

The Praxis™ Study Companion

Educational Leadership: Administration and Supervision

0411/5411



Welcome to *The Praxis™ 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 *Praxis™* test.

Using *The Praxis 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 *Praxis* 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 Praxis tests so you know what to expect

Which test should I take?

Each state or agency that uses the *Praxis* 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/praxis/states.

How are the *Praxis* tests given?

Praxis I® and *Praxis II*® tests are given in both computer and paper formats. **Note:** Not all *Praxis II* 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. To help you decide, watch the [What to Expect on Test Day video](#) for computer-delivered tests.

If I'm taking more than one *Praxis* 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 *Praxis* tests offered?

You can select the test center that is most convenient for you. The *Praxis* 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 *Praxis* Web site for more detailed test registration information at www.ets.org/praxis/register.

2. Familiarize Yourself with Test Questions

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

The *Praxis* 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 multiple-choice 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 *Praxis* 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/praxis/states for the most up-to-date information.

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

The *Praxis Series* 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 *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/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/praxis/states.

What your *Praxis* 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.

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/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
- Your Recognition of Excellence (ROE) Award status, if applicable (found at www.ets.org/praxis/scores/understand/roe)

If you have taken the same test or other tests in *The Praxis Series* 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 *Praxis* 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 *Praxis* 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 Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Series Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

4. Learn About Your Test

Learn about the specific test you will be taking

Educational Leadership: Administration and Supervision (0411/5411)

Test at a Glance			
Test Name	Educational Leadership: Administration and Supervision		
Test Code	0411	5411	
Time	2 hours	2 hours	
Number of Questions	95	95	
Format	Multiple-choice questions	Multiple-choice questions	
Test Delivery	Paper delivered	Computer delivered	
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Vision and Goals	18	19%
	II. Teaching and Learning	24	25%
	III. Managing Organizational Systems and Safety	13	14%
	IV. Collaborating with Key Stakeholders	12	13%
	V. Ethics and Integrity	16	17%
	VI. The Education System	12	12%

About This Test

The *Praxis* Educational Leadership: Administration and Supervision (ELAS) 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 95 multiple-choice questions cover six content areas that are aligned with the *Educational Leadership Policy Standards: ISLLC 2008*: vision and goals, teaching and learning, managing organizational systems and safety, collaborating with key stakeholders, ethics and integrity, and the education system.

This test may contain some questions that will not count toward your score.

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 to 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 teacher's 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

- identifies and accesses resources that are available and needed by involving all stakeholders
- 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 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 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 *Praxis* 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. A helpful resource is the [Strategies for Success video](#), which includes tips for preparing and studying, along with tips for reducing test anxiety.

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, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other *Praxis* 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 *Praxis* 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 *Praxis* 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 *Praxis* tests at www.ets.org/praxis/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 www.ets.org/praxis/register/centers_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.

Praxis 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 *Praxis* 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 24 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 22 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 28.
- **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 *Praxis I® 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 *Praxis* 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 *Praxis* 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 *The Praxis Series* tests at http://www.ets.org/s/praxis/pdf/passing_scores.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

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 five suggested answers or completions. Select the one that is best in each case.

1. 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. Parents and students
 - (A) I and III only
 - (B) II and III only
 - (C) III and IV only
 - (D) II, III, and IV only
 - (E) I, II, III, and IV

2. 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) Would the use of these resources be controversial?
 - (E) What time limits have been established for the use of the resources?

3. The role of a school psychologist would ordinarily NOT include which of the following?
 - (A) Assisting teachers and administrators to develop greater understanding of the needs and behaviors of students
 - (B) Determining by observation and assessment the procedures that best help students to learn
 - (C) Assisting faculty in developing procedures for referring students to the school psychologist
 - (D) Assisting teachers by giving demonstration lessons to troublesome groups of students
 - (E) Consulting with faculty and administrators on ways to improve learning conditions in the school

4. The leader can be most confident that a group is functioning well when
 - (A) most participants are enjoying the task
 - (B) interpersonal and organizational conflicts do not occur
 - (C) the reward system is more than adequate
 - (D) the participants are interacting with each other on an open basis
 - (E) the leader and the participants are friendly toward each other

5. Of the following, the best argument for the inclusion of students in special education programs in activities with general education students is the probability that the special education students will
- (A) have less need for specialized services in the school they attend
 - (B) learn more in the cognitive and psychomotor domains
 - (C) become more competitive with their peers
 - (D) receive more individualized attention for the special nature of their disabling condition
 - (E) be provided with the least restrictive environment
6. The teaching techniques or methods that are generally considered to have the most direct impact on affective feelings are
- (A) discussion and dialogue
 - (B) recitation and independent study
 - (C) role playing and simulation
 - (D) questioning and observation
 - (E) lecturing and demonstration
7. A group of teachers cooperatively plan the best learning situation for a particular student, discuss the plan with the student, and have the student sign the written plan. Which of the following best describes this process?
- (A) Individualizing unit teaching
 - (B) The contract method
 - (C) Unit teaching with group instruction
 - (D) Programmed instruction
 - (E) Team teaching, individualized instruction with the contract method
8. The United States Supreme Court has justified the use of public tax money to support the transportation of parochial school children on the basis of the
- (A) child benefit theory
 - (B) Fourteenth Amendment of the Constitution
 - (C) First Amendment of the Constitution
 - (D) right to due process of law
 - (E) right of parents to determine the education of their own children
9. PL 100-297 School Improvement Act (Hawkins-Stafford ESEA Amendments) was primarily designed to
- (A) improve local school systems generally
 - (B) provide services for special education students
 - (C) offer a diverse range of experiences in public schools to persons with varying talents and needs
 - (D) aid public schools in securing new curriculum materials
 - (E) help local school districts expand and improve programs to meet the needs of educationally disadvantaged children
10. A major factor in the high rate of new teachers leaving the profession is the lack of administrative support. Which of the following actions by school leadership is most likely to address this factor?
- (A) Making sure that teacher assignments match prior experience and training
 - (B) Offering opportunities for teachers to network with and mentor each other
 - (C) Developing streamlined processes for paperwork and eliminating duplication
 - (D) Providing encouragement, frequent feedback, and opportunities for professional growth
 - (E) Providing adequate teaching resources and workspaces

11. A high school improvement committee is considering implementing a character education program as a possible means of addressing increased incidents of electronic harassment. All of the following statements about the impact of character education are supported by research EXCEPT:
- (A) It reduces risk behaviors, such as alcohol and drug use, and violence
 - (B) It improves moral reasoning and problem solving
 - (C) It improves academic performance
 - (D) It is most effective when a single strategy approach is used
 - (E) It is most effective when peer interaction is an element of the program
12. Ms. Bartholomew chairs the business education department in a large vocational high school. She uses a portion of each department meeting to present issues to be discussed and decided upon by the department members. During meetings, members argue openly with one another and are unable to come to consensus on any of the issues presented. It is clear to Ms. Bartholomew that she must concentrate on team building if she ever expects to operate the department as a unit. Which of the following steps in team building should she concentrate on first?
- (A) Reinforcing that members' contributions to the department are valued
 - (B) Providing opportunities for members to build relationships outside the workplace
 - (C) Communicating openly and frequently about the members' progress in meeting the department's goals
 - (D) Defining each member's responsibilities, both individually and as they pertain to the department
 - (E) Establishing shared goals to which all department members are committed
13. Parents have notified a school principal that they are removing their three children from the middle school so they can be home-schooled. Before the children are removed from enrollment in the school, the principal should
- (A) prepare the children's permanent academic folders for transfer to the parents
 - (B) notify the superintendent of the parents' intention to remove the children
 - (C) require documentation from the parents that the child will be receiving instruction equivalent to that provided in the public school
 - (D) require documentation from the parents that the person instructing the children holds the appropriate state teaching license
 - (E) review current state law concerning homeschooling and act accordingly
14. A school improvement committee is preparing a teacher dress code in response to comments from parents and community members that teachers look unprofessional. In order to avoid possible violation of federal anti-discrimination laws, the committee should NOT place restrictions on
- (A) open-toed shoes or flip-flops
 - (B) blouses with revealing necklines
 - (C) facial hair or headwear
 - (D) shirts without collars
 - (E) athletic wear, except for physical education teachers
15. A district-wide acceptable use policy is intended to regulate
- (A) the operation of the district's library media centers
 - (B) the selection process for textbooks and other learning materials
 - (C) the expected conduct of people using the district's technology system
 - (D) student speech, dress, and expression
 - (E) facilities sharing with community and religious organizations

16. Which of the following is the most effective method for a principal to use when approving requests by individual teachers to attend professional development activities?
- (A) Use teachers' performance evaluations to determine if there is a genuine need
 - (B) Use students' test results to determine if there is a genuine need
 - (C) Use a first-come, first-served approach, with some restrictions
 - (D) Use criteria for prioritizing requests that were developed by a committee of teacher representatives
 - (E) Use an application process where teachers present evidence of their need to participate in the activity
17. The teachers at Oak Ridge Elementary School have reported to the principal that the cafeteria serving area and tables are often not cleaned properly and the lack of proper sanitation methods has become a safety concern. Which of the following would be the principal's best strategy for ensuring the cafeteria staff maintain the cafeteria safely?
- (A) Meet with the food service manager to develop a schedule for assigning duties to the cafeteria staff
 - (B) Meet with the cafeteria staff to review a revised plan for the maintenance of the cafeteria
 - (C) Meet with the food service manager to communicate specific concerns and to review expectations for safety and cleanliness
 - (D) Spot check the cafeteria for cleanliness, taking punitive action if it is not up to standard
 - (E) Request the central office send an evaluation team to determine if the facility meets all state and federal health and safety standards
18. Which of the following is an advantage of using the "walk-through" method to appraise how effectively a school is functioning?
- (A) It provides an opportunity for holistic observation of the school experience.
 - (B) It is helpful in acquainting new staff and students with the school leadership.
 - (C) It is a non-threatening way to determine which teachers are consistently following the school's policies and procedures.
 - (D) It presents an opportunity for gathering information for teachers' formal evaluations.
 - (E) It is an efficient means of increasing the school leader's profile among staff and students.

Answers to Sample Questions

1. Curriculum experts, boards of education, school professional staff, and parents and students should all be part of the decision-making process concerning curriculum matters. (E) includes all four groups and is the correct answer.
2. Although the questions in (A), (B), (D), and (E) are relevant, (C), the best answer, is the first and most important question to consider.
3. Aspects of the role of a school psychologist are described in (A), (B), (C), and (E). Because the question asks which of the choices is not part of a psychologist's role, the correct response is (D), which presents an instructional strategy unrelated to the role of the school psychologist.
4. A major objective of working together in a group is for group members to interact with one another openly. Although (A), (B), (C), and (E) are possible outcomes in a group dynamic, only (D) focuses on a primary goal in effective leadership in group situations and is the best answer.
5. In mainstreaming special education students, it is important that they experience an educational environment enjoyed by regular students. (E) is the appropriate choice because it reflects this kind of environment rather than reinforcing the differences between special education and general education students.
6. Of the choices provided that might have a direct impact on affective feelings, (C) is the best answer because role playing and simulation are most concerned with creativity and feeling. (A), (B), (D), and (E) are concerned with the cognitive activities and therefore are incorrect.
7. Although (A), (B), (C), and (D) are individual elements of such a plan, only (E) contains all of the points of the plan. Therefore, (E) is the correct answer.
8. In 1947 the Supreme Court in *Everson v. Board of Education* held that public funds for transportation of parochial school children were expended for the benefit of the individual child and not for religious purposes. (A) is the correct answer.
9. The 1988 Hawkins-Stafford ESEA Amendments provide monies for programs to meet the needs of educationally disadvantaged children through Title I-Basic Programs (Chapter I). (E) is the correct answer.
10. All of the strategies given are likely to benefit new teachers but only (D) is likely to target the specific concern about lack of administrative support.
11. Numerous studies appear to support that character education results in reduced risk behaviors, increased desirable behaviors, and improved academic performance and social competencies, such as problem solving and moral reasoning. Studies further suggest that multiple rather than single approaches, including peer interaction, have proven to be the most effective strategies. The correct answer is (D).
12. Although any of the choices may prove crucial to the team-building process, it is generally agreed that for any team to be successful, it first needs to have clear, shared goals and a sense of commitment toward working together to meet them. Therefore, the correct answer is (E).
13. Laws regarding homeschooling vary widely from state to state and are still being interpreted by the courts. (A) through (D) would be valid actions in states requiring them, but it would be most reasonable for the principal to review current state law before removing the children from enrollment. The correct answer is (E).
14. Courts have supported the right of school districts to enforce reasonable teacher dress codes, including the restrictions described in (A), (B), (D), and (E). However, wearing facial hair or certain headwear are part of religious observance and prohibiting them would both discriminate against the individual and restrict the free exercise of religion. The correct answer is (C).
15. An acceptable use policy is a set of rules that defines the acceptable use of an organization's technology components, systems, and/or networks. The correct answer is (C).
16. (A), (B), and (E) seem unnecessarily subjective and potentially inequitable. (C) might eliminate teachers with the most need simply because they did not submit their requests as quickly as their colleagues. Developing criteria with teachers (D) can keep the focus of the activity on impacting student performance, address the areas of greatest need, and provide teachers both investment and transparency in the decision-making process. The correct answer is (D).

17. In (A), (B), (D), and (E), the principal is assuming responsibilities assigned to another supervisor; in this case, the food service manager. It is likely to result in confusion among the cafeteria staff as to who assigns and monitors their performance and frustration on the part of the food service manager in having the responsibilities assumed by another. As the principal does supervise the food service manager, it is reasonable that the principal address any issues with the manager (B), who then addresses them with the staff. The correct answer is (C).

18. (B), (C), and (E) are benefits of walk-throughs but provide no information about how the school is functioning as an entity. As walk-throughs are informal, the information gained would not be appropriate for inclusion in a teacher's formal evaluation (D). Although walk-throughs sometimes focus on a single aspect of teaching or learning, they also present the opportunity to observe how the many aspects of the learning experience function as a whole. The correct answer is (A).

9. Check on Testing Accommodations

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

What if English is not my primary language?

Praxis 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 www.ets.org/praxis/register/accommodations/plne.

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/praxis/register/accommodations/monday_testing.

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

The following accommodations are available for *Praxis* 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/praxis/register/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/praxis/register/disabilities>.

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 *Praxis* 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 questions for a paper-delivered test
- 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/praxis/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 a *Praxis* 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 *Praxis* 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 *Praxis* tests.

What do the *Praxis* tests measure?

The *Praxis* tests measure the specific pedagogical skills and knowledge that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success. 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 are the *Praxis I* tests?

The *Praxis I* tests measure basic skills in reading, writing, and mathematics. All these tests include multiple-choice questions and the Writing test also includes an essay question. *Praxis I* tests are designed to evaluate whether you have the academic skills needed to prepare for a career in education.

What are the *Praxis II* tests?

Praxis II Subject Assessments measure knowledge of specific subjects that K–12 educators teach, as well as general and subject-specific teaching skills and knowledge. Ranging from Agriculture to World Languages, there are more than 130 *Praxis II* tests, which contain multiple-choice or constructed-response questions, or a combination of both.

What is the difference between *Praxis* 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. Content-specific *Praxis II* pedagogy tests, most of which are constructed-response, measure your understanding of how to teach certain fundamental concepts in a 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 *Praxis* test.

Who takes the tests and why?

Some colleges and universities use the *Praxis I* tests to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require *Praxis I* scores as part of their teacher licensing process.

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

Do all states require these tests?

The *Praxis Series* 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 *Praxis* testing for licensure. You can find details at www.ets.org/praxis/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 *The Praxis Series* tests?

Your state chose *The Praxis Series* 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 *The Praxis Series* 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 *Praxis* 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 teacher 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 *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

*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).

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

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

Can I access my scores on the Web?

All test takers can access their test scores via their *Praxis* 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 *Praxis* account at www.ets.org/praxis and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

Note: You must create a *Praxis* 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 *Praxis*[™] *Study Companion* guide you.



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

www.ets.org/praxis/testprep

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

www.ets.org/praxis/store

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