



University of Dayton

Department of Educational Administration

Welcome

April 1, 2017

OAE - Educational Leadership Review Session

- April 1, 2017 - 8:30 AM
- Fitz Hall - Room 634.
- University of Dayton
- Department of Educational Administration

Today's OAE Review Agenda

8:30	8:55	Continental Breakfast and Introductions Dr. Dolph
9:00	9:25	Overview of the OAE -Dr. Smith Matthew Kohl and Mark Gumm – Experience taking the OAE
9:30	10:00	Domain I: Visionary and Inclusive Leadership Dr. Dolph
10:05	10:35	Domain II: Student Learning Dr. Young & Dr. Smith
10:40	11:10	Domain III: Systems for Capacity Building Dr. Young & Dr. Ziskin
11:15	12:00	Domain IV: Resource Management and Educational Law Dr. Russo & Dr. De Luca
12:00		Wrap Up Dr. Russo

Introductions

Dr. David Dolph, Chair

Department of Educational Administration

OAE Overview

Dr. Larry Smith

Department of Educational Administration

Ohio Administrative Code

3301-24-05 Licensure.

(A) A professional educator license, valid for five years, shall be issued to an individual who holds the appropriate resident educator license; who is deemed to be of good moral character; and who has successfully completed an approved program of teacher preparation, the Ohio teacher residency program as described in section 3319.223 of the Revised Code, **and an examination prescribed by the state board of education.** Teacher licenses shall be issued in the areas described in paragraphs (A)(1) to (A)(7) of this rule:

Structure of the Assessment

#015 Educational Leadership Assessment

- **70 Multiple Choice Questions**
- **3 Constructed Responses**
- **1 Case Study**

- **Time: 3 hours 45 minutes**

- **Passing Score: 220**

- **Current Cost: \$105.00**

Website Information

Evaluation Systems Group of Pearson:

- Online information and registration
- Access the following website for information.

<http://www.oh.nesinc.com/>

Reporting of Your Results

Reporting of Assessment Scores

Reported directly to the Ohio Department of Education, to the education preparation institution where you have completed or will complete an educator preparation program, and to any additional program providers (up to three) you identified when you registered for the assessment.

Privacy of Test Information

Your private information will not be made available to anyone but you; Evaluation Systems and the ODE

Prohibited in Test Center

- Tobacco products
- Visitors,
- Weapons
- Cell phones
- Electronic devices
- Handwritten or printed materials
- Packages and Bags
- Hats or headwear, except for those being worn for religious or medical purposes
- Food and drink, including chewing gum
- Unauthorized aids, such as slide rules, rulers, translation aids, highlighters, etc.
- Unauthorized medical devices, such as Epinephrine injections, etc., unless prior approval has been obtained
- **Violation of test site rules, including the possession or use of prohibited materials during a test administration, may result in the voiding of your scores.**

Test Structure: Four Content Domains

Domain		Range of Competencies	Approximate Percentage of Assessment Score
I	Visionary and Inclusive Leadership	0001–0002	20%
II	Student Learning	0003–0004	30%
III	Systems for Capacity Building	0005–0006	30%
IV	Resource Management and Educational Law	0007–0010	20%

The Test Questions

Multiple Choice: 70 Questions

Sample Questions.

http://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH_SG_SRI_015.htm

The Test Questions

3 Constructed Responses:

Sample Questions.

http://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH_SG_CRI_015.htm

The Test Questions

Case Study:

Sample Questions.

http://www.oh.nesinc.com/CONTENT/STUDYGUIDE/OH_SG_CRI_015.htm#case

Test Taking Sequence Tips

- Focus on Constructed Response and Case Study Questions.
 - Writing is 40% of the test score
 - Case study is 15% of total score
 - Answer all sub sections, bullet points
 - Respond to every prompt in every detail
 - Clear organized responses
 - Responses should reflect prompt details. Grade level, school setting, demographic information, etc. Read prompt carefully.
- 70 Multiple Choice Questions
- Go Back and Review

Scoring for Constructed Response and Case Study

Score

4	Reflects a thorough understanding of the relevant knowledge and skills
3	Reflects a general understanding of the relevant knowledge and skills; generally accurate
 Passing	
<hr/>	
2	Reflects a limited understanding of the relevant knowledge and skills; partially accurate
1	Reflects little or no understanding of the relevant knowledge and skills; inaccurate; poor reasoning
U	Unrelated; unreadable; does not contain enough original work; just repeats prompts
B	No response

Other Considerations for Constructed Responses and Case Study

- If your response is over the recommended number of words, do NOT delete.
- Pay attention to the VERBS in the prompts.
- Follow directions, for example, if the prompt asks for a memo, then write a memo.
- Apply all the school work you have done.
- Always go back to directions for the structure. Go bullet-by-bullet and use the same language in each bullet and prompt. Write in the same order as the prompts or bullets. This makes it easier to make sure you include everything requested.

Other Considerations for Constructed Responses and Case Study Cont'd

- Use examples, especially if asked for them.
- Follow consistent thoughts throughout each response.
- **DO NOT JUST TALK OR INCORPORATE WORDS YOU THINK ARE IMPORTANT OR THAT SOUND GOOD.**
- Start answering the question immediately; do not repeat the problem as there is no time for this.
- Do NOT make up ideas.
- Do NOT make what you studied “fit” the prompt.
- Pay attention to intended audience--superintendent, parents, state department, etc.

Deductions for...

not following directions (examples, rationale, support, etc.).

not being thorough/complete.

not being relevant.

not using professional language.

First Hand Perspectives

- Mr. Mark Gumm
- Mr. Matthew Kohl

Domain I: Visionary and Inclusive Leadership

Dr. David Dolph

Department Chair

Department of Educational Administration

Brief History of theories and concepts of Leadership and Definitions

- There are multiple **Definitions** of leadership, Hersey, Blanchard, and Johnson indicate that leadership is something that occurs whenever one person attempts to influence the behavior of an individual or groups, regardless of the reason.
- Another similar definition is: Leadership is accomplishing tasks through others.
- There are also many **Theories** of Leadership, a few examples:
 - Trait Theories
 - Contingency Theories
 - Transactional Theories
 - Participative
 - Autocratic
 - Transformative
 - Theories

- Regardless of the definition or approach to leadership chosen, leadership involves a leader, followers, and a situation. Leadership does not occur in a vacuum.
- It is also clear that leadership is usually viewed as an essential requirement for successful organizations.
- Remember that if you get too far ahead of your group, and don't involve them, people will forget who the leader is.

- Leaders provide guidance, direction, and support.
- Leaders are expected to lead organizations toward a better state of affairs in the future!
 - This is particularly true in education with the constant call for reform and improvement!
 - Strategic planning is a viable approach to involve stakeholders, formulate a vision, mission, goals, and guide change initiatives.

- During times of change, employees deserve good planning, involvement, decision-making, and timely communication. Having a trusting relationship is critical to the success of major organizational change.
- It is imperative that leaders understand how to lead organizations during changes. Being a facilitator of change, is one of the most important aspects of leadership.
- Resistance to change is inevitable, not necessarily a negative.

Kotter's Model of Change

- Establish sense of urgency
- Create guiding coalition, encourage participation
- Develop **vision**, goals, programs should align
- Communicate, develop buy-in
- Empower action, remove barriers
- Generate short-term wins
- Consolidate gains and keep momentum
- Incorporate changes into culture, new norms

Change Facilitation Leadership

- Communication is critical, before during and after
- Involve people throughout, survey data is helpful
- Be wary of the fragility of early excitement
- Take Risks, but be thoughtful
- Listen to feedback throughout process
- Understand that there will be problems

- Regardless of the approach taken towards leadership, leaders need to take into account two very important aspects of organizations:
- **Organizational Culture:** The “way we do things around here.” Culture is a long-term, multifaceted phenomenon usually evidenced by norms of behavior.
- **Organizational Climate:** The feel of the organization. People’s perception of the way things are in organizations. Climate is more readily impacted immediately by leadership.
- However, both climate and culture are influenced by and through leadership ... good or bad! Climate is easier to change.

- Organizational norms are critical values, beliefs, and attitudes that people in organizations adhere to. Norms have a major impact on how people work within organizations.
- Some norms are positive, others ... not so much!
- Leadership behaviors shaping norms can include:
 - What leaders pay attention to
 - How leaders react to critical situations
 - Behavior leaders demonstrate and model
 - Who and how people are rewarded and/or sanctioned
 - Human resource approaches to recruiting, selecting, etc.
 - Design, structure, routines, and space issues

Norms that Encourage School Improvement

- Collegiality
Appreciation and Recognition
- Caring, Celebration and Humor
- Involvement in Decision-Making
- Protection of What is Important
- Traditions
- Communication
- Experimentation
- High Expectations
- Trust and Confidence
- Tangible Support
- Use of Existing Knowledge bases

Communication and Relationships

- Communication is essential. Should be two-way, ongoing, addressing both formal and informal processes
- Communication should be inclusive, planned, consistent, formal informal, macro, and micro.
- Good communication leads to positive relationships, and positive relationships can lead to success, both for you and the school

Other areas to be aware of include:

- Political aspects of public schools
 - Community involvement, nurturing public support through focused community relations
 - Inclusive
 - Ethical and legal always!
-
- For Domain I, EDA 505 and EDA 555 are most helpful!

Domain II: Student Learning

Dr. Pamela Young and Dr. Larry Smith

Department of Educational Administration

Domain II – Student Learning

- Collection and analysis of multiple sources of data about student learning performances—
disaggregated/identify trends
- Achievement gaps/equity issues/eliminating racism/multicultural education
- Set/explain expectations for/to students, then provide timely and constructive feedback
- Students with disabilities; ELL; student mental health

Domain II – Student Learning

- Motivational factors for students (learners) and teachers (adult learners)
- School culture driven by data with functioning & effective data teams as well as involved diverse stakeholders/cultural competency
- Teacher-student-family relationships built on trust; consider content & pedagogy
- Time to collaborate/professional learning community activities—role of the school leader
- Ongoing/job-embedded effective professional development focused on improving student achievement

Domain II – Student Learning

- Factors that influence student achievement, both inside & outside of school
- 21st century learning technologies—technology infrastructure
- Standards-based curriculum design/rigor in curriculum—quality of content & instruction—differentiated instruction; curriculum alignment; formative and summative assessment
- Review of materials from 555—Community Relations; 655—Principalship; 611—Assessment and Instruction of School Improvement; 507/607 Internships I & II

Domain II – Student Learning

- 003: Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.
- 0004: Understand effective teaching and learning and the use of instructional leadership to promote the success of all student groups.
 - **EdA 511 Curriculum**
 - **EDA 655 Principalship**
 - **EDA 718 Superintendency**

Domain II – Student Learning

0003 Includes:

Shaping a school culture where high expectations are the norm.

Creating positive, safe, and supportive learning environments

Promoting a collaborative and positive culture of learning.

Improving the academic performance of all student groups by using multiple formative and summative assessments to continuously evaluate learning.

Providing equitable access to the school, the curriculum, and programs to all students and their parents/guardians.

Engaging all parents/guardians in the instructional program.

Domain II – Student Learning

0004 Includes:

Theories, principles, and concepts related to student learning and development.

How to plan, organize, and supervise curriculum, instruction, and assessment to meet educational standards.

Classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning.

How to create a dynamic learning environment that integrates technology to facilitate student learning, creativity, and collaboration.

How student diversity influences teaching and learning.

How to use research-based strategies to maximize achievement for English Language Learners, students with disabilities, and all other student groups.

How to coordinate the identification, acquisition, and use of internal and external resources to provide support and enhance achievement for all students.

Domain III: Systems for Capacity Building

Dr. Pamela Young and Dr. Mary Ziskin

Department of Educational Administration

Domain III – Systems for Capacity Building

- 0005: Understand how to use professional development for faculty, staff and self to promote lifelong learning and the success of all student groups.

Domain III – Systems for Capacity Building

0005 Includes:

1. Designing, facilitating, and implementing effective, motivating, and data-driven professional development programs
2. How to implement effective induction plans for new teachers. Using mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff.
3. How to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals.
4. Strategies for building staff capacity
5. Self improvement and continuous learning; engage in effective professional development; and reflect on personal leadership practices and their influence on others.
6. How to use time and technology effectively to improve instructional leadership and promote personal and professional growth.

Domain III – Systems for Capacity Building

0006: Understands organizational management and its use in creating positive and productive learning systems that promote the success of all student groups.

Domain III – Systems for Capacity Building

0006 Includes:

1. Research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and focus on continuous improvement
3. How to initiate, monitor, and evaluate change processes within the organization
4. How to address the concerns of stakeholders.
5. How to use systems thinking to set priorities and manage organizational complexity.
6. Skills and strategies for engaging in collaborative, data-driven problem solving and decision making
7. Skills related to trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community.
8. Engaging the broader community, including families, agencies, businesses, and community organizations, to promote organizational improvement.
9. Principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization.

Frames for Professional Development

- Planning: PD programs should be
 - **Learner-centered**, involving teachers in active and collaborative learning
 - Grounded in both theory and practice (e.g., should foster teachers' understanding of underlying theories and how to **apply theory to practice**).
 - Job-embedded, framed as **part of teachers' daily work**
 - Focused on ways to **improve student learning**, grounded in research
 - **Sustained**, ongoing, supported by school leadership
 - Systematic, integrated with **comprehensive district-level improvement efforts**
- Standards for effective PD
 - Build PD around vibrant learning communities: active collaboration, inquiry, experimentation, practice, reflection
 - Facilitate PD with strong and participatory leadership
 - Support PD with sufficient resources: people, time, money
 - Pinpoint PD using rigorous analysis of disaggregated student data

Professional Learning Communities (PLCs)

- PLCs are more likely to be effective than the instructional practices and emphasis on intensive supervision and evaluation recommended by NCLB and RTT (DuFour & Mattos, 2013)
- Leaders and teachers collaborate to identify ways to improve student learning
- **Depending on the context**, PLC activities may include:
 - Embracing the goal of high-level learning for all students
 - Working collaboratively to accomplish goals for improvement
 - Defining essential student learning objectives for every unit in the curriculum
 - Conducting formative and summative assessments during and at the end of units
 - Examining student data to identify students, teachers, or material needing further support or attention
 - Developing intervention plans for providing struggling students with support

Leadership that Builds Capacity

- Distributed Leadership
- Fostering safe environments for teachers to experiment, practice, reflect, and express their beliefs
- Supporting development of teacher leaders
 - Providing and structuring opportunities
 - Avoiding “tall-poppy” pitfalls
 - Embracing “Theory Y” Leadership (McGregor, 1960)

Communication

- Cullen's (2012) study on effective communication
 - Face-to-face communication with small groups is most effective (Avoid relying on PA system and assemblies for communication)
 - Follow-up emails may be important, especially if participants in small-group meetings did not take notes (*caveats apply . . .*)
 - Students and teachers alike need to be “shown, not just told”
 - Be sure to **provide for two-way communication** (listening to all perspectives, engaging with others' questions), and time (assistance, support, opportunities to try, encouragement)
 - Grounding statements in research improves credibility
 - Encourage faculty to try any new practice they propose (encourage experimentation)
 - Listen to **all** school staff members, and welcome their help
- Effective feedback
 - General: being out and about; following up; being flexible; kindness, courtesy, etc.
 - Classroom observations, etc. (Danielson, 2007)

Data Use and Collaboration

- Collaborative initiatives and collaborative engagement with data support the infusion of data into school processes
 - Makes data use more sustainable and relevant
 - Improves collaboration across disciplines and roles
- Collaborative Data Team Processes Should Entail
 - Calibration: a **process** of learning and agreeing on definitions and standards
 - **Focus on student data**
 - Educator engagement: e.g, **access** to data, initiatives, teams
 - Data use supported by **technology**
- Appropriate support and leadership are key

Data and Communication

- Identifying areas for school improvement
 - Using both **formal** and **informal** data collection (student achievement data, focus groups, informal observations, conversations)
 - Involving staff very widely (and in some cases even students) in collecting data and understanding what they mean
- Communicating data and needs to staff and community
 - The key point for leaders: to **know how to talk about what their data really mean** and **ways that stakeholders can support school improvement** (grounded in data)
 - Be able to have a conversation with any and all stakeholders
 - Reviewing individual student achievement data with a family, or with the student
 - Looking at school and district report card data with committees with community members, staff, PLCs

Domain IV: Resource Management and Educational Law

Dr. Charles Russo and Dr. Barbara De Luca

Department of Educational Administration

Domain IV: Educational Law

Dr. Russo



**Ohio Assessment for Educators
Review Session
University of Dayton
Department of Educational Administration
Legal Issues
April 1, 2017
11.15-AM-12.00 PM**

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Outline

I. Introduction

II. Governance and Liability

III. Religion

a) Aid to Non-public Schools

b) Religious Activities in Public Schools

IV. Student Rights

a) Discipline

b) Searches

c) Speech

Outline

V. Employees Rights

- a) Employment
- b) Collective Bargaining
- c) Speech

VI. Key Statutes

- a) FERPA
- b) Disabilities
 - i) Section 504-ADA
 - ii) IDEA
- c) ESSA
- d) Title IX

I. Generally

Fourteenth Amendment (1868)

Section 1. ...nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

II. Governance

School boards have plenary power to hire, fire, operate
their districts

II. Liability

Intentional Torts

- a) assault
- b) battery
- c) false imprisonment
- d) defamation

II. Liability

Negligence

- a) duty and foreseeability (standard of care)
- b) breach
- c) injury
- d) causation

Defenses

- a) immunity
- b) assumption of risk
- c) comparative v. contributory negligence

III. Religion

First Amendment (1791)

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.”

Two lines of cases

- a) Aid to Non-public Schools
- b) Religious Activities in Public Schools

a) Aid to Non-public Schools

Under the *Lemon* Test, governmental action must “[first] have a secular legislative purpose; second, its principal or primary effect must be one that neither advances nor inhibits religion; finally, the statute must not foster ‘an excessive government entanglement with religion.’”

a) Aid to Non-public Schools

1. Transportation
2. Books & Materials
3. Public Funds
4. Student testing
5. Student Services:
6. Vouchers

b) Religious Activities in Public Schools

1. Religious Instruction and Released Time
2. Prayer
3. Student Sponsored Activities
4. Curriculum
5. Religious Symbols

IV. Student Rights a) Discipline

Due Process & Discipline

a) Substantive (law must be fair, constitutional)

v. Procedural (steps taken)

b) Corporal Punishment

Goss v. Lopez and Continuum of Discipline:

1) no due process required for trivial matters

2) modicum of due process . . .

3) full hearing . . .

IV. Student Rights a) Discipline

Elements of *Goss* Hearing

- 1) notice
- 2) opportunity to respond
- 3) fair and impartial hearing/ process
- 4) decision on record

IV. Student Rights b) Searches

NJ v. TLO: search valid if justified at inception . . .
and limited in scope . . .

Safford Unified School District No. 1 v. Redding no
strip searches

Acton/Earls: nature of privacy interest, character of
intrusion, nature/immediacy of gov't concern

c) Speech

1. *Tinker v. Des Moines*

a) school officials can make reasonable rules to restrict student conduct

b) symbolic speech (akin to pure speech) has greater protection than actual speech

c) restrictions must be based on material and substantial disruption standard

2. *Bethel v. Frazier* (vulgar speech)

c) Speech

3. *Hazelwood v. Kuhlmeier* and Student Publications

a) types of fora: open, limited open, closed

b) can limit student expression if related to valid educational purpose

4. *Morse v. Frederick* (can limit speech related to drugs)

V. Employees a) Employment

Title VII prohibits Discrimination in hiring

In *Cleveland Board of Education v. Loudermill* , its first case on the issue, the Supreme Court ruled that absent exigent circumstances, wherein educators can be suspended with pay, the 14th Amendment requires school boards to provide individuals with property interests in their jobs, whether through tenure or unexpired contracts, to procedural due process, beginning with notice.

V. Employees b) Collective Bargaining

Bargaining legal in most states over terms and conditions of employment, but can be restricted

V. Employees c) Speech

Can speak on matters of public concern (*Pickering v. Board of Education of Township High School District 205*)

But

cannot do so in their official capacities (*Garcetti v. Ceballos*)

VI. Statutes a) FERPA

Two goals of FERPA

1. Grant parents and eligible students access to their educational records
2. Limit the access of outsiders to those records

VI. Statutes a) FERPA

1. covers all “educational records” maintained by educational agencies or by persons acting on their behalf containing personally identifiable student info
2. must to inform parties annually of their right to
 - a) inspect and review
 - b) request amendment of
 - c) consent to disclosure of educational records
 - d) right to file a complaint with USDOE

VI. Statutes b) Disabilities

Two Primary Statutes

Section 504 of the Rehabilitation Act of 1973,
29 U.S.C. § 794(a)
cf. Americans with Disabilities Act

Individuals with Disabilities Education Act,
42 U.S.C. §§ 2000 *et seq.*

VI. Statutes b) Disabilities

“No otherwise qualified individual with a disability in the United States ... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance....” 29 U.S.C.A. § 794(a).

VI. Statutes b) Disabilities

Section 504 eligibility

Individuals must have, had, believe to have had impairment that significantly impacts a major life activity (such as school or work)

VI. Statutes b) Disabilities

Under 504 recipients must be

- a) otherwise qualified
- b) in programs receiving federal financial assistance
- c) need reasonable accommodations

VI. Statutes b) Disabilities

Defenses

a) cost

b) health and safety

c) significant alteration in nature of program

VI. Statutes b) Disabilities

Child with a disability

(A) In general

- The term “child with a disability” means a child-
- (i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this chapter as “emotional disturbance”), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

VI. Statutes b) Disabilities

(ii) who, by reason thereof, needs special education and related services. 20 U.S.C. § 1400(3)

VI. Statutes b) Disabilities

Key Elements

- a) FAPE **cf.** *Rowley v. Board of Education*
- b) LRE **cf.** *Timothy W. v. Rochester* (zero reject)
- c) aged 3-21
- d) parental input
- e) due process **cf.** *Honig v. Doe* (discipline)

VI. Statutes c) ESSA

Among key provisions of the NCLB remaining in effect as part of the ESSA is one directing state officials to take steps annually to “measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools.”

VI. Statutes c) ESSA

At the same time, without naming examinations explicitly, the ESSA grants state officials the opportunity to replace state wide high school standardized tests with such nationally used assessments as the ACT or SAT.

VI. Statutes d) Title IX

Title IX of Education Amendments of 1972

20 U.S.C.A. § 1681

(a) Prohibition against discrimination; exceptions

No person in the United States shall, on the basis of sex,

Be excluded from participation in, be denied the

benefits of, or be subjected to discrimination under any

education program or activity receiving Federal

financial assistance

VI. Statutes d) Title IX

Teacher on Student

Geber v. Lago Vista Independent School District,
524 U.S. 274 (1998)

Franklin v. Gwinnett County Public Schools, 503 U.S.
60 (1992)

Student on Student

Davis v. Monroe County Board of Education,
526 U.S. 629, 646 (1999)

Domain IV: Resource Management

Dr. De Luca

Domain IV – Resource Management and Educational Law

0009 Includes:

- 1. The financial implications of serving a diverse student population and the relationships between equitable resource management and effective instructional leadership.**
- 2. Allocating fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups.**
- 3. How to leverage and maximize existing resources and seek new resources to enhance teaching and learning.**
- 4. Procedures for developing, managing, and monitoring balanced budgets and for involving stakeholders in budgeting processes.**
- 5. How to interpret budgets and adhere to restrictions on the transfer and use of funds from various sources, including student activity accounts, to meet educational needs.**
- 6. School finance, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding).**
- 7. Procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members).**
- 8. Procedures for establishing and ensuring effective internal controls to safeguard financial operations.**

Domain IV – Resource Management

0009: Understand fiscal and material resource management and its use in creating efficient and effective learning systems that promote the success of all student groups.

Sources of Revenue – Federal, State, Local

Categorical vs. General Fund Money

Equity, Adequacy, Efficiency

Efficiency vs. Effectiveness

Domain IV – Resource Management

0009 Includes:

- 1. The financial implications of serving a diverse student population and the relationships between equitable resource management and effective instructional leadership.**
- 2. Allocating fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups.**

Vertical/Horizontal Equity & Effectiveness (Accomplishing Goal--High Academic Standards (ESSA))

Domain IV – Resource Management

0009 Includes:

- 3. How to leverage and maximize existing resources and seek new resources to enhance teaching and learning.**

Efficiency & Nonmonetary Resources & Grants

- 4. Procedures for developing, managing, and monitoring balanced budgets and for involving stakeholders in budgeting processes.**

*Equilateral Budget Triangle -- Programs at the Base,
Revenues, Expenditures*

Domain IV – Resource Management

5. How to interpret budgets and adhere to restrictions on the transfer and use of funds from various sources, including student activity accounts, to meet educational needs.

Codes: Fund, Function, Object

Categorical vs. General Fund Money

https://ohioauditor.gov/publications/guidelines_student_programs.pdf

“Budgeting for Student Activities” handout.

6. School finance, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding).

Domain IV – Resource Management

7. Procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members).

<https://education.ohio.gov/getattachment/Topics/Data/EMIS/EMIS/EMIS-Handbook/FY08-EMIS-101-Handbook.doc.aspx>

8. Procedures for establishing and ensuring effective internal controls to safeguard financial operations.

<https://education.ohio.gov/getattachment/Topics/Data/EMIS/EMIS/EMIS-Handbook/FY08-EMIS-101-Handbook.doc.aspx>