

# **NEW MEXICO TEACHER ASSESSMENTS™**

## **FIELD 35: EDUCATIONAL ADMINISTRATOR**

### **TEST FRAMEWORK**

**January 2007**

<b>Subarea</b>	<b>Range of Competencies</b>	<b>Test Proportion</b>
I. Foundations of Educational Leadership	0001–0003	25%
II. Promoting Continuous School Improvement	0004–0006	25%
III. Instructional Leadership	0007–0009	25%
IV. Managing the School Organization, Operations, and Resources	0010–0012	25%

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# NEW MEXICO TEACHER ASSESSMENTS™

## Field 35: Educational Administrator

### Test Framework

Foundations of Educational Leadership  
Promoting Continuous School Improvement  
Instructional Leadership  
Managing the School Organization, Operations, and Resources

#### SUBAREA I—FOUNDATIONS OF EDUCATIONAL LEADERSHIP

**0001 Understand the role of leadership in educational administration; ways in which political, social, economic, and cultural factors at the local, state, and national levels influence schools and educational leadership; and characteristics and behaviors of effective leaders.**

For example:

- demonstrating knowledge of key theories of leadership and identifying characteristics and behaviors of effective educational leaders
- demonstrating an understanding of different leadership styles and their use by educational administrators
- applying knowledge of strategies for using leadership principles and practices to lead the educational community in setting and achieving high standards for teaching and learning
- identifying methods and strategies for promoting continuous personal and professional growth as an educational administrator
- demonstrating knowledge of political, social, economic, and cultural factors in New Mexico and the United States that affect schools and educational leadership
- demonstrating an understanding of the role of public schools in a democratic society and identifying major historical and philosophical influences that have affected education in the United States

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**0002 Understand ethical considerations and legal requirements and guidelines related to the role of the educational administrator.**

For example:

- applying knowledge of ethical guidelines and behaviors for educational administrators, including those described in the New Mexico Code of Ethics of the Education Profession
- applying a personal and professional code of ethics that incorporates honesty, integrity, fairness, sensitivity, accountability, objectivity, and respect for others in all interactions and decision making
- demonstrating knowledge of strategies for modeling ethical behavior in all aspects of leadership and for encouraging such behavior in others
- applying knowledge of local, state, and federal laws and regulations that affect school districts and the governance of public schools, including charter schools, and identifying the roles and responsibilities of public school districts with regard to children who are homeschooled or are enrolled in private schools or Bureau of Indian Education schools
- demonstrating knowledge of laws, policies, and programs relevant to culturally and linguistically diverse student populations
- demonstrating knowledge of the New Mexico and United States Constitutions and the effects of landmark legal decisions on public education and on legal rights, responsibilities, protections, and due process for students, faculty, staff, and parents/guardians

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**0003 Understand how to communicate and collaborate with members of the educational community, respond to the interests and needs of diverse stakeholders, and mobilize community resources to support schools.**

For example:

- applying knowledge of skills for collaborating with stakeholders, including those from diverse social, cultural, ethnic, linguistic, and economic backgrounds, and for promoting the involvement of all stakeholders in district decision making
- applying knowledge of appropriate modes of communication, effective speaking and listening skills, and the use of relevant technology to communicate effectively for a variety of purposes and with all stakeholders, including those with diverse backgrounds
- applying knowledge of interpersonal skills and effective conflict-resolution and consensus-building techniques in various educational contexts
- applying knowledge of effective public relations and marketing practices to inform community members and other stakeholders of district policies and initiatives and to mobilize community support
- demonstrating knowledge of how to develop and maintain partnerships with families and community institutions (e.g., businesses, community agencies, care providers) and mobilize community resources for supporting student achievement and addressing educational goals and priorities
- demonstrating knowledge of strategies for working with political leaders at the local, tribal, state, and national levels and for engaging students, parents/guardians, and other stakeholders in advocating for improved policies and laws related to education

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### **SUBAREA II—PROMOTING CONTINUOUS SCHOOL IMPROVEMENT**

**0004 Understand how to facilitate the development, articulation, implementation, and stewardship of an educational vision that is shared and supported by the educational community.**

For example:

- demonstrating knowledge of procedures to use (e.g., analysis of community needs) and factors to consider (e.g., student assessments, demographic characteristics, state accountability system) in developing an educational vision and goals
- recognizing the importance of soliciting stakeholder input and support for the development and implementation of an educational vision and goals and of ensuring the participation of all segments of the community
- demonstrating knowledge of strategies for communicating the educational vision and goals to all stakeholders and for recognizing the contributions of stakeholders to the realization of the district's vision
- demonstrating an understanding of how to develop an implementation plan for an educational vision in which objectives are clearly articulated, barriers to achieving the vision are recognized, needed resources are obtained, and the vision is used to shape educational programs and activities
- demonstrating knowledge of how to use student assessments and other relevant data to monitor and evaluate progress in achieving the vision and how to modify and revise the vision or implementation plan as necessary

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**0005 Understand short-term, long-term, and strategic planning; goal-setting, decision-making, and problem-solving processes; and how to initiate, manage, and evaluate change in the educational environment.**

For example:

- demonstrating knowledge of principles and processes of change within the educational environment
- demonstrating an understanding of strategies for enlisting stakeholder support for change and for addressing resistance to change
- applying strategies for initiating and managing change and developing and implementing short-term, long-term, and strategic plans that reflect the educational vision, define specific goals, allocate resources and responsibilities equitably, and incorporate methods for ongoing evaluation and revision as necessary
- demonstrating knowledge of procedures for gathering, analyzing, disseminating, and using data from a variety of sources for educational decision making and problem solving
- demonstrating knowledge of principles and procedures for effective, collaborative decision making and problem solving to facilitate accomplishment of educational goals

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**0006 Understand the significance of diversity in education and leadership strategies for ensuring the success of all students, including students with disabilities and students from diverse cultural and linguistic backgrounds.**

For example:

- recognizing how the presence of students with disabilities and students with diverse social, cultural, and linguistic backgrounds enriches the educational experience of all students
- applying strategies for identifying and responding to the needs, concerns, and experiences of linguistically and culturally diverse students and students with disabilities in the curriculum and school activities and services
- demonstrating knowledge of how to work and communicate effectively with individuals and groups with diverse backgrounds in the school and community to ensure all students' learning and achievement
- applying knowledge of the use of disaggregated student assessment data to analyze student achievement and to identify and address all students' needs
- recognizing the importance of providing effective staff development aimed at ensuring that school personnel recognize, appreciate, value, and respond effectively to all types of diversity
- recognizing signs and manifestations of discrimination and inequitable treatment and identifying effective strategies for eliminating discriminatory practices and fostering a school culture that promotes respect for all people

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**SUBAREA III—INSTRUCTIONAL LEADERSHIP**

**0007 Understand student development and learning, curriculum planning, and implementation of effective instruction and assessment to promote achievement for all students.**

For example:

- demonstrating an understanding of human growth and development, theories and principles of learning and motivation, and educational research as they relate to curriculum development, instruction, and assessment for different educational levels (e.g., early childhood, elementary school, middle school, high school)
- applying knowledge of factors to consider in curriculum development and of skills and strategies for planning, designing, implementing, evaluating, and modifying curriculum to promote the achievement of all students, including students with disabilities and students with diverse social, cultural, and linguistic backgrounds
- demonstrating knowledge of how to design and deliver effective, developmentally appropriate instruction that provides multiple opportunities for learning; encourages life-long learning; and promotes all students' knowledge, creativity, and critical-thinking and problem-solving skills
- demonstrating knowledge of barriers to learning and ways to adapt instruction to respond to students' diverse backgrounds, strengths, learning styles, and needs
- demonstrating knowledge of various types and purposes of assessments; strategies for communicating assessment results to stakeholders; and procedures for analyzing and using assessment data to evaluate student progress, plan effective instruction, and ensure accountability of faculty, staff, and administrators
- demonstrating an understanding of the use of technology and information systems to enrich the curriculum, enhance instructional effectiveness, and manage information related to student learning and progress



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**0008 Understand how to create a positive school culture that values student achievement and a safe and supportive environment conducive to student learning.**

For example:

- demonstrating knowledge of procedures and strategies for creating a positive, safe, healthy, and supportive school environment in which students, faculty, and staff feel valued; the contributions of each person are acknowledged; and all individuals are treated with fairness, dignity, and respect
- applying knowledge of methods for communicating to the school community high standards and expectations for self, faculty, staff, and students and for encouraging a school culture that promotes excellence
- demonstrating an understanding of how to use internal and external resources (e.g., guidance and counseling programs, social service and health providers) to provide support to all students, including students with disabilities and students with culturally and linguistically diverse backgrounds
- demonstrating knowledge of strategies for effective behavior management, procedures for developing and implementing effective student codes of conduct, and strategies for preventing school violence

**0009 Understand strategies for supervising, evaluating, and retaining faculty and staff and methods for promoting their ongoing professional development and personal growth.**

For example:

- demonstrating knowledge of supervisory models (e.g., developmental, clinical, coaching) used to monitor and improve faculty and staff performance
- demonstrating an understanding of how to design, implement, and document faculty and staff evaluations that include clear performance objectives and that are linked to student achievement
- demonstrating an understanding of strategies for encouraging initiative, leadership, innovation, reflection, and a strong work ethic among faculty and staff
- demonstrating an understanding of how to assess the professional development needs of faculty and staff and apply adult learning principles and motivation theory in creating and implementing an effective program of professional development
- demonstrating knowledge of strategies for identifying faculty and staff needs, providing effective support, ensuring effective professional development opportunities, and managing resources to assist faculty and staff in applying best practices to student instruction and other job roles and responsibilities

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### **SUBAREA IV—MANAGING THE SCHOOL ORGANIZATION, OPERATIONS, AND RESOURCES**

#### **0010 Understand principles and practices of organizational, operational, and human resource management.**

For example:

- demonstrating an understanding of theories, principles, and practices related to organizational management (e.g., group dynamics, conflict resolution, team building) and of strategies for developing, implementing, managing, and modifying operational plans, procedures, and schedules to maximize student learning
- demonstrating knowledge of effective record-keeping procedures, legal and ethical considerations related to record keeping, and the use of technology in record keeping and operational management
- demonstrating knowledge of the roles and responsibilities of all faculty and staff; fair and equitable procedures, including legal requirements, for recruiting, hiring, assigning, retaining, evaluating, disciplining, and dismissing faculty and staff; and benefits and procedures related to the recruitment of diverse faculty and staff
- demonstrating an understanding of the collective bargaining process, including state and federal laws and regulations related to collective bargaining
- demonstrating knowledge of policies and procedures related to human resource administration, including relevant laws and regulations (e.g., Family and Medical Leave Act [FMLA], Americans with Disabilities Act [ADA], Fair Labor Standards Act [FLSA])

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**0011 Understand principles and practices for managing facilities and auxiliary services to ensure a safe, efficient, and effective learning environment.**

For example:

- applying knowledge of procedures for ensuring building security and student and staff safety in and around schools before, during, and after school hours and when students are being transported to and from school
- demonstrating knowledge of procedures for emergency planning and management, including plans for preventing, responding to, and recovering from a crisis
- demonstrating knowledge of strategies for allocating and utilizing space effectively for instructional and after-school programs and of procedures and practices for maintaining a clean, safe, and aesthetically pleasing school environment
- applying knowledge of procedures and practices for implementing a program of building repair and maintenance to ensure the safe, efficient, and effective operation of building equipment and operational systems
- demonstrating knowledge of procedures and practices related to the management of auxiliary services (e.g., food services, transportation services, health services), including legal and regulatory requirements

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**0012 Understand principles and practices of effective fiscal and resource management.**

For example:

- demonstrating knowledge of public school financing at the local, state, and national levels; restrictions on the uses of revenue; and procedures for obtaining external sources of revenue (e.g., grants, awards)
- demonstrating an understanding of how to manage scarce revenues for ensuring an appropriate and equitable distribution of resources and the availability of resources for meeting the needs of specific programs (e.g., special education, bilingual education, other federal programs)
- demonstrating an understanding of types of budgets, steps in the budgeting process, procedures for developing and managing a balanced budget, and strategies for involving stakeholders in the budgeting process
- applying knowledge of types of financial records (e.g., financial statements), procedures for ensuring accurate financial record keeping and reporting, and the use of technology in fiscal management
- demonstrating an understanding of the purposes of financial audits, the roles of internal and external auditors, and general procedures for conducting audits and facilitating the work of auditors
- demonstrating an understanding of processes and procedures associated with procurement, bidding, and vendor relationships, including legal restrictions