I. LEADERSHIP
   a. Determining what systems are needed
   b. Organizing (Sharing of Systems)
   c. Organizing physical spaces
   d. Setting up systems such as personnel files, tickler system, resources for teachers
   e. Organizing folders, administrative records
   f. Knowing what, when, and how to delegate
   g. Knowing and organizing information will be needed later for reports and other’s reports for which I will be asked to provide data
   h. Collaborating with other administrators

II. Planning and Improving Curriculum and Instruction
   a. Creating a Teachable Teacher
   b. Being able to provide curriculum and program alignment
   c. Understanding and being able to design strategies for ensuring inclusion of special need child with the other 25 general education students
   d. Ensuring programs meet student needs, including case load management and levels of service
   e. Providing resource ideas
   f. Ensuring resource materials are available
   g. Knowing how to manage student behavior
   h. Understanding and being able to demonstrate strategies of differentiated instruction
   i. Understanding and being able to develop strategies of RTI
   j. Being able to co-teach and to collaborate with general education teachers

III. POLICIES AND PROCEDURES
   a. IEPs
      i. Knowing IEP process (Including IEP Boot Camp Components)
      ii. Being able to use the Special Education Automated System (SEAS)
iii. Knowing and complying with timelines
iv. Having the knowledge necessary to ensure content accuracy
v. Being knowledgeable of resources which are available
vi. Knowing and compiling the data from the IEPs which are required for State Reports
vii. Facilitating team meetings and team decisions

b. Special Transportation
   i. Knowing the transportation requirements under federal and state law (reimbursement, bus type) and what the specific districts provide
   ii. Assessing student needs, including safety and behavior issues
   iii. Providing bus driver/assistant training, including behavior issues

c. Compliance Issues, including data collection
   i. Using the requirements of “Accountability at a Glance” as a tool and as a guide for collecting data to be needed later
   ii. Tabbing areas in procedures manual, which personalize it and makes it usable; tabbing by real-life issues (always ensuring that updates are included). Creating a personalized index by issue.
   iii. Understanding the law and related regulations, which determine why we do much of what we do, including those concerned with discipline of students
   iv. Understanding alternative assessment
   v. GOAL: Digitize procedures manual, making it conveniently and easily searchable

IV. COMMUNITY RELATIONS
   a. Providing training for parents
      i. Identify parent training needs
      ii. Providing trainings for parents, including parent rights
      iii. Securing parent surveys from the State Department
      iv. Identifying community resources and referring parents to them
v. Providing information on trainings available through other groups
b. Problem solving with parents
c. Demonstrating communication skills
d. Knowing what not to say
e. Knowing what resources are available and how to access them
f. Demonstrating skills in negotiations and conflict resolution
g. Know how to structure and facilitate meetings

V. PERSONNEL Practices
a. Understanding certification, licensure, credential, and HQ requirements and the related resources available; such as Regional Accreditation Officers (RAO) and Project KNOTTT
b. Understanding OKLA Personnel Standards—PMP
c. Hiring teaching and support staff
   i. Working with HR to create recruiting strategies
   ii. Determining if any stipends or other incentives are available for high-needs areas
   iii. Knowing labor contract provisions that affect hiring
   iv. Being aware of legal issues related to interviewing and hiring (including handling applications of candidates under contract to other Oklahoma districts)
   v. Being aware of testing dates and funding sources to support testing requirements
   vi. Determining current and projected vacancies
d. Supervising certified personnel
   i. Demonstrating communication skills
   ii. Understanding related labor contract provisions and regulations
   iii. Making appropriate assignments
   iv. Being able to schedule assigned classes
e. Evaluating personnel
   i. Observing work performance
   ii. Communicating effectively what has been observed
   iii. Coaching and developing a Personal Development Plan or a Plan of Improvement
f. Contracting for related service providers
i. Negotiating related services contracts; knowing the going rate for these services
ii. Ensuring administrators and HR are aware of ramifications of hiring contracted personnel
iii. Ensuring contract fulfillment by contracted personnel. Having checks and balances in place to track hours (time sheets), mileage, services purchased
iv. Ensuring compliance with legal and regulatory requirements for paying contracted personnel

VI. FISCAL MANAGEMENT
   a. Budgeting and anticipating budget needs, including rising costs, indirect costs, and fringe benefits
   b. Knowing budget sources, such as IDEA, Medicaid, State funds and how to access each source
   c. Ensuring accurate and timely completion of requests for federal funds
   d. Knowing and being able to use Oklahoma Cost Accounting System (OCAS), including the coding requirements
   e. Understanding what the terms “supplant” and “maintenance of effort” mean
   f. Being aware at all times of current fiscal commitments