| **Required Course Numbers** |
| --- |
| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |
| **I. Educational Leadership (30%)** |  |  |  |  |  |  |  |  |  |  |  |
| **A. Vision and Goals** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows strategies for engaging all stakeholders in the development of the district’s vision and goals |  |  |  |  |  |  |  |  |  |  |  |
| a. asks critical questions |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies stakeholders |  |  |  |  |  |  |  |  |  |  |  |
| c. knows how to give voice to diverse perspectives |  |  |  |  |  |  |  |  |  |  |  |
| d. distributes responsibilities appropriately |  |  |  |  |  |  |  |  |  |  |  |
| e. uses effective communication strategies to build consensus |  |  |  |  |  |  |  |  |  |  |  |
| f. understands basic group processes |  |  |  |  |  |  |  |  |  |  |  |
| g. administers a needs assessment |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to formulate goals and objectives using data and resources |  |  |  |  |  |  |  |  |  |  |  |
| a. uses data to establish goals |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies resources for developing goals |  |  |  |  |  |  |  |  |  |  |  |
| c. recognizes the importance of aligning goals with the district’s vision |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to develop and implement a plan to achieve district goals and objectives |  |  |  |  |  |  |  |  |  |  |  |
| a. analyzes the status of current district goals and objectives |  |  |  |  |  |  |  |  |  |  |  |
| b. develops a plan of action |  |  |  |  |  |  |  |  |  |  |  |
| c. prioritizes critical goals and objectives |  |  |  |  |  |  |  |  |  |  |  |
| d. differentiates short-term and long-term planning needs |  |  |  |  |  |  |  |  |  |  |  |
| e. articulates the action plan |  |  |  |  |  |  |  |  |  |  |  |
| f. implements a change-process model |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to monitor and evaluate progress toward district goals and objectives in order to sustain continuous improvement |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies accountability models that systematically monitor progress |  |  |  |  |  |  |  |  |  |  |  |
| b. collects and analyzes quantitative and qualitative data in order to adjust programs and practices |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with various resources used to support the implementation of a district’s vision and goals |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies human resources, financial resources, technological resources, facilities resources, and community resources |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to assess the effect of the culture and climate of the organization on student learning |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies culture and climate characteristics of high-performing schools |  |  |  |  |  |  |  |  |  |  |  |
| b. assesses the existing culture and climate using tools such as surveys, focus groups, and interviews |  |  |  |  |  |  |  |  |  |  |  |
| c. understands the impact of culture and climate on student learning |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands the need to recognize and celebrate the contributions of all stakeholders toward the achievement of the district’s goals and objectives |  |  |  |  |  |  |  |  |  |  |  |
| a. understands and demonstrates the importance of recognizing contributions |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes and acknowledges contributions of individuals and groups in goal attainment |  |  |  |  |  |  |  |  |  |  |  |
| **B. Ethics and Integrity** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the basic principles of ethical professional behavior for educators |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the following in the context of ethical professional behavior: |  |  |  |  |  |  |  |  |  |  |  |
|  - equality |  |  |  |  |  |  |  |  |  |  |  |
|  - equity |  |  |  |  |  |  |  |  |  |  |  |
|  - honesty |  |  |  |  |  |  |  |  |  |  |  |
|  - legality |  |  |  |  |  |  |  |  |  |  |  |
|  - consistency |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to implement policies and procedures that promote the ethical behavior of all district personnel |  |  |  |  |  |  |  |  |  |  |  |
| a. interprets policies and procedures related to ethical behavior |  |  |  |  |  |  |  |  |  |  |  |
| b. promotes professional standards of behavior and written codes of ethical conduct |  |  |  |  |  |  |  |  |  |  |  |
| c. models ethical behavior |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to detect, monitor, and respond to ethical issues |  |  |  |  |  |  |  |  |  |  |  |
| a. establishes a safe and secure accountability system |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies and addresses nonethical behaviors |  |  |  |  |  |  |  |  |  |  |  |
| c. investigates promptly |  |  |  |  |  |  |  |  |  |  |  |
| d. applies due process |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows laws, policies, and procedures that protect the rights and confidentiality of students and staff |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies laws, policies, and procedures essential to: |  |  |  |  |  |  |  |  |  |  |  |
|  - employment |  |  |  |  |  |  |  |  |  |  |  |
|  - rights of students and staff |  |  |  |  |  |  |  |  |  |  |  |
|  - privacy |  |  |  |  |  |  |  |  |  |  |  |
|  - technology |  |  |  |  |  |  |  |  |  |  |  |
| **C. Communication and Collaboration** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how and when to articulate positions on educational issues |  |  |  |  |  |  |  |  |  |  |  |
| a. selects appropriate communication tools |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies appropriate communication strategies for various audiences |  |  |  |  |  |  |  |  |  |  |  |
| c. serves as an advocate |  |  |  |  |  |  |  |  |  |  |  |
| d. responds to educational concerns, needs, and topics |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with emerging issues and trends affecting education |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies societal issues (including but not limited to): |  |  |  |  |  |  |  |  |  |  |  |
|  - achievement gap |  |  |  |  |  |  |  |  |  |  |  |
|  - demographics |  |  |  |  |  |  |  |  |  |  |  |
|  - technology |  |  |  |  |  |  |  |  |  |  |  |
|  - family structures |  |  |  |  |  |  |  |  |  |  |  |
|  - mobility |  |  |  |  |  |  |  |  |  |  |  |
|  - diversity |  |  |  |  |  |  |  |  |  |  |  |
|  - global connections  |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies educational issues (including but not limited to): |  |  |  |  |  |  |  |  |  |  |  |
|  - achievement gap |  |  |  |  |  |  |  |  |  |  |  |
|  - accountability |  |  |  |  |  |  |  |  |  |  |  |
|  - outsourcing educational services |  |  |  |  |  |  |  |  |  |  |  |
|  - school choice |  |  |  |  |  |  |  |  |  |  |  |
|  - tenure |  |  |  |  |  |  |  |  |  |  |  |
|  - availability of professional personnel |  |  |  |  |  |  |  |  |  |  |  |
|  - extended school day and school year |  |  |  |  |  |  |  |  |  |  |  |
|  - technology |  |  |  |  |  |  |  |  |  |  |  |
|  - performance-based pay |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to communicate and collaborate with diverse stakeholder groups, both internal and external, in order to support the achievement of district goals |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies groups with diverse perspectives |  |  |  |  |  |  |  |  |  |  |  |
| b. develops a sense of shared responsibility |  |  |  |  |  |  |  |  |  |  |  |
| c. distributes tasks as appropriate |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how and when to facilitate collaborative decision making |  |  |  |  |  |  |  |  |  |  |  |
| a. defines decision-making processes and procedures |  |  |  |  |  |  |  |  |  |  |  |
| b. utilizes decision-making processes and procedures |  |  |  |  |  |  |  |  |  |  |  |
| c. determines appropriate degree of transparency |  |  |  |  |  |  |  |  |  |  |  |
| d. recognizes when decision making requires collaboration |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with how to identify, access, and collaborate with key local, state, and national entities in order to address educational issues |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies individuals, businesses, higher-education institutions, and other groups in the community who can help develop, implement, and support school-related programs |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to build partnerships that strengthen programs and support district goals |  |  |  |  |  |  |  |  |  |  |  |
| a. promotes schools as community resources |  |  |  |  |  |  |  |  |  |  |  |
| b. collaborates with partners |  |  |  |  |  |  |  |  |  |  |  |
| c. develops a communication plan |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands the roles, functions, and expectations of the superintendent and the board of education, and the expectations each has of the other |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies position and boundary limitations |  |  |  |  |  |  |  |  |  |  |  |
| b. differentiates responsibilities |  |  |  |  |  |  |  |  |  |  |  |
| c. communicates statutory roles |  |  |  |  |  |  |  |  |  |  |  |
| d. employs strategies to separate roles |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to communicate and collaborate with board members in a variety of contexts |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies and selects procedures for formal communication and collaboration |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies and selects procedures for informal communication and collaboration |  |  |  |  |  |  |  |  |  |  |  |
| c. applies protocols to address board issues |  |  |  |  |  |  |  |  |  |  |  |
| d. applies protocols to address individual board member issues |  |  |  |  |  |  |  |  |  |  |  |
| e. understands the impact and implications of interactions with board members |  |  |  |  |  |  |  |  |  |  |  |
| 9. Understands how to develop a public relations program to foster community and media relations |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies communication sources and outlets |  |  |  |  |  |  |  |  |  |  |  |
| b. establishes positive working relationships with the media |  |  |  |  |  |  |  |  |  |  |  |
| c. establishes a communication plan |  |  |  |  |  |  |  |  |  |  |  |
| d. establishes collaborative communication channels |  |  |  |  |  |  |  |  |  |  |  |
| **II. Instructional Leadership (15%)** |  |  |  |  |  |  |  |  |  |  |  |
| **A. Teaching and Learning** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to facilitate and promote a culture of learning |  |  |  |  |  |  |  |  |  |  |  |
| a. establishes shared mission, vision, values, and goals |  |  |  |  |  |  |  |  |  |  |  |
| b. implements key elements that promote a culture of learning |  |  |  |  |  |  |  |  |  |  |  |
| c. creates a safe and supportive climate for learning and teaching |  |  |  |  |  |  |  |  |  |  |  |
| d. develops and sustains professional development activities that are aligned with district goals |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to evaluate and select programs, services, and resources to support the learning of all students |  |  |  |  |  |  |  |  |  |  |  |
| a. examines the effectiveness of programs, services, and resources |  |  |  |  |  |  |  |  |  |  |  |
| b. determines and addresses barriers to student learning |  |  |  |  |  |  |  |  |  |  |  |
| c. investigates the equity and cultural responsiveness of programs |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with multiple factors that affect teaching and learning |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the factors that affect teaching and learning |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands how the environment affects student learning |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the culture and climate in district schools |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes the effect of the school climate on learning: |  |  |  |  |  |  |  |  |  |  |  |
| physical climate |  |  |  |  |  |  |  |  |  |  |  |
| academic climate |  |  |  |  |  |  |  |  |  |  |  |
| social climate |  |  |  |  |  |  |  |  |  |  |  |
| c. collaborates with school-level personnel to monitor and identify areas of strength and need |  |  |  |  |  |  |  |  |  |  |  |
| d. implements procedures and policies to ensure a safe environment |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands how organizational factors affect teaching and learning |  |  |  |  |  |  |  |  |  |  |  |
| a. analyzes the impact on teaching and learning of: |  |  |  |  |  |  |  |  |  |  |  |
|  - staffing patterns |  |  |  |  |  |  |  |  |  |  |  |
|  - class-scheduling formats |  |  |  |  |  |  |  |  |  |  |  |
|  - course offerings |  |  |  |  |  |  |  |  |  |  |  |
|  - calendar: school day and school year |  |  |  |  |  |  |  |  |  |  |  |
|  - school organizational structures |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands the importance of developing and implementing a district plan of student assessment |  |  |  |  |  |  |  |  |  |  |  |
| a. distinguishes among the different forms and types of assessment and their purpose for measuring student learning |  |  |  |  |  |  |  |  |  |  |  |
| b. determines the appropriate instruments and actions required to identify program strengths and needs |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands how to gather and analyze student assessment data to monitor, evaluate, and improve student learning |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies relevant data sources |  |  |  |  |  |  |  |  |  |  |  |
| b. applies data-informed decision-making processes to promote continuous improvement |  |  |  |  |  |  |  |  |  |  |  |
| 8. Is familiar with the correlation between teacher effectiveness and student learning |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the research-based relationship between instruction and learning |  |  |  |  |  |  |  |  |  |  |  |
| 9. Is familiar with best practices and research that support personal and professional growth of all staff |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies research-based professional development practices and activities for self and staff |  |  |  |  |  |  |  |  |  |  |  |
| 10. Knows the importance of implementing a comprehensive and differentiated professional development program for all staff |  |  |  |  |  |  |  |  |  |  |  |
| a. describes characteristics of effective professional development programs: |  |  |  |  |  |  |  |  |  |  |  |
| sustained |  |  |  |  |  |  |  |  |  |  |  |
|  - job-embedded |  |  |  |  |  |  |  |  |  |  |  |
|  - enhanced with follow-up support and coaching |  |  |  |  |  |  |  |  |  |  |  |
|  - aligned with district goals |  |  |  |  |  |  |  |  |  |  |  |
| b. addresses the varied needs of novice and veteran staff |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows the importance of providing ongoing support to facilitate professional growth |  |  |  |  |  |  |  |  |  |  |  |
| a. determines practices that promote professional learning |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes resources that support professional growth: |  |  |  |  |  |  |  |  |  |  |  |
|  - time |  |  |  |  |  |  |  |  |  |  |  |
|  - personnel |  |  |  |  |  |  |  |  |  |  |  |
|  - fiscal support |  |  |  |  |  |  |  |  |  |  |  |
|  - facilities |  |  |  |  |  |  |  |  |  |  |  |
|  - technology |  |  |  |  |  |  |  |  |  |  |  |
|  - materials |  |  |  |  |  |  |  |  |  |  |  |
| 12. Is familiar with strategies for addressing the needs of diverse populations |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies strategies that address the needs of diverse populations |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies activities that support diverse populations |  |  |  |  |  |  |  |  |  |  |  |
| **B. Curriculum and Instruction** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the basic concepts of curriculum development and design |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the components of a curriculum review and revision cycle |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes the need for curriculum alignment with local, state, and national guidelines |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how curriculum design and delivery systems affect instructional quality and student learning |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies approaches to curriculum design and delivery |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes connections between curriculum design and delivery and student learning |  |  |  |  |  |  |  |  |  |  |  |
| c. describes the relationship between curriculum-delivery systems and student learning |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the role of technology in teaching and learning |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes the importance of technology in supporting teaching and learning |  |  |  |  |  |  |  |  |  |  |  |
| b. applies a variety of technologies for the purposes of: |  |  |  |  |  |  |  |  |  |  |  |
|  - communication |  |  |  |  |  |  |  |  |  |  |  |
|  - collaboration |  |  |  |  |  |  |  |  |  |  |  |
|  - organization |  |  |  |  |  |  |  |  |  |  |  |
|  - research |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the importance of monitoring and evaluating curriculum and instructional practices |  |  |  |  |  |  |  |  |  |  |  |
| a. applies procedures and practices to monitor and evaluate curriculum and instructional practices |  |  |  |  |  |  |  |  |  |  |  |
| b. connects the results of student performance to instructional practices |  |  |  |  |  |  |  |  |  |  |  |
| c. uses data trends to monitor and evaluate instructional practices |  |  |  |  |  |  |  |  |  |  |  |
| **III. Administrative Leadership (30%)** |  |  |  |  |  |  |  |  |  |  |  |
| **A. Personnel** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows major federal laws, regulations, and codes that cover human resource management |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies basic tenets of federal laws guiding human resource management |  |  |  |  |  |  |  |  |  |  |  |
| b. applies current federal laws guiding human resource management |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the basic procedures for staffing |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies procedures for: |  |  |  |  |  |  |  |  |  |  |  |
|  - recruiting |  |  |  |  |  |  |  |  |  |  |  |
|  - placement |  |  |  |  |  |  |  |  |  |  |  |
|  - retention |  |  |  |  |  |  |  |  |  |  |  |
| b. understands the implications of contractual agreements related to staffing |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to assess and evaluate staff |  |  |  |  |  |  |  |  |  |  |  |
| a. determines methods and techniques for assessing and evaluating staff: |  |  |  |  |  |  |  |  |  |  |  |
|  - conferencing |  |  |  |  |  |  |  |  |  |  |  |
|  - data analysis |  |  |  |  |  |  |  |  |  |  |  |
|  - observation |  |  |  |  |  |  |  |  |  |  |  |
|  - self-assessment |  |  |  |  |  |  |  |  |  |  |  |
|  - stakeholder feedback |  |  |  |  |  |  |  |  |  |  |  |
| b. distinguishes between formative assessments and summative evaluations |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows basic procedures for staff discipline, remediation, and dismissal |  |  |  |  |  |  |  |  |  |  |  |
| a. applies ethical, legal, and due-process procedures in: |  |  |  |  |  |  |  |  |  |  |  |
|  - discipline |  |  |  |  |  |  |  |  |  |  |  |
|  - remediation |  |  |  |  |  |  |  |  |  |  |  |
|  - dismissal |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies basic tenets of due-process procedures |  |  |  |  |  |  |  |  |  |  |  |
| **B. Finance** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows basic procedures for financial record keeping, reporting, and accountability |  |  |  |  |  |  |  |  |  |  |  |
| a. distinguishes local, state, and federal requirements for financial management |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies the process of monitoring financial accounts |  |  |  |  |  |  |  |  |  |  |  |
| c. recognizes the importance of using standard accounting practices |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands procedures for budget planning and management |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies and analyzes relevant data for use in budgetary decision making |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies and engages stakeholders in budget planning |  |  |  |  |  |  |  |  |  |  |  |
| c. describes the process for budget planning at multiple levels |  |  |  |  |  |  |  |  |  |  |  |
| d. facilitates the management of budgets according to law |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with strategies for obtaining and managing resources needed to achieve the district’s mission and goals |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies key strategies for obtaining resources: |  |  |  |  |  |  |  |  |  |  |  |
|  - securing grants |  |  |  |  |  |  |  |  |  |  |  |
|  - sharing services |  |  |  |  |  |  |  |  |  |  |  |
|  - consolidating purchases |  |  |  |  |  |  |  |  |  |  |  |
|  - securing sponsorship and advertising |  |  |  |  |  |  |  |  |  |  |  |
|  - establishing foundations |  |  |  |  |  |  |  |  |  |  |  |
|  - securing donations |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies key strategies for efficiently managing resources: |  |  |  |  |  |  |  |  |  |  |  |
|  - sharing or consolidating services |  |  |  |  |  |  |  |  |  |  |  |
|  - sharing human capital |  |  |  |  |  |  |  |  |  |  |  |
|  - conserving resources |  |  |  |  |  |  |  |  |  |  |  |
|  - auditing staff |  |  |  |  |  |  |  |  |  |  |  |
|  - utilizing technology |  |  |  |  |  |  |  |  |  |  |  |
|  - outsourcing building capacity of staff to meet the needs of all learners |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with strategies for financial planning to address future district needs |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies components of financial planning: |  |  |  |  |  |  |  |  |  |  |  |
| - revenue forecasts |  |  |  |  |  |  |  |  |  |  |  |
| - enrollment and staffing projections |  |  |  |  |  |  |  |  |  |  |  |
| - bond issues |  |  |  |  |  |  |  |  |  |  |  |
| - demographic trends |  |  |  |  |  |  |  |  |  |  |  |
| - capital and facility needs |  |  |  |  |  |  |  |  |  |  |  |
| **C. Management** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with how elements of facilities management affect the learning process |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the relationship between facilities management and the learning process |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies elements of a facilities management plan |  |  |  |  |  |  |  |  |  |  |  |
| c. identifies procedures and personnel needed for building maintenance, cost analysis, use of facilities |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with federal laws and regulations associated with facilities management and compliance |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies federal laws and regulations associated with facilities (including but not limited to): |  |  |  |  |  |  |  |  |  |  |  |
|  - ADA |  |  |  |  |  |  |  |  |  |  |  |
|  - OSHA |  |  |  |  |  |  |  |  |  |  |  |
|  - EPA |  |  |  |  |  |  |  |  |  |  |  |
|  - IDEA 2004 (IDEIA) |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to implement a crisis management plan |  |  |  |  |  |  |  |  |  |  |  |
| a. defines components of a crisis management plan |  |  |  |  |  |  |  |  |  |  |  |
| b. identifies resources to use in implementing the plan |  |  |  |  |  |  |  |  |  |  |  |
| c. communicates procedures, practices, and personnel required for crisis management implementation |  |  |  |  |  |  |  |  |  |  |  |
| d. implements crisis management readiness and training activities |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to evaluate the efficacy of a crisis management plan |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the steps in the evaluation of a crisis management plan |  |  |  |  |  |  |  |  |  |  |  |
| b. examines the status of the current crisis management plan |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows strategies for time management |  |  |  |  |  |  |  |  |  |  |  |
| a. applies the elements of time management: |  |  |  |  |  |  |  |  |  |  |  |
| - planning |  |  |  |  |  |  |  |  |  |  |  |
| - prioritizing |  |  |  |  |  |  |  |  |  |  |  |
| - scheduling |  |  |  |  |  |  |  |  |  |  |  |
| - delegating |  |  |  |  |  |  |  |  |  |  |  |
| - allocating |  |  |  |  |  |  |  |  |  |  |  |
| - monitoring |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with the effect of the organizational structure of a district on day-to-day operations |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the effects of the organizational structure on daily operations: |  |  |  |  |  |  |  |  |  |  |  |
|  - purchasing |  |  |  |  |  |  |  |  |  |  |  |
|  - scheduling |  |  |  |  |  |  |  |  |  |  |  |
|  - transportation |  |  |  |  |  |  |  |  |  |  |  |
|  - personnel |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands the role of support services in the school system |  |  |  |  |  |  |  |  |  |  |  |
| a. explains support services and recognizes their roles: |  |  |  |  |  |  |  |  |  |  |  |
|  - transportation services |  |  |  |  |  |  |  |  |  |  |  |
|  - food services |  |  |  |  |  |  |  |  |  |  |  |
|  - student support services |  |  |  |  |  |  |  |  |  |  |  |
|  - custodial services |  |  |  |  |  |  |  |  |  |  |  |
|  - safety and security services |  |  |  |  |  |  |  |  |  |  |  |
|  - information technology services |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands the interdependent nature of the organizational system |  |  |  |  |  |  |  |  |  |  |  |
| a. explains the cause-and-effect relationship of departments in the organization |  |  |  |  |  |  |  |  |  |  |  |
| b. applies appropriate teaming strategies to build connectedness |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows strategies for problem solving |  |  |  |  |  |  |  |  |  |  |  |
| a. assimilates problem-solving strategies into daily operations: |  |  |  |  |  |  |  |  |  |  |  |
|  - identifies and investigates a problem |  |  |  |  |  |  |  |  |  |  |  |
|  - generates solutions |  |  |  |  |  |  |  |  |  |  |  |
|  - analyzes options |  |  |  |  |  |  |  |  |  |  |  |
|  - selects an action |  |  |  |  |  |  |  |  |  |  |  |
|  - implements the action |  |  |  |  |  |  |  |  |  |  |  |
|  - communicates the results of the action |  |  |  |  |  |  |  |  |  |  |  |
|  - evaluates the action |  |  |  |  |  |  |  |  |  |  |  |
| b. supports multiple models for problem solving |  |  |  |  |  |  |  |  |  |  |  |