
OREGON EDUCATOR LICENSURE ASSESSMENTS®

ADMINISTRATOR EXAMINATION

TEST FRAMEWORK

June 2008

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SUBTEST I: VISIONARY LEADERSHIP AND INSTRUCTIONAL IMPROVEMENT

Subareas	Range of Objectives
Visionary Leadership, Inclusive Practice, and Socio-Political Context	01–02
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SUBTEST II: MANAGEMENT PROCEDURES AND REQUIREMENTS FOR OREGON ADMINISTRATORS

Subareas	Range of Objectives
Organizational, Operational, and Personnel Management	05–07
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Visionary Leadership, Inclusive Practice, and Socio-Political Context
Instructional Improvement
Organizational, Operational, and Personnel Management
Resource Management and Ethical and Legal Guidelines

SUBTEST I: VISIONARY LEADERSHIP AND INSTRUCTIONAL IMPROVEMENT

VISIONARY LEADERSHIP, INCLUSIVE PRACTICE, AND SOCIO-POLITICAL CONTEXT

0001 Understand strategies for facilitating the development, articulation, implementation, and stewardship of a shared vision of learning and for using inclusive practices to communicate and collaborate with families and other community members to achieve the vision and promote the success of all students.

For example:

- demonstrating knowledge of major theories and research related to organizational and educational leadership
- applying knowledge of skills, strategies, and procedures for developing, articulating, implementing, and providing stewardship of a school or district vision of learning
- applying knowledge of cultural competency within the educational community and its role in developing and implementing a vision of learning for all students
- applying knowledge of factors to consider in developing a vision (e.g., assessment data; learner diversity; demographics; national and state trends; research; community diversity, needs, and perceptions)
- demonstrating knowledge of strategies for communicating the vision to constituents, motivating constituents to achieve the vision, and promoting community involvement in developing and implementing the vision
- demonstrating knowledge of procedures for aligning policies and practices, including accountability, to implement and achieve the vision and strategies for assessing progress in achieving the vision
- applying knowledge of methods for mobilizing school, district, family, and community resources to achieve the vision, promote student learning, solve problems, and accomplish goals

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- demonstrating knowledge of strategies for involving constituents in decision making and for collaborating with families, community members, and business, political, and service organizations to strengthen programs and support goals
- demonstrating knowledge of skills and strategies for creating partnerships with families, businesses, and others in the community, including using community relations models, marketing strategies, communication theory, and data-driven decision making
- applying knowledge of effective media relations practices
- applying knowledge of inclusive practices for interacting and communicating effectively with individuals and groups with diverse backgrounds and perspectives and for responding to diverse community interests and needs

0002 Understand the political, social, economic, legal, historical, demographic, and cultural contexts of education, including public school governance in Oregon and the structure of Oregon schools, and how to use this understanding to promote the success of all students.

For example:

- demonstrating an understanding of political, social, economic, legal, historical, demographic, and cultural contexts at the local, regional, state, and federal level that affect Oregon public schools and how to respond to and influence these contexts
- demonstrating an understanding of the complex social, economic, and cultural factors that affect families, communities, children, and learning
- demonstrating knowledge of strategies for communicating and working effectively with political leaders and authorities at the local, state, and national level
- applying knowledge of skills for understanding and responding to proposed policy changes
- using knowledge of the larger political, social, economic, legal, historical, demographic, and cultural contexts to promote positive change
- applying knowledge of skills for communicating effectively with constituents about trends, issues, and policies affecting the school or district
- demonstrating knowledge of how to mobilize community support and actively advocate for policies, laws, programs, and instructional strategies that promote equity and success for all students
- demonstrating knowledge of public school governance in Oregon, including relevant laws and regulations (e.g., types and structure of school districts, procedures for the election of school boards, roles and responsibilities of school boards and superintendents), the influence of the Oregon legislative system, and ways to interact with this system to advocate for children, schools, and school districts

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INSTRUCTIONAL IMPROVEMENT

0003 Understand methods for designing and implementing an effective, research-based instructional program and for promoting a positive school culture that emphasizes student learning and achievement.

For example:

- demonstrating knowledge of the characteristics, strengths, and limitations of various instructional research methods
- applying knowledge of how to use research and various types of data to develop, implement, and assess instructional programs and improvement plans aimed at enhancing student achievement
- applying knowledge of how to use assessment and data analysis to report on progress and ensure educational accountability
- demonstrating knowledge of how to use technology and information systems to enrich curriculum and instruction, monitor instructional effectiveness, and assist educators in promoting positive change
- demonstrating knowledge of factors to consider in developing an instructional program (e.g., student characteristics and needs, state content and English Language Proficiency standards, requirements of No Child Left Behind [NCLB]) and methods for allocating resources to sustain the instructional program
- applying knowledge of strategies for developing and maintaining a positive culture of learning that capitalizes on and is responsive to student diversity
- demonstrating knowledge of strategies for creating a positive, safe, and supportive learning environment for all students, including provision of student services (e.g., guidance) and activity programs to meet students' academic, athletic, cultural, developmental, leadership, and social needs
- demonstrating knowledge of how to develop and implement effective behavior management approaches, student codes of conduct, and violence prevention practices and procedures
- recognizing broad principles for designing, implementing, and evaluating curriculum, instruction, and assessment for students at different educational levels (e.g., early childhood, middle school) and for students with diverse backgrounds and needs
- recognizing effective strategies for addressing broad student goals (e.g., encouraging lifelong learning, promoting critical-thinking skills), communicating high expectations, and accommodating students' diverse needs

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0004 Understand the use of instructional best practices to promote student learning and how to design and implement comprehensive professional growth plans to help ensure effective teaching and learning.

For example:

- demonstrating knowledge of various instructional and assessment methods and how to apply research-based principles of best practice to promote student learning and improve instruction for all students
- applying knowledge of theories and principles of human development, learning, and motivation to the learning process
- analyzing the significance of student diversity for teaching and learning
- demonstrating knowledge of how to use appropriate strategies and achievement data to profile student performance and analyze differences among subgroups
- demonstrating knowledge of strategies for supporting staff in understanding and applying best practices to enhance student learning
- applying knowledge of methods for promoting adult learning and developing professional growth plans for self and staff that reflect a commitment to lifelong learning and best practice
- demonstrating knowledge of how to design effective professional development programs and opportunities that meet the needs of all faculty and staff
- demonstrating knowledge of how to use various techniques (e.g., mentoring, conferencing) to promote new knowledge and skills among staff and how to encourage staff leadership, initiative, innovation, and reflection
- applying knowledge of various supervisory models (e.g., clinical, coaching) and effective faculty and staff evaluation procedures

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**SUBTEST II: MANAGEMENT PROCEDURES AND REQUIREMENTS FOR
OREGON ADMINISTRATORS**

ORGANIZATIONAL, OPERATIONAL, AND PERSONNEL MANAGEMENT

0005 Understand how to manage the organization at the school and district level in ways that promote learning and achievement and help ensure the success of all students.

For example:

- applying knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students
- demonstrating knowledge of skills for managing the organization with attention to indicators of equity, effectiveness, and efficiency, and for deploying financial and human resources to promote student achievement
- demonstrating knowledge of how to use needs assessment, various types of data, and management skills and practices (e.g., time management, group process, consensus building, conflict resolution, team building) to make resource decisions and promote achievement of the school and district vision
- demonstrating knowledge of how to develop and implement plans for promoting and supporting communication and collaboration among personnel, and between district personnel and community members
- demonstrating knowledge of how to use a variety of technological tools to facilitate communication
- demonstrating knowledge of principles and procedures for initiating, managing, and evaluating change in educational environments
- applying knowledge of principles and procedures for educational goal setting, data-driven decision making, and problem solving, and for involving constituents in aligning resources and priorities to promote the success of all students

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0006 Understand how to manage operational plans, procedures, and schedules at the school and district level to ensure a safe, effective, and healthy learning environment and promote achievement of educational goals.

For example:

- demonstrating knowledge of how to manage school and district operations effectively within the structure of Oregon public education rules, regulations, and laws and how to develop, implement, manage, and modify operational plans, procedures, and schedules to maximize student learning
- applying knowledge of procedures and practices (e.g., record keeping, repair and maintenance, custodial services), and legal requirements (e.g., Oregon fire safety code, OSHA regulations) for ensuring the safe, efficient, and effective operation of school facilities
- demonstrating knowledge of how to develop and implement plans and procedures for ensuring student and staff safety and building security
- demonstrating an understanding of crisis planning and emergency management
- demonstrating knowledge of strategies for developing a master schedule and for allocating and utilizing space to meet instructional and before/after-school program needs
- demonstrating an understanding of procedures, practices, and legal requirements (e.g., federal and state regulations related to student transportation, immunizations, free and reduced meals) for managing auxiliary services (e.g., food, transportation, health services)

0007 Understand principles and practices of human resource management, including Oregon's educator licensure requirements, and their use in ensuring the placement of qualified staff in all positions and the provision of effective instruction to all students.

For example:

- demonstrating knowledge of the roles and responsibilities of staff
- applying knowledge of fair and equitable practices and procedures for recruiting, hiring, assigning, retaining, evaluating, disciplining, and dismissing staff, including state and federal legal requirements
- demonstrating an understanding of benefits of and procedures for recruiting and retaining diverse staff
- applying knowledge of the collective bargaining process, including district policies and state and federal laws related to collective bargaining (e.g., Oregon's Public Employees Collective Bargaining Act)
- applying knowledge of policies and procedures related to human resource administration, including relevant state and federal laws and regulations (e.g., FMLA, ADA, COBRA)
- applying knowledge of Oregon educator licensure and assignment rules to ensure that qualified staff are placed in all positions

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RESOURCE MANAGEMENT AND ETHICAL AND LEGAL GUIDELINES

0008 Understand principles and practices of fiscal and material resource management and their use in promoting the achievement of educational goals.

For example:

- demonstrating knowledge of how to use planning and problem-solving skills to allocate fiscal, human, and material resources effectively, legally, equitably, and in ways that focus on teaching and learning for all students
- applying knowledge of how to seek new resources to facilitate learning
- demonstrating knowledge of school finance in Oregon, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, school funding formula, federal funding)
- analyzing the effects of school finance on the equitable distribution of educational opportunities within and between districts
- applying knowledge of procedures for developing and managing balanced district, school, and department budgets, including relevant laws and regulations (e.g., Oregon School Budget Law), and for involving constituents in budgeting processes
- demonstrating knowledge of procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members)
- applying knowledge of district finance structures and models to ensure adequate and equitable resource allocation
- demonstrating knowledge of types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business procedures
- demonstrating knowledge of procedures and legal requirements associated with procurement, bidding, and vendor relationships
- demonstrating knowledge of procedures for ensuring effective internal controls to safeguard building and district financial operations

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0009 Understand ethical guidelines and policies, laws, regulations, and judicial decisions affecting education in Oregon.

For example:

- applying knowledge of principles and guidelines for acting fairly, ethically, and with integrity in varied educational contexts
- applying knowledge of Oregon State Ethics Laws for Public Officials and Ethical Educator Standards
- demonstrating knowledge of the content of Oregon's adopted standards for administrator licensure
- demonstrating knowledge of legal principles and practices for promoting equity in schools and school districts
- applying knowledge of local, state, and federal policies, laws, and regulations related to school administration (e.g., open meetings laws, liability, reporting requirements) and student and staff rights, protections, and responsibilities (e.g., due process, free speech, sexual harassment)
- demonstrating knowledge of how specific laws at the local, state, and federal level affect districts and residents