

PLACE[®]

STUDY GUIDE

81 Administrator



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for Colorado Educators[®]**

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PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

PART 2: FIELD-SPECIFIC INFORMATION

TEST FIELD 81: ADMINISTRATOR

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

TEST OBJECTIVES. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

PRACTICE MULTIPLE-CHOICE QUESTIONS. The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

NOTE: Administrator (81) and Principal (80) are separate tests that correspond to different endorsements. Please be sure to register for the correct test.

OBJECTIVES



TEST FIELD 81: ADMINISTRATOR

Educational Leadership
Educational Management
Curriculum Development and Instructional Leadership

EDUCATIONAL LEADERSHIP

Understand the importance of creating, articulating, and maintaining a shared community vision of education for the district.

Includes recognizing the role and purposes of education in contemporary society; demonstrating familiarity with research on and theory of leadership; applying goal-setting and strategic-thinking/planning skills; identifying appropriate channels and media for communicating plans, ideas, and goals; analyzing strategies for leading and supporting the vision-building and vision-renewal processes with the schools and community; recognizing methods for gathering and assessing information on the current status of the district and the larger environment and using that knowledge as a basis for future goals; identifying strategies for leading the district community in the adoption of challenging content standards with appropriate performance assessments; and evaluating multiple options for assessing progress toward meeting the district's goals.

Understand the importance of diversity in the district community and ways to support and promote diversity.

Includes understanding the social, economic, and political factors affecting students and society; recognizing strategies for engendering an atmosphere that encourages respect, sensitivity, and appreciation for all people; analyzing considerations in working effectively with diverse groups within the schools and community; understanding how public schools contribute to a diverse society and how diversity contributes to a unified and equitable society; recognizing the differences between equal and equitable treatment and consideration; recognizing signs and patterns of discrimination and leading in the elimination of inequitable treatment; demonstrating knowledge of strategies for infusing diversity into the curriculum; analyzing the learning, social, and political implications of diversity and how those factors influence student success; recognizing effective methods for ensuring that all students have an equal opportunity for educational success; and demonstrating familiarity with issues related to multicultural education.

Apply decision-making and problem-solving skills.

Includes anticipating and identifying decisions that must be made and issues that must be dealt with, and by whom; recognizing effective methods for enlisting support in arriving at rational decisions and ensuring that stakeholders are involved in the decision-making process; applying research skills in decision making; understanding the nature of political processes in decision making; analyzing the nature of problems and potential solutions; and evaluating the possible outcomes of various potential solutions.

Understand processes for implementing and managing change in the district, its programs, activities, and people.

Includes understanding the process and ongoing nature of change within the district and community; identifying the need for change using data and trend analysis; recognizing effective strategies for initiating change and overcoming obstacles to change; identifying effective methods for enlisting support for reform activities; demonstrating knowledge of procedures for setting and periodically evaluating goals and policies; understanding and predicting the effects of change; and analyzing methods for acting as a change agent within the district community.

Understand principles and procedures related to educational accountability.

Includes demonstrating familiarity with procedures for determining and assessing accountability; analyzing issues relating to standards-based education; identifying the role of outside agencies in influencing educational accountability; recognizing the role of assessment in educational accountability; understanding current issues in Colorado assessment, including program and policy evaluation; using data to analyze the current state of student learning; and evaluating various strategies for communicating expectations and results to students, staff, parents/guardians, and the community.

Apply knowledge of laws and ethics related to schools and education.

Includes identifying legal rights and responsibilities of students, staff, and parents/guardians; demonstrating knowledge of federal, state, and local education law; analyzing the legal aspects of school administration; recognizing the moral and ethical responsibilities of schools and the members of the school community; demonstrating familiarity with the system of public school governance and the legislative process; and understanding how the Colorado and U.S. Constitutions, district policies, and statutory, common, and case law regulate the behavior of students, staff, and administration in the schools.

EDUCATIONAL MANAGEMENT**Understand principles of financial planning and management.**

Includes identifying types and characteristics of budgets; recognizing stages in the budget development process; understanding the basic principles of financial and cost accounting; demonstrating knowledge of financial record-keeping and reporting methods; understanding public school financing (including issues of equity and sources of and restrictions on uses of funding); recognizing basic principles of marketing; applying principles for managing scarce resources and for grant writing; analyzing strategies for involving the district community and government in the development of budgets and resource distribution plans; and understanding political issues related to financial planning and management.

Apply principles of human resource planning and management.

Includes demonstrating knowledge of processes for and considerations in recruiting, screening, selecting, and developing a diverse staff (including legal obligations); recognizing strategies and requirements for negotiating and administering employment contracts; understanding staff supervision and evaluation skills; evaluating various staff development approaches; applying skills for creating staff objectives and assignments; understanding grievance procedures; recognizing procedures and requirements for disciplining and dismissing staff; understanding how personnel practices affect quality and justice in the workplace; and applying the principles of work group and organizational behavior.

Understand effective human relations skills for dealing with staff, students, parents/guardians, and community members.

Includes demonstrating sensitivity to the culture of the schools and community; recognizing the political environment of the district and individual schools; applying public relations skills; understanding group development and group processes; applying team-building, boardmanship, and motivational skills; evaluating options for managing and resolving conflicts in the organization; identifying effective methods for facilitating various types of groups and achieving goals through collaboration; recognizing strategies for engendering support and involvement from stakeholders; understanding principles of adult learning and how adults are motivated to grow and develop in constructive directions; demonstrating knowledge of communication and listening skills; and identifying strategies for dealing effectively with student issues and concerns.

Apply principles and procedures related to managing the district's physical plant and auxiliary services.

Includes demonstrating knowledge of planning and management procedures and federal, state, and local regulations related to building repair and maintenance, purchasing, food services, transportation services, information management services, health services, safety, security, emergency procedures, and district facilities; and recognizing the features of a safe and effective learning environment.

CURRICULUM DEVELOPMENT AND INSTRUCTIONAL LEADERSHIP

Understand fundamental principles of curriculum planning, development, and evaluation.

Includes demonstrating familiarity with basic principles of curriculum design and alignment of content standards, performance assessments, and instructional strategies; recognizing the relationship of human development to curriculum and instruction; applying processes for developing content standards; identifying effective methods for involving and leading stakeholders in curriculum planning; understanding considerations involved in creating curricula for all students, including special and diverse populations; and applying procedures for developing, adopting, implementing, and evaluating curricula.

Understand basic principles and applications of educational and social psychology.

Includes demonstrating familiarity with principles of physical, cognitive, moral, social, and emotional development; recognizing the nature, role, and use of educational research; understanding and evaluating the uses of formative and summative evaluation; identifying the basic principles of assessment; applying skills and knowledge related to the interpretation and use of test results; recognizing basic statistical, data-collection, and data-analysis techniques; analyzing the origin and nature of various school-related social issues; identifying basic counseling strategies; and demonstrating an awareness of various social service agencies and protocols for referral.

Understand principles of instructional leadership that promote students' academic achievement and social learning.

Includes demonstrating familiarity with principles of instruction and instructional methods; understanding learning styles, abilities, and disabilities and their implications for instruction; recognizing strategies for creating a climate that promotes the belief that all children can learn and succeed; identifying methods for leading and supporting teams that are committed to student learning; utilizing effective strategies for promoting staff learning and development; understanding the importance of technology for teaching, learning, and managing the learning environment; and applying skills in evaluating instructional programs and models of instruction.

Understand the importance of creating a dynamic, innovative, constantly improving learning environment.

Includes recognizing strategies for fostering a responsible risk-taking environment; demonstrating an awareness of current trends and reform initiatives in education; recognizing the importance of encouraging reflective practice for self, staff, schools, and the district; identifying the reasons and procedures for undertaking research projects; analyzing methods for empowering other administrators, teachers, students, and parents/guardians to be leaders in the school community; demonstrating knowledge of multiple approaches to group dynamics and process skills; demonstrating an understanding of the uses of peer collaboration (among staff at all levels); and applying the skills necessary to manage for high-quality results for students.

PRACTICE QUESTIONS: ADMINISTRATOR



1. Dr. Feliciano, a superintendent, is reviewing a published research study on innovative strategies for organizing multidisciplinary instruction in public schools. Which of the following questions would be most important for Dr. Feliciano to consider when assessing the relevance of this research to her own district?
 - A. Would the recommended strategies generate equal benefits for students at all grade levels in all district schools?
 - B. How similar are the schools cited in the research study to the schools in our own district?
 - C. Would the approaches described require additional professional development for teachers in district schools?
 - D. How would these strategies likely affect the district's budget for textbooks and other resources?
2. In the past, a school district has left academic placement decisions to the discretion of individual principals and teachers. Recently, however, there has been a growing number of complaints from parents who feel that their children have unfairly been excluded from accelerated classes. Which of the following would be the best action for the superintendent to take in this situation?
 - A. Meet with the district PTO to explain why the district allows individual schools to determine placement for accelerated classes.
 - B. Hold a series of community forums to discuss issues relating to student eligibility for accelerated classes in district schools.
 - C. Direct district principals to meet with their teachers and staff to revise their schools' placement policies for accelerated classes.
 - D. Recommend to the school board that a consistent written policy be developed defining eligibility of students for accelerated classes.

3. Which of the following best describes a superintendent's primary responsibility in ensuring educational accountability?
- A. preparing reports for governmental agencies to justify the school district's educational policies and practices
 - B. assisting district staff in designing appropriate assessment instruments to provide reliable information about students' strengths and needs
 - C. gathering and communicating information about student performance to enable the public to judge the schools' effectiveness
 - D. helping district staff understand and apply current research on effective instructional strategies and teaching techniques
4. In which of the following matters would a superintendent normally have complete authority to act without prior approval from the school board?
- A. closing district schools when severe weather poses hazards
 - B. setting requirements for high school graduation
 - C. changing attendance boundaries for district schools
 - D. establishing a code of student conduct for the schools
5. Which of the following factors directly affects the amount of state funding that a school district in Colorado receives during a given fiscal year?
- A. the average income of district taxpayers
 - B. the value of taxable property owned by the district
 - C. the number of students enrolled in district schools
 - D. the number of teaching staff employed by the district
6. A superintendent is asked by the school board to serve as its chief negotiator in collective bargaining with the teachers' union. The superintendent advises the board that it would be better to hire an outside expert to manage the board's side of negotiations. Using an outside expert rather than the superintendent as the board's chief negotiator is most likely to benefit the district by:
- A. lending more credibility to the board's position on issues during the negotiating process.
 - B. allowing the superintendent to maintain a nonadversarial, collegial relationship with teachers.
 - C. facilitating positive public relations between the school board and the local community.
 - D. giving the superintendent more time to research the salary issues involved in the negotiations.

Use the information below to answer the two questions that follow.

Ms. Johnson is the newly hired principal of South Grove High School. In a conversation with the district administrator, Ms. Johnson says she is concerned about complaints she has received from several Hispanic students and their parents. Yesterday the students and their parents met with Ms. Johnson to share their belief that the school's career counselor, Mr. Smith, has demonstrated bias in his interactions with the students. The students say they told Mr. Smith that they want to attend a university and pursue professional careers, yet the counselor repeatedly suggested that they consider a community college or vocational training instead.

7. Which of the following courses of action should the district administrator advise Ms. Johnson to pursue first?
 - A. Suggest that the students and their parents share their concerns with the district administrator.
 - B. Ask other teachers and staff for their opinions about the counselor's interactions with students.
 - C. Gather additional information about the counselor's job performance by interviewing other students.
 - D. Meet with the counselor and ask for his account of the events in question.
8. If further investigation confirms the accuracy of the students' charges of bias, which of the following questions would probably be most important for Ms. Johnson and the district administrator to consider in the months ahead?
 - A. What is the most effective way to infuse diversity awareness into the district curriculum?
 - B. Could this incident be reflective of a broader pattern of inequitable assumptions on the part of school and district staff?
 - C. How do students' cultural backgrounds and values influence their career goals and aspirations?
 - D. How can the administration learn from this incident to help school staff make distinctions between equal and equitable treatment?

Use the information below to answer the four questions that follow.

Mr. Macmillan is the superintendent of a district that includes nine elementary schools, two middle schools, and two high schools. Each school's accountability advisory committee is currently working on plans to realign the school's curriculum with newly developed district content standards.

9. Which of the following questions would be most important for the superintendent to ask when reviewing the schools' plans for aligning curriculum with district content standards?
 - A. Does the planned curriculum include computer-based instructional units in all content areas?
 - B. Are all elements of the planned curriculum likely to promote the development of interdisciplinary connections?
 - C. Does the planned curriculum preserve continuity by retaining most elements of the current curriculum?
 - D. Are the scope and sequence of the planned curriculum developmentally appropriate for students at specified grade levels?
10. Mr. Macmillan has asked principals to organize committees of teachers at each grade level to develop student assessments that are aligned with district content standards. Such assessments can contribute to the successful implementation of standards-based education primarily by:
 - A. supplying data that can identify gaps between student learning goals and student performance.
 - B. enhancing the development of students' critical-thinking skills.
 - C. providing information that can be used as a basis for assigning grades to student work.
 - D. accommodating students' varied learning styles.

11. Mr. Macmillan works with principals to plan professional development opportunities to support teachers as they implement new approaches to curriculum and instruction. Which of the following guidelines would be most appropriate for Mr. Macmillan to advise principals to follow in this process?

- A. Involve teachers in identifying their own learning needs and suggesting activities for meeting them.
- B. Offer tangible incentives to teachers for participation (e.g., financial rewards, career ladders).
- C. Provide teachers with references to educational research articles on current trends in education.
- D. Consult experts from outside the district in designing professional development activities.

12. Mr. Macmillan asks principals to organize weekly meetings of teacher focus groups to give teachers opportunities to share experiences related to the implementation of new curriculum. Mr. Macmillan's initiative is most likely to promote a constantly improving learning environment by encouraging teachers to:

- A. acquire an experimental, risk-taking attitude toward the practice of teaching.
- B. provide colleagues with feedback on their professional strengths and weaknesses.
- C. adopt a reflective approach to evaluating their own classroom practice.
- D. develop multidisciplinary approaches to instruction in the different content areas.

ANSWER KEY: ADMINISTRATOR



Question Number	Correct Response	Objective
1.	B	Apply decision-making and problem-solving skills.
2.	D	Understand processes for implementing and managing change in the district, its programs, activities, and people.
3.	C	Understand principles and procedures related to educational accountability.
4.	A	Apply knowledge of laws and ethics related to schools and education.
5.	C	Understand principles of financial planning and management.
6.	B	Understand effective human relations skills for dealing with staff, students, parents/guardians, and community members.
7.	D	Apply principles of human resource planning and management.
8.	B	Understand the importance of diversity in the district community and ways to support and promote diversity.
9.	D	Understand fundamental principles of curriculum planning, development, and evaluation.
10.	A	Understand basic principles and applications of educational and social psychology.
11.	A	Understand principles of instructional leadership that promote students' academic achievement and social learning.
12.	C	Understand the importance of creating a dynamic, innovative, constantly improving learning environment.