



# NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

## School Leadership Assessments

### SCHOOL DISTRICT BUSINESS LEADER

#### Test Design

The School District Business Leader assessment consists of two tests. Each test contains a section with multiple-choice questions and a section with written assignments. The two sections assess the same content subareas. The subareas, the range of objectives within each subarea, and the approximate number and types of questions for each subarea are indicated in the tables below.

The multiple-choice section and written assignment section each count for 50% of the total test score, as indicated in the tables below. The multiple-choice section includes some questions that are treated as non-scorable and do not contribute to candidate scores. Each scorable multiple-choice question counts the same toward the total test score. The percentage of the total test score derived from each of the written assignments is also indicated in the tables below. Further information regarding the content included in each subarea can be found in the assessment framework.

#### Part One (Test Code 105)

Subarea	Range of Objectives	Multiple-Choice Section		Written Assignment Section	
		Approximate Number of Questions	Approximate Percentage of Test Score	Number of Assignments	Approximate Percentage of Test Score
Supporting the District Educational Vision	0001–0004	40	34%	1	17%
Supporting Change and Sustainability in the District	0005–0006	20	16%	1	33%
<b>TOTAL</b>		<b>60</b>	<b>50%</b>	<b>2</b>	<b>50%</b>

#### Part Two (Test Code 106)

Subarea	Range of Objectives	Multiple-Choice Section		Written Assignment Section	
		Approximate Number of Questions	Approximate Percentage of Test Score	Number of Assignments	Approximate Percentage of Test Score
Overseeing District Financial and Physical Resources	0001–0004	40	34%	1	33%
Administering Human and Support Resources to Support Learning Goals	0005–0006	20	16%	1	17%
<b>TOTAL</b>		<b>60</b>	<b>50%</b>	<b>2</b>	<b>50%</b>



## **SCHOOL DISTRICT BUSINESS LEADER**

### **Assessment Framework**

**Supporting the District Educational Vision**  
**Supporting Change and Sustainability in the District**  
**Overseeing District Financial and Physical Resources**  
**Administering Human and Support Resources to Support Learning Goals**

The school district business leader works with the district leader, building leaders, the board of education or other governing entity, and key educational stakeholders to support the development and implementation of the educational vision. The district business leader gathers and presents financial information to shape, monitor, and evaluate the educational vision. The business leader communicates clearly and effectively to a variety of audiences, using appropriate tools and formats to achieve clarity and address questions.

The school district business leader achieves and sustains a strong relationship with the school district leader, school building leaders, the board of education or other governing entity, and key stakeholders. The district business leader understands strategic planning and identifies and allocates resources to help build a school system and a districtwide educational program that will endure. The district business leader works to create financial and operational conditions that enable teachers to teach and students to learn by enhancing district and school capacity.

The school district business leader embodies and requires moral and ethical behavior. The district business leader accepts responsibility and uses data to monitor the state of the district, identify problems, propose and support solutions, and verify accomplishments. The district business leader manages financial and material resources carefully and allocates them across schools equitably according to regulations and district priorities.

The school district business leader never stops learning and improving. The district business leader understands the importance of supporting informed risks and is willing to lend support to change initiatives even in the face of opposition.

Note: Throughout this assessment framework, the term *district* refers to a school district or comparable regional entity.



## **SCHOOL DISTRICT BUSINESS LEADER ASSESSMENT FRAMEWORK**

### **SCHOOL DISTRICT BUSINESS LEADER, PART ONE (Test Code 105)**

#### **SUBAREA I—SUPPORTING THE DISTRICT EDUCATIONAL VISION**

##### **0001 Understand leadership concepts and their application to the role of the district business leader.**

For example:

- recognizing key theories of leadership, the research that supports them, and their implications for identifying and using financial and other resources to support the district's educational vision
- understanding the role of interpersonal skills, team building, and communication skills in successful school district business leadership
- understanding the role of the business leader in enabling students to learn, teachers to teach, and schools to fulfill their purposes
- demonstrating knowledge of the systemic nature of school districts by identifying, developing, and implementing organizational and administrative policies and procedures
- relating district financial policies to the broader context of schooling (e.g., elements of the political, economic, social, and cultural systems of the community, the state, and the nation)
- demonstrating an understanding of processes for engaging in and supporting districtwide succession planning, including recruiting, retraining, identifying, and coaching potential leaders
- demonstrating an understanding of the use of district resources to support relationships with organizations outside of the school system (e.g., social service agencies, health providers, mental health professionals, the Board of Cooperative Educational Services [BOCES], institutions of higher education [IHEs])
- demonstrating an understanding of resources available for professional growth, and maintaining a plan for self-improvement (e.g., continuous learning, reflection, stress and time management, professional networking, active involvement in professional associations)



## **SCHOOL DISTRICT BUSINESS LEADER ASSESSMENT FRAMEWORK**

### **SCHOOL DISTRICT BUSINESS LEADER, PART ONE (Test Code 105)**

#### **0002 Understand processes used by the district business leader to support and sustain the district educational vision.**

For example:

- understanding the role of fiscally sound policies and practices in supporting and sustaining the district's educational vision
- demonstrating knowledge of how to align school and district financial policies and practices with the district's educational vision
- demonstrating knowledge of methods for creating and sustaining financial and operational conditions within the district that enable all students to meet state learning standards and all staff to serve effectively in achieving that objective
- demonstrating an understanding of methods for providing accurate financial information to support the educational vision
- identifying strategies for continually evaluating district and school financial policies, practices, and outcomes in terms of the district educational vision and the policies and goals of the board of education or other governing entity

#### **0003 Understand principles and practices of clear and effective communication.**

For example:

- demonstrating knowledge of processes for effectively presenting financial and other pertinent information in multiple formats to varied audiences (e.g., using technology)
- analyzing methods for supporting the district's educational vision through financial reports, analyses, and presentations
- demonstrating knowledge of procedures for directing the development, implementation, and maintenance of a districtwide information management system
- demonstrating knowledge of procedures for implementing effective mass and interactive communication strategies and techniques
- demonstrating an understanding of community and public relations in presenting and discussing financial and other pertinent information
- demonstrating knowledge of how to use effective speaking and listening skills in varied contexts (e.g., communicating with individuals, small groups, large groups)
- demonstrating knowledge of effective techniques of communicating in writing for varied purposes and audiences (e.g., to inform stakeholders, to prepare grant applications)



## **SCHOOL DISTRICT BUSINESS LEADER ASSESSMENT FRAMEWORK**

### **SCHOOL DISTRICT BUSINESS LEADER, PART ONE (Test Code 105)**

#### **0004 Understand processes of collaboration and cooperation.**

For example:

- demonstrating an understanding of strategies for working effectively with the district leader, building leaders, the board of education or other governing entity, staff, parents/guardians, and community members to identify and allocate resources for supporting the educational vision
- demonstrating an understanding of strategies for building and maintaining ongoing partnerships with district staff and other stakeholders at both the local and state level
- demonstrating an understanding of how to work effectively with diverse groups in the district and community and create an atmosphere that encourages respect and appreciation for all people
- identifying procedures for developing consensus and for promoting effective, collaborative problem solving and data-driven decision making regarding district and school financial issues
- demonstrating an understanding of how to apply effective conflict-resolution techniques in contexts relevant to the role of the district business leader
- demonstrating an understanding of how to identify and share data from a variety of sources to promote collaboration and effective decision making among stakeholders
- demonstrating an understanding of behaviors that affirm the importance of integrity and ethics in all interpersonal contact



## **SCHOOL DISTRICT BUSINESS LEADER ASSESSMENT FRAMEWORK**

### **SCHOOL DISTRICT BUSINESS LEADER, PART ONE (Test Code 105)**

#### **SUBAREA II—SUPPORTING CHANGE AND SUSTAINABILITY IN THE DISTRICT**

##### **0005 Understand the process of change and its relationship to district financial management.**

For example:

- identifying key concepts and principles of the change process and their relationship to resource issues (e.g., the role of effective and efficient resource allocation, methods for building support for change)
- demonstrating an understanding of methods for supporting the change initiatives of the district and its schools (e.g., through communication with stakeholders, financial analysis, data gathering, contingency financial planning)
- identifying and analyzing strategies for financing change in the short and long term while sustaining the district's educational vision
- analyzing how change affects finances within the school district in both the short and long term

##### **0006 Understand comprehensive, multiyear, and strategic planning.**

For example:

- demonstrating knowledge of principles and practices of comprehensive, data-driven, multiyear planning, including the importance of involving all key stakeholders
- demonstrating knowledge of procedures for developing, implementing, monitoring, evaluating, and updating the district strategic plan
- demonstrating an understanding of procedures for planning and implementing district instructional programs



## **SCHOOL DISTRICT BUSINESS LEADER ASSESSMENT FRAMEWORK**

### **SCHOOL DISTRICT BUSINESS LEADER, PART TWO (Test Code 106)**

#### **SUBAREA I—OVERSEEING DISTRICT FINANCIAL AND PHYSICAL RESOURCES**

##### **0001 Understand principles of district financial management.**

For example:

- demonstrating knowledge of the school district budget process, including planning, developing, monitoring, and administering, as well as contingent budget restrictions
- demonstrating knowledge of legal and ethical guidelines for managing district resources and ensuring financial stability
- analyzing the implications of economic, demographic, and political trends at the federal, state, and local levels for district finances
- demonstrating knowledge of techniques for accurately forecasting district revenues and expenditures
- demonstrating an understanding of how to assess the district's current financial health and monitor the status of district finances on an ongoing basis
- demonstrating knowledge of sources and mechanisms of public school funding at the local, state, and federal levels and their effects on fiscal equity and fiscal neutrality
- demonstrating an understanding of the impact of and relationship between the tax levy, assessment practices, and equalization rates
- demonstrating knowledge of techniques for projecting student enrollment and staffing needs, and the impact of collectively negotiated agreements for budgeting purposes
- understanding the professional environment of school district business leadership in New York State (e.g., Board of Cooperative Educational Services [BOCES], institutions of higher education [IHEs], the structure of public schooling and finance, the role of the board of education or other governing entity, state and federal laws, regulations, judicial and commission decisions)
- demonstrating knowledge of the New York State Code of Ethics for Educators and the role of values and ethics in school district business leadership



## **SCHOOL DISTRICT BUSINESS LEADER ASSESSMENT FRAMEWORK**

### **SCHOOL DISTRICT BUSINESS LEADER, PART TWO (Test Code 106)**

#### **0002 Understand financial management practices for school districts.**

For example:

- applying knowledge of site-based budget planning and management in conjunction with financial administration
- applying knowledge of cash management procedures, including internal controls
- applying knowledge of procedures for processing and managing payroll, including legal requirements
- applying knowledge of accepted governmental accounting procedures and practices
- applying knowledge of methods for preparing, analyzing, and ensuring the accuracy of interim, monthly, and annual financial statements
- demonstrating an understanding of the roles, responsibilities, and effective utilization of internal and independent auditors
- demonstrating an understanding of types of investment and borrowing instruments available to school districts, including uses, limitations, benefits, risks, and yields associated with different types of instruments
- demonstrating knowledge of fund balance and reserve administration

#### **0003 Understand district business practices.**

For example:

- applying knowledge of procedures for managing and tracking inventories, equipment, and capital assets, including amortization techniques and disposal of surplus property
- demonstrating knowledge of how to develop and implement a district risk management program, including insurance protection, preventive measures, claim administration, and student/employee awareness
- identifying strategies and techniques for establishing and utilizing a positive school district–community communications program appropriate to varying audiences and purposes
- demonstrating an understanding of legal requirements and procedures associated with procurement, bidding, and vendor relationships and the use of requisitions, purchase orders, and invoices



## **SCHOOL DISTRICT BUSINESS LEADER ASSESSMENT FRAMEWORK**

### **SCHOOL DISTRICT BUSINESS LEADER, PART TWO (Test Code 106)**

#### **0004 Understand physical plant and facilities management.**

For example:

- demonstrating an understanding of how to work with other district staff to develop data-driven, multiyear facilities plans based on enrollment projections, programmatic needs, period of probable usefulness, and the condition of district physical plants
- demonstrating knowledge of how to help plan and implement a preventive maintenance program for district equipment and building operational systems
- demonstrating an understanding of procedures and practices for maintaining a clean, safe learning environment (e.g., custodial and maintenance services, the Occupational Safety and Health Administration [OSHA], federal and state regulations)
- identifying energy conservation measures to ensure acceptable levels of energy consumption and cost-effectiveness
- demonstrating knowledge of procedures and legal requirements related to school construction and/or reconstruction (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)
- demonstrating an understanding 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



## **SCHOOL DISTRICT BUSINESS LEADER ASSESSMENT FRAMEWORK**

### **SCHOOL DISTRICT BUSINESS LEADER, PART TWO (Test Code 106)**

#### **SUBAREA II—ADMINISTERING HUMAN AND SUPPORT RESOURCES TO SUPPORT LEARNING GOALS**

##### **0005 Understand district personnel and human resource administration.**

For example:

- demonstrating knowledge of procedures for maintaining accurate employee records
- demonstrating knowledge of issues and procedures in administering employee benefits programs (e.g., retirement systems, worker's compensation, health insurance)
- applying knowledge of procedures for recruiting, screening, hiring, assigning, retaining, evaluating, disciplining, and terminating personnel, including the requirements of school board policy and state and federal law
- demonstrating an understanding of how to design and implement staff development and training programs conducive to growth and skill enhancement, including mandated training (e.g., right-to-know, blood-borne pathogens, Automated External Defibrillator [AED])
- demonstrating knowledge of legal requirements associated with human resource administration (e.g., Family and Medical Leave Act [FMLA], Americans with Disabilities Act [ADA], Federal Insurance Contributions Act [FICA], COBRA, Equal Employment Opportunity Commission [EEOC])
- applying knowledge of legal requirements associated with the collective bargaining process when administering negotiated agreements
- recognizing key theories of employee motivation, the research that supports them, and their implication for identifying and using human resources



## **SCHOOL DISTRICT BUSINESS LEADER ASSESSMENT FRAMEWORK**

### **SCHOOL DISTRICT BUSINESS LEADER, PART TWO (Test Code 106)**

#### **0006 Understand the administration of support services.**

For example:

- demonstrating knowledge of safe and efficient student transportation, including statutory and regulatory requirements, efficient routing, schedule development, training, and oversight practices
- demonstrating knowledge of district school lunch programs, including local, state, and federal requirements and business management practices for operating an efficient, high-quality program
- demonstrating an understanding of issues and procedures related to the provision of health services to students, including legal and regulatory requirements
- identifying procedures for ensuring safe and protected school environments in relation to environmental, safety, and security issues, including emergency plans, disaster preparedness, recovery plans, and staff training
- demonstrating knowledge of skills and criteria for evaluating, selecting, and implementing districtwide data management technology and systems