

School Leaders Licensure Assessment (1011/6011)

<i>Test at a Glance</i>				
Test Name	School Leaders Licensure Assessment			
Test Code	1011	6011		
Time	4 hours	4 hours		
Number of Questions	Section I: 100 multiple-choice questions Section II: 7 constructed-response questions	Section I: 100 multiple-choice questions Section II: 7 constructed-response questions		
Format	Multiple-choice and constructed-response questions	Multiple-choice and constructed-response questions		
Test Delivery	Paper delivered	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 two separately timed sections:

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

Section II (1 hour 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—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

The 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

The 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

The 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 towards 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 walkthroughs) 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 representative 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. Ethical 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. 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

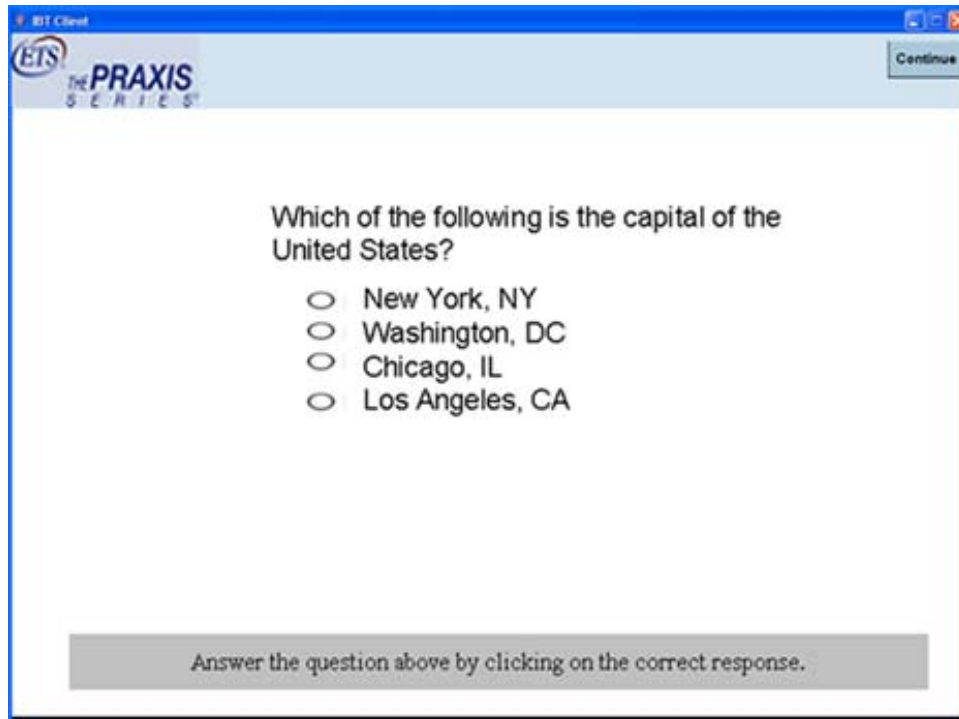
B. Managing local decisions within the larger educational policy environment

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

This test is available via paper delivery or computer delivery; other than the delivery method, there is no difference between the tests. The test content is the same for both test codes.

To illustrate what the computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test.



Here is the same sample question as it would appear on a paper-delivered test:

- Which of the following is the capital of the United States?
- (A) New York, NY
 - (B) Washington, DC
 - (C) Chicago, IL
 - (D) Los Angeles, CA

For the purposes of this Test at a Glance, sample questions are provided as they would appear in a paper-delivered test.

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 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. Answers with explanations 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% 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 levels.

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.

Comments 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 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.

Comments 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.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in 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 ten 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

Answers

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. Choices (A) and (D) describe steps in the process, but neither would be the initial step. Choice (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. Choices (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 serves as the basis of state standardized tests. Therefore, the correct answer is (D).

3. This question tests the school's 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. Choice (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. Choices (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. Choices (A) and (B) are actions that may be taken during the course of curriculum revision but would not be the initial step. Choice (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 choices (A), (C), and (D), only those described in choice (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. Choices (A), (B), and (D) will provide information on the effectiveness of a course in meeting other objectives. However, only choice (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. Choices (A) and (C) are valid actions but would occur later in the process. Choice (D) is unnecessary because information on areas of weakness will have been provided in the scoring data of the state assessment. 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 choices (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).



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