

Test Content Categories	Required Course Numbers										
<b>I. Educational Leadership</b>											
<b>A. Vision and Goals</b>											
<b>1. Knows strategies for engaging all stakeholders in the development of the district’s vision and goals</b>  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											
<b>2. Knows how to formulate goals and objectives using data and resources</b>  a. uses data to establish goals b. identifies resources for developing goals c. recognizes the importance of aligning goals with the district’s vision											

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<b>3. Knows how to develop and implement a plan to achieve district goals and objectives</b>  <b>a. analyzes the status of current district goals and objectives</b> <b>b. develops a plan of action</b> <b>c. prioritizes critical goals and objectives</b> <b>d. differentiates short-term and long-term planning needs</b> <b>e. articulates the action plan</b> <b>f. implements a change-process model</b>											
<b>4. Knows how to monitor and evaluate progress toward district goals and objectives in order to sustain continuous improvement</b>  <b>a. identifies accountability models that systematically monitor progress</b> <b>b. collects and analyzes quantitative and qualitative data in order to adjust programs and practices</b>											
<b>5. Is familiar with various resources used to support the implementation of a district's vision and goals</b>  <b>a. identifies human resources, financial resources, technological resources, facilities resources, and community resources</b>											

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<p>6. Knows how to assess the effect of the culture and climate of the organization on student learning</p> <p>a. identifies culture and climate characteristics of high-performing schools</p> <p>b. assesses the existing culture and climate using tools such as surveys, focus groups, and interviews</p> <p>c. understands the impact of culture and climate on student learning</p>											
<p>7. Understands the need to recognize and celebrate the contributions of all stakeholders toward the achievement of the district’s goals and objectives</p> <p>a. understands and demonstrates the importance of recognizing contributions</p> <p>b. recognizes and acknowledges contributions of individuals and groups in goal attainment</p>											
<b>B. Ethics and Integrity</b>											
<p>1. Knows the basic principles of ethical professional behavior for educators</p> <p>a. identifies the following in the context of ethical professional behavior:</p> <ul style="list-style-type: none"> <li>- equality</li> <li>- equity</li> <li>- honesty</li> <li>- legality</li> <li>- consistency</li> </ul>											

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<b>2. Knows how to implement policies and procedures that promote the ethical behavior of all district personnel</b>  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											
<b>3. Knows how to detect, monitor, and respond to ethical issues</b>  a. establishes a safe and secure accountability system b. identifies and addresses nonethical behaviors c. investigates promptly d. applies due process											
<b>4. Knows laws, policies, and procedures that protect the rights and confidentiality of students and staff</b>  a. identifies laws, policies, and procedures essential to: - employment - rights of students and staff - privacy - technology											
<b>C. Communication and Collaboration</b>											
<b>1. Knows how and when to articulate positions on educational issues</b>											

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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											
<b>2. Is familiar with emerging issues and trends affecting education</b>  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											

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<ul style="list-style-type: none"> <li>- extended school day and school year</li> <li>- technology</li> <li>- performance-based pay</li> </ul>											
<p>3. Knows how to communicate and collaborate with diverse stakeholder groups, both internal and external, in order to support the achievement of district goals</p> <ul style="list-style-type: none"> <li>a. identifies groups with diverse perspectives</li> <li>b. develops a sense of shared responsibility</li> <li>c. distributes tasks as appropriate</li> </ul>											
<p>4. Knows how and when to facilitate collaborative decision making</p> <ul style="list-style-type: none"> <li>a. defines decision-making processes and procedures</li> <li>b. utilizes decision-making processes and procedures</li> <li>c. determines appropriate degree of transparency</li> <li>d. recognizes when decision making requires collaboration</li> </ul>											
<p>5. Is familiar with how to identify, access, and collaborate with key local, state, and national entities in order to address educational issues</p> <ul style="list-style-type: none"> <li>a. identifies individuals, businesses, higher-education institutions, and other groups in the community who can help develop, implement, and support school-related programs</li> </ul>											

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<p>6. Knows how to build partnerships that strengthen programs and support district goals</p> <p>a. promotes schools as community resources</p> <p>b. collaborates with partners</p> <p>c. develops a communication plan</p>											
<p>7. Understands the roles, functions, and expectations of the superintendent and the board of education, and the expectations each has of the other</p> <p>a. identifies position and boundary limitations</p> <p>b. differentiates responsibilities</p> <p>c. communicates statutory roles</p> <p>d. employs strategies to separate roles</p>											
<p>8. Knows how to communicate and collaborate with board members in a variety of contexts</p> <p>a. identifies and selects procedures for formal communication and collaboration</p> <p>b. identifies and selects procedures for informal communication and collaboration</p> <p>c. applies protocols to address board issues</p> <p>d. applies protocols to address individual board member issues</p> <p>e. understands the impact and implications of interactions with board members</p>											

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<b>9. Understands how to develop a public relations program to foster community and media relations</b>  a. identifies communication sources and outlets b. establishes positive working relationships with the media c. establishes a communication plan d. establishes collaborative communication channels											
<b>II. Instructional Leadership</b>											
<b>A. Teaching and Learning</b>											
<b>1. Knows how to facilitate and promote a culture of learning</b>  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											

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<p><b>2. Knows how to evaluate and select programs, services, and resources to support the learning of all students</b></p> <p>a. examines the effectiveness of programs, services, and resources</p> <p>b. determines and addresses barriers to student learning</p> <p>c. investigates the equity and cultural responsiveness of programs</p>											
<p><b>3. Is familiar with multiple factors that affect teaching and learning</b></p> <p>a. identifies the factors that affect teaching and learning</p>											
<p><b>4. Understands how the environment affects student learning</b></p> <p>a. identifies the culture and climate in district schools</p> <p>b. recognizes the effect of the school climate on learning:</p> <p>physical climate</p> <p>academic climate</p> <p>social climate</p> <p>c. collaborates with school-level personnel to monitor and identify areas of strength and need</p> <p>d. implements procedures and policies to ensure a safe environment</p>											

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<b>5. Understands how organizational factors affect teaching and learning</b>  <b>a. analyzes the impact on teaching and learning of:</b> - staffing patterns - class-scheduling formats - course offerings - calendar: school day and school year - school organizational structures											
<b>6. Understands the importance of developing and implementing a district plan of student assessment</b>  <b>a. distinguishes among the different forms and types of assessment and their purpose for measuring student learning</b> <b>b. determines the appropriate instruments and actions required to identify program strengths and needs</b>											
<b>7. Understands how to gather and analyze student assessment data to monitor, evaluate, and improve student learning</b>  <b>a. identifies relevant data sources</b> <b>b. applies data-informed decision-making processes to promote continuous improvement</b>											
<b>8. Is familiar with the correlation between teacher effectiveness and student learning</b>  <b>a. describes the research-based relationship between instruction and learning</b>											

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<p>9. Is familiar with best practices and research that support personal and professional growth of all staff</p> <p>a. identifies research-based professional development practices and activities for self and staff</p>											
<p>10. Knows the importance of implementing a comprehensive and differentiated professional development program for all staff</p> <p>a. describes characteristics of effective professional development programs: sustained</p> <ul style="list-style-type: none"> <li>- job-embedded</li> <li>- enhanced with follow-up support and coaching</li> <li>- aligned with district goals</li> </ul> <p>b. addresses the varied needs of novice and veteran staff</p>											
<p>11. Knows the importance of providing ongoing support to facilitate professional growth</p> <p>a. determines practices that promote professional learning</p> <p>b. recognizes resources that support professional growth:</p> <ul style="list-style-type: none"> <li>- time</li> <li>- personnel</li> <li>- fiscal support</li> <li>- facilities</li> </ul>											

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- 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>B. Curriculum and Instruction</b>											
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											

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<b>3. Understands the role of technology in teaching and learning</b>  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												
<b>4. Understands the importance of monitoring and evaluating curriculum and instructional practices</b>  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												
<b>III. Administrative Leadership</b>												
<b>A. Personnel</b>												
<b>1. Knows major federal laws, regulations, and codes that cover human resource management</b>  a. identifies basic tenets of federal laws guiding human resource management b. applies current federal laws guiding human resource management												

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<b>2. Knows the basic procedures for staffing</b>  <b>a. identifies procedures for:</b> - recruiting - placement - retention  <b>b. understands the implications of contractual agreements related to staffing</b>											
<b>3. Knows how to assess and evaluate staff</b>  <b>a. determines methods and techniques for assessing and evaluating staff:</b> - conferencing - data analysis - observation - self-assessment - stakeholder feedback  <b>b. distinguishes between formative assessments and summative evaluations</b>											
<b>4. Knows basic procedures for staff discipline, remediation, and dismissal</b>  <b>a. applies ethical, legal, and due-process procedures in:</b> - discipline - remediation - dismissal <b>b. identifies basic tenets of due-process procedures</b>											

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<b>B. Finance</b>											
<b>1. Knows basic procedures for financial record keeping, reporting, and accountability</b>  <b>a. distinguishes local, state, and federal requirements for financial management</b> <b>b. identifies the process of monitoring financial accounts</b> <b>c. recognizes the importance of using standard accounting practices</b>											
<b>2. Understands procedures for budget planning and management</b>  <b>a. identifies and analyzes relevant data for use in budgetary decision making</b> <b>b. identifies and engages stakeholders in budget planning</b> <b>c. describes the process for budget planning at multiple levels</b> <b>d. facilitates the management of budgets according to law</b>											

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<p>3. Is familiar with strategies for obtaining and managing resources needed to achieve the district's mission and goals</p> <p>a. identifies key strategies for obtaining resources:</p> <ul style="list-style-type: none"> <li>- securing grants</li> <li>- sharing services</li> <li>- consolidating purchases</li> <li>- securing sponsorship and advertising</li> <li>- establishing foundations</li> <li>- securing donations</li> </ul> <p>b. identifies key strategies for efficiently managing resources:</p> <ul style="list-style-type: none"> <li>- sharing or consolidating services</li> <li>- sharing human capital</li> <li>- conserving resources</li> <li>- auditing staff</li> <li>- utilizing technology</li> <li>- outsourcing building capacity of staff to meet the needs of all learners</li> </ul>											
<p>3. Is familiar with strategies for financial planning to address future district needs</p> <p>a. identifies components of financial planning:</p> <ul style="list-style-type: none"> <li>- revenue forecasts</li> <li>- enrollment and staffing projections</li> </ul>											

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- bond issues - demographic trends - capital and facility needs											
<b>C. Management</b>											
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											

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training activities											
<b>3. Knows how to evaluate the efficacy of a crisis management plan</b>  a. describes the steps in the evaluation of a crisis management plan b. examines the status of the current crisis management plan											
<b>4. Knows strategies for time management</b>  a. applies the elements of time management: - planning - prioritizing - scheduling - delegating - allocating - monitoring											
<b>5. Is familiar with the effect of the organizational structure of a district on day-to-day operations</b>  a. identifies the effects of the organizational structure on daily operations: - purchasing - scheduling - transportation - personnel											
<b>6. Understands the role of support services in the school system</b>											

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<p>a. explains support services and recognizes their roles:</p> <ul style="list-style-type: none"> <li>- transportation services</li> <li>- food services</li> <li>- student support services</li> <li>- custodial services</li> <li>- safety and security services</li> <li>- information technology services</li> </ul>											
<p>7. Understands the interdependent nature of the organizational system</p> <p>a. explains the cause-and-effect relationship of departments in the organization</p> <p>b. applies appropriate teaming strategies to build connectedness</p>											
<p>8. Knows strategies for problem solving</p> <p>a. assimilates problem-solving strategies into daily operations:</p> <ul style="list-style-type: none"> <li>- identifies and investigates a problem</li> <li>- generates solutions</li> <li>- analyzes options</li> <li>- selects an action</li> <li>- implements the action</li> <li>- communicates the results of the action</li> <li>- evaluates the action</li> </ul> <p>b. supports multiple models for problem solving</p>											



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