



## TEST DESIGN AND FRAMEWORK

### TEST DESIGN

#### Educational Leadership

The **Educational Leadership** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

##### ■ Test I (Test Code 173)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Facilitating Change Through a Shared Educational Vision	0001–0003	20	1
➤ Promoting a Positive School Culture and an Effective Instructional Program	0004–0009	40	1
<b>TOTAL</b>		<b>60</b>	<b>2</b>
<b>Percentage of Test Score</b>		<b>80%</b>	<b>20%</b>

##### ■ Test II (Test Code 174)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Managing the Organization, Operations, and Resources	0010–0014	43	1
➤ Collaborating and Communicating with Stakeholders and Providing Ethical and Legal Leadership	0015–0016	17	1
<b>TOTAL</b>		<b>60</b>	<b>2</b>
<b>Percentage of Test Score</b>		<b>80%</b>	<b>20%</b>



Georgia Assessments for the  
Certification of Educators®

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### TEST FRAMEWORK

#### Educational Leadership

##### FACILITATING CHANGE THROUGH A SHARED EDUCATIONAL VISION

**0001 Understand the change process and how to facilitate the development, articulation, implementation, and stewardship of a shared vision of learning that promotes the success of all students, including students with diverse strengths, backgrounds, and needs.**

For example:

- demonstrating knowledge of how to implement key concepts, principles, and applications of the change process (e.g., the role of the change agent, methods for building consensus, strategies for overcoming obstacles)
- demonstrating knowledge of various theories of change and conflict resolution and their appropriate application to specific communities
- applying knowledge of strategies for initiating change in the educational environment (e.g., working closely with school and district leaders and community members, anticipating resistance, communicating a cogent vision of the future) and for planning, launching, executing, and sustaining change
- demonstrating knowledge of procedures for making the case for change (e.g., eliciting input, identifying needs, clarifying goals, focusing on outcomes), informing others of contemplated changes, and addressing the concerns of stakeholders who may find changes threatening
- demonstrating knowledge of how to gather support for change and build both internal and external alliances to support the change process
- identifying characteristics of a sound and sustainable educational vision focused on assisting students in meeting state learning standards
- applying knowledge of how to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision
- demonstrating knowledge of how to lead the development of a shared vision of learning that promotes the success of all students and is based on an understanding of learning goals in a pluralistic society with a diversity of learners and learners' needs
- applying knowledge of how to work with key stakeholders, including the board of education or other governing entity, to develop an educational vision for a school or school district that promotes the success of all students

- demonstrating knowledge of how to articulate components of the vision and the leadership processes necessary to implement and support the vision
- analyzing relationships between elements of the political, economic, social, cultural, and value systems of the community, the state, and the nation and the educational vision
- demonstrating knowledge of how to align the district's educational vision and the instructional program with the policies and goals of the board of education or other governing entity

**0002 Understand how to develop and implement a mission, a strategic plan, and action plans driven by the shared vision.**

For example:

- demonstrating knowledge of skills and strategies for leading the development and implementation of a mission, a strategic plan, and action plans driven by the shared vision
- applying knowledge of procedures for gathering, analyzing, and using data from a variety of sources (e.g., student assessment results, student and family demographic data, analysis of community needs) for decision making and problem solving
- demonstrating knowledge of how to make decisions based on key theories of leadership, research, best practices, and the vision
- applying principles of critical thinking to decision making and problem solving (e.g., using logic and evidence, recognizing and questioning assumptions, evaluating preconceptions, distinguishing beliefs from provable statements, considering the impact of a decision on those affected by the decision)
- identifying strategies for continually evaluating school and district financial policies, practices, and outcomes in terms of the district's educational vision and the policies and goals of the board of education or other governing entity
- demonstrating knowledge of how to implement fiscally sound policies and practices to support and sustain the district's educational vision
- demonstrating knowledge of how to align and, if necessary, redesign administrative policies and practices, including school and district financial policies and practices, to facilitate full implementation of the district's educational vision
- demonstrating knowledge of how to collect, organize, and analyze information, including student performance data, to assess progress in achieving a district's vision, mission, and goals
- applying knowledge of how to use data-based research strategies to regularly monitor, evaluate, and revise the vision as well as the mission, the strategic plan, and action plans driven by the vision
- demonstrating knowledge of how to use the educational vision as a benchmark for analyzing the needs and accomplishments of the district and its schools

**0003 Understand how to engage stakeholders in collaborative efforts to achieve the vision.**

For example:

- demonstrating knowledge of how to work effectively and collaboratively with the board of education or other governing entity, building leaders, staff, parents/guardians, students, and community members to identify and implement goals, objectives, and methods for achieving the district's educational vision
- demonstrating knowledge of how to work effectively with key groups within and outside of the district that are essential to successful implementation of the vision (e.g., employees' organizations, businesses, legislators, the state education department, institutions of higher education, the media)
- applying knowledge of how to use effective communication skills to build a shared commitment to the vision
- applying knowledge of skills and strategies for engaging community members, parents/guardians, students, and school and district staff in an ongoing dialogue regarding core values, goals, policies, practices, and achievements
- analyzing the roles of individuals and groups within and outside of the district in promoting the educational vision
- demonstrating knowledge of skills and strategies for promoting collaborative decision making and problem solving (e.g., valuing diverse views, applying negotiation skills) to facilitate accomplishment of goals
- demonstrating knowledge of strategies for promoting implementation and support of the educational vision among district constituencies and stakeholders
- demonstrating knowledge of how to use various types of data to help stakeholders understand the progress that will result from implementation of the vision
- demonstrating knowledge of skills and strategies for securing the financial and human resources necessary to promote the educational vision
- demonstrating knowledge of skills and strategies for empowering constituents to drive the improvement process

## PROMOTING A POSITIVE SCHOOL CULTURE AND AN EFFECTIVE INSTRUCTIONAL PROGRAM

### **0004 Understand how to promote a positive school culture that is pervasively academic and focused on improvement and that fosters a sense of belonging and cooperation.**

For example:

- applying knowledge of skills and strategies for developing, improving, and maintaining a positive school culture for learning that is pervasively academic and focused on improvement, that fosters a sense of belonging and cooperation, and that meets the needs of all students
- demonstrating knowledge of how to facilitate the development of a school culture that promotes excellence and supports informed risk taking to achieve student progress
- applying knowledge of methods for communicating to the school community high standards and expectations for oneself, school staff, and students
- demonstrating knowledge of administrative strategies and techniques that emphasize and support collaborative decision making and distributed leadership, clearly define staff roles and responsibilities, and delegate authority appropriately without abrogating responsibility
- demonstrating knowledge of how to provide a safe, secure, healthy, and supportive learning environment that is age appropriate and developmentally sound
- applying knowledge of effective conflict-resolution and consensus-building techniques in varied contexts
- demonstrating knowledge of skills and strategies for maintaining positive student behavior, including proactive strategies and various behavior management strategies
- demonstrating knowledge of the warning signs of violence and other troubling behaviors, strategies for preventing school violence, techniques for intervening in situations involving school violence, and procedures for consulting with police and emergency services

**0005 Understand how to plan and implement an effective instructional program based on Georgia's standards-based curriculum.**

For example:

- demonstrating knowledge of how to apply major principles of curriculum and instructional development, learning theories, developmentally appropriate instruction, and instructional best practices in the school setting
- demonstrating knowledge of how to apply principles and methods of standards-based curriculum planning and development to meet Georgia's learning standards (e.g., creating curriculum maps)
- applying knowledge of how to plan curriculum and instruction to meet learning standards and how to align instruction and assessments with state and district curricula and expectations for learning
- demonstrating knowledge of how to use standards and expectations for students and teachers to promote achievement
- applying knowledge of strategies for designing and implementing a curriculum that fully accommodates learners' diverse needs and for continuously evaluating the curriculum to identify necessary modifications
- demonstrating knowledge of how to monitor the curriculum to ensure that academic goals are established and are challenging for all students
- demonstrating knowledge of a variety of instructional research methodologies and the strengths and weaknesses of each
- demonstrating knowledge of how to use a systematic process for monitoring, evaluating, and making adjustments to ensure implementation of an appropriate and effective curriculum
- demonstrating knowledge of how to use qualitative and quantitative data, appropriate research methods, technology, and information systems to make a case and develop a plan for organizational improvement aimed at enhancing curriculum and instruction

**0006 Understand how to design effective instruction and apply research-based best practices to improve teaching and enhance and accelerate learning for all students.**

For example:

- applying knowledge of how to use research-based best practices to enhance instruction for all students and promote all students' learning
- applying knowledge of human development theory, proven learning and motivational theories, and student diversity to the learning process
- demonstrating knowledge of skills and strategies for leading the design, implementation, monitoring, evaluation, and refinement of a research-based instructional program
- demonstrating knowledge of strategies for implementing instructional change to facilitate continuous improvement in all students' achievement
- demonstrating knowledge of how to monitor and evaluate instruction and the instructional organization of schools and classrooms to support the achievement of all students and provide remediation when needed
- applying knowledge of strategies for developing a master schedule and for adjusting classroom structures, schedules, and grouping approaches to support teaching and learning goals
- demonstrating knowledge of how to allocate and deploy financial and human resources to sustain the instructional program and promote student achievement
- applying knowledge of how to enrich curriculum and instruction by integrating the use of instructional technology
- demonstrating knowledge of strategies for using technology and information systems to monitor instructional practices and provide staff with information and assistance needed for improvement

**0007 Understand how to plan, develop, and implement effective assessments to guide instruction and promote all students' achievement of learning goals.**

For example:

- demonstrating knowledge of the uses, benefits, and limitations of various types of formal and informal instructional assessments
- applying knowledge of procedures for planning and implementing sound assessment practices to support schools and their staff
- demonstrating knowledge of how to implement a variety of effective, developmentally appropriate assessment and evaluation techniques routinely and systematically and how to use these techniques appropriately with all students
- demonstrating knowledge of how to analyze assessment and evaluation data to plan for continuous improvement for each student, each subgroup of students, and the school as a whole
- demonstrating knowledge of appropriate research strategies for profiling student performance and for analyzing student differences in order to identify resources and support services for student populations with learning needs
- applying knowledge of skills and strategies for communicating goals, expectations, performance, and assessment results clearly and accurately to internal and external stakeholders

**0008 Understand how to promote accountability by strategically planning, measuring, monitoring, organizing, and managing human resources, systems, and processes necessary to improve student achievement and organizational effectiveness.**

For example:

- demonstrating knowledge of procedures for assessing educational quality and progress and enforcing educational accountability
- demonstrating knowledge of risk taking and its appropriate use, procedures for assessing risks continuously and adjusting course quickly to meet identified goals, and strategies for deciding to take a principled risk even without unanimous support
- applying knowledge of how to use data appropriately to evaluate instructional effectiveness and promote continuous educational improvement
- demonstrating knowledge of how to establish school and district monitoring and accountability systems based on educational goals and objectives
- applying knowledge of procedures for assessing and effectively reporting on the progress of the school and school district in meeting goals
- demonstrating knowledge of how to involve students, teachers, administrators, parents/guardians, community members, and other stakeholders in establishing a culture of shared responsibility for student achievement
- applying knowledge of procedures for reporting financial information annually to staff and the public in ways that clarify expenditures and assessment results by program

**0009 Understand how to design and implement comprehensive professional growth plans that use proven, systematic processes to improve staff performance and enhance student achievement.**

For example:

- applying knowledge of various strategies (e.g., adult learning strategies, observations, technological tools, research on student learning, reflective practice) for working with school staff to design and implement context-appropriate professional development programs that focus on authentic problems, promote new knowledge and skills, and are aligned with the school vision and goals
- demonstrating knowledge of strategies for developing staff capacity through supervision and evaluation of teachers and building leaders; effective staff assignments; systems of mentoring, support, and development; and the use of corrective action when necessary
- demonstrating knowledge of how to use a variety of supervisory models (e.g., developmental, clinical, coaching) to monitor and improve instruction
- demonstrating knowledge of how to engage all faculty and stakeholders in using research-based professional learning and continuous-improvement strategies to bring about sustained school improvement and high achievement for all students
- applying knowledge of effective strategies for integrating opportunities for continuous learning into the educational environment and for engaging staff in ongoing informal and formal self-assessment and evaluation
- demonstrating knowledge of effective strategies for encouraging leadership, creativity, innovation, initiative, action research, informed and responsible risk taking, stress management, collaboration, interdependence, trust, mutual respect, and a strong work ethic among staff
- demonstrating knowledge of the importance of allocating adequate time, funding, and other resources for professional development and the use of various types of resources and activities to ensure the effective implementation of professional development plans
- demonstrating knowledge of how to diagnose staff needs and implement strategies to address needs and provide ongoing support
- demonstrating knowledge of steps and procedures for developing and maintaining a personal plan for self-improvement and continuous learning that includes reflective practice and support from a variety of resources



## MANAGING THE ORGANIZATION, OPERATIONS, AND RESOURCES

### 0010 Understand how to manage the organization and operations to support teaching, learning, and organizational effectiveness.

For example:

- demonstrating knowledge of strategies for identifying, developing, and implementing organizational and administrative policies and procedures to provide schools with resources, flexibility, organizational structures, and policies that support achievement of educational goals
- demonstrating knowledge of how to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students and how to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data-driven decision making with attention to indicators of equity, effectiveness, and efficiency
- applying knowledge of how to develop and implement action plans that focus on effective organization and management of fiscal, human, and material resources and that place priority on student learning, safety, curriculum, and instruction
- applying knowledge of group dynamics, team building, process skills, organizational development, systems theory, and formal and informal power structures and relationships in school and community contexts
- demonstrating knowledge of how to use effective time management procedures and strategies, including the use of technology to enhance efficiency
- applying knowledge of how to implement procedures for the management of school or district operations within the structure of Georgia public education rules, regulations, and laws
- applying knowledge of how to develop and implement strategies for promoting and supporting collaboration among district personnel and communication plans for integrating the district's schools and divisions
- demonstrating knowledge of how to provide health services to students, including legal and regulatory requirements
- demonstrating knowledge of how to provide safe and efficient student transportation, including statutory and regulatory requirements

**0011 Understand how to manage and organize resources, processes, and systems to support teaching, learning, and organizational effectiveness.**

For example:

- demonstrating knowledge of how to analyze and organize resources, processes, and systems to support and improve teaching, learning, system operations, and organizational effectiveness
- applying knowledge of how to develop and implement processes for aligning resources and making resource decisions based on the identified mission, goals, and priorities
- demonstrating knowledge of how to use appropriate and effective methods (e.g., needs assessment, research-based data) to identify, secure, leverage, and equitably allocate internal and external resources to achieve district goals, address diverse student needs, and support student learning
- demonstrating knowledge of how to facilitate the planning and implementation of programs that bring together the resources of staff, students, communities, and families to meet students' academic, athletic, cultural, developmental, leadership, and social needs
- demonstrating knowledge of how to use problem-solving skills and Georgia's school budgeting processes, fiduciary responsibilities, and operational planning to allocate and align fiscal, human, and material resources to support teaching and learning
- applying knowledge of how to develop and implement procedures for managing and tracking inventories, equipment, and capital assets, including procedures for the disposal of surplus property
- applying knowledge of Georgia's legal requirements and procedures associated with procurement, bidding, and vendor relationships and the use of requisitions, purchase orders, and invoices
- demonstrating knowledge of how to use current technologies for school management, business procedures, and scheduling

**0012 Understand how to create, implement, and monitor a budget based on Georgia's educational funding procedures that supports teaching, learning, and organizational effectiveness.**

For example:

- applying knowledge of procedures for directing the school and district budget process, including planning, developing, monitoring, and administering a budget; dealing with contingent budget restrictions; and working with stakeholders to establish a budget
- demonstrating knowledge of how to implement finance structures and models to ensure that adequate financial resources are allocated equitably for the district
- demonstrating knowledge of how to use public resources and funds appropriately and effectively and how to apply legal and ethical guidelines for managing resources and ensuring financial stability
- demonstrating knowledge of strategies for focusing the management of school and district finances and facilities on achievement of educational goals and objectives
- demonstrating knowledge of Georgia public school finance (e.g., state, federal, and local sources of funding; restrictions on the uses of funding) and the effects of and relationships between the tax levy, assessment practices, and equalization rates
- applying knowledge of how to compute actual costs and accurately forecast district revenues and expenditures for funding school and district educational programs based on Georgia's public school funding procedures
- demonstrating knowledge of how to assess the district's current financial health and monitor the status of district finances on an ongoing basis
- demonstrating knowledge of how to project student enrollment and staffing needs within acceptable limits
- demonstrating knowledge of how to use site-based budget planning and management in conjunction with financial administration
- applying knowledge of accepted governmental accounting procedures and practices; cash management procedures; effective internal controls; and the roles, responsibilities, and effective use of internal and independent auditors
- demonstrating knowledge of skills and strategies for communicating accurate financial information regularly to the board of education or other governing entity and to the public

**0013 Understand how to provide and maintain facilities that support teaching and learning.**

For example:

- demonstrating knowledge of how to develop data-driven, multiyear facilities plans based on enrollment projections, programmatic needs, period of probable usefulness, and the condition of district physical plants
- applying knowledge of how to plan and implement a preventive maintenance program for district equipment and building operational systems
- demonstrating knowledge of how to provide the facilities necessary to ensure an effective learning environment for all students and staff
- identifying energy conservation measures to ensure acceptable levels of energy consumption and cost-effectiveness
- applying knowledge of procedures and legal requirements related to school construction and the financing of school construction (e.g., bidding, bonding, construction contract management, final approval process)
- demonstrating knowledge of steps in school construction from planning to completion (e.g., establishing need, selecting construction professionals, developing construction specifications, interacting with government agencies)
- applying knowledge of legal requirements related to the acquisition, use, and disposal of real estate and the roles and responsibilities of officials and government agencies in real estate matters
- demonstrating knowledge of how to ensure a safe and protected school environment in relation to environmental, safety and security, and related legal issues, including emergency plans, disaster preparedness, recovery plans, and staff training

**0014 Understand how to recruit, hire, and retain qualified personnel to support teaching, learning, and organizational effectiveness.**

For example:

- applying knowledge of effective and equitable personnel processes (e.g., recruiting, screening, selecting, inducting, assigning, evaluating, remediating, terminating, advancing) to retain a highly qualified and diverse staff who will further the district's educational vision
- demonstrating knowledge of how to maintain accurate employee records in ways consistent with board policy and state and federal laws
- applying knowledge of how to administer employee benefits programs (e.g., retirement systems, workers' compensation, health insurance) equitably, legally, and in the best interest of employees
- demonstrating knowledge of legal requirements associated with human resource administration, including board policy requirements and requirements of state and federal laws
- demonstrating knowledge of strategies for effective succession planning, including identifying, recruiting, developing, mentoring, retaining, promoting, and coaching potential leaders to expand the capacity of the school and district

**COLLABORATING AND COMMUNICATING WITH STAKEHOLDERS AND PROVIDING ETHICAL AND LEGAL LEADERSHIP**

**0015 Understand how to collaborate with families and other community members; respond to diverse community interests and needs; manage conflict; mobilize community resources; and understand, respond to, and influence the larger political, social, economic, legal, and cultural context.**

For example:

- demonstrating knowledge of how to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations in ways that have a positive effect on student learning
- applying knowledge of how to collect various types of information from internal and external stakeholders to inform educational decision making and increase stakeholder involvement in decision making
- demonstrating knowledge of the importance of becoming actively involved in the community, how to interact effectively with individuals and groups with conflicting perspectives, and how to use proactive strategies to diffuse potentially negative issues
- demonstrating knowledge of how to analyze the cultural diversity in a school community and how to relate community norms and values to the role of the school in promoting social justice
- applying knowledge of strategies and methods for understanding and accommodating diverse school and community conditions and dynamics and for capitalizing on the diversity of the community to improve organizational performance and student achievement
- demonstrating knowledge of how to collaborate with community agencies to integrate services into the schools and how to identify, mobilize, and use community resources to support student achievement, achieve school goals, solve school and community problems, and meet student needs
- applying knowledge of how to create and support parent-teacher-student organizations to strengthen school-home-community collaboration and how to build partnerships with community leaders; advocacy groups; and business, religious, political, service, and higher education organizations to strengthen educational programs and support district goals
- demonstrating knowledge of how to communicate high expectations for organizational performance through words and actions and how to apply strategies for communicating school and district needs, goals, and accomplishments using appropriate community relations, marketing, media, and public relations skills
- demonstrating knowledge of the importance of identifying key communicators among school stakeholders and how to use various methods (e.g., handbooks, newsletters, the Internet) to communicate with parents/guardians, representatives of diverse community groups, and other stakeholders about issues that affect schools
- applying knowledge of the use of effective writing, speaking, and listening skills in interactions with stakeholders



- demonstrating knowledge of how to design and implement an effective plan for communication in crises and other heightened emotional environments
- demonstrating knowledge of ways to use technology to support effective communication and strategies for selecting, implementing, and maintaining a districtwide information management system
- demonstrating knowledge of how to use an understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit schools, school districts, and students
- demonstrating knowledge of ways in which the legal and political systems, the institutional framework of schools, and economic factors shape communities and local schools, as well as the opportunities available to children and families
- demonstrating knowledge of how proposed policies, laws, and demographic changes may affect educational and social opportunities for specific communities or specific populations and how to espouse positions in response to proposed policy changes
- applying knowledge of skills and strategies for working with political leaders at the local, state, and national levels and for engaging stakeholders in advocating for improved policies, laws, and regulations that promote equitable learning opportunities and success for all students, including students with diverse backgrounds

**0016 Understand how to act with integrity, fairness, and in a legal and ethical manner based on knowledge of local board policies and Georgia and federal laws, regulations, and judicial decisions related to school and district operations.**

For example:

- demonstrating knowledge of behaviors that affirm and communicate the importance of integrity, ethics, and respect for the rights of others in all interpersonal interactions
- demonstrating knowledge of the importance of maintaining a professional relationship and engaging in honest interactions with students, staff, parents/guardians, and community members
- demonstrating knowledge of how to model and promote ethical conduct, honesty, integrity, and a strong work ethic in the course of professional practice
- recognizing that being entrusted with public funds and property requires acting with a high level of honesty, accuracy, and responsibility
- demonstrating knowledge of how to make and explain decisions based on ethical and legal principles and how to maintain clear, written documentation of the details of legal issues
- applying knowledge of Georgia laws pertaining to educators and the profession of education and the rules, regulations, and policies of the Georgia Board of Education and the Georgia Professional Standards Commission
- applying knowledge of Georgia and federal laws and regulations and case law relevant to school and district administration and management (e.g., laws related to district and building management; human resource management; nondiscriminatory behavior; student, parent/guardian, and employee rights and responsibilities)
- demonstrating knowledge of local, state, and federal policies, laws, and regulations that affect students, schools, school districts, and residents, especially those that mandate actions by educators
- demonstrating knowledge of procedures for applying Georgia statutes and regulations as required by law, implementing school policies in accordance with the law, and complying with Georgia and federal reporting requirements, including the filing of academic progress, finance, facilities, and other reports
- applying knowledge of student safety and welfare requirements, including Georgia requirements related to the identification and reporting of suspected child abuse, maltreatment, and bullying
- demonstrating knowledge of how to access and interpret local board policy and state and federal policies, laws, and regulations that affect schools, including the Georgia Code, Georgia Board of Education Rules and Regulations, Georgia Professional Standards Commission Rules, and federal laws
- demonstrating knowledge of how to apply legal principles to promote educational equity; provide safe, effective, and efficient facilities; and organize a school and district based on indicators of equity, effectiveness, and efficiency