

The SLS™ Study Companion

School Leaders Licensure Assessment

6011



Welcome to *The School Leadership Series*[™] *Study Companion*

Prepare to Show What You Know

You have gained the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *School Leadership Series*[™] test.

Using this Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the tests
- Specific information on the *SLS* test you are taking
- A template study plan
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

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1. Know What to Expect

Familiarize yourself with the SLS tests so you know what to expect

Which test should I take?

Each state or agency that uses the SLS tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at www.ets.org/sls/states.

How are the SLS tests given?

SLS tests are given in both computer and paper formats. **Note:** Not all SLS tests are offered in both formats.

Should I take the computer- or paper-delivered test?

You should take the test in whichever format you are most comfortable. Some test takers prefer taking a paper-and-pencil test, while others are more comfortable on a computer. Please note that not all tests are available in both formats.

If I'm taking more than one test, do I have to take them all in the same format?

No. You can take each test in the format in which you are most comfortable.

Is there a difference between the subject matter covered on the computer-delivered test and the paper-delivered test?

No. The computer-delivered test and paper-delivered test cover the same content.

Where and when are the SLS tests offered?

You can select the test center that is most convenient for you. The SLS tests are administered through an international network of test centers, which includes some universities, high schools, Prometric® Testing Centers, and other locations throughout the world.

Testing schedules depend on whether you are taking computer-delivered tests or paper-delivered tests. See the SLS Web site for more detailed test registration information at www.ets.org/sls/register.

2. Familiarize Yourself with Test Questions

Become comfortable with the types of questions you'll find on the SLS tests

The SLS tests include two types of questions — **multiple-choice** (for which you select your answers from a list of choices) and **constructed-response** (for which you write a response of your own). You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Multiple-Choice Questions

Many multiple-choice questions begin with the phrase “which of the following.” Take a look at this example:

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to one of the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you're still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer multiple-choice questions on the practice tests.

Try a more challenging example

The vanilla bean question is pretty straightforward, but you'll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You'll notice that this example also contains the phrase "which of the following." This phrase helps you determine that your answer will be a "relationship of ideas" from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: "How are outlines usually organized?" Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

QUICK TIP: Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

Watch out for multiple-choice questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, marking places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

How to approach unfamiliar formats

From time to time, new question formats are developed to find new ways of assessing knowledge. The latest tests may include audio and video components, such as a movie clip or animation, instead of the more traditional map or reading passage. Other tests may allow you to zoom in on details of a graphic or picture. Tests may also include interactive questions that take advantage of technology to assess knowledge and skills. They can assess knowledge more than standard multiple-choice questions can. If you see a format you are not familiar with, **read the directions carefully**. They always give clear instructions on how you are expected to respond.

For most questions, you will respond by clicking an oval to select a single answer from a list of options. Other questions may ask you to respond in the following ways:

- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer or, if the test has an on-screen calculator, you may need to transfer the calculated result from the calculator to the entry box. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.
- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of options and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** You may be asked to choose answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions on how to respond. See the [Praxis Computer-delivered Testing Demonstration](#) on the *Praxis* website to learn more about *Praxis* tests and to see examples of some of the types of questions you may encounter.

QUICK TIP: Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on *Praxis* tests. They are intended to be serious, straightforward tests that accurately assess your knowledge.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay and problem solving are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

A problem-solving question might ask you to solve a mathematics problem such as the one below and show how you arrived at your solution:

- a) In how many different ways can 700 be expressed as the product of two positive integers? Show how you arrived at your answer.
- b) Among all pairs of positive integers whose product is 700, which pair has the maximum greatest common divisor? Explain how you arrived at your answer.

Keep these things in mind when you respond to a constructed-response question

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

QUICK TIP: You may find that it helps to circle each of the details of the question in your test book or take notes on scratch paper so that you don't miss any of them. Then you'll be sure to have all the information you need to answer the question.

For tests that have constructed-response questions, more detailed information can be found in "4. Learn About Your Test" on page 11.

Understanding Computer-Delivered Questions

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

Interactive question types may ask you to respond by:

- Typing in an entry box, particularly for a constructed-response question.
- Clicking an oval answer option for a multiple-choice question.
- Clicking on sentences. In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the Praxis Web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

3. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the SLS test is important to you so you need to understand what your scores mean and what your state requirements are.

What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/sls/states for the most up-to-date information.

If I move to another state, will my new state accept my scores?

SLS tests are part of a national testing program, meaning that they are required in more than one state for licensure. The advantage of a national program is that if you move to another state that also requires SLS tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/sls/states.

How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/sls/states.

What your scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report for a comparable *Praxis* test.

To access *Understanding Your SLS Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/sls/scores/understand.

Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken the same test or other SLS tests over the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

On many of the SLS tests, questions are grouped into content categories. To help you in future study or in preparing to retake the test, your score report shows how many “raw points” you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates SLS tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. Updated tests cover the same content as the previous tests. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years.

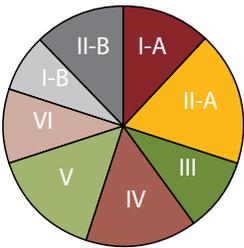
These resources may also help you interpret your scores:

- *Understanding Your SLS Scores* (PDF), found at http://www.ets.org/s/sls/pdf/uysls_1213.pdf
- *The SLS Passing Scores* (PDF), found at <http://www.ets.org/Media/Tests/SLS/pdf/15884passingscores.pdf>
- State requirements, found at www.ets.org/sls/states

4. Learn About Your Test

Learn about the specific test you will be taking

School Leaders Licensure Assessment (6011)

Test at a Glance			
Test Name	School Leaders Licensure Assessment		
Test Code	6011		
Time	4 hours		
Number of Questions	Section I: 100 multiple-choice questions; Section II: 7 constructed-response questions		
Format	Multiple-choice and constructed-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	<i>Section I</i>		
	I-A. Vision and Goals	18	12%
	II-A. Teaching and Learning	25	18%
	III. Managing Organizational Systems and Safety	15	10%
	IV. Collaborating with Key Stakeholders	21	15%
	V. Ethics and Integrity	21	15%
	<i>Section II</i>		
	VI. The Education System	2	10%
	I-B. Vision and Goals (constructed response)	2	8%
II-B. Teaching and Learning (constructed response)	3	12%	

About This Test

The School Leaders Licensure Assessment measures whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. The content of the assessment was defined by a National Advisory Committee of expert practitioners and preparation faculty and confirmed by a national survey of the field. The content is aligned with the *Educational Leadership Policy Standards: ISLLC 2008*.

The four-hour assessment is divided into separately timed sections:

Section I (2 hours and 20 minutes) – 100 multiple-choice questions

Section II (1 hour and 40 minutes) – Seven constructed-response questions calling for written answers based on scenarios and sets of documents that an education leader might encounter. Each of the seven constructed-response questions in the test focuses on a specific content area related to the standards addressed in *ISLLC 2008*. In answering the questions, candidates are required to analyze situations and data, to propose appropriate courses of action, and to provide rationales for their proposals.

The seven constructed-response questions will focus on the following content areas:

Standard 1 – Vision and Goals	Standard 2 – Teaching and Learning	Standard 6 – The Educational System
<ul style="list-style-type: none"> Implementation of Vision and Goals Data Planning 	<ul style="list-style-type: none"> Professional Culture Curriculum and Instruction Assessment and Accountability 	<ul style="list-style-type: none"> Internal Advocacy External Advocacy

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Vision and Goals

A. Vision and goals for teaching and learning

An education leader:

- Analyzes multiple sources of information and data about current practice prior to developing/revising a vision and goals
 - selects the appropriate school goal based on data
 - analyzes data to write a school goal or determines if vision and goals are appropriate
- Implements a vision and goals with high, measurable expectations for all students and educators
 - develops a plan for implementing vision and goals
 - determines if expectations are measurable, rigorous, and connected to vision and goals
 - discriminates between vision and goals that are measurable and non-measurable for all students
- Assures alignment of the vision and goals to school, local, state, and federal policies

- Discusses and asks critical questions of key stakeholders about the purposes of education
 - formulates appropriate critical questions to ask about the vision and goals
 - polls key stakeholders (i.e., students, teachers, aides, parents, school board members, central office administration, superintendent) about the purposes of education (i.e., develop lifelong learners, develop strong citizens) in relation to vision and goals

B. Shared commitments to implement the vision and goals

An education leader:

- Engages staff and community members with diverse perspectives to implement the vision and achieve goals
 - identifies individuals with diverse perspectives from the internal and external communities
 - identifies strategies to engage internal and external communities with diverse perspectives to implement the vision and goals
- Develops shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies toward the vision and goals
 - builds consensus
 - develops a plan for distributing responsibilities
- Determines and implements effective strategies to assess and monitor progress toward the vision and goals

- Communicates the shared vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act on them
 - selects the appropriate communication strategies for particular stakeholders
 - assesses the effectiveness of communication strategies
- Implements the shared vision and goals consistently

C. Continuous improvement toward the vision and goals

An education leader:

- Uses a data system and multiple sources of data to conduct a needs analysis to identify unique strengths, needs, gaps, and areas of improvement for students and teachers
- Uses data-driven decision making, research, and best practices to shape and monitor plans, programs, and activities to achieve the vision and goals
- Identifies and addresses barriers to achieving the vision and goals
- Implements effective strategies to facilitate needed change
- Engages staff and community stakeholders in planning and carrying out programs and activities
- Aligns planning, change strategies, and instructional programs with the vision and goals
 - outlines a process and criteria to show how planning, change strategies, and instructional programs support the vision and goals
- Aligns all resources, including technology, to achieve the vision and goals
 - outlines a process and criteria to demonstrate how resources support achievement of the vision and goals
- Monitors evidence about progress systematically and revises plans, programs, and activities as needed
 - develops a process that systematically monitors progress toward the vision and goals

II. Teaching and Learning

A. Building a professional culture

An education leader:

- Develops a shared understanding of and commitment to high standards for all students and closing achievement gaps
 - creates a culture of high expectations for all students
 - identifies achievement gaps
 - develops plans to reduce gaps
- Guides and supports job-embedded, standards-based professional development that meets the learning needs of all students and staff
 - develops processes to support teachers' growth and interests to support student learning
 - analyzes situations and recommends appropriate teaching and learning practices
- Models openness to change and collaborative processes
 - collaborates with all stakeholders to discuss the need for change
 - demonstrates a willingness to change own position on an issue
- Creates structures, procedures, and relationships that provide time and resources for a collaborative teaching and learning community
 - promotes mutual benefits and distribution of responsibility and accountability among the teaching and learning community
 - promotes collaborative teaching and learning opportunities
 - involves students as appropriate in school improvement teams and processes
- Creates opportunities and a safe environment in which the staff can examine their own beliefs, values, and practices about teaching and learning
 - provides a safe environment for teachers to express their beliefs and ideas
 - provides opportunities for teachers to take appropriate risks for improving teaching and learning
- Provides ongoing feedback to teachers using data and evaluation methods that improve practice and student learning
 - develops a process to provide feedback (e.g., co-

teaching, peer coaching, classroom walk-throughs) to increase teacher effectiveness and student performance

- participates in collaborative data analysis (e.g., evaluates student work, disaggregates test scores) to increase teacher effectiveness and student performance
- Guides and monitors individual teacher professional development plans and progress for continuous improvement of teaching and learning

B. Rigorous curriculum and instruction

An education leader:

- Develops a shared understanding of rigorous curriculum and standards-based instructional programs
 - creates a culture supporting rigor and relevance in curriculum and instruction for all stakeholders
 - ensures school-wide practices and programs focus on a rigorous curriculum and standards-based instruction
 - collaborates with teachers to develop and maintain an instructional program that ensures the standards-based curriculum is delivered
- Works with teams, including teachers and other instructional staff, to analyze student work and monitor student progress
- Reviews and monitors curricular and instructional programs to ensure student needs are met
 - identifies student needs
 - develops plans to meet and monitor identified needs through appropriate curricular and instructional practices
- Provides coherent, effective guidance of rigorous curriculum and instruction
 - engages actively in appropriate cross-disciplinary efforts to horizontally and vertically align curriculum and instruction
- Assures alignment of curriculum and instruction, student assessments, program evaluation methods, and professional development to content standards
 - Analyzes school improvement documents to ensure these elements are met and linked together systemically
- Assists teachers with differentiated teaching strategies, curricular materials, educational

technologies, and other resources

- Ensures diverse needs of each student are addressed
 - uses data to determine student needs
 - identifies and accesses resources that are available and needed by involving all stakeholders
- Provides all students with preparation for and access to a challenging curriculum
 - monitors instructional practices and student progress to assure that all students are prepared for and have access to a challenging curriculum
- Identifies and uses rigorous research- and data-based strategies and practices in ways that close opportunity and achievement gaps
 - leads staff in implementing strategies and monitoring effectiveness to close opportunity and achievement gaps
- Conducts frequent classroom and school visits and observations to provide constructive and meaningful feedback to faculty and staff
- Develops a plan for frequent classroom and school visits to provide meaningful feedback

C. Assessment and accountability

An education leader:

- Uses assessment and accountability systems to improve the quality of teaching and learning
 - guides ongoing analyses of data about all students and subgroups to improve instructional programs
- Analyzes multiple sources of data, including formative and summative assessments, to evaluate student learning, effective teaching, and program quality
- Interprets and communicates data about progress toward vision and goals to the school community and other stakeholders
- Supports teachers in the development of classroom assessments that are frequent, rigorous, and aligned with the school's curriculum, and provides meaningful feedback for instructional purposes
 - develops a plan that provides opportunities for collaboration and feedback about classroom assessments

III. Managing Organizational Systems and Safety

A. Managing operational systems

An education leader:

- Develops short-term and long-range strategic plans and processes to improve the operational system
- Develops a process to ensure compliance with local, state, and federal physical plant safety regulations
- Facilitates communication and provides for data systems that ensure the timely exchange of information
- Acquires equipment and technology and monitors its maintenance and appropriate use
 - develops a plan for acquisition and maintenance of equipment and technology
 - creates an appropriate use policy and monitors compliance

B. Aligning and obtaining fiscal and human resources

An education leader:

- Allocates funds based on student needs within the framework of local, state, and federal regulations
 - develops and monitors a budget process that involves appropriate stakeholders
- Implements effective strategies to recruit and retain highly qualified personnel
 - assigns personnel to address student needs, legal requirements, and equity goals
- Conducts personnel evaluations that enhance professional practice in accordance with local, state, and federal policies
- Seeks additional resources needed to accomplish the vision

C. Protecting the welfare and safety of students and staff

An education leader:

- Ensures a safe environment by proactively addressing challenges to the physical and emotional safety and security of students and staff
 - develops and implements a plan that involves appropriate stakeholders to ensure a safe teaching and learning environment
 - conducts ongoing reviews of the plan

- Advocates for and oversees counseling and health referral systems that support student learning and welfare
 - identifies counseling and health needs of students to support student learning and welfare
 - takes steps to meet the identified needs
- Involves teachers, students, and parents in developing, implementing, and monitoring guidelines and norms of behavior
- Develops with appropriate stakeholders a comprehensive safety and security plan
 - conducts ongoing reviews of the plan
- Identifies key emergency support personnel in and outside of the school
 - identifies and documents key emergency support personnel in and outside of the school
 - communicates the information about key emergency support and school personnel to appropriate parties
- Communicates with staff, students, and parents on a regular basis to discuss safety expectations
 - documents communication of safety expectations to staff, students, and parents

IV. Collaborating with Key Stakeholders

A. Collaborate with families and other community members

An education leader:

- Accesses and utilizes resources of the school, family members, and community to affect student and adult learning, with a focus on removing barriers to learning
 - collaborates with key stakeholders to utilize resources and assure barriers to learning are removed
 - integrates a variety of programs and services, fully engaging the school and the entire community
- Involves families in decision making about their children's education
- Uses effective public information strategies to communicate with families and community members (e.g., email, night meetings, multiple languages)
 - understands and models the need for two-way communication

- Applies communication and collaboration strategies to develop positive family and local community partnerships, including recognizing and celebrating educational success
 - organizes internal and external venues and practices to celebrate the school and student success
- Utilizes appropriate strategies for communicating effectively with the media
 - uses a communication plan shared with key stakeholders
 - demonstrates an ability to communicate with the media

B. Community interests and needs

An education leader:

- Identifies key stakeholders within the school community, including individuals and groups with competing perspectives
- Engages with the local community in a proactive manner
 - participates, actively and regularly, in a variety of community events as a school community representative
 - advocates for the school within the community
- Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community dynamics
 - accesses a variety of information sources to continuously learn more about the community and to develop an awareness of trends
- Utilizes diversity representatives of the community to strengthen educational programs and planning
 - involves members of diverse community groups in all school planning and improvement efforts
- Demonstrates cultural sensitivity and competence by engaging communities in shared responsibilities that improve education and achievement of all students

C. Maximizing community resources

An education leader:

- Collaborates with community agencies that provide health, social, and other services to families and children
- Develops mutually beneficial relationships with business, religious, political, and service organizations to share both school and community resources such as buildings, playing fields, parks, and medical clinics
 - identifies and documents the relationships and ensures equitable and open access to all groups in all venues as required or legally permissible
- Uses resources from the community appropriately and effectively to support student learning
 - Evaluates the effective use of current community resources in support of student learning
- Seeks community support to sustain existing resources and identifies additional resources as needed
 - provides information to the community about the benefit of existing and needed resources
 - identifies and solicits community resources to support student learning

V. Ethics and Integrity

A. Ethics and legal behavior

An education leader:

- Models personal and professional ethics, integrity, justice, and fairness, and expects the same of others
 - behaves in a trustworthy manner
 - recognizes when ethics have been breached and takes appropriate action
 - holds self and others accountable for ethical behavior
- Ensures and monitors the use of appropriate systems and procedures to protect the rights and confidentiality of all students and staff
- Uses the influence of the position to enhance education and the common good (e.g., social justice)
- Reinforces transparent (open) decision-making practices by making data and rationales explicit

- communicates reasons for decisions as appropriate
- develops a plan to facilitate an open decision-making process
- disseminates data in a transparent or open manner within legal constraints

B. Personal values and beliefs

An education leader:

- Demonstrates respect for the inherent dignity and worth of each individual
- Models respect for diversity and treating others equitably
- Establishes and maintains an open and inclusive school community
- Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with the school's vision and goals
 - assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact teaching and learning
- Challenges assumptions and beliefs respectfully as they may adversely affect students and adults
 - recognizes factors that may adversely affect students and adults and takes appropriate action
 - assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact students and adults

C. High standards for self and others

An education leader:

- Reflects upon own work, analyzes strengths and weakness, and establishes goals for professional growth
 - develops a personal plan for professional growth and development
- Models and encourages continuous professional growth
- Administers educational policies equitably and legally
- Refocuses attention on vision and goals when controversial issues arise
 - develops a process that involves all stakeholders on refocusing attention on vision and goals
- Holds others accountable for ethical behavior

VI. The Education System

A. A professional influence

An education leader:

- Facilitates constructive discussions with the school community about local, state, and federal laws, policies, regulations, and statutory requirements
 - explains policies and regulations to the school community
 - listens to questions and problems and interacts with the school community to increase understanding
- Develops relationships with stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education
- Advocates for equity and adequacy in providing for students and families' needs (educational, physical, emotional, social, cultural, legal, and economic) to meet educational expectations and policy requirements

B. Managing local decisions within the larger educational policy environment

An education leader:

- Communicates data about educational performance to inform decision making and improve policy
 - engages in appropriate lobbying and political activism to communicate data about educational performance in order to inform decision making and improve policy
- Communicates effectively with key decision makers to improve public understanding of local, state, and federal laws, policies, regulations, and statutory requirements
- Advocates for excellence and equity in education

5. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective SLS test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking in "4. Learn About Your Test" on page 11 section, which outlines the content categories that the test measures and what percentage of the test covers each topic.

Visit www.ets.org/SLS/testprep for information on other SLS tests.

2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The SLS tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the SLS tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study guides are available for purchase for many SLS tests at www.ets.org/sls/testprep. Each guide provides a combination of test preparation and practice, including sample questions and answers with explanations.

4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time at <http://www.ets.org/sls/register/dates/>.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

SLS tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored.

Scoring information can be found in "3. Understand Your Scores" on page 9.

7) Develop a study plan.

A study plan provides a road map to prepare for the SLS tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 23 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 21 can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 11 to select topics, and then select practice questions, beginning on page 27.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take the practice test together.** The idea of the practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Score one another's answer sheets. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

6. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *SLS Pre-Professional Skills Test: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the “Learn about Your Test” and “Topics Covered” information beginning on page 11 to help complete it.

Use this worksheet to:

- 1. Define Content Areas:** List the most important content areas for your test as defined in the Topics Covered section.
- 2. Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
- 3. Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
- 4. Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name: Praxis I Pre-Professional Skills Test: Reading
Praxis Test Code(s): 0710
Test Date: 11/15/12

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Literal Comprehension						
Main Ideas	Identify summaries or paraphrases of main idea or primary purpose of reading selection	2	Middle school English text book	College library, middle school teacher	9/15/12	9/15/12
Supporting Ideas	Identify summaries or paraphrases of supporting ideas and specific details in reading selection	2	Middle school English text book	College library, middle school teacher	9/17/12	9/17/12
Organization	Identify how reading selection is organized in terms of cause/effect and compare/contrast	3	Middle and high school English text book	College library, middle and high school teachers	9/20/12	9/21/12
Organization	Identify key transition words/phrases in reading selection and how used	4	Middle and high school English text book	College library, middle and high school teachers	9/25/12	9/26/12
Vocabulary in Context	Identify meanings of words as used in context of reading selection	3	Middle and high school English text book, dictionary	College library, middle and high school teachers	9/25/12	9/27/12

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Critical and Inferential Comprehension						
Evaluation	Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine role that an idea, reference, or piece of information plays in author's discussion/argument	5	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Determine if information presented is fact or opinion	4	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Evaluation	Identify relationship among ideas presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/1/12	10/1/12
Inferential Reasoning	Draw inferences/implications from directly stated content of reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine logical assumptions on which argument or conclusion is based	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/8/12	10/8/12
Inferential Reasoning	Determine author's attitude toward materials discussed in reading selection	1	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/15/12	10/17/12
Generalization	Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection	2	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/22/12	10/24/12
Generalization	Draw conclusions from materials presented in reading selection	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/24/12	10/24/12
Generalization	Apply ideas presented in a reading selection to other situations	3	High school text book, college course notes	College library, course notes, high school teacher, college professor	10/27/12	10/27/12

My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in the Learn about Your Test and Topics Covered sections.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name: _____
Praxis Test Code: _____
Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed

(continued on next page)

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the SLS test and make the best use of your time.

Should I Guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. On computer-delivered tests, you can use the "Skip" function to skip a question and come back to it later. There is no right or wrong way. Use the approach that works best for you.

Are there trick questions on the test?

No. There are no hidden meanings or trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: the answers on multiple-choice tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write in the test booklet or, for a computer-delivered test, on the scratch paper I am given?

Yes. You can work out problems right on the pages of the booklet or scratch paper, make notes to yourself, mark questions you want to review later or write anything at all. Your test booklet or scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to mark your answers on the answer sheet or enter them on the computer.

Smart Tips for Taking the Test

- 1. For a paper-delivered test, put your answers in the right bubbles.** It seems obvious, but be sure that you fill in the answer bubble that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.
- 2. Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you

can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.

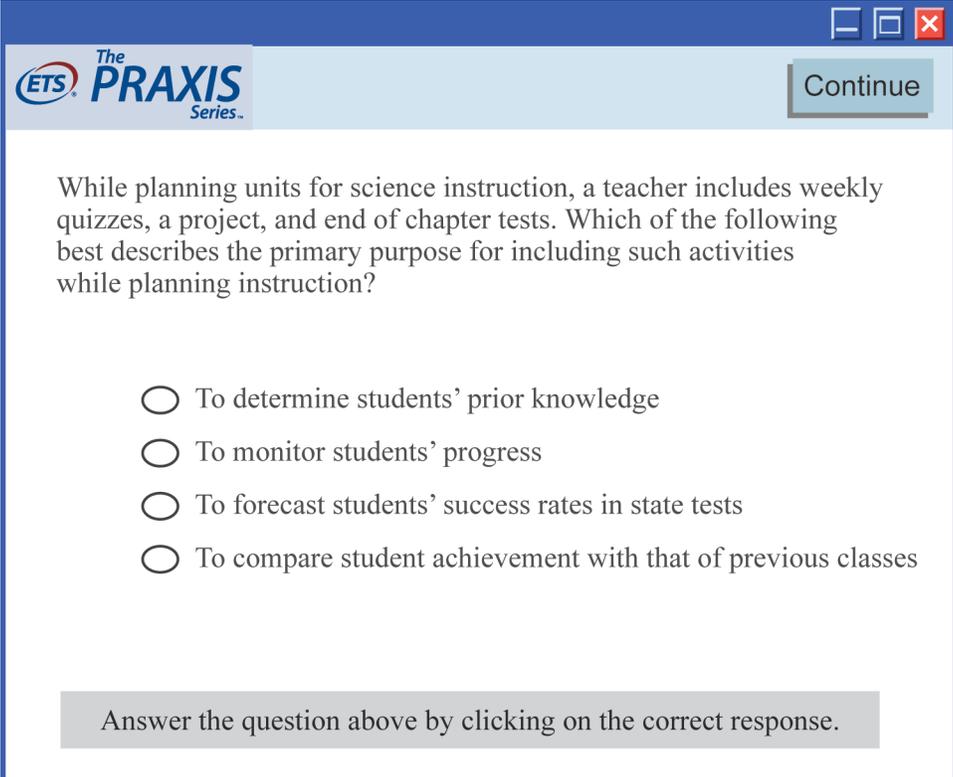
- 3. Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. Keep the watch as simple as possible—alarms and other functions may distract others or may violate test security. If the test center supervisor suspects there could be an issue with your watch, they will ask you to remove it, so simpler is better! You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.
- 4. Read all of the possible answers before selecting one.** Then reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as “Which of the following does NOT ...” is asking for the one answer that is NOT a correct statement or conclusion.
- 5. Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
- 6. Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*® or other similar-looking (but in fact very different) tests. It doesn't matter on the SLS tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use SLS tests at <http://www.ets.org/Media/Tests/SLS/pdf/15884passingscores.pdf> or on the Web site of the state for which you are seeking certification/licensure.
- 7. Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

8. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

This test is available via computer delivery only. To illustrate what the computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test. For the purposes of this guide, the sample questions are shown as they would appear on a paper-delivered test.



The PRAXIS Series

Continue

While planning units for science instruction, a teacher includes weekly quizzes, a project, and end of chapter tests. Which of the following best describes the primary purpose for including such activities while planning instruction?

- To determine students' prior knowledge
- To monitor students' progress
- To forecast students' success rates in state tests
- To compare student achievement with that of previous classes

Answer the question above by clicking on the correct response.

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

Questions 1-3 are based on the following scenario.

A principal has been appointed to an elementary school in which the scores on the fourth-grade state language-arts tests have been decreasing each year for the past three years. The weakest area is writing. With a goal of improving writing instruction, the principal and the fourth-grade teachers decide to set aside time to examine and discuss student writing samples as a group.

1. Each teacher brings copies of student writing samples to share with the group. Which of the following actions should the teachers take first to improve instruction?
 - (A) Conducting an analytical review of all papers to assign scores
 - (B) Reviewing all papers to identify common areas of weakness
 - (C) Targeting students in need of remediation based on the samples provided
 - (D) Identifying benchmark-quality samples to use as exemplars for next year's instruction

2. Over the course of several weeks, the principal observes each of the fourth-grade teachers. In light of the concern about improving students' scores on language-arts assessments, the principal's primary concern should be whether the teachers
 - (A) align their lesson objectives with their teaching strategies and materials
 - (B) match their lesson plans with the lessons actually taught
 - (C) include teaching strategies that meet the needs of diverse learners
 - (D) match their lesson objectives with the fourth-grade language-arts standards

3. Which of the following two pieces of information would be most relevant for the principal to use to help the teachers determine strategies for improving fourth-grade students' achievement in language arts?
 - (A) The school's vision statement and student demographic information
 - (B) The language arts block schedule for the fourth-grade classrooms and the reading levels of each fourth-grade student
 - (C) The language arts standards for fourth-grade students and disaggregated standardized test data
 - (D) The educational background and years of experience of the fourth-grade teachers

4. Recommended practice suggests that which of the following should be involved in the decision-making process concerning curriculum?
 - I. Curriculum experts
 - II. Boards of education
 - III. Professional staff
 - IV. Students
 - (A) I and III only
 - (B) II and III only
 - (C) III and IV only
 - (D) I, II, and III only

5. Which of the following is the most crucial question to consider in using community resources in the classroom?
 - (A) Can the resources be used by several groups at the same time?
 - (B) Have such resources been overused?
 - (C) Do the resources meet the needs of the program?
 - (D) What time limits have been established for the use of the resources?

6. A group of high school English teachers have approached the newly appointed department chair with concerns about the existing curriculum. The teachers explain that the curriculum has not been revised in nearly 10 years and is out of date. In response to the teachers' concerns, the department chair should first
- (A) review the research on exemplary high school English programs
 - (B) convene a meeting with the parents, superintendent, and board of education to gather their input
 - (C) collaborate with the teachers to examine the alignment between the existing curriculum and state standards
 - (D) immediately begin to analyze the curriculum and observe classroom instruction
7. According to due process, teachers are entitled to
- (A) the presence of a defense counsel at any hearing and the right to refuse to testify
 - (B) adequate notice of the charges against them and a hearing in which they have the opportunity to defend themselves against those charges
 - (C) an appeal of an adverse decision and exemption from disciplinary action while the appeal is being decided
 - (D) a cross-examination of an adverse witness and the control of conditions under which such examination takes place
8. Of the following evaluation methods, which would provide the most valid indication of the success of a course of study in meeting its instructional goals?
- (A) Compiling results of a survey of the students' opinions of the course
 - (B) Reviewing anecdotal records that describe students' interpersonal growth during the course
 - (C) Reviewing data that indicates the degree of students' mastery of course objectives
 - (D) Surveying parents about the students' transfer of concepts learned in the course
9. The newly appointed principal of an elementary school is concerned about the performance of the fourth grade on the state standardized tests for mathematics. Which of the following should be the principal's initial step in developing a plan to improve students' scores?
- (A) Hire a staff developer to teach staff innovative approaches to mathematics instruction
 - (B) Collect information about the instructional methods, materials, and assessments currently in use
 - (C) Conduct a curriculum audit of the mathematics program at all grade levels
 - (D) Administer another assessment to identify specific areas of weakness in students' performance
10. A department chair is concerned about a few students in the advanced-level biology class who have received barely passing or failing grades on their first marking period report cards while their classmates have performed well. Which of the following areas of investigation is likely to provide the most valuable information for explaining the weak performance of some students?
- (A) Teacher records of tests grades, homework assignments, and class participation
 - (B) National Science Education content standards for the appropriate grade level
 - (C) The currency and appropriateness of the instructional materials in the course
 - (D) Admission standards for the advanced-level science classes

11. A parent survey reveals that many students in the district come from homes without computers or Internet access. Which of the following is the most effective action for the school leadership to take to increase computer and Internet access for students?
- (A) Contacting a charitable organization to inquire about services for families without access to technology
 - (B) Requesting that the public library reserve a number of computers to be used by students who do not have computer access at home
 - (C) Forming a committee of parents to discuss ways in which computers can be provided to families
 - (D) Extending the hours the school's computer labs are open to students
12. A high school principal is allocating funds to support the work of the school's newly established professional learning communities (PLCs). Which of the following expenditures will best support the growth of the PLCs?
- (A) Paying for training for the teacher leaders who facilitate and oversee the work of the PLCs
 - (B) Purchasing a commercial program that focuses on inquiry-based learning
 - (C) Hiring a staff person to plan and monitor the work of the PLCs
 - (D) Compensating teachers for time spent meeting in their PLCs after school hours
13. A middle school is piloting a new mathematics program aimed at developing students' problem-solving skills. Which of the following actions will provide the most accurate data on the program's effectiveness?
- (A) Analyzing the performance evaluations of teachers participating in the program
 - (B) Sending a survey to representative parents and students asking about the program's effectiveness
 - (C) Comparing annual state assessment scores of students in the former mathematics program with those of students in the new program
 - (D) Setting measurable goals and evaluating students' performance in meeting them
14. A committee charged with writing the district's mission statement is brainstorming critical questions to consider as they work. Which of the following questions is LEAST likely to help the committee write the statement?
- (A) What distinguishes our district from others?
 - (B) What are our district's core values?
 - (C) What is our timeline for each step of the process?
 - (D) What overall image do we want to project and support?

15. A new principal plans to implement walk-throughs as part of the teacher evaluation process. The principal anticipates that teachers, who are accustomed to being observed formally once per year, may be uncomfortable with the new process. The principal can best help the teachers transition successfully to the new process by
- (A) providing teachers with opportunities to research the benefits of walk-throughs as part of the evaluation process
 - (B) using faculty meetings to highlight successful teaching strategies the principal has seen during walk-throughs
 - (C) hiring a consultant to provide information about walk-throughs during a professional development in-service
 - (D) beginning walk-throughs in the classrooms of teachers who support the change and asking them to convince their colleagues of their value
16. Performance standards differ from content standards in that performance standards
- (A) are specific to certain grade levels
 - (B) measure student competency against content standards
 - (C) require students to think critically
 - (D) dictate instructional strategies for delivering content
17. An assistant principal is holding mandated training for teachers proctoring the state's annual assessment to students in grades 7, 9, and 11. Several of the teachers express concerns about the timing of the test sections, believing they do not provide students the necessary time to work. They question the assistant principal about how closely they must follow the testing regulations. Which of the following is the assistant principal's most appropriate response?
- (A) Teachers should consider the test regulations as guidelines that are open to interpretation.
 - (B) Teachers must follow the test regulations strictly despite their concerns.
 - (C) Teachers may extend testing times if they notice students are unlikely to finish.
 - (D) Teachers may extend testing time but must record the extension as a testing irregularity.
18. Which of the following best describes collective bargaining?
- (A) Guaranteeing that any legal proceeding is conducted according to established judicial rules, practices, and safeguards
 - (B) Negotiating teachers' salaries, benefits, and working conditions with the school administration and the teachers' association
 - (C) Transferring decision making from the school administration to the staff, parents, and community members
 - (D) Transferring decision making from the central office to individual building leaders

19. A superintendent receives a letter from the dean of a charter school in town inquiring whether students in the charter school can participate in the district's interscholastic mathematics league competition. The superintendent should respond by
- (A) granting the dean's request since students in charter schools are entitled to participate
 - (B) granting the request but charging the charter school students a participation fee
 - (C) refusing the request since there is a limit on the number of participants from each school
 - (D) refusing the request since the competition is for public school students only
20. A high school principal communicates information by first telling department chairs and then having the chairs tell grade-level team leaders who, in turn, tell team members. Communicating by this method is likely to result in a message that is
- (A) more positive than the principal's intention
 - (B) more detailed than the principal's intention
 - (C) consistent with the principal's intention
 - (D) inconsistent with the principal's intention
21. A survey indicates that several groups in the community would like to support the mission of the school but do not know how. The school leadership can best foster meaningful community involvement by
- (A) inviting community members to an open house showcasing school programs
 - (B) making community members aware of volunteer opportunities within the school
 - (C) seeking out representative community members to serve on school committees
 - (D) involving community organizations in fund-raising efforts that support school programs

Answers to Sample Questions

1. This question focuses on the school leader's understanding of how to provide instruction that meets the standards of rigor measured by standardized assessment. (A) and (D) describe steps in the process, but neither would be the initial step. (C) may serve to address weaknesses in a specific group but does little to improve overall writing instruction. Identifying specific areas of weakness will help teachers focus instruction and assessment on those areas most likely to be adversely affecting students' scores. Therefore, the correct answer is (B).

2. This question tests the school leader's knowledge of factors that affect standardized test results. (A), (B), and (C) are all sound practices but do not address the primary focus of the question. The principal needs to verify whether there is an alignment between lesson objectives and state standards, which serve as the basis of state standardized tests. Therefore, the correct answer is (D).

3. This question tests the school leader's knowledge of information necessary to make instructional decisions. For the purpose of determining strategies to improve fourth-grade students' achievement, it is important to know the standards and test data. The standards serve as the foundation for the curriculum and knowing what to teach. Disaggregated test data would clarify both the areas that have been addressed and which areas need to be targeted. Therefore, the correct answer is (C).

4. Curriculum experts, boards of education, and school professional staff should all be part of the decision-making process concerning curriculum matters. (D) includes all three groups and is the correct answer.

5. This question asks a school leader to determine which of many considerations is most important when community resources are integrated into classroom instruction. (A), (B), and (D) become considerations only after it has been determined that the resources support the needs of the program. Therefore, the correct answer is (C).

6. This question tests the school leader's knowledge of how state standards are used to measure the quality and appropriateness of a curriculum. (A) and (B) are actions that may be taken during the course of curriculum revision but would not be the initial step. (D) would provide

unreliable information because teachers who have already acknowledged the inappropriateness of the current written curriculum would most likely not be following it consistently. Involving the teachers in the examination of the curriculum as measured against benchmarks would provide the most useful information for moving the curriculum process forward; therefore, the correct answer is (C).

7. This question tests the school leader's knowledge of the basic due process protections afforded to school personnel. Although individual teacher contracts, local school board policies, or collective bargaining agreements may offer the additional protections described in (A), (C), and (D), only those described in (B) are guaranteed to all personnel under the Constitution and key court rulings. Therefore, (B) is the correct answer.

8. This question tests the school leader's understanding of how to select the most accurate method for evaluating the effectiveness of a course of study in meeting its learning objectives. (A), (B), and (D) will provide information on the effectiveness of a course in meeting other objectives. However, only (C) provides evaluative information directly related to students' understanding of the knowledge and skills as described in the course's instructional goals. Therefore, the correct answer is (C).

9. This question tests the school leader's understanding of the steps in the process of addressing an educational problem. (A) and (C) are valid actions but would occur later in the process. (D) is unnecessary because information on areas of weakness will have been provided in the scoring data of the state assessment. (B), gaining a sense of the overall fourth-grade mathematics program as it currently exists, will most likely result in the identification of specific areas needing improvement. Therefore, the correct answer is (B).

10. This question tests the school leader's ability to select the appropriate data for providing specific educational information. Looking at teacher records will offer evidence of students' weak performance but not an explanation. Examining (B) and (C) might indicate inconsistencies that would likely affect the performance of all the students, not just a few. When students experience difficulty in a class from the onset, one reasonable explanation can be that the criteria used for their placement are not appropriate. Therefore, the correct answer is (D).

11. This question tests the school leader's ability to implement the best approach for increasing students' access to technology. (A) is incorrect because it may or may not result in increased computer accessibility for students. (B) is incorrect because this would require the public library personnel to screen computer users. (C) is incorrect because it is not the school's responsibility to provide families with computer access. The best choice is (D). The school's computer lab provides students with both access to the Internet and staff members who can help students.

12. This question tests the school leader's knowledge of how to use district funds to the greatest advantage. (B) does not promote the growth of the PLCs. (C) and (D) are expensive to maintain over the years. (A), training teacher leaders, provides the greatest benefit to the PLCs over a sustained period of time. Therefore, the correct answer is (A).

13. This question tests the school leader's understanding of how to best evaluate the effectiveness of instructional programs. (A) does not provide information on student achievement. (B) is subjective since parents and students may base their responses on different criteria. (C) does not offer usable data because there are too many variables between the two groups of students to make accurate comparisons. (D) is the correct answer since it provides objective, quantitative data which is usable for evaluating the program.

14. This question tests the school leader's knowledge of the components of a mission statement and the critical questions that should be considered when writing it. (A), (B), and (D) are typical components of a district mission statement, since a mission statement is intended to define what an organization is and why it exists. Answering the question in (C) is likely to support the process of revising the mission statement, but it will not contribute information that is valuable for determining its content. Therefore, the correct answer is (C).

15. This question tests the school leader's knowledge of how to help staff accept change. People accept change more readily when they recognize its benefits. (B) may support the staff's eventual investment in the new process but is not helpful in their transition to the new process. (C) is unlikely to support the change since the consultant is an outside agent. (D) requires the

principal to identify teachers who support the change, which may not be possible, and relies on staff to educate their colleagues. Therefore, the correct answer is (A).

16. This question tests the school leader's understanding of the difference between performance and content standards. As their name implies, performance standards measure student performance against content standards. (A) is incorrect because both performance and content standards are specific to grade levels or spans of grade levels. Not all performance standards require critical thinking (C), and neither performance nor content standards dictate instructional strategies (D). Therefore, the correct answer is (B).

17. This question tests the school leader's understanding of testing regulations. The correct answer is (B). Test proctors are expected to follow the testing regulations to the letter. Any deviation from the regulations may result in adverse consequences for students, proctors, and the school district.

18. This question tests the school leader's knowledge of collective bargaining, the process through which a labor union and an employer negotiate the scope of the employment relationship. (A), (C), and (D) describe due process, decentralization, and site-based management, respectively. Therefore, the correct answer is (B).

19. This question tests the school leader's knowledge of the relationship between charter schools and other public schools in a school district. The correct answer is (A). Public schools must make available to charter school students, without charge, any interscholastic competition, league, award, or recognition program that is available to other public school students.

20. This question tests the school leader's understanding of hierarchical communication. The correct answer is (D). People often intentionally or unintentionally filter, embellish, or put a spin on information to convey their own message. The likelihood of message distortion increases with the number of participants in a communication chain.

21. This question tests the school leader's knowledge of ways to foster meaningful community involvement in school life. (A) simply informs community members. (B) and (D) are not likely to result in meaningful involvement. Participation of committee members in decision-making roles, such as serving on a school committee, is most likely to result in meaningful involvement. Therefore, the correct answer is (C).

Sample Scoring Guide for Constructed Response Questions

All constructed response questions will be scored on a 0 to 3 scale. The scoring guides for different questions are parallel in terms of the levels of knowledge and skills indicated by each score point. However, scoring guides are tailored to the specific area addressed by the question. The following is a scoring guide for a constructed response question addressing knowledge and skills in “Vision and Goals,” under “B. Shared commitments to implement the vision and goals.”

A response that receives a score of 3

Demonstrates a **thorough understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders’ ability to understand, support, and act upon the vision and goals.

A typical response in this category

- Demonstrates strong knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates strong knowledge of implementation and/or change strategies
- Provides a clear and specific response to the question asked
- Prioritizes, outlines, or organizes steps or actions in a logical and insightful manner
- Provides logical and reasonable rationales for answers when requested

A response that receives a score of 2

Demonstrates a **basic/general understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders’ ability to understand, support, and act upon the vision and goals.

A typical response in this category

- Demonstrates adequate knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates adequate knowledge of implementation and/or change strategies

- Provides an appropriate response to the question asked
- Prioritizes, outlines, or organizes steps or actions in an orderly manner
- Provides acceptable rationales for answers when requested

A response that receives a score of 1

Demonstrates a **limited understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders’ ability to understand, support, and act upon the vision and goals.

A typical response in this category reveals one or more of the following weaknesses

- Demonstrates limited knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates limited knowledge of implementation and/or change strategies
- Provides an uneven or unclear response to the question asked
- Prioritizes, outlines, or organizes steps or actions unclearly or with gaps in logic
- Provides partial or limited rationales for answers when requested

A response that receives a score of 0

Demonstrates **little or no understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders’ ability to understand, support, and act upon the vision and goals.

A typical response in this category reveals one or more of the following weaknesses

- Demonstrates weak or no knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates weak or no knowledge of implementation and/or change strategies
- Provides a vague or inappropriate answer to the question

- Fails to prioritize, outline, or organize steps or actions or does so illogically
- Provides a weak, inappropriate, or illogical rationale or does not provide a rationale when one is requested

No credit is given for a blank or off-topic response.

Sample Test Question for Implementing Vision and Goals

The scenario and sample question that follows illustrates the kind of question in the test. It is not, however, representative of the entire scope of the test in either content or difficulty. Sample answers with commentary follow the question.

A new principal in a suburban school district with six elementary schools has been asked to support the continuing implementation of a non-traditional math program at her school. The program was implemented district-wide three years ago amidst considerable concern from parents and staff. Frequent evaluation of the program has shown that students' conceptual understanding is exceptional, but their computation performance varies from year to year and consistently falls below their conceptual understanding. While significant concerns still linger among parents and staff, parent satisfaction has increased by 20 percent in the last year and dissatisfaction has declined by one-third. The site evaluation team has established several recommendations, including improving communication with parents and providing professional development for teachers.

Question

Identify and describe at least three steps the principal can take to gain further support for the program and decrease the dissatisfaction level.

Sample 1: Score 3

As the new principal, there are several steps that I would take to gain further support and decrease the level of dissatisfaction with the new math program.

First, I would establish monthly math nights. These events would allow parents to attend with their children and participate together in a lesson presented by the teacher. The parents would get a better understanding of the math program and learn how they can help their children at home.

I would also establish a math homework hotline. This hotline would be staffed by teachers each evening and would be a resource for both students and parents to call with questions and assistance. Besides helping with a particular assignment, this would also be a great way to lessen parents' frustrations with the new program and as a result decrease their dissatisfaction.

Another step would be to survey staff to see if they need additional professional development. After the survey results were analyzed, there are many types of professional development that I would use, such as mentors, attending conferences, bringing in outside resources, and visiting nearby schools that have successfully implemented the same math program.

Finally, I would require teachers to increase communication with parents. This could be done by having the teacher write a "math gram" to parents at the beginning of each new unit. The newsletter would explain the concepts of the new unit and give parents ideas on how to do fun math things at home.

Commentary on Sample 1: Score 3

This response demonstrates the complexity of the situation and the need to bring key stakeholders on board for the program to ultimately succeed. It begins by acknowledging that the problem will take multiple steps to solve and that the most pressing need is to increase overall familiarity with and support for the program. The principal seeks to develop shared commitments and responsibilities by establishing math nights and a math homework line. These two actions will bring key stakeholders (parents, teachers, and students) together in ways that will foster greater acceptance of the math program. To increase support for the program among staff, the principal recommends using a professional development survey and identifies several activities that would increase teacher knowledge of the new math program. Finally, the principal will use teachers to communicate the direction of the math program with parents by implementing a regular newsletter. Stakeholder-to-stakeholder communication will strengthen support for the math program. Holistically, the response is clear and organized and the answers given are acceptable and well developed. Overall, this response demonstrates a thorough understanding of how to increase support for a program by developing a shared commitment among stakeholders.

Sample 2: Score 1

Moving from a traditional computation based math program to a non-traditional concept based math program can be very divisive. Teachers can be resistant to change, especially experienced staff who feel they have been successful using the traditional approach. Parents want to be able to help their children with homework and class assignments and expect assignments to reflect how they were taught. As a result, the biggest challenge facing the principal is getting parents to understand and support the new math program.

The principal can improve parent support and understanding by providing the following opportunities for training.

A parent workshop or a math fun night could be arranged at the beginning of the school year, to explain the math program and to allow parents to view the materials and learn some ways to help their children.

Commentary on Sample 2: Score 1

This response focuses on why high dissatisfaction among stakeholders can occur when new math programs are used. This is not the focus of the question. The question asks for the identification and description of at least three steps that a principal can take to increase satisfaction and decrease dissatisfaction for the new math program. By listing only one step that the principal could take, a parent workshop or math fun night and the potential activities that would go on at that event, the response demonstrates only a limited understanding of the need to develop shared commitments and responsibilities among stakeholders.

9. Check on Testing Accommodations

See if you qualify for accommodations that may make it easier to take the SLS test

What if English is not my primary language?

SLS tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit <http://www.ets.org/sls/disabilities/>.

What if I cannot take the paper-based test on Saturday?

Monday is the alternate paper-delivered test day for test takers who can't test on Saturday due to:

- religious convictions
- duties as a member of the United States armed forces

Online registration is not available for Monday test takers. You must complete a registration form and provide a photocopy of your military orders or a letter from your cleric. You'll find details at www.ets.org/sls/register/accommodations/monday_testing.

What if I have a disability or other health-related need?

The following accommodations are available for SLS test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book (14 pt.)
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/sls/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at http://www.ets.org/s/gre/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.

10. Do Your Best on Test Day

Get ready for test day so you will be calm and confident

You followed your study plan. You are prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the SLS test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test and bring food with you to eat during break to keep your energy level up
- bring an acceptable and valid photo identification with you
- bring a supply of well-sharpened No. 2 pencils (at least 3) and a blue or black pen for the essay or constructed-response tests
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- scrap paper
- any electronic, photographic, recording, or listening devices

Note: All cell phones, smart phones (e.g., BlackBerry® devices, iPhones®, etc.), PDAs, and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen USING such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/sls/test_day/bring.

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these items?
- If you are repeating an SLS test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the SLS test, do your best, pass it—and begin your teaching career!

Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the SLS tests.

What do the SLS tests measure?

The SLS tests measure beginning education leaders' understanding and knowledge of a broad range of job-related topics, including whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. The assessments are designed to be comprehensive and inclusive, but are limited to what can be covered in a finite number of questions and question types.

What is the difference between SLS multiple-choice and constructed-response tests?

Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area.

The tests do not measure your actual teaching ability, however. Teaching combines many complex skills that are typically measured in other ways, including classroom observation, videotaped practice, or portfolios not included in the SLS test.

Who takes the tests and why?

Some colleges and universities use the SLS tests to evaluate individuals for entry into education leadership positions. The assessments are generally taken during your college career.

Individuals entering the teaching profession take the SLS tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require SLS tests for professional licensing.

Do all states require these tests?

SLS tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires SLS testing for licensure. You can find details at www.ets.org/sls/states.

What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require SLS tests?

Your state chose SLS tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of SLS test development process. First, ETS asked them which knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the multiple-choice and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and ETS Standards for Quality and Fairness.*

When your state adopted the research-based SLS tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning educator in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the SLS tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

How are the tests updated to ensure the content remains current?

SLS tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for computer-delivered tests are available faster than scores for paper-delivered tests. Scores for most computer-delivered multiple-choice tests are reported on the screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official scores for computer-delivered tests are reported to you and your designated score recipients approximately two to three weeks after the test date. Scores for paper-delivered tests will be

*ETS Standards for Quality and Fairness (2003, Princeton, NJ) are consistent with the “Standards for Educational and Psychological Testing,” industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999, Washington, DC).

available within four weeks after the test date. See the test dates and deadlines calendar at www.ets.org/sls/register/dates for exact score reporting dates.

Can I access my scores on the Web?

All test takers can access their test scores via their SLS account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log in to your SLS account at www.ets.org/sls and click on your score report. If you do not already have a SLS account, you must create one to view your scores.

Note: You must create a SLS account to access your scores, even if you registered by mail or phone.

Your teaching career is worth preparing for, so start today!
Let the *SLS Study Companion* guide you.



To search for the *SLS* test prep resources
that meet your specific needs, visit:

www.ets.org/sls/testprep

To purchase official test prep made by the creators
of the *SLS* tests, visit the ETS Store:

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