Job Title: Maintenance Supervisor

Career Pathway: Entrepreneurship/Self-Employment

Industry Sector: Marketing, Sales, and Service

O*NET-SOC CODE: 49-1011.00

CBEDS Title: Small Business Services

CBEDS No.: 4132

79-75-80

Maintenance Supervisor: Scheduling Practices

Credits: 5  
Hours: 60

Course Description:
This competency-based course prepares trainees for entry-level supervision positions as school custodian supervisors. Instruction includes practical training in the management of custodial personnel; in-depth study of time and motion studies; scheduling work loads equitably; scheduling of routine cleaning; scheduling of nonroutine cleaning. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
None.

NOTE: For Perkins purposes this course has been designated as a concentrator/capstone course.

It is recommended that students in the Maintenance Supervisor program complete the following courses in the given sequence: Building and Grounds Worker (Fundamentals) (79-75-50), Maintenance Supervisor: Heating and Ventilation (79-75-75), Maintenance Supervisor: Scheduling Practices (79-75-80), and Maintenance Supervisor: Supervisory Practices (79-75-85).

This course cannot be repeated once a student receives a Certificate of Completion.
A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; SCCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

**COURSE OUTLINE COMPONENTS**

**GOALS AND PURPOSES**

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

**PERFORMANCE OBJECTIVES OR COMPETENCIES**

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student’s acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.
COURSE OUTLINE COMPONENTS

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOCATED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

Thanks to NAZELI ZELYAN for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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APPROVED:

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Marketing, Sales, and Services Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Marketing, Sales, and Services academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Services sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Marketing, Sales, and Services sector workplace environment.

7.0 Responsibility and Flexibility
Initiate and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Marketing, Sales, and Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the DECA career technical student organization.

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the DECA career technical student organization.
Marketing, Sales, and Services
Pathway Standards

C. Entrepreneurship/Self-Employment Pathway

Develop knowledge and skills common to entrepreneurs and entrepreneurship, including the human characteristics vital for entrepreneurial thinking in a twenty-first century global world. Entrepreneurial thinking may be applied to all industry sectors. The performance indicators provide business knowledge and skills required for entrepreneurs, as well as intangible skills and knowledge such as creativity and innovation skills.

Sample occupations associated with this pathway:

- Business Owner
- Consultant
- Insurance Broker
- Meeting/Event Planner
- Travel Agent

C1.0 Define the role the entrepreneur plays in the free-enterprise system.
C2.0 Analyze the development of successful personal entrepreneurial traits.
C3.0 Understand the basic aspects of entrepreneurship.
C4.0 Develop creative and innovative thinking skills that apply to entrepreneurship and the products/services created.
C5.0 Evaluate leadership styles and management functions for the small business.
C6.0 Demonstrate an understanding of the elements and purpose of business and strategic planning in entrepreneurship.
C7.0 Identify strategies for business startup and growth.
C8.0 Understand financial planning, reports, and projections.
C9.0 Understand effective marketing of a small business.
C10.0 Identify and evaluate technology used by entrepreneurs.
C11.0 Understand the role of human resources in a successful small business.
CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Maintenance Supervisor: Scheduling Practices Course

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>A. ORIENTATION</td>
<td></td>
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<tr>
<td>Identify the duties of a</td>
<td>1. Understand values of a good work schedule.</td>
<td>Career Ready</td>
</tr>
<tr>
<td>maintenance supervisor as it</td>
<td>2. Interpret and briefly explain the components of maintenance</td>
<td>Practice:</td>
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<tr>
<td>relates to scheduling</td>
<td>labor allotments.</td>
<td>1, 2, 5, 7</td>
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<td>maintenance tasks.</td>
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(6 hours)

Career Ready Practice:
1, 2, 5, 7

CTE Anchor:
Communications:
2.2, 2.3, 2.6
Career Planning and Management:
3.1, 3.2, 3.3, 3.5, 3.9
Technology:
4.1
Problem Solving and Critical Thinking:
5.1, 5.2, 5.3, 5.4
Health and Safety:
6.2
Responsibility and Flexibility:
7.2, 7.4
Ethics and Legal Responsibilities:
8.6
Leadership and Teamwork:
9.1, 9.2
Technical Knowledge and Skills:
10.2, 10.5

CTE Pathway:
B2.4, B3.3, B3.4, B3.6, B3.7, B4.3, B6.2, B7.1, B7.2, B8.5
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</table>
| **B. SCHEDULING FREQUENCIES OF CLEANING TASKS** | 1. Identify daily tasks.  
2. Identify weekly tasks.  
3. Identify monthly tasks.  
4. Identify semi-annual and annual tasks.  
5. Identify cleaning and gardening priorities to consider when adjusting tasks and task frequencies to match available maintenance hours. | **Career Ready Practice:**  
1, 2, 5, 6, 7, 9, 10 |
| Identify cleaning tasks to be scheduled and frequency to be performed. | **CTE Anchor:**  
Communications: 2.5  
Problem Solving and Critical Thinking: 5.3  
Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.6  
Ethics and Legal Responsibilities: 8.2, 8.6  
Leadership and Teamwork: 9.1, 9.2  
Technical Knowledge and Skills: 10.1, 10.5  
**CTE Pathway:**  
B3.6, B3.7, B4.1, B6.1, B6.4, B7.1, B8.3, B8.5 |
| (3 hours) |  |
| **C. CLEANING STANDARDS** | 1. Interpret and briefly explain the cleaning standards for all areas; i.e., restrooms, classrooms, hallways, offices, auditorium, gymnasium, facilities, exterior walkways, and grounds, etc.  
2. Interpret and briefly explain the proper use of acceptable cleaning time/task standards. | **Career Ready Practice:**  
1, 2, 5, 6, 7, 8, 12  
**CTE Anchor:**  
Communications: 2.3  
Career Planning and Management: 3.1  
Problem Solving and Critical Thinking: 5.3  
Health and Safety: 6.1, 6.3, 6.4  
Responsibility and Flexibility: 7.5 |
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<tr>
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<tr>
<td>D. TIME AND MOTION STUDIES / FULL SURFACE INVENTORY / WORK TIME SURVEY</td>
<td>1. Demonstrate ability to organize and prepare a Full Survey Inventory for an elementary and secondary school assignment. 2. Demonstrate proper adjustments to tasks performed to reflect available staffing. 3. Interpret and briefly explain the Custodial Work Time Survey and Full Surface Inventory. 4. Demonstrate proper assignment of duties as it relates to frequency of tasks.</td>
<td>Ethics and Legal Responsibilities: 8.2, 8.6 Leadership and Teamwork: 9.3 Technical Knowledge and Skills: 10.2 CTE Pathway: B2.2, B3.3, B3.4, B3.5, B3.6, B3.7, B4.1, B4.3, B4.6, B6.1, B7.2</td>
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<td></td>
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<td>Career Ready Practice: 1, 2, 4, 5, 7, 8, 9, 10, 11 CTE Anchor: Communications: 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.8 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.3, 7.5 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4 Leadership and Teamwork: 9.1, 9.2 Technical Knowledge and Skills: 10.1, 10.5</td>
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<tr>
<td>E. CUSTODIAL WORK SCHEDULES</td>
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| Write custodial work schedules according to acceptable standards. | 1. Demonstrate ability to organize and write custodial work schedules using acceptable techniques and methods for all types for all types of school assignments.  
2. Design a work routine for an elementary or secondary school assignment.  
3. Prepare a contingent work schedule. | CTE Pathway:  
B2.1, B2.2, B2.4,  
B3.3, B3.4, B3.5,  
B3.6, B3.7, B4.1,  
B6.1, B6.2, B7.1,  
B7.2, B8.5  
Career Ready Practice:  
1, 3, 4, 5, 6, 7, 8, 9, 10, 11  
CTE Anchor:  
Communications:  
2.4, 2.5  
Career Planning and Management:  
3.1, 3.2, 3.4, 3.9  
Technology:  
4.1  
Problem Solving and Critical Thinking:  
5.1, 5.3  
Health and Safety:  
6.2, 6.3, 6.6  
Responsibility and Flexibility:  
7.4, 7.5  
Ethics and Legal Responsibilities:  
8.2, 8.3, 8.6  
Leadership and Teamwork:  
9.1, 9.3  
Technical Knowledge and Skills:  
10.3, 10.5  
CTE Pathway:  
B2.1, B2.4, B3.3,  
B3.5, B3.6, B7.1,  
B7.2, B8.5 |
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| **F. WORK-TIME SURVEYS AND MAINTENANCE WORK SCHEDULES** | 1. Interpret and explain the difference between custodial hours allocated and actual hours available for cleaning tasks. | **Career Ready Practice:** 1, 3, 4, 5, 6, 7, 8, 11  
**CTE Anchor:**  
Communications: 2.2, 2.3  
Career Planning and Management: 3.2, 3.5, 3.9  
Technology: 4.1, 4.3  
Problem Solving and Critical Thinking: 5.2  
Health and Safety: 6.2  
Responsibility and Flexibility: 7.2, 7.4  
Leadership and Teamwork: 9.6  
Technical Knowledge and Skills: 10.1  
**CTE Pathway:** B2.1, B2.4, B3.3, B3.6, B4.1, B4.6, B8.3 |
| Write work routines and custodial schedules for an elementary school with a minimum of twelve (12) daily custodial labor hours assigned according to acceptable procedures. | (12 hours) | |
| **G. SCHEDULING RECESS, ANNUAL, AND YEAR-ROUND CLEANING** | 1. Identify total labor hours available for a specific school plant to perform recess, annual, and year-round cleaning tasks.  
2. Identify tasks to be performed during recess, annual, and year-round cleaning periods.  
3. Use cleaning time standards to determine time for each task. | **Career Ready Practice:** 1, 3, 4, 5, 6, 7, 8, 11, 12  
**CTE Anchor:**  
Career Planning and Management: 3.9  
Problem Solving and Critical Thinking: 5.2, 5.3  
Health and Safety: 6.2, 6.3, 6.4, 6.6, 6.7 |
<p>| Write custodial schedules for recess, annual clean-up periods, and year-round cleaning according to acceptable procedures. | (79-75-80) | WeAreDACE.Org |</p>
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<td><strong>H. IMPLEMENTATION OF CUSTODIAL WORK</strong></td>
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<td>Identify supervision skills necessary to implement work schedules successfully.</td>
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<td>(3 hours)</td>
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<td><strong>CTE Pathway:</strong></td>
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<td>B2.1, B2.4, B3.3, B3.5, B3.6, B7.1, B7.2, B8.5</td>
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Responsibility and Flexibility: 7.2, 7.3, 7.4  
Leadership and Teamwork: 9.1, 9.3, 9.7  
Technical Knowledge and Skills: 10.3, 10.4  

CTE Anchor:  
Career Planning and Management: 3.2, 3.5  
Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4  
Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7  
Responsibility and Flexibility: 7.2, 7.3, 7.4  
Ethics and Legal Responsibilities: 8.3, 8.4, 8.5  
Leadership and Teamwork: 9.5, 9.6  

CTE Anchor:  
Career Planning and Management: 3.2, 3.5  
Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4  
Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7  
Responsibility and Flexibility: 7.2, 7.3, 7.4  
Ethics and Legal Responsibilities: 8.3, 8.4, 8.5  
Leadership and Teamwork: 9.5, 9.6  

CTE Pathway: B2.1, B2.2, B2.4, B3.3, B3.4, B3.5, B3.6, B3.7, B7.1, B7.2
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| I. REVIEW AND EVALUATION         | 1. Demonstrate ability to prepare a full-time and part-time custodial work time survey and write a maintenance work schedule from a given data including time for set-up and put away, breaks, lunch, etc. | **Career Ready Practice:**  1, 3, 4, 5, 6, 7, 8, 9, 11  
**CTE Anchor:**  
Communications:  2.1, 2.2, 2.4  
Career Planning and Management:  3.1, 3.9  
Technology:  4.3  
Problem Solving and Critical Thinking:  5.1  
Health and Safety:  6.2  
Responsibility and Flexibility:  7.2, 7.4, 7.5  
Ethics and Legal Responsibilities:  8.2  
Technical Knowledge and Skills:  10.2  
**CTE Pathway:**  B2.1, B2.4, B3.3, B3.5, B3.6, B7.1, B7.2, B8.5 |

(6 hours)
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Los Angeles Unified School District, Preparation Instructions for Custodian Work Schedules.

RESOURCES

Employer Advisory Board members

CDE Model Curriculum Standards for Marketing, Sales, and Services

COMPETENCY CHECKLIST
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lectures
B. Demonstration/observation
C. Boiler room practice
D. Field trips
E. Individualized instruction

EVALUATION

SECTION A – Orientation—Pass all assignments and exams on orientation with a minimum score of 80% or higher.

SECTION B – Scheduling Frequencies of Cleaning Tasks—Pass all assignments and exams on scheduling frequencies of cleaning tasks with a minimum score of 80% or higher.

SECTION C – Cleaning Standards—Pass all assignments and exams on cleaning standards with a minimum score of 80% or higher.

SECTION D – Time and Motion Studies / Full Surface Inventory / Work-Time Survey—Pass all assignments and exams on time and motion studies / full surface inventory / work-time surveys with a minimum score of 80% or higher.

SECTION E – Custodial Work Schedules—Pass all assignments and exams on custodial work schedules with a minimum score of 80% or higher.

SECTION F – Work-Time Surveys and Maintenance Work Schedules—Pass all assignments and exams on work-time surveys and maintenance work schedules with a minimum score of 80% or higher.

SECTION G – Scheduling Recess, Annual, and Year-Round Cleaning—Pass all assignments and exams on scheduling recess, annual, and year-round cleaning with a minimum score of 80% or higher.

SECTION H – Implementation of Custodial Work—Pass all assignments and exams on implementation of custodial work with a minimum score of 80% or higher.

SECTION I – Review and Evaluation—Pass all assignments and exams on review and evaluation with a minimum score of 80% or higher.
Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.