PROGRAM FOR LICENSING ASSESSMENTS
FOR COLORADO EDUCATORS® (PLACE®)

TEST OBJECTIVES
FIELD 080: PRINCIPAL

Subarea	Range of Objectives	Approximate Test Weighting
I. Foundations of Educational Leadership	001–004	29%
II. Promoting Continuous School Improvement	005–007	21%
III. Leading the Instructional Program	008–011	29%
IV. Managing the School Organization	012–014	21%

Effective After September 1, 2007

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TEST OBJECTIVES
FIELD 080: PRINCIPAL

SUBAREA I—FOUNDATIONS OF EDUCATIONAL LEADERSHIP

Understand the leadership role of the principal within the school community.

Includes:

- demonstrating knowledge of key theories, concepts, and styles of leadership as they relate to the role of the school principal

- applying knowledge of leadership principles and practices at the building level

- analyzing strategies for leading the school community in setting and achieving high standards for teaching and learning

- demonstrating knowledge of the importance of encouraging and embodying responsibility, accountability, citizenship, respect, and ethical behavior in all aspects of school leadership

- applying knowledge of effective strategies for promoting and sustaining broad community support for rigorous standards and high expectations for all students' achievement

- demonstrating knowledge of education as a fundamental right of all students and student achievement, as defined by the Colorado Model Content Standards, as the primary objective of the school

- understanding the role of social and political environments in successful school leadership

Understand principles and practices of effective communication and collaboration with all members of the school community.

Includes:

- demonstrating knowledge of how to use appropriate modes of communication to communicate effectively with various audiences and for a variety of purposes (e.g., communicating expectations for student achievement, describing assessment results to families or to the media, promoting community involvement)

- demonstrating knowledge of how to use public relations skills to communicate

- applying knowledge of speaking and listening skills that promote effective communication with students, staff, parents/guardians, and community members, including those with diverse backgrounds

- recognizing the appropriate use of technology to enhance communication in various contexts

- identifying skills and strategies for collaborating with individuals and groups inside and outside of the school, including staff, students, parents/guardians, district leaders, and community members, to promote achievement of educational goals

- applying knowledge of effective conflict-resolution and consensus-building techniques in various contexts

- demonstrating knowledge of how to encourage, develop, and maintain partnerships with parents/guardians, community agencies and organizations, businesses, and institutions of higher learning to promote student achievement and address various school goals and priorities

Effective After September 1, 2007

Understand diversity in the school and community, methods for working effectively with individuals and groups from diverse backgrounds, and strategies for ensuring a positive, equitable school environment that promotes all students' learning.

Includes:

- analyzing cultural, social, economic, and political factors affecting students, schools, and society

- demonstrating knowledge of strategies for working and communicating effectively with individuals and groups from diverse backgrounds in the school and community

- identifying strategies for communicating high expectations for all students and for ensuring all students an equal opportunity for educational success

- demonstrating knowledge of the significance of cultural, linguistic, and socioeconomic diversity in the school and community and strategies for fostering a school culture that promotes respect for all people

- recognizing indications and manifestations of discrimination and inequitable treatment and identifying effective strategies for eliminating these practices

- applying knowledge of strategies for infusing culturally responsive teaching into the curriculum and school environment

Understand legal and ethical guidelines related to the role of the principal.

Includes:

- demonstrating knowledge of legal rights and responsibilities of students, staff, and parents/guardians (e.g., in regard to students with special needs, the right to privacy, confidentiality of student records, parental consent, the rights of home- and private-schooled students)

- applying knowledge of legal protections and due process for students (e.g., in regard to discipline, suspension, and expulsion policies and procedures) and staff (e.g., in regard to hiring, discipline, and termination policies and procedures)

- identifying procedures for applying statutes and regulations as required by federal and state law, the Colorado and U.S. Constitutions, and state rules and regulations

- demonstrating familiarity with the legal liabilities of school administration

- applying knowledge of ethical responsibilities and conduct in education-related contexts

- demonstrating familiarity with the system of public school governance

Effective After September 1, 2007

SUBAREA II—PROMOTING CONTINUOUS SCHOOL IMPROVEMENT

Understand how to lead the school community in creating and implementing a sustainable educational vision, setting goals, and ensuring accountability for achieving goals.

Includes:

- demonstrating knowledge of procedures for leading the development and implementation of the school's educational vision and goals and for promoting broad support for the vision and goals within the school community

- analyzing the role of internal and external factors in developing and implementing the school's educational vision and goals

- applying knowledge of how to use the school's educational vision and goals to analyze needs and accomplishments

- identifying effective strategies for monitoring and evaluating progress in achieving the school's educational vision and goals and for making modifications as needed to support and enhance student achievement

- recognizing the relationship between leadership and accountability and the importance of accepting personal and professional accountability for educational processes and outcomes

- demonstrating knowledge of the role of assessment and the appropriate use of data to evaluate instructional effectiveness, support educational improvement, and ensure educational accountability

- analyzing strategies for creating a culture of accountability within the school community and for establishing accountability systems that support achievement of the school's educational vision and goals

Understand the process of change within the school environment and strategies for initiating, managing, and monitoring change.

Includes:

- applying knowledge of principles and processes of change within the school environment

- analyzing strategies for building support for change (e.g., identifying needs, clarifying goals, identifying outcomes)

- demonstrating knowledge of strategies for initiating change in the school environment, including working closely with district leadership and gaining the support of key stakeholder groups within the school community

- recognizing effective strategies for overcoming resistance to change and facilitating the process of change

- demonstrating knowledge of how to effectively manage and monitor the change process and make adjustments as needed to achieve goals

Effective After September 1, 2007

Understand principles and practices of comprehensive planning and the use of data-driven decision making and problem solving to promote achievement of defined goals.

Includes:

- demonstrating knowledge of social, economic, political, and other factors that affect educational planning and of how to use data-driven, results-based planning to support student achievement of the Colorado Model Content Standards

- recognizing the importance of including stakeholders in comprehensive planning and strategies for working effectively with stakeholders in various planning contexts

- recognizing the importance of developing plans that define specific goals and objectives, provide for an appropriate allocation of resources, assign responsibility, define a timeline for achieving goals, and identify methods for evaluation and modification as needed

- applying knowledge of procedures for implementing plans and for monitoring implementation processes and outcomes

- demonstrating knowledge of skills and strategies for effective decision making and problem solving (e.g., involving stakeholders, applying research skills, evaluating alternative solutions and outcomes)

- recognizing effective strategies for developing consensus, facilitating problem solving, and promoting collaborative decision making in various educational contexts

Effective After September 1, 2007

SUBAREA III—LEADING THE INSTRUCTIONAL PROGRAM

Understand principles of and procedures for planning curriculum and instruction.

Includes:

- demonstrating knowledge of individual education techniques as they relate to the design of effective curriculum and instruction

- analyzing strategies for planning, organizing, and supervising curriculum and instruction to achieve the Colorado Model Learning Standards and to prepare students for everyday life and the world of work

- demonstrating knowledge of factors and procedures for planning curriculum and instruction to meet the needs of all students

- identifying effective methods for assisting staff in establishing effective schedules, classroom structures, and grouping practices to support student learning and achievement

- applying knowledge of procedures for leading faculty in planning, developing, modifying, and evaluating curriculum and instruction to promote student learning and ensure alignment with the Colorado Model Learning Standards

Understand principles of instruction and how to implement effective instruction and assessment to promote all students' achievement of learning standards.

Includes:

- demonstrating knowledge of how to design and deliver effective, developmentally appropriate instruction and assessment that promote all students' achievement of learning standards

- applying knowledge of various instructional approaches and of how to adapt instruction to respond to students' diverse cultural, linguistic, and economic backgrounds; learning styles; and special needs (e.g., physical or medical conditions, educational or emotional disabilities, giftedness)

- applying knowledge of instructional strategies that promote students' acquisition of knowledge, development of critical-thinking and problem-solving skills, and creativity

- demonstrating knowledge of the purposes of assessment, various types of assessment tools and approaches, and the use of sound assessment practices to monitor student learning and adjust instruction as needed

- demonstrating knowledge of how to maintain, analyze, and evaluate data regarding students' academic progress

- recognizing effective strategies for integrating technology into instruction (e.g., to reinforce learning, to serve as an information resource) and for using technology to manage information about student learning and track students' progress

Effective After September 1, 2007

Understand how to create a safe, positive, and supportive school learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct.

Includes:

- demonstrating knowledge of factors and procedures for creating a safe and positive school learning environment focused on student learning and achievement

- identifying procedures for developing school and classroom codes of conduct that encourage student responsibility and reflect relevant laws and policies

- demonstrating knowledge of effective behavior management strategies and of how to promote fair, appropriate, and consistent implementation of codes of conduct

- applying knowledge of internal and external support services and their use in meeting the needs of all students, including students who are English language learners, students with disabilities, and other students with diverse needs

- recognizing procedures for developing positive, productive relationships with community agencies to support students and their families

- applying knowledge of how to maintain a safe learning environment for students, including recognizing warning signs of violence and strategies for preventing school violence

Effective After September 1, 2007

Understand how to supervise and evaluate instructional staff and promote the professional development of self and staff.

Includes:

- demonstrating knowledge of supervisory models used to monitor and improve staff performance and instructional delivery

- recognizing effective techniques for communicating high standards and expectations for staff, including clear performance objectives, and for encouraging initiative, leadership, innovation, and a strong work ethic

- identifying strategies for designing, implementing, and documenting staff performance evaluations in accordance with the requirements of Colorado law and linked to student achievement

- applying knowledge of how to develop staff capacity through recruitment and retention strategies, supervision, mentoring, support, and evaluation

- applying knowledge of how to assess the professional development needs of staff and how to provide staff with effective professional development aimed at improving student learning outcomes, including promoting the use of technology to enhance instruction

- recognizing the need to allocate adequate time, funding, and resources to ensure adequate and effective professional development

- demonstrating knowledge of how to use various methods and resources to engage in continuous learning and promote one's own professional growth and development

SUBAREA IV—MANAGING THE SCHOOL ORGANIZATION

Understand organizational, operational, and human resource management.

Includes:

- applying knowledge of principles of organizational behavior and management in schools and effective procedures for the daily management of school operations

- applying knowledge of group dynamics and team building in various school contexts

- recognizing fair and equitable personnel procedures and legal requirements for recruiting, hiring, inducting, and retaining a highly qualified and diverse licensed and classified staff

- demonstrating knowledge of standards and procedures for personnel decisions and actions, including those related to disciplining and dismissing licensed and classified staff

- demonstrating an awareness of employee group contracts, policies, and personnel procedures

- applying knowledge of strategies for developing operational policies and schedules

- recognizing the effective use of technology for facilitating, monitoring, and evaluating school operations

- recognizing roles and responsibilities of licensed and classified staff

Understand procedures for ensuring a safe, secure learning environment and for managing the school's physical plant and auxiliary services.

Includes:

- applying knowledge of safety procedures and security measures to help ensure student and staff safety in and around the school, including student safety traveling to and from school

- identifying strategies for maintaining a close working relationship with law enforcement and other external agencies

- recognizing the importance of taking a proactive approach to school security and knowing how to plan and implement stress-management, crisis-management, and conflict-resolution procedures before, during, and after emergency situations

- recognizing the relationship between an attractive, well-maintained physical environment and instructional program effectiveness

- demonstrating knowledge of procedures for building repair and maintenance

- demonstrating knowledge of issues and procedures related to the management of auxiliary services (e.g., food services, transportation services, information-management services, health services)

Understand fiscal and resource management in schools.

Includes:

- demonstrating knowledge of fiscal management in schools, including steps in the budgeting process and procedures for developing and managing a balanced school budget

- demonstrating knowledge of financial record keeping and reporting in schools

- demonstrating knowledge of public school financing

- demonstrating knowledge of effective strategies for obtaining and managing grant funds and other external resources

- applying knowledge of principles and practices for managing scarce resources and for involving stakeholders in the development of budgets and resource distribution plans

- demonstrating knowledge of technology applications in fiscal and resource management