EXPERIENCE SUMMARY:**

| <u>Grade</u>                 | <u>General</u> | <u>Specialized</u> |
|------------------------------|----------------|--------------------|
| Schedule L/Schedules 07 & 06 | 3              | 0                  |

QUALIFICATION STANDARDS  
ELEMENTARY PRINCIPAL

**DUTIES:** The incumbent is the instructional leader who monitors the delivery and evaluation of the education program and manages the facilities, personnel matters, budget, and logistical support for a school.

**EDUCATION REQUIREMENTS:** A Master's degree in educational administration or a Master's degree inclusive of 45 semester hours of graduate credit with a minimum of 30 semester hours of graduate credit in school administration, curriculum development, and supervision of instruction (or similar supervision related coursework).

**GENERAL EXPERIENCE REQUIREMENTS:** A minimum of three years of successful classroom teaching, specialist, or other professional educator experience at any level is required.

**SPECIALIZED EXPERIENCE REQUIREMENTS:** Appropriate experience (elementary and/or secondary) in a staff or supervisory position which clearly demonstrated the ability to administer school educational programs and to effectively supervise educators and support personnel. No more than one year of experience in positions that did not involve actual school administration will be credited as specialized experience.

**EXPERIENCE SUMMARY:**

| <u>Grade</u>           | <u>General</u> | <u>Specialized</u> |
|------------------------|----------------|--------------------|
| Schedule K/Schedule 05 | 3              | 2                  |

QUALIFICATION STANDARDS  
MIDDLE/SECONDARY PRINCIPAL

**DUTIES:** The incumbent is the instructional leader who monitors the delivery and evaluation of the education program and manages the facilities, personnel matters, budget, and logistical support for a school.

**EDUCATION REQUIREMENTS:** A Master's degree in educational administration or a Master's degree inclusive of 45 semester hours of graduate credit with a minimum of 30 semester hours of graduate credit in school administration, curriculum development, and supervision of instruction (or similar supervision related coursework).

**GENERAL EXPERIENCE REQUIREMENTS:** A minimum of three years of successful classroom teaching, specialist, or other professional educator experience at any level is required.

**SPECIALIZED EXPERIENCE REQUIREMENTS:** Appropriate experience (elementary and/or secondary) in a staff or supervisory position which clearly demonstrated the ability to administer school educational programs and to effectively supervise educators and support personnel. No more than one year of experience in positions that did not involve actual school administration will be credited as specialized experience.

**EXPERIENCE SUMMARY:**

| <u>Grade</u>                 | <u>General</u> | <u>Specialized</u> |
|------------------------------|----------------|--------------------|
| Schedule K/Schedules 04 & 03 | 3              | 2                  |

## DoDEA Community Strategic Plan

### **Goal One**

#### **Highest Student Achievement**

*All Students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship.*

### **Goal Two**

#### **Performance-Driven, Efficient Management Systems**

*DoDEA will use a performance driven management system that operates in a timely, efficient, and equitable manner; places resources allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement.*

### **Goal Three**

#### **Motivated, High Performing, Diverse Workforce**

*The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.*

### **Goal Four:**

#### **Network of Partnerships Promoting Achievement**

*Every level of DoDEA will develop, promote, and maintain a network of partnerships to enhance optimum student achievement.*

### DoDEA Vision

*Communities investing in success for ALL students*

### DoDEA Mission

*The Department of Defense Education Activity provides, in military communities worldwide, exemplary educational programs that inspire and prepare all students for success in a global environment.*

## Interstate School Leaders Licensure Consortium

### Standards for School Leaders

([http://www.ccsso.org/Projects/state action for education leadership/isllc standards/6649.cfm](http://www.ccsso.org/Projects/state_action_for_education_leadership/isllc_standards/6649.cfm))

**Standard 1:** A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

**Standard 2:** A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

**Standard 3:** A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

**Standard 4:** A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

**Standard 5:** A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

**Standard 6:** A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

## **KNOWLEDGE, SKILLS AND ABILITIES (KSA)**

The following four narratives will be used to assess your knowledge, skills, and ability to administer a school educational program. Provide a narrative of your experiences and demonstrated knowledge in a school setting which indicate the extent to which you have current, personal mastery of the indicators listed. Provide examples of programs you have directed and other activities which **demonstrate** that mastery. Respond to each statement by reflecting on what you are **accomplishing** as an educational leader today.

The framework for the selection process is the DoDEA Community Strategic Plan and the Interstate School Leaders Licensure Consortium (ISLLC): Standards for School Leaders. In writing to the KSAs, be mindful of the DoDEA vision and mission.

### **KSA #1 – Highest Student Achievement**

**An educational leader ensures that all students meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship. An educational leader promotes the success of all students by facilitating and articulating a vision of learning, and by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning.**

Your narrative will be assessed on your response to the following descriptors:

- Applied learning theory
- Measurement, evaluation, and assessment
- Curriculum design and implementation
- Effective instruction and the integration of technology

### **KSA #2 – Performance-Driven, Efficient Management Systems**

**An educational leader uses a performance driven management system that operates in a timely, efficient, and equitable manner; places resources allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement. An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective, learning environment.**

Your narrative will be assessed on your response to the following descriptors:

- School facilities, safety and the use of space
- Fiscal operations of school management
- Legal and regulatory issues impacting school operations
- Technology supporting management functions

### **KSA #3 – Motivated, High Performing, Diverse Workforce**

**An educational leader ensures that the school’s workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement. An educational leader demonstrates school leadership by promoting the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to staff professional growth.**

Your narrative will be assessed on your response to the following descriptors:

- Adult learning and professional development models
- The change process for systems, organizations and individuals
- School culture
- Human resource management

### **KSA #4 – Network of Partnerships Promoting Achievement**

**An educational leader develops, promotes, and maintains a network of partnerships to enhance optimum student achievement. An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Your narrative will be assessed on your response to the following descriptors:

- The school community
- Diversity
- Partnerships to promote student achievement
- Technology for communication

# Educator Career Program

## Frequently Asked Questions

**1. What is the Educator Career Program?**

The Educator Career Program (ECP) is a recruitment program utilized for the promotion and placement of principals and assistant principals within DoDEA (both DoDDS and DDESS).

**2. How do I apply for Superintendent and Assistant Superintendent positions?**

Superintendent and Assistant Superintendent positions are not covered by the ECP. Vacancy announcements will be issued for these positions. Interested candidates must apply directly to open announcements to be considered for these positions.

**3. Who can apply for consideration under the ECP?**

Current, permanent DoDEA, DoDDS and DDESS educators may apply for promotion or lateral reassignment consideration through the ECP. External applicants should apply to the vacancy announcement when it is posted on the web.

**4. When and how do I apply to the ECP?**

The Human Resources Center will announce each year the time that applications are being accepted for the ECP. The application and accompanying informational materials will be posted on the DoDEA web site at

<http://www.dodea.edu/offices/hr/news/announcements.htm>. Interested applicants can download the ECP application as a Microsoft Word file. Applicants are required to submit an electronic copy of their ECP application to their first level supervisor as an e-mail attachment. Paper applications will no longer be accepted. The first level supervisor will complete the supervisory rating form and forward the application electronically to the Human Resources Center, ECP Outlook Mailbox at [ECP@hq.dodea.edu](mailto:ECP@hq.dodea.edu) and a copy to the District Superintendent.

**5. Will my application be considered if it's not completed in the required format?**

Applications that do not adhere to the required format will be considered, however, failure to follow directions may result in a lower rating score. Responses must be limited to two pages per KSA, single spaced, in Times New Roman, 12 point type, with one-inch margins, single side, plain white paper.

**6. I've applied to the ECP before. Do I need to apply again to be considered for promotion or reassignment?**

Applicants who applied to previous ECP panels must reapply to the 2009 panel to receive consideration. All ratings will be valid for three years, expiring with the ECP rating panel meeting on the third anniversary of the application.

**7. Do I need to submit a complete application if I'm only applying for a lateral reassignment?**

Principals and assistant principals that are interested in a lateral reassignment to a different geographical location must apply through the ECP. Applicants must submit all of the documents except for the KSAs and Supervisory Assessment Form.

**8. After I send in my ECP application packet, what happens?**

Upon receipt, your basic application data will be entered into the ECP database. A rating panel will convene to review and assign each applicant a numerical score. Lateral reassignment applicants will not be rated by the panel. As vacancies are reported to the Human Resources Center, the selecting official may request a referral list of the top 15 promotion applicants from the ECP for consideration. All eligible lateral applicants are also referred. If you are selected for a position, you will be notified by a Human Resources Center Staffing Specialist.

**9. How is the numerical score determined?**

The ECP rating panel will review applications and assign ratings based on applicants' responses to the four KSAs. The maximum score for KSA #1 is 32 points, and the maximum score for each of the remaining three KSA's is 16 points. The maximum score for the supervisor's rating is 20 points. Final scoring will be a maximum of 100 points.

**10. How do I find out what my numerical score is?**

Two weeks after the conclusion of the ECP rating panel, applicants will be able to view their own ECP rating scores through the DoDEA website at <https://hq-w4.dodea.edu/Ecp/>.

**11. I was rated NQ by the panel, but now I have completed all of the required course work. May I reapply now?**

You must wait until the next open application period.

**12. Will I be considered for all vacancies for which I am qualified at the locations I have listed on my application?**

No. Our area and district managers are free to choose the manner by which they fill their vacant administrator positions. ECP is one of the resources that they may choose to utilize, but they are not required to fill all applicable positions through this program. In addition, it is important to realize that only the applicants with the highest numerical scores are referred for consideration for promotion. All eligible applicants are referred for lateral reassignment consideration.

**13. I've decided that I would like to change the locations on my ECP application. Can I do that any time?**

Yes. You can update your geographical locations at any time by visiting the ECP database which is available on the DoDEA website at <https://hq-w4.dodea.edu/Ecp/>, or you can send an email to the ECP manager in Outlook at [ecp@hq.dodea.edu](mailto:ecp@hq.dodea.edu). Be sure to list all locations which should be considered, not just the ones you are adding or deleting.

This will help to ensure that all locations for which you wish consideration have been included.

**14. What happens to my ECP application if I decline a job offer in a geographical location for which I indicated availability?**

Your ECP application will be made inactive for one school year. Your name will not appear on any ECP referral lists during this time.

**15. Will I be considered for locations not listed on my application?**

Yes. Superintendents may request referral lists with the names of applicants who did not request consideration for a particular geographic location.

**16. What happens to my application if I decline a position that is not in one of my chosen geographic locations?**

If you decline three positions that are not included in your geographic location choices, your file will be made inactive for one school year.

**17. Whom may I contact for additional information?**

Your first point of contact for all human resource issues is your district human resources representative, who can advise you on a wide range of topics. You may also send an email to the "ECP" address in Outlook at [ecp@hq.dodea.edu](mailto:ecp@hq.dodea.edu).

**18. How will I know if my application has been received?**

ECP applicants will receive written confirmation by e-mail within 48 hours of receipt of their application at the DoDEA Human Resources Center. If you do not receive confirmation by January 30, 2009, please send an inquiry to the ECP Outlook mailbox at [ECP@hq.dodea.edu](mailto:ECP@hq.dodea.edu).

**Educator Career Program (ECP) Rubric 2009  
KSA #1 - Highest Student Achievement**

**KSA #1:** An educational leader ensures that all students meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship. An educational leader promotes the success of all students by facilitating and articulating a vision of learning and by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning.

| <b>Score 8</b>                                                                                                                                                                                                                                                                                                                                                                                          | <b>Score 6</b>                                                                                                                                                                                                                                | <b>Score 4</b>                                                                                                                                                                                                                 | <b>Score 2</b>                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| In addition to those items mentioned for Score 6, the applicant discusses the KSA in terms of taking calculated risks to further improve educational outcomes for all students. The applicant writes of direct involvement with current systems or procedures that have potential impact at the system, state, or national level such as, published articles and presentations at national conferences. | In addition to those items mentioned for Score 4, the applicant discusses the KSA in terms of full implementation and comprehensive experience at the district or area level in order to improve the educational experience for all students. | In addition to those items mentioned for Score 2, the applicant discusses the KSA in terms of actual implementation and experience at a school-wide level in order to create a positive learning environment for all students. | The applicant discusses the KSA in terms of knowledge, reading literature, courses taken, or an awareness of the topic, generally at the classroom level. |

| <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>Scores</b> |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---|---|---|---|
| A. <b>Applied Learning Theory</b> – Actions that take place both cognitively and in the affective domain to maximum opportunities for improved student learning.                                                                                                                                                                                                                                  | 8             | 6 | 4 | 2 | 0 |
| B. <b>Measurement, evaluation, assessment</b> – Classroom and system assessments, including TerraNova, Balanced Assessment in Mathematics (BAM), Communication Arts, Algebra I, National Assessment of Educational Progress (NAEP), DoDEA Writing Assessment, Preliminary Scholastic Aptitude Test (PSAT), etc. Student achievement data are used to guide instructional planning and refinement. | 8             | 6 | 4 | 2 | 0 |
| C. <b>Curriculum design and implementation</b> – DoDEA curriculum standards, materials and other resources guide the instructional program. The DoDEA standards, instruction, and assessments are aligned.                                                                                                                                                                                        | 8             | 6 | 4 | 2 | 0 |
| D. <b>Effective Instruction</b> – Research-based instructional practices i.e., principles of learning, models of teaching, and processes and procedures that promote motivation, focus, and retention. Technology is fully integrated into the instructional program.                                                                                                                             | 8             | 6 | 4 | 2 | 0 |

**Educator Career Program (ECP) Rubric 2009  
KSA #2 - Performance-Driven, Efficient Management Systems**

**KSA #2:** An educational leader uses a performance driven management system that operates in a timely, efficient, and equitable manner; places resources allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement. An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

| Score 4                                                                                                                                                                                                                                                                                                                                                                                                 | Score 3                                                                                                                                                                                                                                       | Score 2                                                                                                                                                                                                                        | Score 1                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| In addition to those items mentioned for Score 3, the applicant discusses the KSA in terms of taking calculated risks to further improve educational outcomes for all students. The applicant writes of direct involvement with current systems or procedures that have potential impact at the system, state, or national level such as, published articles and presentations at national conferences. | In addition to those items mentioned for Score 2, the applicant discusses the KSA in terms of full implementation and comprehensive experience at the district or area level in order to improve the educational experience for all students. | In addition to those items mentioned for Score 1, the applicant discusses the KSA in terms of actual implementation and experience at a school-wide level in order to create a positive learning environment for all students. | The applicant discusses the KSA in terms of knowledge, reading literature, courses taken, or an awareness of the topic, generally at the classroom level. |

| Description                                                                                                                                                                                                                                                                            | Scores                     |                            |                            |                            |                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| A. <b>School facilities, safety, and use of space</b> - A safe, clean, efficient and effective school environment including transportation, facilities, equipment, supplies, and all security issues.                                                                                  | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| B. <b>Fiscal operations of school management</b> - Financial, human, and material resources are aligned to the goals of the school and the CSP.                                                                                                                                        | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| C. <b>Legal and regulatory issues impacting school operations</b> - Laws and procedures that promote equity and respect for all members of the school community. Protects the rights and confidentiality of students and staff. Adheres to a personal and professional code of ethics. | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| D. <b>Technology supporting management functions</b> - Technology is viewed as an important learning and record-keeping tool for management functions.                                                                                                                                 | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |

**Educator Career Program (ECP) Rubric 2009  
KSA #3 - Motivated, High Performing, Diverse Workforce**

**KSA #3:** An educational leader ensures that the school's workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement. An educational leader demonstrates school leadership by promoting the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to staff professional growth.

| <b>Score 4</b>                                                                                                                                                                                                                                                                                                                                                                                          | <b>Score 3</b>                                                                                                                                                                                                                                | <b>Score 2</b>                                                                                                                                                                                                                 | <b>Score 1</b>                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In addition to those items mentioned for Score 3, the applicant discusses the KSA in terms of taking calculated risks to further improve educational outcomes for all students. The applicant writes of direct involvement with current systems or procedures that have potential impact at the system, state, or national level such as, published articles and presentations at national conferences. | In addition to those items mentioned for Score 2, the applicant discusses the KSA in terms of full implementation and comprehensive experience at the district or area level in order to improve the educational experience for all students. | In addition to those items mentioned for Score 1, the applicant discusses the KSA in terms of actual implementation and experience at a school-wide level in order to create a positive learning environment for all students. | The applicant discusses the KSA in terms of knowledge, reading literature, courses taken, or a general awareness of the topic, generally at the classroom level. |

| <b>Description</b>                                                                                                                                                                                                                                              | <b>Scores</b>              |                            |                            |                            |                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| A. <b>Adult learning and professional development models</b> – Professional development focuses on student learning and the goals of the Community Strategic Plan. Professional development shows a commitment to life-long learning for self and others.       | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| B. <b>The change process for systems, organizations and individuals</b> – Models of organizations and the principles of organizational development are used to shape, promote, and enhance the change process.                                                  | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| C. <b>School culture</b> – The school culture includes high expectations for self, student, and staff performance. The responsibilities and contributions of each individual are acknowledged. All individuals are treated with fairness, dignity, and respect. | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| D. <b>Human resource management</b> – Human resource functions support the attainment of the goals of the Community Strategic Plan. Human resource decisions are guided by data and are aligned with school and system goals.                                   | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |

**Educator Career Program (ECP) Rubric 2009**  
**KSA #4 - Network of Partnerships Promoting Achievement**

**KSA #4:** An educational leader develops, promotes, and maintains a network of partnerships to enhance optimum student achievement. An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

| Score 4                                                                                                                                                                                                                                                                                                                                                                                                | Score 3                                                                                                                                                                                                                                       | Score 2                                                                                                                                                                                                                        | Score 1                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In addition to those items mentioned for Score 3, the applicant discusses the KSA in terms of taking calculated risks to further improve educational outcomes for all students. The applicant writes of direct involvement with current systems or procedures that have potential impact at the system, state or national level such as, published articles and presentations at national conferences. | In addition to those items mentioned for Score 2, the applicant discusses the KSA in terms of full implementation and comprehensive experience at the district or area level in order to improve the educational experience for all students. | In addition to those items mentioned for Score 1, the applicant discusses the KSA in terms of actual implementation and experience at a school-wide level in order to create a positive learning environment for all students. | The applicant discusses the KSA in terms of knowledge, reading literature, courses taken, or a general awareness of the topic, generally at the classroom level. |

| Description |                                                                                                                                                                                                                                                                                                                                                                            | Scores |   |   |   |   |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---|---|---|---|
| A.          | <b>The school community</b> - Existing resources, internet, education publications, etc., are used to assess current community activities and to locate other effective activities to replicate with appropriate stakeholder groups.                                                                                                                                       | 4      | 3 | 2 | 1 | 0 |
| B.          | <b>Diversity</b> - The inclusion of all stakeholders, i.e., educators, parents, civilian and military members, and businesses of the school community as partners to promote and support academic achievement decisions that affect all children and families of the community. Demonstrates an appreciation for and sensitivity to the diversity of the school community. | 4      | 3 | 2 | 1 | 0 |
| C.          | <b>Partnerships to promote student achievement</b> - Engages in developing and using a comprehensive program of partnerships with educators, community leaders, organizations, agencies and institutions of higher learning. Effective consensus building and negotiating skills are used with both school and community partners.                                         | 4      | 3 | 2 | 1 | 0 |
| D.          | <b>Technology for Communication</b> - Demonstrates a commitment for an informed public and school by using technology, in addition to other media relations, for two-way communication with parents and other community members.                                                                                                                                           | 4      | 3 | 2 | 1 | 0 |