

The Praxis® Study Companion

# Educational Leadership: Administration and Supervision

5411



# Welcome to *The Praxis*® Study Companion

## Prepare to Show What You Know

You have been working to acquire 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 *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- 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!

## Know What to Expect

### Which tests 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](http://www.ets.org/praxis/states).

### How are the *Praxis* tests given?

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 48).

### **What should I expect when taking the test on computer?**

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

### **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 Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at [www.ets.org/praxis/register](http://www.ets.org/praxis/register).

# Table of Contents

*The Praxis® Study Companion guides you through the steps to success*

<b>1. Learn About Your Test</b> .....	<b>5</b>
<i>Learn about the specific test you will be taking</i>	
<b>2. Familiarize Yourself with Test Questions</b> .....	<b>13</b>
<i>Become comfortable with the types of questions you'll find on the Praxis tests</i>	
<b>3. Practice with Sample Test Questions</b> .....	<b>17</b>
<i>Answer practice questions and find explanations for correct answers</i>	
<b>4. Determine Your Strategy for Success</b> .....	<b>28</b>
<i>Set clear goals and deadlines so your test preparation is focused and efficient</i>	
<b>5. Develop Your Study Plan</b> .....	<b>31</b>
<i>Develop a personalized study plan and schedule</i>	
<b>6. Review Study Topics</b> .....	<b>35</b>
<i>Review study topics with questions for discussion</i>	
<b>7. Review Smart Tips for Success</b> .....	<b>46</b>
<i>Follow test-taking tips developed by experts</i>	
<b>8. Check on Testing Accommodations</b> .....	<b>48</b>
<i>See if you qualify for accommodations to take the Praxis test</i>	
<b>9. Do Your Best on Test Day</b> .....	<b>49</b>
<i>Get ready for test day so you will be calm and confident</i>	
<b>10. Understand Your Scores</b> .....	<b>51</b>
<i>Understand how tests are scored and how to interpret your test scores</i>	
<b>Appendix: Other Questions You May Have</b> .....	<b>53</b>

# 1. Learn About Your Test

Learn about the specific test you will be taking

## Educational Leadership: Administration and Supervision (5411)

Test at a Glance			
<b>Test Name</b>	Educational Leadership: Administration and Supervision		
<b>Test Code</b>	5411		
<b>Time</b>	2 hours		
<b>Number of Questions</b>	110		
<b>Format</b>	Selected-response questions		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Vision and Goals	21	19%
	II. Teaching and Learning	28	25%
	III. Managing Organizational Systems and Safety	15	14%
	IV. Collaborating with Key Stakeholders	14	13%
	V. Ethics and Integrity	18	16%
	VI. The Education System	14	13%

### 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 110 selected-response questions on the test cover six content areas that are aligned with the *Educational Leadership Policy Standards: ISLLC 2008*. The test taker will be required to analyze and respond to situations that include vision and goals, teaching and learning, managing organizational systems and safety, collaborating with key stakeholders, ethics and integrity, and the education system.

The test will contain several different types of questions which may include, but are not limited to, selected-response questions with either one correct answer or one or more correct answers, clicking on part(s) of a graphic, selecting answer choices from a drop-down menu, and dragging and dropping answer choices into targets on the screen.

The testing time is two hours. During this time, the test taker will respond to 110 questions.

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

The Every Student Succeed Act (ESSA) was signed into law and replaces the No Child Left Behind Act (NCLB). Materials are currently being updated to reflect this change. During this transitional period, you may see references to NCLB in assessment materials and questions.

## Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 35.

### I. Vision and Goals

#### A. Vision and goals for teaching and learning

An education leader

1. Analyzes multiple sources of information and data about current practice prior to developing/revising a vision and goals
  - a. selects the appropriate school goal based on data
  - b. analyzes data to write a school goal or determines if vision and goals are appropriate
2. Implements a vision and goals with high, measurable expectations for all students and educators
  - a. develops a plan for implementing vision and goals
  - b. determines if expectations are measurable, rigorous, and connected to vision and goals
  - c. discriminates between vision and goals that are measurable and non-measurable for all students
3. Assures alignment of the vision and goals to school, local, state, and federal policies
4. Discusses and asks critical questions of key stakeholders about the purposes of education
  - a. formulates appropriate critical questions to ask about the vision and goals
  - b. 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

1. Engages staff and community members with diverse perspectives to implement the vision and achieve goals
  - a. identifies individuals with diverse perspectives from the internal and external communities
  - b. identifies strategies to engage internal and external communities with diverse perspectives to implement the vision and goals
2. Develops shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies toward the vision and goals
  - a. builds consensus
  - b. develops a plan for distributing responsibilities
3. Determines and implements effective strategies to assess and monitor progress toward the vision and goals
4. Communicates the shared vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act on them
  - a. selects the appropriate communication strategies for particular stakeholders
  - b. assesses the effectiveness of communication strategies
5. Implements the shared vision and goals consistently

**C. Continuous improvement toward the vision and goals**

An education leader

1. 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
2. Uses data-driven decision making, research, and best practices to shape and monitor plans, programs, and activities to achieve the vision and goals
3. Identifies and addresses barriers to achieving the vision and goals
4. Implements effective strategies to facilitate needed change
5. Engages staff and community stakeholders in planning and carrying out programs and activities
6. Aligns planning, change strategies, and instructional programs with the vision and goals
  - a. outlines a process and criteria to show how planning, change strategies, and instructional programs support the vision and goals
7. Aligns all resources, including technology, to achieve the vision and goals
  - a. outlines a process and criteria to demonstrate how resources support achievement of the vision and goals
8. Monitors evidence about progress systematically and revises plans, programs, and activities as needed
  - a. develops a process that systematically monitors progress toward the vision and goals

**II. Teaching and Learning****A. Building a professional culture**

An education leader

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

6. Provides ongoing feedback to teachers using data and evaluation methods that improve practice and student learning
  - a. develops a process to provide feedback (e.g., co-teaching, peer coaching, classroom walkthroughs) to increase teacher effectiveness and student performance
  - b. participates in collaborative data analysis (e.g., evaluates student work, disaggregates test scores) to increase teacher effectiveness and student performance
7. 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

1. Develops a shared understanding of rigorous curriculum and standards-based instructional programs
  - a. creates a culture supporting rigor and relevance in curriculum and instruction for all stakeholders
  - b. ensures school-wide practices and programs focus on a rigorous curriculum and standards-based instruction
  - c. collaborates with teachers to develop and maintain an instructional program that ensures the standards-based curriculum is delivered
2. Works with teams, including teachers and other instructional staff, to analyze student work and monitor student progress
3. Reviews and monitors curricular and instructional programs to ensure student needs are met
  - a. identifies student needs
  - b. develops plans to meet and monitor identified needs through appropriate curricular and instructional practices
4. Provides coherent, effective guidance of rigorous curriculum and instruction
  - a. engages actively in appropriate cross-disciplinary efforts to horizontally and vertically align curriculum and instruction

5. Assures alignment of curriculum and instruction, student assessments, program evaluation methods, and professional development to content standards
  - a. analyzes school improvement documents to ensure these elements are met and linked together systemically
6. Assists teachers with differentiated teaching strategies, curricular materials, educational technologies, and other resources
7. Ensures diverse needs of each student are addressed
  - a. uses data to determine student needs
  - b. identifies and accesses resources that are available and needed by involving all stakeholders
8. Provides all students with preparation for and access to a challenging curriculum
  - a. monitors instructional practices and student progress to assure that all students are prepared for and have access to a challenging curriculum
9. Identifies and uses rigorous research- and data-based strategies and practices in ways that close opportunity and achievement gaps
  - a. leads staff in implementing strategies and monitoring effectiveness to close opportunity and achievement gaps
10. Conducts frequent classroom and school visits and observations to provide constructive and meaningful feedback to faculty and staff
  - a. Develops a plan for frequent classroom and school visits to provide meaningful feedback

**C. Assessment and accountability**

An education leader

1. Uses assessment and accountability systems to improve the quality of teaching and learning
  - a. guides ongoing analyses of data about all students and subgroups to improve instructional programs
2. Analyzes multiple sources of data, including formative and summative assessments, to evaluate student learning, effective teaching, and program quality
3. Interprets and communicates data about progress toward vision and goals to the school community and other stakeholders

4. 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
  - a. 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

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

#### B. Aligning and obtaining fiscal and human resources

An education leader

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

#### C. Protecting the welfare and safety of students and staff

An education leader

1. Ensures a safe environment by proactively addressing challenges to the physical and emotional safety and security of students and staff
  - a. develops and implements a plan that involves appropriate stakeholders to ensure a safe teaching and learning environment
  - b. conducts ongoing reviews of the plan
2. Advocates for and oversees counseling and health referral systems that support student learning and welfare
  - a. identifies counseling and health needs of students to support student learning and welfare
  - b. takes steps to meet the identified needs
3. Involves teachers, students, and parents in developing, implementing, and monitoring guidelines and norms of behavior
4. Develops with appropriate stakeholders a comprehensive safety and security plan
  - a. conducts ongoing reviews of the plan
5. Identifies key emergency support personnel in and outside of the school
  - a. identifies and documents key emergency support personnel in and outside of the school
  - b. communicates the information about key emergency support and school personnel to appropriate parties
6. Communicates with staff, students, and parents on a regular basis to discuss safety expectations
  - a. 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

1. 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
  - a. collaborates with key stakeholders to utilize resources and assure barriers to learning are removed
  - b. integrates a variety of programs and services, fully engaging the school and the entire community
2. Involves families in decision making about their children's education
3. Uses effective public information strategies to communicate with families and community members (e.g., email, night meetings, multiple languages)
  - a. understands and models the need for two-way communication
4. Applies communication and collaboration strategies to develop positive family and local community partnerships, including recognizing and celebrating educational success
  - a. organizes internal and external venues and practices to celebrate the school and student success
5. Utilizes appropriate strategies for communicating effectively with the media
  - a. uses a communication plan shared with key stakeholders
  - b. demonstrates an ability to communicate with the media

##### B. Community interests and needs

An education leader

1. Identifies key stakeholders within the school community, including individuals and groups with competing perspectives
2. Engages with the local community in a proactive manner
  - a. participates, actively and regularly, in a variety of community events as a school community representative
  - b. advocates for the school within the community
3. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community dynamics
  - a. accesses a variety of information sources to continuously learn more about the community and to develop an awareness of trends
4. Utilizes diversity representative of the community to strengthen educational programs and planning
  - a. involves members of diverse community groups in all school planning and improvement efforts
5. 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

1. Collaborates with community agencies that provide health, social, and other services to families and children
2. 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
  - a. identifies and documents the relationships and ensures equitable and open access to all groups in all venues as required or legally permissible

3. Uses resources from the community appropriately and effectively to support student learning
  - a. evaluates the effective use of current community resources in support of student learning
4. Seeks community support to sustain existing resources and identifies additional resources as needed
  - a. provides information to the community about the benefit of existing and needed resources
  - b. identifies and solicits community resources to support student learning

## V. Ethics and Integrity

### A. Ethical and legal behavior

An education leader

1. Models personal and professional ethics, integrity, justice, and fairness, and expects the same of others
  - a. behaves in a trustworthy manner
  - b. recognizes when ethics have been breached and takes appropriate action
  - c. holds self and others accountable for ethical behavior
2. Ensures and monitors the use of appropriate systems and procedures to protect the rights and confidentiality of all students and staff
3. Uses the influence of the position to enhance education and the common good (e.g., social justice)
4. Reinforces transparent (open) decision-making practices by making data and rationales explicit
  - a. communicates reasons for decisions as appropriate
  - b. develops a plan to facilitate an open decision-making process
  - c. disseminates data in a transparent or open manner within legal constraints

### B. Personal values and beliefs

An education leader

1. Demonstrates respect for the inherent dignity and worth of each individual
2. Models respect for diversity and treating others equitably
3. Establishes and maintains an open and inclusive school community
4. 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
  - a. assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact teaching and learning
5. Challenges assumptions and beliefs respectfully as they may adversely affect students and adults
  - a. recognizes factors that may adversely affect students and adults and takes appropriate action
  - b. 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

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

## VI. The Education System

### A. Professional influence

An education leader

1. Facilitates constructive discussions with the school community about local, state, and federal laws, policies, regulations, and statutory requirements
  - a. explains policies and regulations to the school community
  - b. listens to questions and problems and interacts with the school community to increase understanding
2. 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
3. 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

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

## 2. Familiarize Yourself with Test Questions

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

The *Praxis* assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. 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 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.

For most questions, you respond by clicking an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- **Clicking more than one oval** to select answers from a list of choices.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. 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 choices and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting answer choices from a drop-down menu.** You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

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.

## Understanding Selected-Response Questions

Many selected-response 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 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 selected-response 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.

### 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, noting 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

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. 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.

**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 of your knowledge.

## Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions 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."

### 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 take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

## 3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

### Computer Delivery

This test is available via computer delivery. The following sample question provides a preview of an actual screen used in a computer-delivered test. For the purposes of this Study Companion, the sample questions are shown as they would appear in a paper-delivered test.

ETS PRAXIS

Volume Mark Review Help Back Next

Reading & Language Arts CKT | Question 1 of 63 01:29:56 Hide Time

During a writing activity a teacher writes two sentences from a sample of a student's writing on the whiteboard. The teacher shows the students how to use appropriate proofreading marks and asks the students to proofread the first paragraph of their individual writing samples.

Which of the following traits is the teacher's focus?

- Ideas
- Voice
- Conventions
- Organization

Answer the question above by clicking on the correct response.

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

1. Which of the following is the most critical part of establishing effective data teams?
  - (A) Holding curriculum-alignment meetings that are organized by content area
  - (B) Hosting vertical team meetings for elementary to high school teachers
  - (C) Offering professional-development workshops selected by school leadership
  - (D) Reviewing item-analysis reports for standards-based assessments
  - (E) Purchasing data-management technology that provides analysis for teachers
  
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. Ms. Walsh, a middle school principal, has a new assistant principal, Mr. Levinson. She is concerned that she will not be able to effectively train him while maintaining her responsibilities as principal. How can she best orient Mr. Levinson to his new position while still attending to her own responsibilities?
  - (A) Have Mr. Levinson shadow her for at least a week so he can learn his basic responsibilities
  - (B) Meet with Mr. Levinson, outline his responsibilities, and provide him with a detailed job description
  - (C) Spend a week working alongside Mr. Levinson, showing him school procedures and introducing him to teachers and students
  - (D) Ask another district assistant principal to serve as Mr. Levinson's mentor, showing him the responsibilities of the job and offering him support and guidance
  - (E) Reassure Mr. Levinson that she has confidence in him and encourage him to make the job his own
  
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 including students who receive special education services with their classmates in general education classes when appropriate is that students will
- (A) have less need for specialized services
  - (B) learn more in the cognitive domain
  - (C) become competitive with their peers
  - (D) receive individualized attention
  - (E) be educated in 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. An elementary school principal is committed to a transformative model of multicultural education. Which of the following actions would be the most effective way to achieve this model?
- (A) Incorporating a range of cultural perspectives into the curriculum
  - (B) Initiating an annual cultural event that celebrates the diversity of the student population
  - (C) Arranging for prominent speakers to discuss cultural issues in school assembly programs
  - (D) Convening a diversity committee made up of parents and community members
  - (E) Arranging a field trip to a culturally significant site
9. A parent asks a school leader to explain the purpose of Title I of the Elementary and Secondary Education Act, Improving the Academic Achievement of the Disadvantaged. The school leader should explain that the act is primarily designed to
- (A) assist with the general improvement of local school systems
  - (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. Which of the following is the most effective way for a school leader to keep members of a committee focused and productive during a meeting?
- (A) Providing committee members with an agenda in advance of the meeting
  - (B) Structuring the meeting around direct leading questions
  - (C) Scheduling a specific amount of time to discuss each point on the agenda
  - (D) Establishing ground rules for handling questions, comments, and discussions
  - (E) Asking one of the committee members to serve as a process observer
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 homeschooled. 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. Which of the following is the most appropriate strategy a principal can apply to ensure that data are continuously reviewed?
- (A) Conducting a book study to monitor formative assessment practices on campus
  - (B) Providing comprehensive student assessments in every content area at the end of the school year
  - (C) Conducting parent conferences each semester to discuss student performance with parents
  - (D) Offering staff development sessions twice a year to review content-area scope and sequence charts
  - (E) Establishing professional learning communities to evaluate student work on a weekly basis
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 health 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.

19. Parents complain to the principal that the driver of a school van has made inappropriate comments to their daughter. The van is operated by a company hired by the district to provide transportation. After investigating, the principal concludes that the driver made the comments and has made similar comments to other female students. Which of the following is the principal's best response to the complaint?
- (A) Putting an instructional aide on the van to ride with the students
  - (B) Informing company personnel of the situation and following up on their actions
  - (C) Meeting with the van driver to discuss appropriate behavior toward students
  - (D) Assigning only male students to the van driven by the offending driver
  - (E) Providing the parents with contact information for the company that operates the van
20. An administrator at a school with low student achievement works with the district's human resources department to recruit new teachers. Which of the following teacher candidates are most appropriate for the administrator to target?
- (A) Candidates who earned certification by alternate route
  - (B) Candidates recommended by teachers currently teaching in the school
  - (C) Candidates recruited from teacher preparation programs in the local area
  - (D) Candidates with successful teaching experience and qualifications to address student needs
  - (E) Candidates whose ethnicity represents a segment of the school's student population
21. Which of the following is the best initial action that a principal can take to address a low level of parent involvement in school activities?
- (A) Conducting a survey of the parents to determine their perceptions of the school
  - (B) Providing staff training on effective methods for communicating with parents
  - (C) Requiring staff to document the types and frequency of contact with parents
  - (D) Asking teachers for suggestions on how to improve parent involvement
  - (E) Hosting an open school night to publicize parent volunteer opportunities
22. A principal who promotes a professional learning community on a campus demonstrates characteristics of which of the following leadership styles?
- (A) Authoritarian
  - (B) Charismatic
  - (C) Laissez-faire
  - (D) Transformational
  - (E) Bureaucratic
23. When a principal receives a parent request for a specific classroom placement for the upcoming school year, the principal should
- (A) honor each request to support a healthy, collaborative relationship with parents
  - (B) prioritize requests from parents based on their involvement in school activities
  - (C) accept the request of parents of high performing students to avoid conflict at the start of the year
  - (D) reply to each parent request noting any biases toward specific teachers
  - (E) utilize the parent request as one of many factors considered in student placement

24. Which of the following actions by a school leader would best earn the respect of school staff?
- (A) Promoting social interaction between staff members
  - (B) Inquiring about various aspects of the staff's personal life
  - (C) Asking staff to solve their problems on their own
  - (D) Being authentic in all interactions with staff members
  - (E) Including team building as part of the staff development program
25. A high school principal works with the district to implement a voluntary, self-contained education program for teenage parents. Which of the following rationales would best help the school community understand the need for the change?
- (A) Improving the physical health of school community members
  - (B) Meeting the specific needs of particular student groups
  - (C) Improving the school climate and culture for freshmen
  - (D) Protecting school community members from physical and psychological harm
  - (E) Safeguarding the rights of school community members
26. A school population has become increasingly diverse during the last two school years. Many faculty members feel that the changing population is less capable academically; as a result, the members feel powerless to help their students succeed in school. Which of the following steps taken by the principal can best help the staff address assumptions that could be impacting student success?
- (A) Analyzing student demographic data over a period of three to five years to better understand the changing population
  - (B) Distributing a staff questionnaire to determine faculty members' acceptance of recent school population changes
  - (C) Encouraging staff members to become involved in diverse cultural experiences in the community
  - (D) Purchasing classroom texts and resources that reflect different populations more appropriately
  - (E) Providing opportunities for teachers to identify their biases and learn to embrace student differences
27. A high school principal overhears a teacher saying that a new teacher in the elementary school was hired because she is related to a member of the board of education. Which of the following is the principal's best response to the information?
- (A) Speaking to the teacher about passing on information that could be defamatory
  - (B) Forming an ethics task force to review the process used to hire the new teacher
  - (C) Attributing the comment to idle gossip and ignoring it
  - (D) Asking other principals if they have heard the same information
  - (E) Questioning the board member about influencing the hiring process

28. A school district is planning ways to inform parents and the community about important information related to the construction of the district's new elementary school. The best way for the principal to disseminate the information is to
- (A) have the construction manager contribute a monthly newspaper article that provides project updates for the community
  - (B) use the local media to provide updates on the construction and dates of meetings that are open to the public
  - (C) include a page on the district Web site that provides a photo gallery of the construction site
  - (D) publish a pamphlet that provides information about the construction company and details about the construction process
  - (E) allow the president of the parent-teacher organization to provide information about the construction at a meeting
29. Which of the following actions by a new principal is most likely to build rapport with the local community?
- (A) Writing a weekly newspaper column to inform the community of school news
  - (B) Returning e-mails and other communications promptly
  - (C) Maintaining an open-door policy that welcomes parents and community members without appointments
  - (D) Attending school events that are open to the community
  - (E) Making frequent, informal contacts with individuals, organizations, and businesses in the community

## Answers to Sample Questions

1. The correct answer is (D). This question tests the candidate's knowledge of how to develop effective data-analysis teams to monitor student progress. Reviewing item-analysis reports for standards-based assessments provides the focal point for an effective data team to direct and sustain its review and subsequent recommendations.
2. The correct answer is (C). This question tests the candidate's knowledge of the most important criteria needed to determine whether current community resources should be used in classrooms. The first and most important question to consider is the extent to which the resource fulfills an instructional purpose in either supporting or enhancing student learning. This is best determined by aligning the use of the resource with the instructional objectives of the lesson.
3. The correct answer is (D). This question tests the candidate's knowledge of effective strategies for supervising other school administrators and personnel. Providing mentorship by direct intervention with an experienced administrator over the entire school year will help to orient the new assistant principal in a consistent, ongoing manner.
4. The correct answer is (D). This question tests the candidate's knowledge of strategies for fostering effective communication among group members. The leader can best create trust within the group and the group's trust in the leader by ensuring that all communication is honest, open, and objective.
5. The correct answer is (E). This question tests the candidate's knowledge of federal laws that regulate the placement of students who receive special education services. According to federal law, students in special education must be educated in the least restrictive environment that meets their instructional needs.
6. The correct answer is (C). This question tests the candidate's knowledge of teaching strategies that target the different domains of learning. Because the affective domain includes feelings, values, appreciations, motivations, and attitudes, role-playing and simulation are effective teaching techniques that allow students to respond to information emotionally.
7. The correct answer is (E). This question tests the candidate's knowledge of methods for individualizing instruction. In the contract method, the student determines a grade for the course by entering into a contract with the teacher that has specific expectations that are met in a predetermined time frame.

8. The correct answer is (A). This question tests the candidate's knowledge of providing equity and adequacy to meet students' and families' cultural and educational needs. Incorporating different cultural perspectives into a guaranteed and viable curriculum reflects the actualization of this goal.
9. The correct answer is (E). This question tests the candidate's knowledge of facilitating constructive communication with the school community to explain and increase understanding of federal laws. Title I provides monies for programs to help meet the needs of low-achieving children in the highest-poverty schools.
10. The correct answer is (D). This question tests the candidate's knowledge of effective strategies for inducting and training personnel to better ensure retainment. Research has shown that providing encouragement, frequent feedback, and opportunities for professional growth is likely to target the specific concern about lack of administrative support by teachers.
11. The correct answer is (D). This question tests the candidate's knowledge of appropriate communication strategies for stakeholders. Establishing a mutually agreed-upon environment that provides simultaneous structure, focus, and flexibility ensures open comments and results in productive meetings among stakeholders.
12. The correct answer is (E). This question tests the candidate's knowledge of building consensus among staff through the development of shared commitments to implement the established vision and goals. For any team to be successful, it first needs to have clear, shared goals and a sense of commitment toward working together to meet an agreed-upon outcome.
13. The correct answer is (E). This question tests the candidate's knowledge of how to respond to potential changes that affect the context and conduct of education in accordance with local, state, and federal laws. The principal needs to review current state law concerning homeschooling because of the wide variance between states before removing the children from enrollment.

14. The correct answer is (E). This question tests the candidate's knowledge of regular collaboration structures that address ways to improve the quality of teaching and learning using ongoing analyses of student group data. Establishing weekly performance-data reviews by professional learning community (PLC) members who can implement necessary instructional adjustments on a weekly basis is the most appropriate strategy.

15. The correct answer is (C). This question tests the candidate's knowledge of how an acceptable-use policy helps to manage operational systems and monitor conduct compliance. An acceptable-use policy is a set of rules that defines the acceptable use of an organization's technology components, systems, and networks.

16. The correct answer is (D). This question tests the candidate's knowledge of implementing district policy to approve professional development that supports teachers' growth and knowledge of student learning. Developing criteria within district policy keeps the focus of the activity on having an impact on student performance, addressing the areas of greatest need, and providing teachers both investment and transparency in the decision-making process.

17. The correct answer is (C). This question tests the candidate's knowledge of how to protect the welfare and safety of students by using communication with appropriate staff on a regular basis. The principal should address any issues of safety and cleanliness with the cafeteria manager.

18. The correct answer is (A). This question tests the candidate's knowledge of methods for monitoring and assessing the effectiveness of instructional programs. Formal walk-throughs, which include walking through hallways and classrooms, regularly provide the opportunity to observe and analyze many aspects of the learning experience and how the aspects function as a whole.

19. The correct answer is (B). This question tests the candidate's knowledge of procedures to ensure a safe environment by proactively addressing challenges to the physical and emotional safety and security of students and staff. Informing the third-party company and following up on actions taken addresses both the school's and the bus company's responsibility in handling the bus driver's inappropriate actions.

20. The correct answer is (D). This question tests the candidate's knowledge of effective strategies to recruit qualified personnel. To affect student achievement, the administrator's most appropriate approach when hiring new staff would be to seek teachers with relevant experience and qualifications.

21. The correct answer is (A). This question tests the candidate's knowledge of effective ways to use family members as a resource to affect student and adult learning, with a focus on removing barriers to involvement.

22. The correct answer is (D). This question tests the candidate's knowledge of a leadership style in which professional ethics, integrity, justice, and fairness are modeled and expected of others. Transformational leaders view themselves as servants to others and help guide them toward the unified vision. They inspire others to work with dignity and to respect themselves and others. Promoting a professional learning community is consistent with the practice of a transformational leadership style.

23. The correct answer is (E). This question tests the candidate's knowledge of educational procedures that promote equity and adequacy in meeting the needs of students and families. Applying several criteria, including parent requests, when selecting student placements best ensures a balanced and equitable process.

24. The correct answer is (D). This question tests the candidate's knowledge of behaving in a trustworthy manner to model personal and professional ethics. School leaders strike at the heart of building integrity, respect, and mutual appreciation by being authentic with staff in all matters.

25. The correct answer is (B). This question tests the candidate's knowledge of using professional influence to advocate for excellence and equity in education for all students. Implementing a program for teenage parents will meet the specific needs of that particular group of at-risk students.

26. The correct answer is (E). This question tests the candidate's knowledge of strategies for leading others in safely examining deeply held assumptions and beliefs that may conflict with the school's vision and goals. Strategies that help teachers learn about diverse cultures, identify their own biases, and discover ways to be more accepting of various populations will allow the teachers to help their students succeed academically.

27. The correct answer is (A). This question tests the candidate's knowledge of ethical behavior and taking appropriate action when ethics have been breached. The responsible action by the principal is to address the issue directly with the teacher and discuss ethical behavior.

28. The correct answer is (B). This question tests the candidate's knowledge of ways to communicate topics of community interest effectively. Placing the principal in the role of disseminating information and using local media resources to give up-to-date information provides consistent communication to the community.

29. The correct answer is (E). This question tests the candidate's knowledge of the effect of actively engaging in the community through participation in various community events. Ongoing involvement in the local community allows the new principal to be more visible and builds appropriate rapport with the community.

## 4. 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.

### 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 on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit [www.ets.org/praxis/testprep](http://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 local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep). Test preparation materials include 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. Test dates can be found at [www.ets.org/praxis/register/dates\\_centers](http://www.ets.org/praxis/register/dates_centers).
- 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 on page 51.

### 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 33 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 33, 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 5 to select topics, and then select practice questions, beginning on page 17.
- **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 a practice test together.** The idea of a 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.** Review the results of the practice test, including the number of questions answered correctly in each content category. 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.

## 5. 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 *Core Academic Skills for Educators: 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 "Test Specifications" information beginning on page 5 to help complete it.

**Use this worksheet to:**

- 1. Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
- 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 (Test Code):** Core Academic Skills for Educators: Reading (5712)

**Test Date:** 9/15/18

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
<b>Key Ideas and Details</b>						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/18	7/15/18
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/18	7/17/18
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/18	7/21/18
<b>Craft, Structure, and Language Skills</b>						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/18	7/26/18
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/18	7/27/18
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18

(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
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/18	8/1/18
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/18	8/8/18
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/18	8/17/18
<b>Integration of Knowledge and Ideas</b>						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/18	8/24/18
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/18	8/24/18
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/18	8/27/18
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/18	8/30/18
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/18	8/31/18
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/18	9/4/18
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/18	9/6/18





## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The Educational Leadership: Administration and Supervision test is designed to measure the knowledge and skills necessary for a beginning teacher.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited programs address the topics covered by the test; however, you are not expected to be an expert on all aspects of the topics that follow.

You are likely to find that the topics below are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. Although a specific term may not seem familiar as you see it here, you might find you can understand it when applied to a real-life situation. Many of the items on the actual test will provide you with a context to apply to these topics or terms.

### Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

## Study Topics

An overview of the areas covered on the test, along with their subareas, follows.

### I. Vision and Goals

#### A. Vision and goals for teaching and learning

An education leader

1. Analyzes multiple sources of information and data about current practice prior to developing/revising a vision and goals
  - a. selects the appropriate school goal based on data
  - b. analyzes data to write a school goal or determines if vision and goals are appropriate
2. Implements a vision and goals with high, measurable expectations for all students and educators
  - a. develops a plan for implementing vision and goals
  - b. determines if expectations are measurable, rigorous, and connected to vision and goals
  - c. discriminates between vision and goals that are measurable and non-measurable for all students
3. Assures alignment of the vision and goals to school, local, state, and federal policies
4. Discusses and asks critical questions of key stakeholders about the purposes of education
  - a. formulates appropriate critical questions to ask about the vision and goals
  - b. 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

1. Engages staff and community members with diverse perspectives to implement the vision and achieve goals
  - a. identifies individuals with diverse perspectives from the internal and external communities
  - b. identifies strategies to engage internal and external communities with diverse perspectives to implement the vision and goals
2. Develops shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies toward the vision and goals
  - a. builds consensus
  - b. develops a plan for distributing responsibilities
3. Determines and implements effective strategies to assess and monitor progress toward the vision and goals
4. Communicates the shared vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act on them
  - a. selects the appropriate communication strategies for particular stakeholders
  - b. assesses the effectiveness of communication strategies
5. Implements the shared vision and goals consistently

#### C. Continuous improvement toward the vision and goals

An education leader

1. 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
2. Uses data-driven decision making, research, and best practices to shape and monitor plans, programs, and activities to achieve the vision and goals
3. Identifies and addresses barriers to achieving the vision and goals
4. Implements effective strategies to facilitate needed change

5. Engages staff and community stakeholders in planning and carrying out programs and activities
6. Aligns planning, change strategies, and instructional programs with the vision and goals
  - a. outlines a process and criteria to show how planning, change strategies, and instructional programs support the vision and goals
7. Aligns all resources, including technology, to achieve the vision and goals
  - a. outlines a process and criteria to demonstrate how resources support achievement of the vision and goals
8. Monitors evidence about progress systematically and revises plans, programs, and activities as needed
  - a. develops a process that systematically monitors progress toward the vision and goals

**Discussion areas: Vision and Goals**

- Why is it important to develop and implement a vision and goals?
- What types and sources of data can be used to determine or provide support for a school vision and goals?
- Why is it necessary to use data when planning to implement a vision and goals?
- What is meant by “data-driven decision making”?
- What types of data are valuable for developing or revising vision and goals?
- Why would it be valuable for a school leader to poll key stakeholders about the purpose of education when developing vision and goals?
- What goals are measurable? Nonmeasurable?
- Why is it important for a school leader to have effective oral and written communication skills?
- Why is it necessary to involve others in developing and implementing a vision and goals?
- What processes are involved in consensus building? Conflict resolution?
- How can a school leader distribute responsibility effectively?
- What strategies are effective for ensuring that shared vision and goals are implemented consistently?
- What are some of the key strategies for involving community members in school planning?
- How can school community members learn more about the importance of having a school vision and goals?
- What types of barriers can interfere with achieving specific goals?
- What resources can make a difference in whether a particular set of goals is achieved?
- Why should progress be regularly monitored?
- What is the relationship between a school improvement plan and the school vision and goals?
- How can a school leader use data to shape and monitor plans for achieving the school vision?
- What strategies are effective for engaging stakeholders in planning and carrying out programs and activities?
- What is the meaning of the statement “Change is a process, not an event”?
- Who are the critical stakeholders in a public school?

## II. Teaching and Learning

### A. Building a professional culture

An education leader

1. Develops a shared understanding of and commitment to high standards for all students and to closing achievement gaps
  - a. creates a culture of high expectations for all students
  - b. identifies achievement gaps
  - c. develops plans to reduce gaps
2. Guides and supports job-embedded, standards-based professional development that meets the learning needs of all students and staff
  - a. develops processes to support teacher's growth and interests to support student learning
  - b. analyzes situations and recommends appropriate teaching and learning practices
3. Models openness to change and collaborative processes
  - a. collaborates with all stakeholders to discuss the need for change
  - b. demonstrates a willingness to change own position on an issue
4. Creates structures, procedures, and relationships that provide time and resources for a collaborative teaching and learning community
  - a. promotes mutual benefits and distribution of responsibility and accountability among the teaching and learning community
  - b. promotes collaborative teaching and learning opportunities
  - c. involves students as appropriate in school improvement teams and processes
5. Creates opportunities and a safe environment in which the staff can examine their own beliefs, values, and practices about teaching and learning
  - a. provides a safe environment for teachers to express their beliefs and ideas
  - b. provides opportunities for teachers to take appropriate risks for improving teaching and learning
6. Provides ongoing feedback to teachers using data and evaluation methods that improve practice and student learning
  - a. develops a process to provide feedback (e.g., co-teaching, peer coaching, classroom walkthroughs) to increase teacher effectiveness and student performance
  - b. participates in collaborative data analysis (e.g., evaluates student work, disaggregates test scores) to increase teacher effectiveness and student performance
7. 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

1. Develops a shared understanding of rigorous curriculum and standards-based instructional programs
  - a. creates a culture supporting rigor and relevance in curriculum and instruction for all stakeholders
  - b. ensures school-wide practices and programs focus on a rigorous curriculum and standards-based instruction
  - c. collaborates with teachers to develop and maintain an instructional program that ensures the standards-based curriculum is delivered
2. Works with teams, including teachers and other instructional staff, to analyze student work and monitor student progress
3. Reviews and monitors curricular and instructional programs to ensure student needs are met
  - a. identifies student needs
  - b. develops plans to meet and monitor identified needs through appropriate curricular and instructional practices
4. Provides coherent, effective guidance of rigorous curriculum and instruction
  - a. engages actively in appropriate cross-disciplinary efforts to horizontally and vertically align curriculum and instruction

5. Assures alignment of curriculum and instruction, student assessments, program evaluation methods, and professional development to content standards
  - a. analyzes school improvement documents to ensure these elements are met and linked together systemically
6. Assists teachers with differentiated teaching strategies, curricular materials, educational technologies, and other resources
7. Ensures diverse needs of each student are addressed
  - a. uses data to determine student needs
  - b. identifies and accesses resources that are available and needed by involving all stakeholders
8. Provides all students with preparation for and access to a challenging curriculum
  - a. monitors instructional practices and student progress to assure that all students are prepared for and have access to a challenging curriculum
9. Identifies and uses rigorous research- and data-based strategies and practices in ways that close opportunity and achievement gaps
  - a. leads staff in implementing strategies and monitoring effectiveness to close opportunity and achievement gaps
10. Conducts frequent classroom and school visits and observations to provide constructive and meaningful feedback to faculty and staff
  - a. Develops a plan for frequent classroom and school visits to provide meaningful feedback

**C. Assessment and accountability**

An education leader

1. Uses assessment and accountability systems to improve the quality of teaching and learning
  - a. guides ongoing analyses of data about all students and subgroups to improve instructional programs
2. Analyzes multiple sources of data, including formative and summative assessments, to evaluate student learning, effective teaching, and program quality
3. Interprets and communicates data about progress toward vision and goals to the school community and other stakeholders

4. 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
  - a. develops a plan that provides opportunities for collaboration and feedback about classroom assessments

**Discussion areas: Teaching and Learning**

- How can the professional culture and climate of a school impact school and student success?
- What are some strategies that would ensure that professional development is job-embedded and standards-based?
- Why is taking risks important for improving teaching and learning?
- What sources and types of data can be used to provide feedback to teachers so that they can improve student learning?
- What strategies can a school leader use to build or repair staff morale?
- What are some qualities common to effective professional development?
- What types of student data might be used to identify areas for professional development?
- When and how should a school leader involve students in school improvement teams and processes?
- How do standards or changes in standards impact curriculum development and revision?
- In what ways do current laws, regulations, policies, and procedures impact meeting various student needs?
- How do various instructional strategies, such as team or collaborative teaching, positively or negatively impact instruction?
- What steps may need to be taken to ensure that curriculum and instruction is aligned to student assessment and content standards?
- What trends in student achievement data might indicate that there are problems in curriculum alignment ?

- How can a school leader foster a school environment that supports rigorous curriculum and high student expectations?
- What are some sources of teacher evaluation data and information (other than direct classroom observation)?
- How can a school leader encourage staff to be creative risk takers while ensuring they follow the adopted course of study?
- What impact do scheduling and staffing decisions have on student learning?
- What strategies are most effective for supervising other school administrators? Service personnel (e.g., nurse, counselor)? Support personnel (e.g., food service employees, custodians, transportation staff)?
- What types and sources of classroom data can be used to evaluate student improvement?
- What types and sources of data can be used to monitor and evaluate instructional strategies?
- How and when should parents and other stakeholders be informed about the results of tests or other data collected within the school and district ?
- What role do formal and informal assessments play in evaluating the effectiveness of a school's instruction and programs?
- What are the strengths and limitations of authentic assessment? Standardized testing?
- What methods can a school leader use to support teachers in the development of assessments that provide meaningful feedback about student progress?
- How does high stakes testing influence a school's curriculum and instructional practice?
- How can a school leader make data and other information on school effectiveness understandable to parents and the community?

### III. Managing Organizational Systems and Safety

#### A. Managing operational systems

An education leader

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

#### B. Aligning and obtaining fiscal and human resources

An education leader

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

### C. Protecting the welfare and safety of students and staff

An education leader

1. Ensures a safe environment by proactively addressing challenges to the physical and emotional safety and security of students and staff
  - a. develops and implements a plan that involves appropriate stakeholders to ensure a safe teaching and learning environment
  - b. conducts ongoing reviews of the plan
2. Advocates for and oversees counseling and health referral systems that support student learning and welfare
  - a. identifies counseling and health needs of students to support student learning and welfare
  - b. takes steps to meet the identified needs
3. Involves teachers, students, and parents in developing, implementing, and monitoring guidelines and norms of behavior
4. Develops with appropriate stakeholders a comprehensive safety and security plan
  - a. conducts ongoing reviews of the plan
5. Identifies key emergency support personnel in and outside of the school
  - a. identifies and documents key emergency support personnel in and outside of the school
  - b. communicates the information about key emergency support and school personnel to appropriate parties
6. Communicates with staff, students, and parents on a regular basis to discuss safety expectations
  - a. documents communication of safety expectations to staff, students, and parents

#### Discussion areas: Managing Organizational Systems and Safety

- How are plans developed for appropriate use of school facilities? Who is involved?
- What type of safety regulations must a building administrator be aware of and who should be contacted if there is a problem?
- How can a school leader ensure that the operational systems of a school support school achievement goals ?

- What are the components of a well-structured acceptable use policy?
- What are the standard criteria for evaluating the usefulness of a communication and/or information management system?
- What recent federal laws have had the most impact on plant operation, accessibility, and safety?
- What strategies should a school leader use when faced with budget cuts?
- What resources are available to assist a school leader in handling faculty evaluations, dismissals, and reprimands?
- What other resources are available to a school outside of budgeted allocations?
- What types of budgeting decisions should be made by principals? By teachers?
- What is an example of competing interests in terms of budget development?
- What are some ways in which the effectiveness of support staff impacts teaching and learning?
- What is the importance of establishing clear job-qualification requirements before interviewing candidates for a position?
- What factors play a role in recruiting and retaining highly qualified teachers?
- Why should a school leader become familiar with the negotiated agreements for all school employees?
- What types of plans and strategies should a school leader have in place to protect staff and students and to monitor threats to their emotional security?
- What are the components of a comprehensive safety and security plan and who should be considered key emergency personnel?
- What standards and procedures should be followed in implementing a school dress code or code of conduct?
- Why is interagency cooperation important when dealing with safety and security concerns?

- How should/could a school leader deal with parents' concerns about unsafe conditions in their child's school?
- Under what circumstances would a school leader contact a child protective agency? Law enforcement agency? District legal counsel?
- How can a school leader stay current with regulations related to student and staff safety (e.g., fire codes, immunizations, precautions against infectious disease)?

#### IV. Collaborating with Key Stakeholders

##### A. Collaborate with families and other community members

An education leader

1. 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
  - a. collaborates with key stakeholders to utilize resources and assure barriers to learning are removed
  - b. integrates a variety of programs and services, fully engaging the school and the entire community
2. Involves families in decision making about their children's education
3. Uses effective public information strategies to communicate with families and community members (e.g., email, night meetings, multiple languages)
  - a. understands and models the need for two-way communication
4. Applies communication and collaboration strategies to develop positive family and local community partnerships, including recognizing and celebrating educational success
  - a. organizes internal and external venues and practices to celebrate the school and student success
5. Utilizes appropriate strategies for communicating effectively with the media
  - a. uses a communication plan shared with key stakeholders
  - b. demonstrates an ability to communicate with the media

##### B. Community interests and needs

An education leader

1. Identifies key stakeholders within the school community, including individuals and groups with competing perspectives
2. Engages with the local community in a proactive manner
  - a. participates, actively and regularly, in a variety of community events as a school community representative
  - b. advocates for the school within the community
3. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community dynamics
  - a. accesses a variety of information sources to continuously learn more about the community and to develop an awareness of trends
4. Utilizes diversity representative of the community to strengthen educational programs and planning
  - a. involves members of diverse community groups in all school planning and improvement efforts
5. 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

1. Collaborates with community agencies that provide health, social, and other services to families and children
2. 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
  - a. identifies and documents the relationships and ensures equitable and open access to all groups in all venues as required or legally permissible

3. Uses resources from the community appropriately and effectively to support student learning
  - a. evaluates the effective use of current community resources in support of student learning
4. Seeks community support to sustain existing resources and identifies additional resources as needed
  - a. provides information to the community about the benefit of existing and needed resources
  - b. identifies and solicits community resources to support student learning

**Discussion areas: Collaborating with Key Stakeholders**

- In what types of situations can family and community stakeholders be helpful?
- What guidance do various laws, policies, and regulations provide for determining when family or guardians have input to educational decisions?
- Under what conditions and situations should a school leader involve the local media
- What strategies are effective for communicating school and student success to families and the community?
- How can a school leader involve families in decision making about their children's education?
- What strategies could a school leader use to communicate with parents and the community when English is not the primary language or where many languages are spoken?
- What policies should be in place for communicating with and responding to the media?
- How does a school leader, new to a school and/or area, identify appropriate stakeholders?
- What conflict-resolution strategies would be helpful in resolving differences between competing groups to work for the best interests of the school and students?
- What criteria should be considered in developing programs, committees, or activities that include the community ?
- What cultural or socioeconomic factors exert the most influence on student learning?
- How would developing cultural sensitivity help a school leader to engage diverse groups in school planning and improvement efforts?
- What methods are effective for keeping abreast with the dynamics, changes, and trends in a community?
- How can a school leader advocate for the school within the greater community?
- How would a school be influenced by a dramatic increase in a special population (e.g., English language learners or students requiring special education services)?
- Under what circumstances should an administrator look to outside resources in assisting students and their families?
- What laws and regulations govern the use of school facilities?
- How can the community be helpful in identifying and supplying resources for the school and school programs?
- How can a school leader use community resources to support student learning?
- What guidelines/restrictions would normally be in place when a school enters into a relationship with an outside party (e.g., local business, health service, law enforcement agency)?

## V. Ethics and Integrity

### A. Ethical and legal behavior

An education leader

1. Models personal and professional ethics, integrity, justice, and fairness, and expects the same of others
  - a. behaves in a trustworthy manner
  - b. recognizes when ethics have been breached and takes appropriate action
  - c. holds self and others accountable for ethical behavior
2. Ensures and monitors the use of appropriate systems and procedures to protect the rights and confidentiality of all students and staff
3. Behaves in a trustworthy manner
4. Uses the influence of the position to enhance education and the common good (e.g., social justice)
5. Reinforces transparent (open) decision-making practices by making data and rationales explicit
  - a. communicates reasons for decisions as appropriate
  - b. develops a plan to facilitate an open decision-making process
  - c. disseminates data in a transparent or open manner within legal constraints

### B. Personal values and beliefs

An education leader

1. Demonstrates respect for the inherent dignity and worth of each individual
2. Models respect for diversity and treating others equitably
3. Establishes and maintains an open and inclusive school community
4. 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
  - a. assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact teaching and learning

5. Challenges assumptions and beliefs respectfully as they may adversely affect students and adults
  - a. recognizes factors that may adversely affect students and adults and takes appropriate action
  - b. 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

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

#### Discussion areas: Ethics and Integrity

- When does a situation present a conflict of interest?
- What are the laws and regulations regarding privacy and confidentiality of information?
- What types of situations often involve issues of ethics and integrity?
- What steps, strategies, and procedures can a school leader take to protect the privacy and confidentiality of students and staff?
- What federal laws protect the rights of students? Staff members?
- What are the key elements in a transparent decision-making process?
- How can schools and school leaders function as instruments of social justice?
- What plans and strategies can be implemented to ensure equitable treatment of students and/or staff?

- What steps can a school leader take to change negative assumptions that affect teaching and learning?
- What criteria should be considered in developing a plan for professional development?
- What steps should be taken to ensure that others are acting ethically?
- What are the characteristics of an open and inclusive school community?
- Why is it important for a school leader to administer educational policies equitably and legally?
- How can a school leader refocus attention on the school's vision and goals when controversial issues arise?
- What resources are available to school leaders for nurturing their professional growth?
- What are the benefits of reflective practice?

## VI. The Education System

### A. Professional influence

An education leader

1. Facilitates constructive discussions with the school community about local, state, and federal laws, policies, regulations, and statutory requirements
  - a. explains policies and regulations to the school community
  - b. listens to questions and problems and interacts with the school community to increase understanding
2. 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
3. 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

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

### Discussion areas: The Education System

- Given that some laws and policies are often complex and difficult to understand, what are the best methods to communicate them to stakeholders?
- What actions can a school leader take to support students and their needs?
- What are the components of a change process and how should they be used to effect change in a given situation?
- How can a school leader ensure that he/ she understands the critical legal, social, economic, and political issues of a community?
- How can a school leader effectively communicate educational policies and regulations to the greater community?
- What recent federal legislation has had the most significant impact on public schools?
- What can a school leader anticipate and prepare for when instituting system-wide change?
- What issues in education are most likely to be controversial among staff, parents, and community members?
- Who is involved in policy and decision making outside of the school system?
- What are effective organizing and information strategies to effect broader change?
- How does the demographic composition of a community affect the strategies that a school leader would use to advocate for change?

## 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?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

#### Are there trick questions on the test?

No. There are no hidden meanings or trick questions. 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 tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

#### Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your 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 select or enter your answers on the computer.

### Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. 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. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer 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.
4. **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.
5. **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*<sup>®</sup> or other 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* tests at <https://www.ets.org/praxis/institutions/scores/passing/> or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated 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. Check on Testing Accommodations

*See if you qualify for accommodations 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 [https://www.ets.org/praxis/register/plne\\_accommodations/](https://www.ets.org/praxis/register/plne_accommodations/).

### 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
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit [www.ets.org/praxis/register/disabilities](http://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 [https://www.ets.org/s/praxis/pdf/bulletin\\_supplement\\_test\\_takers\\_with\\_disabilities\\_health\\_needs.pdf](https://www.ets.org/s/praxis/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf).

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

## 9. Do Your Best on Test Day

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

You followed your study plan. You 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
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- be prepared to stand in line to check in or to wait while other test takers check in

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 allotted 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
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](#).

**Note:** All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), 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](http://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 questions?
- 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!

# 10. 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](http://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* tests are part of a national testing program, meaning that they are required in many states 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](http://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 also 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](http://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](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](http://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

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

## Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. 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. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- *Praxis Passing Scores* (PDF), found at <https://www.ets.org/praxis/institutions/scores/passing/>
- State requirements, found at [www.ets.org/praxis/states](http://www.ets.org/praxis/states)

# 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 knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. 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. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

## Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

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

## Do all states require these tests?

The *Praxis* 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](http://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 a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

## Why does my state require the *Praxis* tests?

Your state chose the *Praxis* 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* test development process. First, ETS asked them what 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 selected-response 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.

### 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 and revise existing test specifications and to evaluate test forms for alignment with the specifications.

### How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on 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 score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at [www.ets.org/praxis/register/dates\\_centers](http://www.ets.org/praxis/register/dates_centers) for exact score reporting dates.

### Can I access my scores on the web?

All test takers can access their test scores via My *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 into My *Praxis* Account at [www.ets.org/praxis](http://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.

\*[\*ETS Standards for Quality and Fairness\*](#) (2014, Princeton, N.J.) 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 (2014, Washington, D.C.).

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](http://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](http://www.ets.org/praxis/store)**

Copyright © 2019 by Educational Testing Service. All rights reserved. ETS, the ETS logo, GRE, PRAXIS, and MEASURING THE POWER OF LEARNING are registered trademarks of Educational Testing Service (ETS).  
All other trademarks are property of their respective owners.



*Measuring the Power of Learning.®*

[www.ets.org](http://www.ets.org)