# ILLINOIS LICENSURE TESTING SYSTEM

## FIELD 195: PRINCIPAL AS INSTRUCTIONAL LEADER SUBTEST 1
## FIELD 196: PRINCIPAL AS INSTRUCTIONAL LEADER SUBTEST 2

## TEST FRAMEWORK

## January 2014

# Illinois Licensure Testing System

### FIELD 195: PRINCIPAL AS INSTRUCTIONAL LEADER SUBTEST 1
### FIELD 196: PRINCIPAL AS INSTRUCTIONAL LEADER SUBTEST 2

### TEST FRAMEWORK

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## Subtest 1

| Subarea | Range of Objectives | Approximate Subtest Weighting | |
| --- | --- | --- | --- |
| | | Multiple Choice | Constructed Response |
| I. Planning, Change, and Accountability | 0001–0002 | 24% | 16% |
| II. Instructional Improvement | 0003–0005 | 36% | 24% |

## Subtest 2

| Subarea | Range of Objectives | Approximate Subtest Weighting | |
| --- | --- | --- | --- |
| | | Multiple Choice | Constructed Response |
| I. Visionary Leadership, Collaboration, and Contexts of Education | 0001–0003 | 36% | 24% |
| II. School Management and Legal/Ethical Guidelines | 0004–0006 | 24% | 16% |

# ILLINOIS LICENSURE TESTING SYSTEM

## FIELD 195: PRINCIPAL AS INSTRUCTIONAL LEADER SUBTEST 1
## FIELD 196: PRINCIPAL AS INSTRUCTIONAL LEADER SUBTEST 2

## TEST FRAMEWORK

Planning, Change, and Accountability
Instructional Improvement
Visionary Leadership, Collaboration, and Contexts of Education
School Management and Legal/Ethical Guidelines

**SUBTEST 1**

**SUBAREA I—PLANNING, CHANGE, AND ACCOUNTABILITY**

**0001 Understand how to lead change and engage in collaborative, data-driven planning and decision making to improve student learning outcomes.**

For example:

- Apply knowledge of how to build consensus for school change and secure stakeholder support in planning and implementing change.

- Analyze skills and strategies for managing and monitoring change and for overcoming obstacles to change.

- Demonstrate knowledge of procedures for gathering, analyzing, and synthesizing data and other information (e.g., test scores, student work samples, survey results, research) to evaluate and make decisions about school programs, activities, environments, and functioning.

- Apply knowledge of principles and practices of data-driven planning and factors to consider in comprehensive planning.

- Apply knowledge of school improvement planning (SIP) processes and how to initiate, lead, and sustain comprehensive planning efforts.

- Demonstrate knowledge of skills and strategies for successfully implementing plans that lead to improved student performance.

- Apply knowledge of how to use data and other evidence to monitor and evaluate progress and revise plans as necessary.

**0002    Understand the use of assessment and accountability systems to monitor students' progress and promote educational excellence.**

For example:

- Demonstrate knowledge of how to implement sound, nondiscriminatory student assessment practices and use assessment results to shape school programs and improve achievement for all students.

- Apply knowledge of how to use quantitative and qualitative data to identify school strengths and needs, define gaps between current outcomes and goals, identify areas for improvement, and promote organizational learning and improvement.

- Demonstrate knowledge of skills and strategies for guiding analysis and disaggregation of student performance data on a regular basis to improve the instructional program.

- Apply knowledge of procedures for monitoring and assessing the progress of school programs, making adjustments, and formulating new action steps as necessary.

- Analyze the role of assessment in educational accountability and how various types of information can be used to provide formative and summative evaluation of teachers and to analyze and improve student learning.

- Apply knowledge of how to communicate expectations, results, and progress toward goals to district administrators, students, staff, parents/guardians, and the community.

**SUBAREA II—INSTRUCTIONAL IMPROVEMENT**

**0003    Understand how to establish and sustain a school culture and learning environment conducive to student learning and staff professional growth.**

For example:

- Demonstrate knowledge of how to establish a school culture in which students, families, teachers, and other stakeholders share a commitment to high expectations for all students, closing achievement gaps, and vigorously pursuing academic and behavioral excellence.

- Demonstrate knowledge of how to establish and sustain rigorous academic goals and priorities, ensuring that teachers set high academic and behavior expectations for every student and that students are consistently engaged in meaningful learning.

- Apply knowledge of practices that create and sustain a positive school culture of learning, growth, and equity and that provide a safe, supportive learning environment for all students.

- Apply knowledge of procedures for assessing the learning environment and for using assessment results to promote improvement.

- Demonstrate knowledge of how to develop and implement effective behavior management approaches, student codes of conduct, and practices and procedures to prevent bullying and other forms of violence.

- Apply knowledge of how to establish a strong professional culture that supports teacher learning, teacher leadership, and shared commitment to the school's vision and goals.

- Apply knowledge of strategies for providing support, time, and resources for staff to examine their own beliefs, values, and practices in relation to the school's vision and goals for teaching and learning.

- Demonstrate knowledge of how to lead individual and collaborative efforts to analyze relevant data and formulate action plans for improved learning and achievement.

**0004    Understand how to provide instructional leadership focused on effective teaching and learning and the use of research-supported instructional practices that promote academic success for every student.**

For example:

- Apply knowledge of how to plan, organize, supervise, monitor, and support a rigorous, standards-based instructional program based on research-supported best practices for curriculum, instruction, and assessment.

- Demonstrate knowledge of developmentally appropriate academic and social-emotional learning from early childhood through adolescence.

- Apply knowledge of effective instructional methods, materials, and practices, including differentiation and research-supported intervention, to meet student needs, close achievement gaps, and promote success for each student.

- Apply knowledge of research-supported curriculum and instruction for promoting literacy and numeracy for students at all grade levels.

- Demonstrate knowledge of the characteristics, benefits, and limitations of formative and summative student assessments and the use of assessment data to improve student learning.

- Analyze the significance of structural factors (e.g., staffing patterns, schedules, grouping approaches) and how these factors can be adjusted to achieve desired student outcomes.

- Analyze the significance of student differences (e.g., cultural background, economic background, gender, giftedness, learning style) for instructional planning and assessment, and identify instructional practices with proven effectiveness for promoting achievement for students with diverse characteristics and needs.

- Demonstrate knowledge of procedures for Individualized Education Programs (IEPs), Section 504 Plans, and Individualized Family Service Plans (IFSPs) and strategies for promoting development and learning for students with disabilities.

- Demonstrate knowledge of skills and strategies for promoting learning and academic success for English language learners.

- Demonstrate knowledge of pupil personnel programs and for developing and maintaining programs that meet the needs of students and their families.

- Apply knowledge of how to use technology and information systems to enrich curriculum and instruction and monitor instructional effectiveness and how to effectively integrate technology into instruction and assessment.

**0005  Understand professional development that improves learning for every student.**

> For example:
>
> - Demonstrate knowledge of how to guide and support job-embedded, standards-based professional development that improves learning for all students, including allocating adequate time and other resources to support staff learning and collaboration.
>
> - Apply knowledge of how to organize adults into data-driven learning communities and build a professional culture of collaboration in which teamwork, reflection, discussion, sharing, and problem solving about student learning and achievement are aligned to instructional priorities.
>
> - Demonstrate knowledge of strategies for leading teachers in using achievement data to profile student performance, analyze differences among individuals and groups of students, and guide planning for improved teaching and learning.
>
> - Demonstrate knowledge of skills and strategies for using regular classroom observation and student data to evaluate teaching quality and for providing teachers with prompt, high-quality feedback aimed at improving student outcomes.
>
> - Apply knowledge of how to use various supervisory models (e.g., clinical, peer coaching) to improve teaching and learning and how to guide and monitor individual professional development plans.
>
> - Apply knowledge of strategies for providing professional support and development focused on authentic problems and student outcomes, integrating opportunities for continuous learning into the school environment, and engaging staff in ongoing self-assessment.
>
> - Demonstrate knowledge of strategies for promoting teacher initiative, leadership, innovation, action research, and knowledgeable risk taking.
>
> - Demonstrate knowledge of how to use principles of adult learning and motivation to provide professional development opportunities that meet defined goals.
>
> - Demonstrate knowledge of resources and activities, including the use of reflection and stakeholder feedback, for promoting one's own professional development and learning on an ongoing basis.

## SUBTEST 2

**SUBAREA I—VISIONARY LEADERSHIP, COLLABORATION, AND CONTEXTS OF EDUCATION**

**0001 Understand the collaborative development and implementation of a shared vision to promote continuous and sustainable improvement in students' achievement and growth.**

For example:

- Demonstrate knowledge of the purposes of a school vision and mission and how to involve staff and community in developing and implementing a vision and mission.

- Identify and analyze strategies for engaging diverse stakeholders and incorporating diverse perspectives in the development and implementation of a vision and mission.

- Demonstrate knowledge of how to build consensus for and ownership of a vision and mission to promote continuous and sustainable improvement in students' achievement and growth.

- Apply knowledge of the roles of the principal (e.g., communicating, advocating, generating support) in developing and implementing a vision that is shared and supported by all stakeholders.

- Apply knowledge of how to use a vision to guide school planning, including ensuring alignment between the vision and decisions about goals, programs, and practices.

- Demonstrate knowledge of how to align financial, human, and material resources to support implementation of the vision.

- Apply knowledge of barriers to achieving the vision and how to identify and eliminate barriers.

**0002** **Understand how to communicate and collaborate with students, faculty and other staff, families, and community members; respond to diverse community interests and needs; and mobilize community resources to strengthen school programs and support school goals.**

For example:

- Demonstrate knowledge of community and media relations and public information strategies for communicating different types of information to different audiences.

- Apply knowledge of how to use current technologies to communicate with and engage all stakeholders.

- Apply knowledge of interpersonal communication skills and strategies appropriate in various educational contexts.

- Apply knowledge of techniques for collaborating, negotiating, and building shared commitment.

- Apply knowledge of how to build collaborative relationships and form partnerships with school staff, school and district governing bodies, families, businesses, and community and government groups to strengthen school programs and support school goals.

- Demonstrate knowledge of the value of parent/guardian participation in the school and strategies for increasing the involvement of parents/guardians in their children's education.

- Analyze the dynamics of a diverse school community and strategies for responding to diverse community interests and needs.

- Demonstrate knowledge of how to work effectively with individuals and groups with competing or conflicting perspectives.

- Apply knowledge of skills and strategies for mobilizing school, district, family, and community resources to achieve school goals for ongoing improvement of teaching and learning.

**0003    Understand the political, social, economic, legal, and cultural contexts of education and how to respond to and influence these contexts.**

> For example:
>
> - Analyze the purposes of public education and the role of educational leaders.
>
> - Demonstrate knowledge of social, economic, and cultural factors that affect families, communities, children, teaching, and learning.
>
> - Analyze ways in which political, social, economic, legal, and cultural contexts affect educational processes and outcomes and how to respond to and influence these contexts.
>
> - Demonstrate knowledge of how current and emerging issues, trends, and forces, including globalization, influence teaching, learning, and educational leadership.
>
> - Apply knowledge of skills and strategies for serving as an effective advocate for policies, laws, programs, and practices that promote educational equity and excellence for all students.
>
> - Apply knowledge of how to work effectively with decision makers in the community and in broader political contexts to increase understanding of trends, issues, and policies affecting the school and to improve learning outcomes.
>
> - Demonstrate knowledge of public school governance in Illinois, including federal, state, and local influences.

**SUBAREA II—SCHOOL MANAGEMENT AND LEGAL/ETHICAL GUIDELINES**

**0004 Understand organizational and operational management that supports school improvement and desired educational outcomes.**

For example:

- Demonstrate knowledge of skills for managing the organization in ways that promote equity, effectiveness, and efficient time use and for deploying financial and human resources to promote student success.

- Apply knowledge of how to use data to identify organizational needs and priorities and how to address organizational barriers to attaining student achievement goals.

- Apply knowledge of management skills and practices (e.g., consensus building, conflict resolution, distributed leadership, team building) to make decisions and promote achievement of school goals.

- Apply knowledge of how to use technological tools and systems to support effective management of the organization (e.g., facilitating communication and collaboration, managing information).

- Demonstrate knowledge of procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements for ensuring the safe, efficient, and effective operation of school facilities and equipment.

- Apply knowledge of procedures for developing and implementing plans to ensure building security and safety for students and staff.

- Apply knowledge of crisis planning and emergency management.

- Demonstrate knowledge of how to schedule, allocate, and use time and space to meet instructional and program needs.

- Demonstrate knowledge of procedures and legal requirements for managing auxiliary services (e.g., food services, transportation, health services).

**0005 Understand fiscal and human resource management that supports school improvement and desired educational outcomes.**

For example:

- Demonstrate knowledge of how to plan, manage, and monitor school budgets aligned to goals for school improvement.

- Apply knowledge of ways to seek new resources (e.g., grants, partnerships) to support school programs and allocate resources to achieve defined goals.

- Demonstrate knowledge of issues and procedures related to public school financing at the federal, state, and local levels (e.g., equity considerations, sources of funding, restrictions on how funds are used).

- Demonstrate knowledge of effective, equitable, and legal procedures for recruiting, hiring, assigning, retaining, evaluating, disciplining, and dismissing staff, including state and federal legal requirements.

- Demonstrate knowledge of how to design and implement effective induction and mentoring plans for new teachers.

- Analyze issues related to equity and diversity in human resource management.

- Apply knowledge of staff evaluation procedures that distinguish the performance of staff functioning at different levels and that provide information to drive improvement for all staff.

- Demonstrate knowledge of policies, procedures, and contractual obligations related to human resource administration, including relevant state and federal laws and regulations (e.g., Family and Medical Leave Act [FMLA], Americans with Disabilities Act [ADA]).

**0006    Understand legal and ethical guidelines related to schools and education.**

For example:

- Apply knowledge of federal and state laws and regulations related to school administration in Illinois (e.g., open meeting laws, liability, reporting requirements).

- Demonstrate knowledge of student, staff, and parent/guardian rights, protections, and responsibilities (e.g., confidentiality, due process, sexual harassment).

- Demonstrate knowledge of legal principles and practices for promoting equity in Illinois schools.

- Demonstrate knowledge of state and federal requirements related to the education of students with disabilities (e.g., least restrictive environment) and English language learners.

- Demonstrate knowledge of ethical principles and guidelines for school administrators and other educators and their application in various education-related contexts.

- Apply knowledge of how to provide leadership that ensures staff use of professional practices consistent with the highest ethical standards.

- Apply knowledge of how district policies, professional ethical standards, and constitutional, statutory, and case law regulate the behavior of students, staff, and administration in schools.