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# **ILLINOIS LICENSURE TESTING SYSTEM**

## **FIELD 225: SUPERINTENDENT TEST FRAMEWORK**

**January 2017**

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**Effective beginning January 22, 2018**

# ILLINOIS LICENSURE TESTING SYSTEM

## FIELD 225: SUPERINTENDENT

### TEST FRAMEWORK

January 2017

<b>Subarea</b>	<b>Range of Objectives</b>
I. Visionary Leadership, Managing Change, and Contexts of Education	0001–0003
II. Instructional Leadership	0004–0006
III. Culture of Learning, Communication, and Collaboration	0007–0008
IV. Resource Management and Legal/Ethical Guidelines	0009–0011

# ILLINOIS LICENSURE TESTING SYSTEM

## FIELD 225: SUPERINTENDENT

### TEST FRAMEWORK

Visionary Leadership, Managing Change, and Contexts of Education  
Instructional Leadership  
Culture of Learning, Communication, and Collaboration  
Resource Management and Legal/Ethical Guidelines

#### **SUBAREA I—VISIONARY LEADERSHIP, MANAGING CHANGE, AND CONTEXTS OF EDUCATION**

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

For example:

- Apply knowledge of the purposes of a district vision, mission, and core values and strategies for engaging diverse stakeholders and incorporating diverse perspectives in the development and implementation of the vision, mission, and core values.
- Demonstrate knowledge of how to build consensus for and ownership of a vision, mission, and core values aimed at promoting continuous and sustainable improvement in students' achievement and growth.
- Apply knowledge of the roles of the superintendent (e.g., clearly articulating, 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 district and 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 a vision.
- Apply knowledge of proactive strategies for achieving a vision and identifying and managing barriers.
- Demonstrate knowledge of continuous improvement strategies for reviewing a district's vision and mission in response to changing expectations and opportunities and changing student needs and situations.

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### **0002 Understand how to lead change and engage in collaborative, data-driven planning and decision making to improve student learning outcomes.**

For example:

- Demonstrate knowledge of procedures for gathering, disaggregating, analyzing, and synthesizing data and other information (e.g., test scores, student work samples, survey results, demographic data, observations, focus groups) to assess and make decisions about school programs, activities, environments, culture, and operations.
- Apply knowledge of practices of data-driven planning.
- Apply knowledge of district improvement planning 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.
- Demonstrate knowledge of strategies for empowering all stakeholders (e.g., staff, students, parents/guardians, community) and building capacity to support change efforts through the use of delegation, collaboration, and collegial strategies.
- Apply knowledge of how to use data and other evidence to manage, monitor, and evaluate progress; revise plans as necessary; and identify and overcome obstacles to change.
- Apply knowledge of how to build consensus for possible district changes and secure stakeholder support in planning and implementing change.

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**0003 Understand the political, social, economic, legal, and cultural contexts of education and how to respond to these contexts, including working effectively with the district governing body.**

For example:

- Demonstrate knowledge of the historical, moral, philosophical, and political traditions of education in the United States; the role of public education in developing and renewing a democratic and productive society; and how current and emerging issues and trends (including globalization) influence teaching, learning, and educational leadership.
- Demonstrate knowledge of social, economic, and cultural factors that affect families, communities, students, and educational processes and outcomes, and how to respond to these contexts, including serving as an effective advocate for policies, laws, programs, and practices that promote educational equity and excellence for all students.
- Apply knowledge of public school governance in Illinois, including federal, state, and local influences, and 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 district and to improve learning outcomes.
- Demonstrate knowledge of the roles, responsibilities, and functions of superintendents and school boards in school district governance.
- Analyze the superintendent's role in working with the school board (e.g., helping board members reach consensus, serving as a liaison between the board and stakeholders, providing guidance to board members about legal and other issues, making recommendations for change, ensuring timely and effective communication with school board members).
- Apply knowledge of skills and procedures for helping school board members define the school district's goals and priorities, identify problems, understand the legal and ethical implications of policy options, and establish workable policies.

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### SUBAREA II—INSTRUCTIONAL LEADERSHIP

#### **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 standards-based, culturally responsive 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, and research-supported curriculum and instruction for promoting literacy and numeracy for students at all grade levels.
- Apply knowledge of effective and culturally responsive instructional methods, materials, and practices, including differentiation and research-supported intervention, to meet student needs, close achievement gaps, and promote success for all students.
- Apply knowledge of student differences (e.g., socioeconomic, cultural, and linguistic background; gender; giftedness; learning style; special needs) in relation to 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 the characteristics, benefits, and limitations of student assessments (e.g., formative, summative, formal, informal) and the use of assessment data to improve student learning.
- Analyze the significance of organizational factors (e.g., staffing patterns, schedules, grouping approaches) and how these factors can be adjusted to achieve desired student outcomes.
- Apply knowledge of strategies for integrating appropriate technology and information systems to enrich curriculum, instruction, and assessment and monitor instructional effectiveness.
- Demonstrate knowledge of school support programs and strategies for developing and maintaining programs that meet the needs of students and their families.

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### **0005 Understand the use of assessment and accountability systems to monitor students' progress and promote educational excellence.**

For example:

- Demonstrate knowledge of how to implement valid, reliable, nondiscriminatory student assessment practices and use assessment results to shape district programs and improve achievement for all students.
- Apply knowledge of how to use quantitative and qualitative data to identify district strengths and needs, define gaps between 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 district programs, making adjustments, and formulating new action steps as necessary.
- Analyze the role of student assessment in educational accountability and the use of various types of assessment data to inform processes for evaluating principals, teachers, and other personnel.
- Apply knowledge of how to communicate expectations, results, and progress toward goals to district administrators, students, staff, parents/guardians, the school board, and other stakeholders.

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### **0006 Understand how to develop the professional capacity and practice of teachers and other school personnel to promote each student's academic success and well-being.**

For example:

- Demonstrate knowledge of how to use principles of adult learning and motivation to provide professional development opportunities that meet defined goals.
- 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 data to evaluate student performance, analyze performance needs among individuals and groups of students, and guide planning for improved teaching and learning.
- Apply knowledge of skills and strategies for supporting principals in using regular classroom observation for providing teachers with prompt, actionable 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 resources and activities, including the use of reflection and stakeholder feedback, for promoting one's own professional development and learning on an ongoing basis.
- Demonstrate knowledge of how to promote the personal and professional health, well-being, and work-life balance of oneself, faculty, and staff.



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**SUBAREA III—CULTURE OF LEARNING, COMMUNICATION, AND COLLABORATION**

**0007 Understand how to establish and sustain school cultures and learning environments conducive to student learning and staff professional growth.**

For example:

- Demonstrate knowledge of how to establish school cultures in which students, families, district and school staff, 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 culture of learning, growth, and equity and provide a safe, supportive learning environment for all students and staff.
- Demonstrate knowledge of how to sustain school environments in which each student and staff member is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community.
- Apply knowledge of procedures for assessing school learning environments and using assessment results to promote continuous improvement.
- Demonstrate knowledge of how to ensure the use of positive, equitable, and effective behavior-management approaches, student codes of conduct, and practices and procedures for resolving conflict and preventing bullying and other forms of violence.
- Demonstrate knowledge of interventions to improve student attendance and retention and reduce suspension and expulsion rates.
- Apply knowledge of how to establish a strong professional culture that supports teacher learning, teacher leadership, and shared commitment to the district's vision, mission, values, 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 district's vision, mission, values, 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.

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**0008 Understand how to communicate and collaborate with students, faculty and other staff, families, community members, and school board members; respond to diverse community interests and needs; and mobilize community resources to strengthen school programs and support school and district goals.**

For example:

- Demonstrate knowledge of community and media relations and public information strategies for communicating different types of information to various 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 stakeholders (e.g., district staff, district governing bodies, families, businesses, community and government groups) to strengthen school programs and support district goals.
- Demonstrate knowledge of strategies for engaging parents/guardians in meaningful, reciprocal ways; the value of parent/guardian participation in the schools; and strategies for increasing the involvement of parents/guardians in their children's education.
- Demonstrate knowledge of ways to promote the use of district facilities as a resource for families and the community.
- Analyze the dynamics of a diverse school community and recognize culturally responsive 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 district, family, and community resources to achieve district goals for ongoing improvement of teaching and learning.

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**SUBAREA IV—RESOURCE MANAGEMENT AND LEGAL/ETHICAL GUIDELINES**

**0009 Understand organizational and operational management that supports school and district 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 organizational 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) and how to provide ongoing training and review to ensure the productive and efficient use of technology in school district management.
- 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 in school and district settings.
- 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, school security).

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### **0010 Understand financial and human resource management that supports school and district improvement and desired educational outcomes.**

For example:

- Demonstrate knowledge of how to plan, manage, and monitor school district budgets aligned to goals for 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).
- Apply knowledge of procedures for financial record-keeping and reporting, including legal requirements, and for effective internal controls to safeguard district financial operations, including working with auditors to develop and implement district budgets.
- Apply knowledge of the superintendents role as an advocate for the district, including how to educate the community about funding issues and referenda.
- Demonstrate knowledge of effective, equitable, and legal procedures for recruiting, hiring, assigning, retaining, evaluating, disciplining, and dismissing staff, including reductions in force and state and federal legal requirements.
- Demonstrate knowledge of how to design and implement effective induction, mentoring, and coaching plans for new teachers and principals.
- Analyze issues related to equity and diversity in human resource management.
- Apply knowledge of staff evaluation procedures for principals and staff 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]).

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### **0011 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, including legal requirements).
- Demonstrate knowledge of legal principles and practices for promoting equity in Illinois schools.
- Apply knowledge of legal and ethical procedures for formulating and implementing school board policies and operating procedures.
- Apply knowledge of the legal, moral, and ethical implications of decision making in regard to policy options and political strategies.
- Demonstrate knowledge of state and federal requirements related to the education of students with special needs (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 approaches to leadership that safeguard and promote the values of democracy and that ensure 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 should regulate the behavior of students, staff, and administration in schools.