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The Official Study Guide

**Educational Leadership:
Administration and Supervision Test**

Test Code: 0411

Revised 2010

- Study Topics
- Practice Questions Directly From the Test Makers
- Test-Taking Strategies

Study Guide for the *Educational Leadership: Administration and Supervision Test*

Revised 2010



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Administration and Supervision* Test



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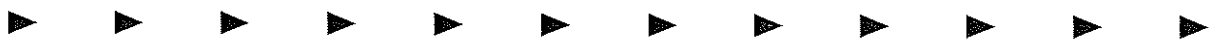
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Chapter 1

Introduction to the *Educational Leadership: Administration and Supervision* Test and Suggestions for Using This Study Guide



Introduction to the *Educational Leadership: Administration and Supervision* Test

The *Educational Leadership: Administration and Supervision* Test assesses understanding of key concepts that school administrators need to know in order to do their jobs. In developing assessment material for this test, ETS has worked in collaboration with educators, higher education content specialists, and accomplished practicing school leaders to keep the test updated and representative of current standards.

Test Name and Code	Questions, Length of Test	Major Content Areas Covered and Approximate Percentage of Questions in Each Area
<i>Educational Leadership: Administration and Supervision</i> (0411)	95 questions, two hours	<ul style="list-style-type: none">▪ Vision and Goals (19%)▪ Teaching and Learning (25%)▪ Managing Organizational Systems and Safety (14%)▪ Collaborating with Key Stakeholders (13%)▪ Ethics and Integrity (17%)▪ The Education System (12%)

Suggestions for Using This Study Guide

Q. Why should you use this study guide?

This test is different from a final exam or other test you may have taken for other courses because it is comprehensive—that is, it covers material you may have learned in several courses during your entire preparation program. The test requires you to synthesize information you have learned from many sources and to understand the subject as a whole.

Therefore, you should review and prepare for it, not merely practice with the question formats. A thorough review of the material covered on the test will significantly increase your likelihood of success.

Moreover, studying for your licensing exam is a great opportunity to reflect on and develop a deeper understanding of pedagogical and administrative knowledge and methods before you begin your educational career. As you prepare to take the test, it may be particularly helpful for you to think about how you would apply the study topics and sample exercises to your own clinical experience.

Q. How can you best use the “Study Topics” chapters of this study guide to prepare for the *Educational Leadership: Administration and Supervision* Test?

First, assess your current knowledge and use that assessment to complete your preparation and review for the test.

- **Become familiar with the test content.** Learn what will be tested, as covered in chapter 4.
- **Assess how well you know the content in each area.** After you learn what topics the test contains, you should assess your knowledge in each area. How well do you know the material? In which areas do you need to learn more before you take the test? It is quite likely that you will need to brush up on most or all of the areas.
- **Develop a study plan.** Assess what you need to study and create a realistic plan for studying. You can develop your study plan in any way that works best for you. A “Study Plan” form is included in appendix A at the end of the book as a possible way to structure your planning. Remember that you will need to allow time to find books and other materials, time to read the materials and take notes, and time to apply your learning to the practice questions.
- **Identify study materials.** Most of the material covered by the test is contained in standard textbooks in the field. If you no longer own the texts you used in your course work, you may want to borrow some from friends or from a library. Use standard textbooks and other reliable, professionally prepared materials. Don’t rely heavily on information provided by friends or from searching the Internet. Neither of these sources is as uniformly reliable as textbooks. Also review other relevant course materials provided by your instructors.

- **Work through your study plan.** You may want to work alone, or you may find it more helpful to work with a group or with a mentor. Work through the topics and questions provided in chapter 4. Rather than memorizing definitions from books, be able to define and discuss the topics in your own words and understand the relationships between diverse topics and concepts. If you are working with a group or mentor, you can also try informal quizzes and questioning techniques.
- **Proceed to the practice questions.** Once you have completed your review, you are ready to benefit from the practice test in chapter 5 of this guide.

Q What's the best way to use the chapter on multiple-choice questions to prepare for the *Educational Leadership: Administration and Supervision Test*?

- **Read chapter 4.** This chapter will sharpen your skills in reading and answering multiple-choice questions. For you to succeed on multiple-choice questions, you must focus carefully on the question, avoid reading things into the question, pay attention to details, and sift patiently through the answer choices.

Q What's the best way to use the practice test chapter?

- **Answer the practice multiple-choice questions.** Work on the practice multiple-choice questions in chapter 5, then use chapter 6, "Right Answers and Explanations," to mark the questions you answered correctly and the ones you missed. In this chapter also look over the explanations of the questions you missed and see whether you understand them.
- **Decide whether you need more review.** After you have looked at your results, decide if there are areas that you need to brush up on before taking the actual test. Go back to your textbooks and reference materials to see if the topics are covered there. You might also want to go over your questions with a friend or teacher who is familiar with the subjects.
- **Assess your readiness.** Do you feel confident about your level of understanding in each of the subject areas? If not, where do you need more work? If you feel ready, complete the checklist in chapter 7 to double-check that you've thought through the details. If you need more information about registration or the testing situation itself, use the resources in appendix B: "For More Information."

Chapter 2

Background Information on *The Praxis Series*[™]
Assessments



What Are *The Praxis Series*™ Subject Assessments?

The Praxis Series™ Subject Assessments are designed by ETS to assess your knowledge of the subject area you plan to practice, and they are a part of the licensing procedure in many states. This study guide covers an assessment that tests your knowledge of the actual content in the area you hope to be licensed. Your state has adopted *The Praxis Series* tests because it wants to be certain that you have achieved a specified level of mastery of your subject area before it grants you a license.

The Praxis Series tests are part of a national testing program, meaning that the test covered in this study guide is used in more than one state. The advantage of taking *Praxis* tests is that if you want to practice in another state that uses *The Praxis Series* tests, you can transfer your scores to that state. Passing scores are set by states, however, so if you are planning to apply for licensure in another state, you may find that passing scores are different. You can find passing scores for all states that use *The Praxis Series* tests online at www.ets.org/praxis or on the website of the state for which you are seeking certification/licensure.

What Is Licensure?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license has demonstrated a certain level of competence. The overriding concept behind licensure is expressed in the commonly used phrase that the person holding the license *will do no harm*. A license tells the public that the person holding the license can be trusted to educate children competently and professionally.

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

Why Does My State Require *The Praxis Series* Assessments?

Your state chose *The Praxis Series* Assessments because the tests assess the breadth and depth of content—called the “domain” of the test—that your state wants its educators to possess before they begin to practice. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of educators in each subject area in each state. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of educators. You can find out the passing score required for *The Praxis Series* Assessments in your state by looking in the pamphlet *Understanding Your Praxis Scores*, which is free from ETS (see www.ets.org). If you look through this pamphlet, you will see that not all states use the same test modules, and even when they do, the passing scores can differ from state to state.

What Kinds of Tests Are *The Praxis Series* Subject Assessments?

Two kinds of tests comprise *The Praxis Series* Subject Assessments: multiple choice (for which you select your answer from a list of choices) and constructed response (for which you write a response of your own). Multiple-choice tests can survey a wider domain because they can ask more questions in a limited period of time. Constructed-response tests have far fewer questions, but the questions require you to demonstrate the depth of your knowledge in the area covered.

What Do the Tests Measure?

The Praxis Series Subject Assessments are tests of content knowledge. They measure your understanding of the subject area in which you want to practice. The multiple-choice tests measure a broad range of knowledge across your content area. The constructed-response tests measure your ability to explain in depth a few essential topics in your subject area. The content-specific tests, most of which are constructed response, measure your understanding of fundamental concepts in your field. The tests do not measure your actual ability, however. They measure your knowledge and how you might apply it. Educators in your field who help us design and write these tests, and the states that require these tests, do so in the belief that knowledge of a subject area is the first requirement for licensing.

How Were These Tests Developed?

ETS began the development of *The Praxis Series* Subject Assessments with a survey. For each subject, educators around the country were asked to judge which knowledge and skills a beginning school leader needs to possess. Professors in schools of education who prepare school leaders were asked the same questions. These responses were ranked in order of importance and sent out to hundreds of educators for review. All of the responses to these surveys (called “job analysis surveys”) were analyzed to summarize the judgments of these professionals. From their consensus, we developed the specifications for the multiple-choice and constructed-response tests. For each subject area, a committee of practicing educators wrote these specifications (guidelines). The specifications were reviewed and eventually approved by school leaders. From the test specifications, groups of school leaders and professional test developers created test questions.

When your state adopted *The Praxis Series* Subject Assessments, local panels of practicing educators in each subject area met to examine the tests question by question and evaluate each question for its relevance to beginning school leaders in your state. This process is known as a “validity study.” A test is considered “valid” for a job if it measures what people must know and be able to do on that job. For the test to be adopted in your state, school leaders in your state must judge that it is valid.

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These educators also performed a “standard-setting study”; that is, they went through the tests question by question and decided, through a rigorous process, how many questions a beginning school leader should be able to answer correctly. From this study emerged a recommended passing score. The final passing score was approved by your state’s Department of Education.

In other words, throughout the development process, practitioners in the field—educators—have determined what the tests would contain. The practitioners in your state determined which tests would be used for licensure in your subject area and helped decide what score would be needed to achieve licensure. This is how professional licensure works in most fields: those who are already licensed oversee the licensing of new practitioners. When you pass *The Praxis Series* Subject Assessments, you and the practitioners in your state can be assured that you have the knowledge required to begin practicing your profession.

Chapter 3

Don't Be Defeated by Multiple-Choice Questions



Why the Multiple-Choice Tests Take Time

When you take the practice questions, you will see that there are very few simple identification questions of the sort that ask, “Which of the following is the human need that Maslow put at the top of his hierarchy of needs?” When *The Praxis Series*™ Assessments were first being developed by professionals and postsecondary educators across the country, it was almost universally agreed that prospective school administrators should be able to analyze situations, synthesize material, and apply knowledge to specific examples. In short, they should be able to think as well as to recall specific facts, figures, or formulas. Consequently, you will find that you are being asked to think and to solve problems on these tests. Such activity takes more time than simply answering questions requiring you to identify the correct answer.

In addition, questions that require you to analyze situations, synthesize material, and apply knowledge are usually longer than are simple identification questions. *The Praxis Series* test questions often present you with something to read (a case study, a sample of student work, a chart or graph) and then ask you questions based on your reading. Strong reading skills are required, and you must read carefully. Both on this test and as an education professional, you will need to process and use what you read efficiently.

If you know that your reading skills are not strong, you may want to take a reading course. College campuses have reading labs that can help you strengthen your reading skills.

Understanding Multiple-Choice Questions

You will probably notice that the word order (or syntax) in multiple-choice questions is different from the word order you’re used to seeing in ordinary things you read, like newspapers or textbooks. One of the reasons for this difference is that many such questions contain the phrase “which of the following.”

The purpose of the phrase “which of the following” is to limit your choice of answers only to the list given. For example, look at this question.

Which of the following is a flavor made from beans?

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

You may know that chocolate and coffee are also flavors made from beans. But they are not listed, and the question asks you to select from among the list that follows (“which of the following”). So the answer has to be the only bean-derived flavor in the list: vanilla.

Notice that the answer can be substituted for the phrase “which of the following.” In the question above, you could insert “vanilla” for “which of the following” and have the sentence “Vanilla is a flavor made from beans.” Sometimes it helps to cross out “which of the following” and insert the various choices. You may want to give this technique a try as you answer various multiple-choice questions in the practice test.

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Also, looking carefully at the “which of the following” phrase helps you to focus on what the question is asking you to find and on the answer choices. In the simple example above, all of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

The vanilla bean question is pretty straightforward. But the phrase “which of the following” can also be found in more challenging questions. Take a look at the following question from the *Educational Leadership* test:

Which of the following best exemplifies the notion of influence and impact as opposed to power and control?

- (A) Having teachers evaluate their own recorded lessons
- (B) Having teachers submit lesson plans
- (C) Having teachers follow lesson plans without deviation
- (D) Awarding pay increases on the basis of merit
- (E) Filing teacher evaluations that are not seen by the teachers

The placement of “which of the following” tells you that the choices listed are options that might provide examples of a “notion of influence and impact as opposed to power and control.” What are you supposed to find as an answer? You are supposed to find the choice that indicates the *best* example.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question as “If I wanted to provide an example contrasting the notion of influence and impact with power and control, what would I choose?” Having teachers evaluate their own tape recordings of lessons generally enables them to be responsible for their own growth and development. Responses (B), (C), and (D) are obviously authoritarian and controlling, and (E) is fully contrary to the concepts of “influence” and “impact.” The correct response, therefore, is (A).

You may find that it helps to circle or underline each of the critical details of the question in your test book so that you don’t miss any of them. It’s only by looking at all parts of the question carefully that you will have all of the information you need to answer the question.

Circle or underline the critical parts of what is being asked in the following question.

Which of the following class activities would be most likely to encourage students to think divergently?

- (A) Writing a theme on the topic “What would life be like if there were no computers?”
- (B) Participating in a group discussion on the characteristics of a totalitarian society
- (C) Responding to the question “Why is it desirable to have a system of checks and balances in government?”
- (D) Tending a plant grown from seed in a classroom garden
- (E) Dissecting a frog in the science laboratory

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Here is one possible way you may have annotated the question:

Which of the following class activities would be most likely to encourage students to think divergently?

- (A) Writing a theme on the topic "What would life be like if there were no computers?"
- (B) Participating in a group discussion on the characteristics of a totalitarian society
- (C) Responding to the question "Why is it desirable to have a system of checks and balances in government?"
- (D) Tending a plant grown from seed in a classroom garden
- (E) Dissecting a frog in the science laboratory

After spending a minute with the question, you can probably see that you are being asked to identify an activity that requires divergent thinking. Divergent thinking is creative, imaginative, and flexible thinking that results in a variety and abundance of ideas or answers to problems. The responses (B), (C), (D), and (E) each have certain predictable outcomes. Response (A) is the correct response since it depends on each individual's prior experience, beliefs, and interpretation of the question, thus resulting in many differing options.

The important thing is understanding what the question is asking. With enough practice, you should be able to determine what any question is asking. Knowing the answer is, of course, a different matter, but you have to understand a question before you can answer it.

It takes more work to understand "which of the following" questions when there are even more words in a question. Questions that require application or interpretation invariably require extra reading.

Consider this additional question.

The organization chart of Spring Valley schools shows that the assistant superintendent, who reports directly to the superintendent, is in charge of 10 high schools and 75 elementary schools. This arrangement is in conflict with which of the following classical principles of organization?

- (A) Span of control
- (B) Unity of control
- (C) Line and staff
- (D) Subordination of individual interests to general interest
- (E) Esprit de corps

Being able to select the right answer, (A), depends on your understanding how principles of organization apply to the distribution of schools in the question above. The emphasis here is on the excessive number of schools for which the assistant superintendent is responsible. It is generally held that supervision is less effective and "control" is lost once the number of individuals one has to supervise exceeds eight. This is referred to as "span of control," so the correct answer is (A).

Understanding questions containing “NOT,” “LEAST,” “EXCEPT”

In addition to “which of the following,” the words “NOT,” “EXCEPT,” and “LEAST” often make comprehension of test questions more difficult. It asks you to select the choice that doesn’t fit. You must be very careful with this question type, because it’s easy to forget that you’re selecting the negative. This question type is used in situations in which there are several good solutions, or ways to approach something, but also a clearly wrong way to do something. These words are always capitalized when they appear in *The Praxis Series* test questions, but they are easily (and frequently) overlooked.

For the following question, determine what kind of answer you’re looking for and what the details of the question are.

Administrator preparation programs should ensure that potential administrators are trained to do all of the following EXCEPT

- (A) enforce the traditional rules and values of society
- (B) apply strategies for resolving school curriculum problems
- (C) resolve conflicts of principle and personality in ways that are effective and fair
- (D) allocate school resources effectively
- (E) implement programs and practices that observe equality of opportunity, equity, and due process

The question asks you to consider skills that a principal would be expected to possess in order to do the job effectively. Responses (B), (C), (D), and (E) all require development of skills related to the principal’s new role. Response (A), enforcement of the traditional rules and values of society, is part of the culture and norms of the community and district but is not a task specifically assigned to a principal.



TIP

It’s easy to get confused while you’re processing the information to answer a question with a LEAST, NOT, or EXCEPT in the question. If you treat the word “LEAST,” “NOT,” or “EXCEPT” as one of the details you must satisfy, you have a better chance of understanding what the question is asking. And when you check your answer, make “LEAST,” “NOT,” or “EXCEPT” one of the details you check for.

Understanding scenario-based questions

Scenario-based questions contain a body of introductory material describing a situation followed by a question. Answering questions based on a scenario requires a careful strategy that balances time, efficiency, and critical understanding.

Since the scenario can often be dense and complex, you should read through the description of the situation before reading the question, but you should not spend time taking notes or reading the situation multiple times until you know what the question is asking you to do.

For example, you might encounter a scenario like this one:

Ms. Petrosky, the parent of a fourth grader, Joel, appealed the action by his new teacher of six weeks in retaining him in fourth grade because of his failure to attain the established reading standards. She admitted that her child was slow in reading, but claimed that Joel had not progressed in his former teachers’ classes because of their lack of interest in her son and their failure to encourage him for the

first twelve weeks of the year. She had her son transferred from one class to another several times. Ms. Petrosky insists that her son be promoted to the fifth grade. She threatens to have her attorney sue the school system on the basis that previous teachers mistreated her son and failed to teach him properly.

In your first reading, you should make sure that you understand the basics. In this example, you should grasp that this is a sensitive issue that must be handled thoroughly, patiently, and with sensitivity. In reviewing the situation, you should also understand that the most important consideration is what is in the student's best interest. Once you have gained an overall understanding of the situation described in the scenario, you should answer the question.

Which of the following is the most appropriate action for the principal to take?

- (A) Scheduling a conference with the parent to convince her that Joel should be retained, thus upholding the teacher's action
- (B) Informing the school system's attorney of the situation and potential lawsuit
- (C) Informing the parent of the required reading achievement for promotion to grade five and referring her to the district superintendent
- (D) Convening an assessment team of professionals at the school to study Joel's achievement and test data and recommended grade placement
- (E) Directing the fourth-grade teacher to promote Joel to fifth grade

Being able to select the right answer, (D), depends on your understanding that placement decisions are the most significant ones made regarding students and that it is imperative for all appropriate stakeholders to be involved in making the decision.

Be Familiar with Multiple-Choice Question Types

Now that you have reviewed the basics of succeeding at multiple-choice questions, it should help to review the most common question formats you are likely to see.

1. Complete the statement

In this type of question, you are given an incomplete statement. You must select the choice that will make the completed statement correct.

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

To check your answer, reread the question and add your answer choice at the end. Be sure that your choice best completes the sentence. The correct answer is (C) because role-playing and simulation are most concerned with creativity and feeling. Choices (A), (B), (D), and (E) are concerned with cognitive activities and therefore are incorrect.

2. Which of the following

This question type is discussed in detail in a previous section. The question contains the details that must be satisfied for a correct answer and it uses “which of the following” to limit the choices to the five choices shown, as this example demonstrates.

Which of the following strategies would be most effective for a school administrator who wants to foster an open school climate?

- (A) Setting the desired tone during staff meetings and through individual interactions and memorandums
- (B) Asking the district superintendent to designate the school an open school
- (C) Issuing a memorandum directing that there be a change to an open school plan
- (D) Providing a staff professional-development program on open schools
- (E) Appointing a committee of parents, teachers, and students to study the idea

The best answer is (A). While all of the other choices address the issue of an open school climate, they do not involve steps that will allow the principal to create it. Only choice (A) directly addresses the issue and actively involves the skills of the school leader in making this happen.

3. Questions containing LEAST, EXCEPT, NOT

This question type is discussed at length above. It asks you to select the choice that doesn't fit. You must be very careful with this question type, because it's easy to forget that you're selecting the negative. This question type is used in situations in which there are several good solutions, or ways to approach something, but also a clearly wrong way to do something.

4. Roman-numeral choices

This format is used when there can be more than one correct answer in the list. Consider the following example.

Recommended practice suggests that which of the following should be involved when decisions are being made about the curriculum?

- I. Curriculum experts
- II. Boards of education
- III. Professional staff
- IV. Parents and students

- (A) I and III only
- (B) II and III only
- (C) II and IV only
- (D) II, III, and IV only
- (E) I, II, III, and IV

One useful strategy in this type of question is to assess each possible answer before looking at the answer choices, and then evaluate the answer choices. In the question above, you need to apply your knowledge of educational leadership to identify who should contribute to decisions about curriculum. You should be aware that all four of the parties listed have legitimate roles to play in decisions about curriculum. The correct answer to the question, therefore, is (E).

5. Other formats

New formats are developed from time to time in order to find new ways of assessing knowledge with multiple-choice questions. If you see a format you are not familiar with, read the directions carefully. Then read and approach the question the way you would any other question, asking yourself what you are supposed to be looking for and what details are given in the question that can help you find the answer.

Useful Facts About the Test

- 1. You can answer the questions in any order.** You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest field first and then move from your strengths to your weaker areas. There is no right or wrong way. Use the approach that works for you.
- 2. There are no trick questions on the test.** You don't have to find any hidden meanings or worry about trick wording. All of the questions on the test ask about subject-matter knowledge in a straightforward manner.
- 3. Don't worry about answer patterns.** There is one myth that says that answers on multiple-choice tests follow patterns. There is another myth that there will never be more than two questions with the same lettered answer following each other. There is no truth to either of these myths. Select the answer you think is correct based on your knowledge of the subject.
- 4. There is no penalty for guessing.** Your test score is based on the number of correct answers you have, and incorrect answers are not counted against you. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one.
- 5. It's OK to write in your test booklet.** You can work problems right on the pages of the booklet, make notes to yourself, mark questions you want to review later, or write anything at all. Your test booklet will be destroyed after you are finished with it, so use it in any way that is helpful to you.

Smart Tips for Taking the Test

- 1. Put your answers in the right “bubbles.”** It seems obvious, but be sure that you are “bubbling in” the answer to the right question on your answer sheet. A surprising number of test takers fill in a “bubble” without checking to see that the number matches the question they are answering.
- 2. Skip the questions you find to be extremely difficult.** There are sure to be some questions that you think are hard. Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet so that you can come back to them. 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 whether you can narrow down the possible answers, and then guess.
- 3. Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. Remember that, on average, you have one minute to answer each of the questions. One minute may not seem like much time, but you will be able to answer a number of questions in only a few seconds each. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.
- 4. Read all of the possible answers before selecting one**—and then reread the question to be sure the answer you have selected really answers the question being asked. Remember that a question that contains a phrase like “Which of the following does NOT...” is asking for the one answer that is NOT a correct statement or conclusion.
- 5. Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have filled in the “bubble” on the answer sheet as you intended. Many candidates make careless mistakes that could have been corrected if they had checked their answers.
- 6. Don’t worry about your score when you are taking the test.** No one is expected to get all of the questions correct. Your score on this test is not analogous to your score on the SAT®, the GRE®, or other similar tests. It doesn’t matter on this test whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the other requirements of the state for obtaining a license in your specialization, you will receive a license. Your actual score doesn’t matter, as long as it is above the minimum required score.

Chapter 4

Study Topics for the *Educational Leadership:*
Administration and Supervision Test



Introduction to the Test

The 95 test questions are structured to measure knowledge and cognitive skills in application, analysis, synthesis, and evaluation as described in *Bloom's Taxonomy of Educational Objectives*. For example, some questions emphasize knowledge of trends, principles, and theories; others require interpretation of data and identification of implications or consequences. Still others emphasize ability to generalize, determine priorities and relationships, integrate knowledge of theory to produce new information or patterns, and judge the value of a process or product on the basis of logical consistency.

You are likely to find that the topics below are covered by most introductory textbooks in the field of school administration, but general survey textbooks may not cover all of the subtopics. Consult materials and resources, including lecture notes, from all your education course work. You should be able to match up specific topics and subtopics with what you have covered in your courses in curriculum design, staff development, school management, and so on.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. An overview such as this, which presents school administration topics as a list, does not offer you a great deal of context. Although a specific term may not seem familiar as you see it here, you might find that you can understand it when it is applied to a real-life situation. Many of the items on the actual test will provide you with a context in which to apply to these topics or terms, as you will see when you look at the practice questions in chapter 5.

Special questions marked with stars

Interspersed throughout the list of topics are questions that are intended to help you test your knowledge of fundamental concepts and your ability to apply fundamental concepts to situations in the real world. Most of the questions require you to combine several pieces of knowledge in order to formulate an integrated understanding and response. If you spend time on these questions, you will gain increased understanding and facility with the subject

matter covered on the test. You might want to discuss these questions and your answers with a professor or mentor.

Note that the questions are not short-answer or multiple-choice and that this study guide does not provide the answers. The questions are intended as *study* questions, not practice questions. Thinking about the answers to them should improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test. For example, the following question appears in the list of study topics under the "Building a professional culture" topic within Teaching and Learning:

What strategies can a school leader use to build or repair staff morale?

If you think about this question, perhaps jotting down some notes on techniques for building morale, you will review your knowledge of the subject and you will probably be ready to answer multiple-choice questions similar to the one below:

Which of the following types of behavior best demonstrates a leader's sensitivity to the needs of individuals and groups?

- (A) Establishing and maintaining two-way communication and responding to the needs expressed
- (B) Conducting a needs assessment and summarizing the results in a memorandum to those affected
- (C) Maintaining an atmosphere that encourages sociability and friendliness
- (D) Seeking verification of school needs through the perceptions of others
- (E) Maintaining an "open door" policy

The correct answer is (A). Responses B, C, D, and E are ways to either create a positive climate or means of gathering data. Only (A) demonstrates a leader's sensitivity to the needs of individuals or groups.

Topic I. Vision and Goals for Teaching and Learning

Study Point A: Determining vision and goals for teaching and learning

An educational leader knows how to

- Analyze information and data about current practice
- Implement visions and goals with measurable expectations for students and educators
- Align vision and goals to school, local, state, and federal policies and guidelines
- Formulate critical questions to guide and inform stakeholders

Study questions about this topic may include:

1. What is meant by “data-driven decision making”?
2. What types of data are valuable for developing or revising vision and goals?
3. Why would it be valuable for a school leader to poll key stakeholders about the purpose of education when developing vision and goals?
4. What goals are measurable? Nonmeasurable?
5. Why is it important for a school leader to have effective oral and written communication skills?

Study Point B: Sharing a commitment to implement vision and goals

An educational leader knows how to

- Seek diverse perspectives in implementing vision and goals
- Build consensus among stakeholders
- Use strategies to assess and monitor progress toward achieving vision and goals
- Select and use appropriate communication strategies for particular stakeholders

Study questions about this topic may include:

1. What processes are involved in consensus building? Conflict resolution?
2. How can a school leader distribute responsibility effectively?
3. What strategies are effective for ensuring that shared vision and goals are implemented consistently?

Study Point C: Creating continuous improvement toward vision and goals

An educational leader knows how to

- Use multiple sources of data (e.g., theory, research, best practice) to analyze needs and identify areas of improvement for teachers and students
- Identify strategies for facilitating change
- Identify strategies for engaging stakeholders
- Develop processes to monitor progress toward vision and goals

Study questions about this topic may include:

1. How can a school leader use data to shape and monitor plans for achieving the school vision?
2. What strategies are effective for engaging stakeholders in planning and carrying out programs and activities?
3. What is the meaning of the statement “Change is a process, not an event”?
4. Who are the critical stakeholders in a public school?

Topic II. Teaching and Learning

Study Point A: Building a professional culture

An educational leader knows how to

- Develop a shared understanding of and commitment to high standards
 - Establish a culture of high student expectations
 - Identify and address achievement gaps
- Guide job-embedded, standards-based professional development
- Recommend appropriate teaching and learning practices
- Model openness to change
- Create opportunities for establishing collaborative learning and teaching communities
- Provide feedback to teachers using data and evaluation methods
 - Develop processes for providing feedback, such as coteaching and peer coaching
 - Participate in collaborative data analysis, such as evaluating student work and interpreting test scores
- Monitor and guide the professional development plans of individual teachers

Study questions about this topic may include:

1. What strategies can a school leader use to build or repair staff morale?
2. What are some qualities common to effective professional development?
3. What types of student data might be used to identify areas for professional development?
4. When and how should a school leader involve students in school improvement teams and processes?

Study Point B: Implementing rigorous curriculum and instruction

An educational leader knows how to

- Support rigor and relevance in curriculum and instruction
- Collaborate with staff to develop and maintain a standards-based curriculum
- Analyze students' work and progress
- Support curriculum that articulates across disciplines and grade levels
- Ensure alignment between curriculum, instruction, assessment, and content standards
- Assist staff in the effective use of instructional strategies, materials, technology, and other resources
 - Conduct formal and informal classroom visits
 - Provide constructive and meaningful feedback to faculty and staff
- Identify and address achievement gaps

Study questions about this topic may include:

1. How can a school leader foster a school environment that supports rigorous curriculum and high student expectations?
2. What are some sources of teacher evaluation data and information (other than direct classroom observation)?
3. How can a school leader encourage staff to be creative risk takers while ensuring they follow the adopted course of study?
4. What impact do scheduling and staffing decisions have on student learning?
5. 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)?

6. How might program design differ for students in special populations (e.g., English language learners, at-risk students, gifted and talented students)?
7. How can a school leader determine if curriculum goals are aligned with the school's vision and goals?
8. Who has the final authority for setting curriculum goals and outcomes?

Study Point C: Maximizing assessment and accountability

An educational leader knows how to

- Analyze multiple sources of data to assess effectiveness of instruction, program quality, and student progress
- Communicate data about school progress to stakeholders and community
- Support teachers in the development of effective classroom assessments

Study questions about this topic may include:

1. What role do formal and informal assessments play in evaluating the effectiveness of a school's instruction and programs?
2. What are the strengths and limitations of authentic assessment? Standardized testing?
3. What methods can a school leader use to support teachers in the development of assessments that provide meaningful feedback about student progress?
4. How does high stakes testing influence a school's curriculum and instructional practice?
5. How can a school leader make data and other information on school effectiveness understandable to parents and the community?

Topic III. Organizational Systems and Safety

Study Point A: Managing operational systems

An educational leader knows how to

- Develop strategic plans and processes to monitor and improve the school's operational systems
- Ensure compliance with federal, state, and local laws relating to physical plant operation and safety
- Establish effective and timely communication and data management systems
- Enforce policies for the safe and legal use of school technology

Study questions about this topic may include:

1. What are the components of a well-structured acceptable use policy?
2. What are the standard criteria for evaluating the usefulness of a communication and/or information management system?
3. What recent federal laws have had the most impact on plant operation, accessibility, and safety?

Study Point B: Aligning and using fiscal and human resources

An educational leader knows how to

- Allocate funds based on local, state, and federal regulations
- Develop a budget process that involves stakeholders
- Recruit and retain highly qualified personnel
- Assign personnel in accordance with student need, legal requirements, and equitable practice
- Conduct personnel evaluations in accordance with federal, state, and local policies

Study questions about this topic may include:

1. What types of budgeting decisions should be made by principals? By teachers?
2. What is an example of competing interests in terms of budget development?
3. What are some ways in which the effectiveness of support staff impacts teaching and learning?
4. What is the importance of establishing clear job-qualification requirements before interviewing candidates for a position?
5. What factors play a role in recruiting and retaining highly qualified teachers?
6. Why should a school leader become familiar with the negotiated agreements for all school employees?

Study Point C: Protecting the welfare and safety of students and staff

An educational leader knows how to

- Ensure an environment of physical and emotional safety for students and staff
- Oversee health referral systems and counseling services to support student welfare
- Involve stakeholders in the development of codes of conduct for students and staff
- Develop partnerships with key emergency support personnel in and outside of school
- Communicate safety information and expectations to staff, students, and parents

Study questions about this topic may include:

1. Why is interagency cooperation important when dealing with safety and security concerns?
2. How should/could a school leader deal with parents' concerns about unsafe conditions in their child's school?
3. Under what circumstances would a school leader contact a child protective agency? Law enforcement agency? District legal counsel?

4. How can a school leader stay current with regulations related to student and staff safety (e.g., fire codes, immunizations, precautions against infectious disease)?

Topic IV. Collaboration with Key Stakeholders

Study Point A: Collaborating with families and other community members

An educational leader knows how to

- Involve stakeholders in developing strategies for identifying and removing barriers to learning
- Implement programs and services to engage the school and community in reaching the school's vision and goals
- Use a variety of public information strategies and formats to communicate with families and community members
- Develop a plan for communicating with the media

Study questions about this topic may include:

1. What strategies are effective for communicating school and student success to families and the community?
2. How can a school leader involve families in decision making about their children's education?
3. 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?
4. What policies should be in place for communicating with and responding to the media?

Study Point B: Identifying community interests and needs

An educational leader knows how to

- Identify key stakeholders in the school and greater community, including those with competing perspectives
- Serve as a representative of the school at community events
- Use research and data to identify diverse student and community dynamics
- Use diversity representation from the community in school planning and improvement efforts

Study questions about this topic may include:

1. What cultural or socioeconomic factors exert the most influence on student learning?
2. How would developing cultural sensitivity help a school leader to engage diverse groups in school planning and improvement efforts?
3. What methods are effective for keeping abreast with the dynamics, changes, and trends in a community?
4. How can a school leader advocate for the school within the greater community?
5. 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)?

Study Point C: Maximizing community resources

An educational leader knows how to

- Collaborate with agencies that provide health, social, and other services
- Develop relationships with business, religious, political, and service organizations to share school and community resources
- Ensure equitable and open access to all groups, as legally appropriate

- Seek community support in sustaining existing resources and identifying additional resources

Study questions about this topic may include:

1. How can a school leader use community resources to support student learning?
2. 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)?

Topic V. Ethics and Integrity

Study Point A: Maintaining ethical and legal standards of the profession

An educational leader knows how to

- Serve as a model for personal and professional ethics, integrity, and fairness
- Monitor the school's practices, procedures, and systems to protect the rights and confidentiality of students and staff
- Practice transparent decision making
- Use the position of school leader to enhance education and the common good (social justice)

Study questions about this topic may include:

1. What federal laws protect the rights of students? Staff members?
2. What are the key elements in a transparent decision-making process?
3. How can schools and school leaders function as instruments of social justice?

Study Point B: Demonstrating personal values and beliefs

An educational leader knows how to

- Demonstrate respect for the inherent dignity and worth of each individual
- Establish an open and inclusive school community
- Recognize factors that may adversely affect students and adults
- Assess a school culture for assumptions and beliefs that may negatively affect fulfilling a school's vision and goals

Study Point C: Setting high standards for self and others

An educational leader knows how to

- Reflect upon own work, including analyzing strengths and weaknesses
- Develop a plan for professional growth and development
- Model and encourage continuous professional growth

Study questions about this topic may include:

1. What are the characteristics of an open and inclusive school community?
2. Why is it important for a school leader to administer educational policies equitably and legally?
3. How can a school leader refocus attention on the school's vision and goals when controversial issues arise?
4. What resources are available to school leaders for nurturing their professional growth?
5. What are the benefits of reflective practice?

Topic VI. The Educational System

Study Point A: Developing professional influence

An educational leader knows how to

- Facilitate discussions with the school community about federal, state, and local laws and policies
- Develop relationships with policymakers to identify, respond to, and influence issues, trends, and changes that affect education
- Advocate for equity and adequacy in meeting students' and families' educational, physical, emotional, social, cultural, legal, and economic needs
- Utilizing local decision making within the larger educational environment
- Engage in political activism to inform decision making and influence policy
- Enhance understanding of educational issues by key decision and policy makers
- Advocate for excellence and equity in educational policy and systems

Study questions about this topic may include:

1. How can a school leader effectively communicate educational policies and regulations to the greater community?
2. What recent federal legislation has had the most significant impact on public schools?
3. What can a school leader anticipate and prepare for when instituting systemwide change?
4. What issues in education are most likely to be controversial among staff, parents, and community members?

Chapter 5

Educational Leadership: Administration and Supervision
Practice Questions



CHAPTER 5

Now that you have studied the content topics and have worked through strategies related to multiple-choice questions, you should take the following practice test. You will probably find it helpful to simulate actual testing conditions, giving yourself about 90 minutes to work on the questions. You can cut out and use the answer sheet provided if you wish.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each area and major subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in this practice test to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

When you have finished the practice questions, you can score your answers and read the explanations of the best answer choices in chapter 6.



THE PRAXIS
S E R I E S™

TEST NAME:

**Educational Leadership:
Administration and Supervision (0411)**

Time—90 minutes
70 Multiple-choice Questions

(Note: At the official administration of the test, there will be 95 multiple-choice questions, and you will be allowed 120 minutes to complete the test.)

1. NAME
Enter your last name and first initial.
Omit spaces, hyphens, apostrophes, etc.

Use only a pencil with soft black lead (No. 2 or HB) to complete this answer sheet. Be sure to fill in completely the oval that corresponds to the proper letter or number. Completely erase any errors or stray marks.



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(Print) P.O. Box or Street Address Apt. # (if any)

_____ City State or Province

_____ Country Zip or Postal Code

TELEPHONE NUMBER: _____
Home Business

SIGNATURE: _____ **TEST DATE:** _____

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6. TEST CENTER / REPORTING LOCATION	
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Country	

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8. TEST BOOK SERIAL NUMBER

9. TEST FORM

10. TEST NAME _____



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1. The 1974 Supreme Court decision in *Lau v. Nichols* mandates which of the following?
 - (A) Bilingual education must be provided for all immigrant groups.
 - (B) Students must be taught in a language that they understand.
 - (C) Bilingual education must be included in all school districts regardless of demographic or logistical realities.
 - (D) ESL instruction must be optional if some groups reject it.
 - (E) Bilingual education must be available to both native and nonnative speakers of English.
2. Federal funding to provide compensatory education to disadvantaged students was established under which of the following legislative acts?
 - (A) Title VII of the Civil Rights Act of 1964
 - (B) Title I of the Elementary and Secondary Education Act of 1965
 - (C) Title III of the Elementary and Secondary Education Act of 1965
 - (D) Title IX of the Education Amendments of 1972
 - (E) Title IV (b) of the Education Amendments of 1974
3. A school principal organizes faculty meetings to encourage the staff members to identify major problems and to plan a concrete course of action for dealing with each problem. The hypothesis that is most consistent with this behavior is that educational change is best realized by
 - (A) redesigning the entire school environment
 - (B) implementing a humanistic, person-centered curriculum
 - (C) employing a decentralized style of leadership in making decisions
 - (D) devoting more time to faculty meetings
 - (E) having the staff write instructional program guides
4. A School Improvement Committee (SIP) has identified that the staff is not conforming to district policies on personal and sick time. Feedback from the staff indicates that the policies are enforced inequitably and inconsistently. Recognizing that teacher attendance is vital to the success of the school, the committee calls upon the principal to develop a plan. Which of the following solutions to the problem demonstrates that the principal practices a democratic style of management?
 - (A) An incentive program for faculty who do not take more than three sick days per year
 - (B) An evaluation program that results in penalties for faculty who do not adhere to policies
 - (C) A recommendation from the School Improvement Committee on how policies can best be implemented
 - (D) A process of mediation between an offending faculty member and a committee of peers
 - (E) A review of the policy and strong warning that further infractions will be dealt with as failure to perform professional responsibilities
5. Of the following, the best way for a leader to encourage a person within a group to participate productively is to
 - (A) provide variation in the work setting
 - (B) provide adequate rewards for accomplishing a task
 - (C) increase the number of acceptable ground rules for the group
 - (D) try to ensure that enough conflict is generated to maintain interest
 - (E) increase congruence between individual and group goals

6. The assistant principal for curriculum and instruction wants to standardize the curriculum in a high school department noted for disparate teaching styles and uneven results. The assistant principal's best approach would be to
 - (A) engage all the members of the department in a dialogue about curricular goals and objectives
 - (B) select outstanding teachers in the department for school-wide recognition
 - (C) select common textbooks for all courses in the department
 - (D) mandate a common teaching methodology for the entire department
 - (E) select the teachers with the weakest skills in the department for extra supervision
7. A supervisor of instruction is chairing a committee charged with implementing a school improvement initiative. Which of the following actions by the supervisor would best ensure that the initiative is planned, implemented on schedule, and monitored?
 - (A) Appointing a committee member to prepare monthly reports on the status of the initiative
 - (B) Developing a calendar of activities, milestones, and benchmarks that is available to all stakeholders
 - (C) Appointing a parent liaison to monitor school activities and provide a report at monthly Parent Teacher Association meetings
 - (D) Developing and distributing a survey that asks for feedback from teachers, students, and parents on how they think the initiative is progressing
 - (E) Publishing data on student achievement in the end-of-year parent newsletter
8. Many school leaders encourage reflective practice as a means of increasing teacher effectiveness. Which of the following strategies would be most valuable for a school leader to use when using reflective practice to improve a teacher's instruction?
 - (A) Asking teachers to review a lesson they have taught and note methods that were successful and those that were not
 - (B) Providing opportunities for groups of teachers to meet and discuss the methods they used to teach a specific lesson
 - (C) Observing a teacher, taking notes on the lesson, and then meeting with the teacher to reflect on the strengths as well as the weaknesses of the lesson
 - (D) Scheduling time for teachers to meet with their grade-level colleagues to share ideas and concerns regarding a variety of teaching strategies
 - (E) Pairing teachers with peers to observe one another while teaching and to reflect on the success of each other's lessons
9. The norms for a standardized test are intended to help the test user to
 - (A) compare scores with the average performance of others
 - (B) administer the test
 - (C) score the test
 - (D) correlate the test with a comparable test
 - (E) prescribe remedial treatment in areas of educational deficiency

10. Which of the following is the most justifiable position a principal could take with regard to establishing a bilingual program in a school in which more than 75 percent of the students are from homes where English is not the first language?
 - (A) Initiate the program because it would provide cultural recognition for students from diverse backgrounds.
 - (B) Initiate the program because it will most likely help the students advance academically.
 - (C) Do not initiate the program because it may slow the students' learning of English.
 - (D) Do not initiate the program because it could be seen as favoritism.
 - (E) Do not initiate the program because such programs are not always effective.
11. In general, the most important factor in sampling public opinion about education would be
 - (A) population size
 - (B) sample size
 - (C) representativeness of the sample
 - (D) method of randomization
 - (E) use of professional interviewers
12. Communication among group members is primarily dependent on which of the following?
 - (A) Authority
 - (B) Conformity
 - (C) Trust
 - (D) Willingness to compromise
 - (E) Concern for here-and-now behavior
13. The school improvement committee recommends to the principal there is a need for additional daily student instruction in mathematics and language literacy classes in grades 6 through 8. Which of the following options is most likely to lead to the selection of an academic schedule that best meets the students' needs?
 - (A) The principal should select an academic schedule based upon research and personal experience with scheduling middle school students.
 - (B) The committee should offer three academic scheduling options to the principal after researching their effectiveness for the targeted population.
 - (C) The committee should select an academic schedule modeled after those successful in other middle school settings.
 - (D) The committee should pilot a different scheduling model at each grade level, and then implement the schedule that was most successful.
 - (E) The principal should observe academic schedules in use in neighboring districts with similar demographics and select one of those.
14. Which of the following measures that a supervisor might use in evaluating teacher competence would be considered the most objective?
 - (A) A judgment as to the clarity with which a teacher presents subject matter
 - (B) A record of the frequency with which a teacher asks questions during instruction
 - (C) A judgment as to the appropriateness of difficulty of the instructional materials used
 - (D) A judgment as to the degree of negative interaction between teacher and student
 - (E) A record of the extent to which a teacher makes use of student ideas

15. Which of the following types of behavior best demonstrates a leader's sensitivity to the needs of individuals and groups?
 - (A) Establishing and maintaining two-way communication and responding to the needs expressed
 - (B) Conducting a needs assessment and summarizing the results in a memorandum to those affected
 - (C) Maintaining an atmosphere that encourages sociability and friendliness
 - (D) Seeking verification of school needs through the perceptions of others
 - (E) Maintaining an "open door" policy
16. During a group discussion, calling on a nonparticipating group member is generally considered to
 - (A) contribute to better group decisions
 - (B) be unfair to the member
 - (C) detract from the discussion
 - (D) provide key data for discussion purposes
 - (E) be necessary to reach group consensus
17. Which of the following considerations should primarily guide the selection of instructional aids and materials that will best meet curriculum needs and achieve instructional improvement?
 - (A) Whether the materials are relevant to the instructional goals
 - (B) Whether the materials need to be available within a short period of time
 - (C) Whether the materials can be used effectively by various teachers
 - (D) Whether the materials are adaptable to other types of materials currently in use
 - (E) Whether the cost of the materials is consistent with the budget
18. A staff member tells the principal that a particular teacher is very upset at the end of a trying day. The most appropriate action by the principal would be to
 - (A) urge the teacher to resolve any difficulties before the next day
 - (B) refer the teacher to the school counselor
 - (C) talk to the teacher about maintaining one's composure in front of students
 - (D) urge the teacher to reread a textbook on effective teaching
 - (E) help the teacher talk about the day and the feelings the teacher is experiencing
19. Research indicates that a major factor in the high rate of novice 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) Developing streamlined processes for paperwork and eliminating duplication
 - (B) Providing encouragement, frequent feedback, and opportunities for professional growth
 - (C) Providing adequate teaching resources and workspaces
 - (D) Making sure that teacher assignments match prior experience and training
 - (E) Offering opportunities for teachers to network with and mentor each other
20. Which of the following describes the kind of evaluation used to determine whether a teacher is retained for another year?
 - (A) Career ladder
 - (B) Formative
 - (C) Summative
 - (D) Clinical supervision
 - (E) Peer

21. At the Madison High School faculty orientation meeting, the principal presents a new school supervision plan. Several teachers complain that their assignments conflict with their instructional and extra-curricular duties. Some point out that the new plan even places some teachers at risk. The principal and his administrative team formulated the plan in response to teacher complaints about school safety from the previous year and are surprised at the faculty's criticism and disapproval.
- Which of the following strategies would most likely have avoided the teachers' reaction to the new plan?
- (A) Forming a committee including faculty members to examine key problems and create the new supervision plan
 - (B) Basing the new plan on the results of a staff survey that collected data on areas of school supervision that needed modification
 - (C) Informing the faculty that the plan was to be revised and that they should expect different assignments for the next school year
 - (D) Sending the faculty the plan during summer break, inviting them to bring their concerns to the orientation meeting
 - (E) Informing the faculty that the new plan will be piloted for a month, with the option of returning to the former plan if there are problems
22. Which of the following activities by a school principal gives the greatest evidence of effective educational leadership?
- (A) Managing a federally funded project
 - (B) Maintaining special remedial programs
 - (C) Checking on building maintenance programs
 - (D) Improving the quality of life for each student within the school
 - (E) Hiring professional consultants for staff development
23. An elementary school has adopted a program of directed studies in order to meet the needs of gifted students. In the program, students pursue an area of interest in depth under the supervision of a faculty member. This approach to gifted education is best described as
- (A) enrichment
 - (B) compacting
 - (C) acceleration
 - (D) self-pacing
 - (E) cluster grouping
24. Teacher evaluations provide teachers with the most useful feedback for professional development when the evaluations are
- (A) formative
 - (B) summative
 - (C) part of a career-ladder system
 - (D) conducted by peers
 - (E) conducted by students
25. Which of the following would NOT ordinarily be considered a function of a guidance counselor?
- (A) Interpreting test data to teachers
 - (B) Developing and disseminating vocational information
 - (C) Developing an articulation program with colleges
 - (D) Helping students make the transition from junior high to high school
 - (E) Scheduling and administering a standardized reading test

26. The major purpose generally given for involving students, parents, and teachers in the educational decision-making process in schools is to
- (A) prevent pressure groups from dominating the decision-making process
 - (B) provide a wide range of input and information to the administration and the board of education
 - (C) obtain equal representation from each group in the decision-making process
 - (D) limit the autonomy of the school administration by directly advising the board of education
 - (E) ensure that the educational decision-making process directly reflects the input of the local taxpayers
27. Before individualization of instruction can occur in a classroom, the teacher must first
- (A) identify the needs of each student
 - (B) talk with students to determine their curricular likes and dislikes
 - (C) talk with each student's previous teacher
 - (D) thoroughly understand the grade-level curriculum
 - (E) informally observe the students during the first few weeks of school
28. In a public school system that sponsors a continuing citizen advisory committee, the usual role of the superintendent with reference to the committee is to
- (A) assume membership in the committee, with the same responsibilities as other members
 - (B) act as chairperson of the committee to ensure that relevant educational problems are considered
 - (C) withdraw from active participation on the committee
 - (D) offer her or his services as a resource person for the committee
 - (E) prepare the agenda and schedules for each meeting
29. Open for All, a community-based non-profit organization, has approached the school district about opening an after-school center that will offer adult literacy, GED, and technology classes. The organization volunteers to equip and staff the center in an unused school building with funds from a federal grant. The district agrees to rent the building to Open for All but only instructors who teach in the GED program meet district qualifications. Open for All does not want to comply, and the arrangement falls through.
- Which of the following would be the best strategy for the district and Open for All to work together to provide the community with the center?
- (A) Open for All could agree to rent the school building but not offer GED classes.
 - (B) The school could drop the requirements for trained GED instructors.
 - (C) Open for All could conform to the district's staff requirements.
 - (D) The two parties could meet to negotiate specific parameters for their partnership.
 - (E) The two parties could collaboratively seek an alternate location for the center.
30. A supervisor observes that Ms. McMartin, a high school social studies teacher, favors instructional activities such as collaborative learning groups, peer review, and other student-centered learning processes. This would indicate that Ms. McMartin's predominant teaching style is most likely that of
- (A) a delegator
 - (B) an entertainer
 - (C) a formal authority
 - (D) a demonstrator
 - (E) an expert

31. Which of the following is the most effective method for a supervisor of instruction to use when approving requests by individual teachers to attend professional development activities?
- (A) Base the decision on greatest need, as indicated by the teacher's performance evaluation
 - (B) Base the decision on greatest need, as indicated by students' test results
 - (C) Meet with teacher representatives to develop a criterion for prioritizing professional development requests
 - (D) Introduce an application process whereby teachers can present evidence for their need to participate in the activity
 - (E) Meet teachers' requests on a first-come first-served basis, with some restrictions
32. The Middlebrook Community Services Coalition, which offers a variety of social services to low-income families, has complained that their attempts to work with the local schools have been ignored. The school board has directed the superintendent to develop a strategy for improving the relationship between the services board and the schools.
- Which of the following would be the most effective first step in fostering a collaborative relationship between the schools and the coalition?
- (A) The district should ask the coalition for a list of services that each school can select from, according to the needs identified for their students and families.
 - (B) The superintendent should direct school's leadership team to use the coalition's services as needed and keep records of each service.
 - (C) The district should send each family a brochure outlining the services provided by the coalition.
 - (D) The district should co-host an information meeting with representatives from the coalition and appropriate school personnel and parents.
 - (E) The district should use services from the coalition as needed, but maintain that the schools have no responsibility to have a formal relationship with it.
33. A supervisor wishes to implement a reading program that would require teachers to develop new skills. Of the following in-service proposals, which would be most likely to help the teachers acquire the new skills?
- (A) Scheduling meetings with a specialist in group dynamics who can help teachers communicate with each other more effectively
 - (B) Implementing the new program and providing individualized assistance as teachers express the need for help
 - (C) Arranging for a university professor to offer a graduate level course in reading instruction
 - (D) Sending the teachers to observe classes in other districts that use the new program
 - (E) Training two teachers in the new techniques and having them train their peers by using role-playing and simulations
34. Teachers in urban elementary schools complain to their principal that funds designated for remediation and intervention programs have not been distributed responsibly and, as a result, are not impacting student performance. Which of the following allocation plans would best ensure that students in the most need are receiving appropriate assistance?
- (A) Allocate funds by grade level, requiring the grade-level teams to identify programs receiving the funds
 - (B) Allocate the funds for programs at the grade levels that have the greatest number of low-performing students
 - (C) Allocate the funds for programs at the grade levels at which state standardized testing occurs
 - (D) Allocate the funds for programs in subject areas identified by an examination of data as having the weakest level of student performance
 - (E) Develop an application process where teachers can apply for funding to support programs they have identified as beneficial

35. In a school of 30 teachers, 12 teachers are absent on the same day due to a flu epidemic. On this day the school was to have sent four teachers for a district in-service program on computer-assisted instruction. Because of the epidemic, no substitutes are available. The principal should do which of the following?
- (A) Inform the district office of the situation, saying that it is not possible to spare any teachers and requesting that training be rescheduled.
 - (B) Send two teachers to the in-service and keep two in the building to help cover classes.
 - (C) Send four teachers to the in-service sessions as directed by the central office.
 - (D) Leave the four teachers in the building to help cover classes, but personally attend the in-service and explain the new practices to the faculty at a later time.
 - (E) Keep the four teachers in the building to cover the classrooms and notify the district office later in the week.
36. The role of the community in the improvement of instruction is primarily that of
- (A) participating in instructional innovations
 - (B) assuming equal responsibility with staff in the evaluation of the curriculum
 - (C) participating in faculty selection and evaluation
 - (D) participating in identifying needs and suggesting approaches to help meet the needs
 - (E) working with the faculty to formulate objectives and to select specific subject matter to fulfill those objectives
37. Research on school-community relationships has identified a number of points of agreement that must be adhered to by a school and its larger community before a viable working relationship can exist. Which of the following is one of the most important points of agreement?
- (A) Determining the type and amount of community resources to be used in the instructional program
 - (B) Seeking consensus on the objectives of the educational system or on those aspects of the system to be improved
 - (C) Designating which members and groups of the community will be assigned roles in the system
 - (D) Specifying what aspects of the schools will be used as community educational centers, during what periods of time, and for what content areas
 - (E) Deciding the degree to which decentralization of the educational system should be implemented to allow for neighborhood participation
38. The superintendent has asked an elementary school principal to speak at a press conference in which the school will respond to public outcry resulting from the suspension of a second-grader, under the school's zero-tolerance policy, for bringing a toy gun to school. The principal will be most effective at the press conference if he or she
- (A) bases the response on personal experience as a school principal
 - (B) anticipates possible questions and prepares responses in advance
 - (C) responds "No comment" to any questions about the zero-tolerance policy
 - (D) refers all questions to the district's legal counsel
 - (E) provides detailed answers, including reference to precedents, laws, or court rulings

CHAPTER 5

39. The decision-making process for principals typically involves all of the following EXCEPT
- (A) defining the problem
 - (B) considering the views of uncooperative staff
 - (C) considering the perceptions of inexperienced students
 - (D) remaining faithful to the vote of the majority
 - (E) planning implementation and evaluation of the decisions made
40. Which of the following provisions for evaluating a new mathematics curriculum would evaluation specialists generally consider most sound?
- (A) Having teachers compare the new curriculum with the previous curriculum
 - (B) Administering a pretest and then a posttest at the end of a year and comparing the results
 - (C) Comparing results on the mathematics section of the local or state testing program with the previous year's results
 - (D) Building a continuous evaluation plan into the curriculum
 - (E) Using a nationally normed standardized achievement test
41. An elementary school implements a school-wide literacy program to improve students' reading and writing skills. Which of the following methods would be most effective for evaluating the success of the literacy program?
- (A) Asking individual teachers to select or develop an assessment tool for their students
 - (B) Asking grade level teachers to select or develop an assessment tool for that grade level
 - (C) Selecting an assessment tool to use school-wide which measures pre and post student achievement levels
 - (D) Distributing a survey to parents to get feedback on the effectiveness of the program from their perspective
 - (E) Comparing the reading level of current students to that of students with similar demographics in the district, state, and nation
42. The United States system of education is often characterized as decentralized because
- (A) education is free and open to persons of dissimilar backgrounds
 - (B) educational curriculums consist of divergent subject matter
 - (C) funding for local schools comes from local, state, and federal sources
 - (D) systems of private schools exist in parallel to the public schools
 - (E) education is controlled and organized at the state and local levels
43. The most common reason for a board of education to adjourn a public meeting and move into a closed executive session is to discuss
- (A) a particular school personnel matter
 - (B) fiscal policy
 - (C) long-range planning for the district
 - (D) school curriculums
 - (E) merging the student populations of several schools
44. Which of the following is the educational benefit of school leaders using walk-throughs to appraise how effectively a school is functioning?
- (A) They are an efficient means of increasing the school leader's profile among staff and students.
 - (B) They are a non-threatening method for determining which teachers are consistently following the school's policies and procedures.
 - (C) They present opportunities for gathering information for teachers' formal evaluations.
 - (D) They are helpful in acquainting new staff and students with the school leadership.
 - (E) They provide opportunities for holistic observation of the school experience.

45. Mr. Thomas, a school bus driver, complains to the principal that two students continually shout profanities and insults out of the bus window in spite of Mr. Thomas' directions not to do so. The principal can most effectively respond to this complaint by
- (A) telling Mr. Thomas that he is in charge on the bus and that his decisions will be supported by the school administration
 - (B) reminding the two students of the appropriate behavior on a school bus and then notifying their parents in writing of the penalty for future violations of the rules
 - (C) notifying the respective parents that the two students may not ride the bus for a week and that they must apologize to the driver
 - (D) assigning the two students to another bus route with a more forceful driver
 - (E) assigning teachers to take turns riding
46. A new federal law mandates that students who fail the state standardized assessments in mathematics and reading in the eighth grade will not be promoted to ninth grade, even if they earned passing scores in their courses. The director of instruction anticipates that this will cause an outcry from parents and teachers as the test results show that, under the new law, 40 students will be retained. Which of the following is the director's most reasonable approach for explaining the new law to parents, teachers, and the community?
- (A) Sending out a newsletter outlining the new federal laws and the school's obligation to adhere to it
 - (B) Initiating an automatic call to all parents in the school district to explain the law and its impact on the school's retention policy
 - (C) Arranging a meeting with all the parents of students who are affected by the law to hear their questions and concerns
 - (D) Using a multimedia approach that includes the local media, newsletters, websites, and information sessions to thoroughly discuss the law and its impact
 - (E) Talking to parents of students affected by the law individually to explain the new law, its effect on their child's promotion, and its overall effect on the child's education
47. In a given high school there is no comprehensive budget development process. At a staff meeting, it is decided that the school staff should become involved in budget development through more careful planning of the educational program. The most appropriate initial step in this involvement should be for the staff to
- (A) review budgets from previous years
 - (B) formulate fair procedures for deleting line items to bring the budget within the limits of available funding
 - (C) develop a set of long-range goals and objectives for the high school
 - (D) establish priorities for instructional resources in each department
 - (E) form a committee to identify ways in which concerned parents can become involved in budget development
48. In a middle school, a new principal observes that the morale of the school is being affected by quarreling, uncooperativeness, and open criticism of new policies by two veteran members of the staff. In general, the most appropriate first step for the principal would be to
- (A) have the school board deal with the two teachers
 - (B) arrange for separate conferences with the two teachers
 - (C) explain the school's new policies to the entire staff at a faculty meeting
 - (D) meet with the two teachers for a conference
 - (E) ignore the situation since it will probably disappear during the year

49. Which of the following constitutes the clearest example of a centralized yet highly democratic curriculum decision-making structure in a school district?
- (A) District-level curriculum specialists first consult with the district's most experienced teachers in each subject area, then design the curriculum used in each subject and choose the textbooks.
 - (B) School-level advisory curriculum councils made up of all department chairs make curriculum recommendations to their principals, who have final approval over all curriculum decisions for their schools.
 - (C) Curriculum experts employed by the district develop standard curriculums and recommend textbooks for each subject area, but groups of teachers at a school can get district funding for the development and use of their own curriculum.
 - (D) District-level committees made up of representative subject-matter teachers from each of the district schools make binding decisions about what curriculum and what textbooks will be adopted by all district schools for each subject area.
 - (E) District content-area supervisors design the curriculum and choose textbooks for their subject areas, and these decisions are then submitted for approval to the district school board.
50. Which of the following are necessary conditions for meeting the requirements of due process?
- (A) Adequate notice of charges and opportunity for a hearing
 - (B) The right to summon witnesses and to monitor their testimony
 - (C) Defense by counsel and freedom to refuse to testify
 - (D) Access to appeal of an adverse decision and exemption from related legal costs
 - (E) Freedom of cross-examination and control of the conditions under which such examination takes place
51. According to research, which of the following is the LEAST effective measure for preparing students to perform well on a high-stakes test?
- (A) Concentrating instruction on the content domain of the test
 - (B) Familiarizing students with the assessment formats used on the test
 - (C) Improving students' time management skills
 - (D) Teaching strategies for reducing test anxiety
 - (E) Fostering student motivation to do well on the test

Questions 52-53 relate to the following situation.

In a particular secondary school district, a system-wide communication arts curriculum with an objective-based achievement test has been in place for several years. Students must answer 75 percent of the test questions correctly to advance to the next grade.

Ms. Patillo, a teacher in the district, taught communication arts this year for the first time to tenth-grade students. Eighty-five percent of her students failed the test.

Student records indicate that all of Ms. Patillo's students received passing grades in communication arts in prior testing and that the students of the other communication arts teachers in her school had a minimum pass rate of 88 percent. The principal anticipates protests from many parents.

52. Which of the following is a supervisor's best recommendation to a teacher who would like to improve instructional skills through reflective practice?
 - (A) Videotape a lesson, critique it with a mentor, and initiate strategies for addressing weaknesses in the lesson
 - (B) Enroll in a graduate level course which focuses on content area instruction as well as theory and research in the field
 - (C) Observe the successful strategies of others by co-teaching a lesson with an experienced teacher
 - (D) Prepare lessons using only state-approved lesson plans and curriculum guides
 - (E) Take advantage of all school- and district-sponsored professional development opportunities, including reimbursed graduate study
53. What action should the principal take that would, in all probability, prevent such a situation in the future?
 - (A) Establish an instructional management system in which the principal receives frequent periodic feedback from all teachers on what is being taught and the number of students learning what is taught.
 - (B) Complete an evaluation of teaching performance, marking Ms. Patillo unsatisfactory in instructional competency.
 - (C) Have Ms. Patillo confer with the students who failed and their parents and explain the situation to them.
 - (D) Charge Ms. Patillo with neglect of duty and refer her to the district superintendent or the personnel department with recommendation for termination.
 - (E) Confer with Ms. Patillo about the situation and give her an opportunity to explain it.

54. A parent who arrives at the school office to enroll her child asks to speak privately with the principal. She informs the principal that her child has tested positive for HIV. Legally, the principal must do which of the following?
- (A) Deny admission in order to ensure the safety of the students and staff.
 - (B) Request a physician's medical report and initiate a conference with the physician.
 - (C) Call district officials for advice before proceeding further.
 - (D) Enroll the student and check district policy.
 - (E) Notify the nurse and ask for health assistance.
55. The outcomes of individualized instruction generally can be measured best by using which of the following?
- (A) Norm-referenced achievement tests
 - (B) Criterion-referenced tests
 - (C) Rating scales
 - (D) Ability tests
 - (E) Aptitude tests
56. A school district has hired a superintendent who is a strong proponent of the new public management (NPM) model. As a result, the school leadership is likely to see
- (A) management techniques used in the private sector applied to solving district problems and guiding decision making
 - (B) unilateral decision making by the superintendent and close supervision of the school leaders
 - (C) an expansion of communication between school leaders and the superintendent leading to decisions based on the majority rule
 - (D) the superintendent investing authority in management committees to discuss and decide on organizational issues
 - (E) the superintendent's main priority being the emotional and social well-being of the school leadership and staff members
57. Which of the following generalizations is most accurate regarding the scope of collective bargaining agreements?
- (A) If the bargaining parties agree, they may, in a new agreement, nullify previous agreements in which their respective constituents hold vested contractual interests.
 - (B) "Wages, hours, and other conditions of employment" is an unduly restrictive statement of scope in a bargaining agreement with teachers.
 - (C) The basic provisions in legislation governing the scope of collective bargaining are very similar from state to state.
 - (D) School boards and teacher unions cannot use their locally granted authority to override federal or state constitutional provisions.
 - (E) The scope of negotiations is ordinarily defined prior to the selection of the exclusive bargaining agent for the teachers.
58. Ms. Lijoi chairs the science department in a large high school. She uses a portion of each department meeting to present issues to be discussed and decided on by the department members. Despite her efforts to conduct these discussions civilly, department members often argue openly with one another and are unable to come to consensus on any of the issues presented. It is clear to Ms. Lijoi 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 Ms. Lijoi concentrate on first?
- (A) Reinforcing that members' contributions to the department are valued
 - (B) Establishing shared goals to which all department members are committed
 - (C) Providing opportunities for members to build relationships outside the workplace
 - (D) Communicating openly and frequently about the members' progress in meeting the department's goals
 - (E) Defining each member's responsibilities, both individually and as they pertain to the department

59. A superintendent wants to implement a new plan for summer maintenance of the schools. He wants all maintenance personnel to work at one school, complete its maintenance, and then move to the next school until all schools are completed. Recommended practice suggests that he is likely to implement the plan most successfully by
- (A) explaining it to the board of education and having them mandate it
 - (B) bringing members of the parent-teacher association together to solicit their viewpoints
 - (C) discussing the idea with the director of the maintenance staff and then implementing it
 - (D) bringing the maintenance staff together to discuss the plan and its implementation
 - (E) sending a directive to maintenance supervisors indicating that the new plan is to be implemented
60. In the establishment of a comprehensive program of student activities, it is recommended that which of the following receive the greatest consideration?
- (A) Needed physical facilities and resources
 - (B) The developmental level of the students
 - (C) Staffing needs and qualifications
 - (D) Input from the student council
 - (E) The funding available to the program
61. The governance of public education in the United States can best be described as
- (A) an obligation of the federal government that is administered by the states
 - (B) an obligation of the state, which in turn confers administrative duties to local boards of education
 - (C) the responsibility of the federal government, which confers the enactment to the states
 - (D) an obligation of the local jurisdiction within the general limits defined by federal statute
 - (E) the joint statutory responsibility of federal and state government
62. The concept of comprehensiveness used in the context of program evaluation refers to the
- (A) relation of instructional activities to instructional objectives
 - (B) correlation of instructional activities with the instructional experiences of learners
 - (C) extent to which all program elements are assessed
 - (D) degree to which all assessment instruments are valid
 - (E) sequence of instructional activities in the curricular plan
63. A new principal would like to directly involve the Parent Teacher Association (PTA) in more school activities. Which of the following strategies would be most effective in achieving the principal's goal?
- (A) Setting up a monthly social activity in order that parents and teachers may get to know one another better
 - (B) Electing a parent advisory council to be responsible for implementing some school regulations
 - (C) Instituting a monthly open house for parents to visit the school
 - (D) Recruiting a group to set up, write, print, and distribute a quarterly bulletin about school issues for all parents
 - (E) Creating a volunteer service program of office and classroom aides, tutors, and monitors
64. Multi-age instruction is the purposeful structuring of a class to include a span of ages in order to
- (A) provide effective instruction by taking advantage of the resulting diversity
 - (B) respond to the special needs of students with disabilities and English learners
 - (C) address the learning needs of high-risk or at-risk students
 - (D) support an interdisciplinary curriculum, which combines several school subjects into one project
 - (E) offer several different learning experiences within one lesson to meet students' varied needs or learning styles

65. The Family Educational Rights and Privacy Act mandates which of the following?
- (A) Students 16 years of age or older must give consent for their school records to be released.
 - (B) Release of school records to other agencies is contingent upon the oral consent of students or parents.
 - (C) Parents may challenge the content of their child's school record.
 - (D) Student records may not be released to officials of other school systems without a formal hearing by parents.
 - (E) Local school personnel other than teachers and administrators may not review student records without the written consent of parents.
66. A school leadership team is formulating a teacher dress code in response to an increased casualness in the clothes teachers are wearing to school. Which of the following restrictions of the dress code would be a violation of federal anti-discrimination laws?
- (A) No facial hair or headwear
 - (B) No open-toed shoes or flip-flops
 - (C) No shirts without collars
 - (D) No blouses with revealing necklines
 - (E) No athletic wear, except for physical education teachers
67. After an administrator has determined the objective in preparing a written message, primary attention should be paid to making certain that the message is
- (A) brief
 - (B) free of emotional language
 - (C) geared to the intended audience
 - (D) concentrated on one idea
 - (E) spelled out in detail
68. Which of the following philosophical ideas provides the most solid foundation for a successful in-school suspension program for disruptive students?
- (A) In-school suspensions are alternatives to out-of-school suspensions and enable school districts to maintain high average attendance.
 - (B) In-school suspension programs are used primarily as a device to remove disruptive students from the regular classroom.
 - (C) In-school suspension programs deal with student misbehavior as a symptom of an underlying problem that should be the focus of identification and correction.
 - (D) In-school suspension programs modify student behavior to meet the school's goals.
 - (E) In-school suspension programs can be used by school officials to keep students isolated and out of regular classes indefinitely.
69. According to proponents of the middle school concept, which of the following would generally be considered characteristic of middle schools?
- I. Less emphasis than high schools on interscholastic competition
 - II. Subject-specific trained and certified teachers
 - III. Flexible scheduling and team teaching
 - IV. Self-contained classroom structure
- (A) I only
 - (B) I, II, and III only
 - (C) I, II, and IV only
 - (D) II, III, and IV only
 - (E) I, II, III, and IV

70. A school principal has received notification from parents that they are removing their three children from the elementary school so they can be homeschooled. Before the children are removed from enrollment in the school, the principal should
- (A) require documentation from the parents that the child will be receiving instruction equivalent to that provided in the public school
 - (B) require documentation from the parents that the person instructing the children holds the appropriate state teaching license
 - (C) notify the board of education of the parents' intention to remove the children
 - (D) review current state law about homeschooling and act accordingly
 - (E) prepare the children's permanent academic folders for transfer to the parents

Chapter 6

Right Answers and Explanations for the *Educational
Leadership: Administration and Supervision*
Practice Questions



CHAPTER 6

Now that you have answered all of the practice questions, you can check your work. Compare your answers with the correct answers in the table below.

Question Number	Correct Answer	Content Category
1.	B	Educational System
2.	B	Educational System
3.	C	Vision
4.	D	Ethics
5.	E	Stakeholders
6.	A	Stakeholders
7.	B	Vision
8.	C	Teaching and Learning
9.	A	Teaching and Learning
10.	B	Teaching and Learning
11.	C	Stakeholders
12.	C	Stakeholders
13.	B	Teaching and Learning
14.	B	Teaching and Learning
15.	A	Stakeholders
16.	A	Stakeholders
17.	A	Teaching and Learning
18.	E	Ethics
19.	B	Teaching and Learning
20.	C	Teaching and Learning
21.	A	Teaching and Learning
22.	D	Educational System
23.	D	Teaching and Learning
24.	A	Teaching and Learning
25.	E	Systems and Management
26.	B	Stakeholders
27.	A	Teaching and Learning
28.	D	Stakeholders
29.	D	Stakeholders
30.	A	Teaching and Learning
31.	C	Teaching and Learning
32.	D	Stakeholders
33.	E	Teaching and Learning
34.	D	Systems and Management
35.	A	Systems and Management

Question Number	Correct Answer	Content Category
36.	D	Stakeholders
37.	B	Educational System
38.	B	Stakeholders
39.	D	Vision
40.	D	Vision
41.	C	Vision
42.	E	Educational System
43.	A	Educational System
44.	E	Teaching and Learning
45.	B	Systems and Management
46.	E	Educational System
47.	C	Systems and Management
48.	B	Vision
49.	D	Vision
50.	A	Systems and Management
51.	A	Teaching and Learning
52.	A	Teaching and Learning
53.	A	Teaching and Learning
54.	D	Systems and Management
55.	B	Teaching and Learning
56.	A	Vision
57.	D	Systems and Management
58.	B	Stakeholders
59.	D	Systems and Management
60.	B	Teaching and Learning
61.	B	Educational System
62.	C	Teaching and Learning
63.	E	Stakeholders
64.	A	Teaching and Learning
65.	C	Systems and Management
66.	A	Ethics
67.	C	Stakeholders
68.	C	Teaching and Learning
69.	B	Vision
70.	D	Educational System

1. This question examines your familiarity with the Supreme Court case and the decision of *Lau v. Nichols*. Choices C and E are both incorrect according to this 1974 decision. Opposition to ESL would not make the program optional (D); in order for ALL students to reach high standards, ESL must be provided. Choice A at first glance may appear to be correct and supportive. However, this would be dependent on a child's needs. The law does mandate, however, that students should be taught in a language they understand. Response B is the correct answer.
2. This question tests your knowledge of the legislative provisions for disadvantaged students in compensatory education. The emphasis of each of these legislative acts is as follows:
 - (A) Title VII of the Civil Rights Act of 1964 prohibits employment discrimination based on race, color, religion, sex, or national origin.
 - (C) Title III of the Elementary and Secondary Education Act of 1965 refers to language instruction of immigrant students and students with limited English proficiency.
 - (D) Title IX, 1972, prohibits educational institutions receiving federal assistance from discriminating on the basis of sex.
 - (E) Title IV, 1974, prohibits recipients of federal financial assistance from discriminating on several bases (Title VI, Title IX, Section 504, Title II of ADA and IDEA).
3. This scenario illustrates how principals can use faculty meetings more productively than is commonly done. This principal truly understands the importance of shared leadership, that "power shared is power gained," and that decisions should be made by those most directly affected by the outcome. When responsibility is shared, ownership and accountability are maximized. The correct response, therefore, is (C).
4. This question tests your knowledge of different management styles. A democratic management style is based on trust in employees' ability to make decisions and is characterized by a willingness to delegate authority to subordinates, such as instituting a process of mediation conducted by peers (D). Therefore, the correct answer is (D).
5. This question focuses on the leader's ability to understand the dynamics of motivating individuals to participate within a group actively and productively. This effort requires the administrator to be skilled in understanding what motivates each individual in the group. Enabling individuals to find meaning in accomplishing the task is key. Responses A, B, and C all contribute to a more pleasant work environment and serve as extrinsic benefits. However, the best way to encourage productive participation is by increasing the congruence between the goals of the individual and those of the group. Response E is the correct answer.

It was Title I of the Elementary and Secondary Education Act of 1965 that provided funds for compensatory education for disadvantaged students. Response B, therefore, is the correct answer.

6. This question examines the foundation of an effective standards-based curriculum. Curriculum goals must be linked to adopted standards and reflect these curriculum standards and frameworks. The decision processes in curriculum design require teachers to be involved in the decision making. Selecting common textbooks, (C), does not guarantee even results. Mandating a common teaching methodology, (D), could devalue the individual strengths of individual teaching styles. Neither (B) nor (E) leads the department closer to a standardized curriculum that will ensure even results. Response (A) engages all members of the department in a discussion that will result in identifying goals that reflect important learning and conceptual understandings. Since the goals would be stated in terms of student learning, they would permit sound assessment. If these same goals and objectives are common and given equal emphasis in each class, the results predictably should even out. The next step if this did not occur would be to observe and coach those teachers in need of closer supervision. Response (A) is the correct answer.
7. This question asks you to identify the best organizational plan for overseeing the progress of a school initiative. Choices A and C merely report on the status of the initiative. Choice E would provide no ongoing information as it summarizes the results of the initiative. A survey (D) would provide subjective data from stakeholders who can only assess the initiative from a single point of view. The calendar described in Choice B provides stakeholders a tool for planning, implementing on schedule, and monitoring the progress of the initiative. Therefore the correct answer is (B).
8. This question tests your understanding of the key elements of reflective practice. Choices B, D, and E are activities likely to improve instruction but lack the key element of thoughtfully considering one's own teaching experiences. Choice A includes this feature but lacks the element of the involvement of a mentor or professional supervisor who can ask the questions appropriate for improving practice. The experience in choice C contains both these elements and is likely to be most valuable. Therefore, the correct answer is (C).
9. Since norms provide a point of reference or comparison for analyzing the test results of an individual or group, the correct answer is (A), comparing scores with the average performance of others.
10. Diverse populations present numerous challenges to schools, and providing alternative programming and/or additional levels of support for these students is essential for their success. This is especially evident when 75 percent of a school's population has a dominant language other than English. The correct answer, therefore, is (B).
11. While all of the choices are legitimate considerations for research into the attitudes of the public, ensuring that one is hearing from all stakeholders is essential for making responsible decisions. Survey results will obviously be biased if the sample used is not representative of the community's population. The correct answer, therefore, is (C).
12. This question looks at the relationship between "true communication" and trust. For group members to communicate effectively, a positive, non-threatening, nonjudgmental climate is essential. Studies have shown that in order to "get things done," (D), a willingness to compromise is important. However, the foundation of open and honest dialogue is (C), trust.

13. This question asks you to identify which strategy is most effective for selecting an option when many choices are available. Choices A and E defeat the collaborative benefit of the committee by making the principal the sole decision maker. Choice C may be a viable option for identifying a schedule to consider, but does not honor the school's unique needs. Using three different scheduling models in a single school (D) would not be feasible logistically. Choice B allows for informed input from the committee while still recognizing the role of the principal as instructional leader of the school. Therefore, the correct answer is (B).
14. This question looks at an objective approach to evidence collection. The measures described in (A), (C), and (D) all involve "judgment." Judgments are subjective by their very nature, so these three items can be ruled out. Both (B) and (E) speak to data collection. However, only (B) addresses a component of instruction that can be objectively quantified during a classroom observation.
15. This question asks for knowledge and understanding of individual behavior and group dynamics. A principal must be aware of the basic motivations of staff, students, and the community, as well as the behavior of individuals within a group and the ways of changing behavior to maximize productivity. Responses B, C, D, and E are ways to either create a positive, affective climate—(C) and (E)—or serve as a means of gathering data—(B) and (D). However, the means that best demonstrates the leader's sensitivity to the needs of individuals and groups is two-way communication and actions related to addressing these needs. Response A, therefore, is the correct answer.
16. This question is relatively straightforward. It requires you to know that when people have a say in the decision-making process, they are more committed to seeing to it that the decision is supported. Choices D and E are not necessarily true, while choices B and C are inaccurate statements. Choice A is the correct answer.
17. This question focuses on what the research says about effective use of instructional resources to achieve instructional improvement. Materials and resources need to support the instructional goals while engaging students in meaningful instruction. The correct response is (A). None of the other choices links the aids and materials to increased instructional improvement. The correct response needs to speak to speed of acquisition, effective use by teachers, flexibility of use, and budgetary costs.
18. This question focuses on the principal's leadership skills in dealing with individuals as well as his or her communication skills. It also highlights the need for the principal to understand human behavior. When a teacher is in crisis, the most appropriate action the principal can take is to be available to the teacher and provide assistance through active listening, nonjudgmental dialogue, and sensitivity to the teacher's current state of mind. Each of the choices (A) – (D) requires the teacher to "do" another thing, thus adding more stress. The correct answer is (E).
19. This question asks you to identify an effective strategy for addressing novice teachers' perceived lack of administrative support. All of the strategies given are likely to benefit novice teachers by addressing concerns about clerical tasks, inadequate equipment, limited staff development, and isolation from colleagues. However, only choice B is likely to target the specific concern about lack of administrative support. Therefore the correct answer is (B).

20. This question is a relatively straightforward knowledge question that asks you to be familiar with terms related to supervision methods and evaluation. Clinical supervision, (D), is a method used to describe the teacher-observation process. Peer, (E), is another type of process used to provide nonjudgmental feedback on a teaching area in need of improvement. The only two terms related to evaluation in this question are "formative" and "summative." Formative assessment, (B), occurs throughout the school year, with its purpose being to modify an individual's performance, provide information, and guide the ongoing process of supervision. It is not a terminal process. When a principal is asked to determine whether or not a teacher is to be retained for another year, all observational data documented throughout the year are reviewed and a summative, (C), evaluation or judgment is made. (C) is the correct answer.
21. This question asks you to apply knowledge of strategies for bringing about change. Faculty input should be sought and considered, (B), but should not be the only criterion for revising the plan. Informing the faculty in advance, (C), even if the plan itself is supplied, (D), would not have resulted in teacher approval and would likely have elicited even more vocal disapproval. One month is too short a time to pilot any new plan, (E), and might result in reduced participation from those who favor the original plan. Choice A would have invested the faculty in the decision making and brought to light any problems or conflicts before the plan was finalized. Therefore, the correct answer is (A).
22. This question targets the essence of a true instructional or educational leader. This is in contrast to the school principal as manager of programs. Choices A, B, C, and E all deal with supportive services that contribute to the overall program. Only choice D directly addresses one of the central purposes for the school principal; that is, "improving the quality of life for each student."
23. This question asks you to identify the characteristics of different approaches to gifted education. In enrichment programs, (A), students are given challenging material to enhance an area of the curriculum. Compacting, (B), allows students to move beyond material they have already mastered, while acceleration (C) allows students to skip material or grades to study at levels more appropriate to their abilities. Cluster grouping (E) allows students to work in small groups under the supervision of a specially trained teacher. The directed learning situation described above allows students to self-pace their learning. Therefore, the correct answer is (D).
24. Feedback for teachers is useful for professional development when the feedback is formative, (A). Formative means ongoing throughout the year for the purpose of improving performance. This speaks directly to the fostering of professional development. Summative, (B), involves a final or summary judgment of performance. Career ladder systems, (C), are the end product of an evaluation. Choices D and E are subjective and, depending on the training and/or skill of the observer, are not reliable in making an assessment of performance. The correct answer, therefore, is (A).
25. Guidance counselors can and do serve in a variety of capacities in schools. These may differ from district to district, but there are some functions that would reasonably be consistent. They would legitimately include, but not be limited to, those items enumerated in responses A through D. The scheduling and administration of a standardized reading test would typically be the responsibility of a reading specialist, so the correct answer is (E).

26. Research shows that three groups have a direct stake in the education of children: the students themselves, their parents, and the teachers. This group of stakeholders forms a partnership, and together they are involved in the educational decisions affecting the schools. This responsibility is best shared to maximize ownership and accountability, but it is not necessary to have equal representation of each group, (C). Choice D is unacceptable because in order to form the necessary mutually supportive partnership, the process must include the school principal. Choice E is incorrect, because decisions driven by the favor or disfavor of the district or of local taxpayers could be subjective and arbitrary. Choice B is the correct answer because it solicits input and information that can serve the administration and board of education in their design of the best educational system or school.
27. Responses B, C, and E are valid strategies a teacher can use in trying to learn more about his or her students. But they actually are subsets of response A, which speaks more generally to knowing students' strengths and weaknesses before planning instruction. Response D would be an appropriate action to take only after the needs of the students are identified and understood. The correct answer, therefore, is (A).
28. Citizen advisory committees can provide school districts with meaningful opportunities for mutual exchange of information. They can be especially helpful if they are truly representative of the community the schools serve. In working with these groups, superintendents must be certain that roles and responsibilities are clearly defined, understood, and put in the context of the district's vision and mission. This superintendent's relationship with these groups should be both positive and supportive. However, he or she should not attempt to control or widely influence the group's work. The correct response, therefore, is (D).
29. This question asks you to identify the solution that will best meet the needs of an outside organization, the school district, and the community. Choices A and B lessen the effectiveness of the center's program by eliminating or understaffing a program needed by the community. Open for All most likely does not have the personnel to meet the district's requirement or this would not have been an impediment to using the school (C). Not the funds to hire may not have the funds or personnel to meet the district's requirements. Although the two parties can seek an alternate location, using the old school benefits the town by making it an income property. It is also a location that is known to community members. Negotiating parameters collaboratively (D) is in the best interest of both groups and is most likely to have a positive outcome that will benefit the community. Therefore the correct answer is (D).
30. This question asks you to identify a prime characteristic of a teaching style. The formal authority, (C), and expert, (E), tend to be information oriented and prefer lecture and other direct instruction methods. The entertainer, (B), and demonstrator, (D), are also information-oriented and use methods such as modeling and role play. The delegator, (A), is relations-oriented and prefers learning situations where students work with their peers and require little direction from the instructor. Therefore, the correct answer is (A).

31. This question requires you recognize both the purpose of professional development and a satisfactory process for making professional development available to teachers. Although the purpose of professional development is improvement of student performance, using choices A, B, and D for individual teachers seems unnecessarily subjective and potentially inequitable. Choice E might eliminate teachers with the most need simply because they did not submit their requests as quickly as their colleagues. Developing criteria with teachers, (C), can keep the focus of the activity on impacting student performance, address the areas of greatest need, and provide teachers with both investment and transparency in the decision-making process. Therefore the correct answer is (C).
32. This question tests your knowledge of the school's role in promoting available outside agencies that support students and families. Choices A and B do not make the most use of the breadth of services offered by the coalition and are limited at the discretion of the individual school leader; moreover, neither choice is likely to foster a collaborative relationship. Choice C merely informs parents. Asserting that one party has no responsibility to develop a relationship with the other party, (E), is unlikely to build a relationship. Choice D not only provides an opportunity for stakeholders to learn about the coalition's services, but, as a co-hosted event, is also likely to build collaboration. Therefore, the correct answer is (D).
33. This question emphasizes the effective implementation of ongoing staff-development activities, leading to acquisition of new skills. It underscores the fact that as principal and instructional leader, the principal will need to make plans and/or provisions for monitoring the new program's implementation and arrange for ongoing follow-up sessions, which ideally include a coaching component. Through the use of (E), teacher trainers who offer support as peer coaches, this ongoing development of skills to implement the program effectively will occur.
34. This question tests your knowledge of the appropriate allocation of funds. Unless there is a clear identification of student need at grade levels where state tests are given, this should not drive the allocation of funds. Although choices A, B, and E offer the opportunity to spend the funds equally, the principal's main concern should be distributing the funds equitably based upon data which identifies the programs with the most likelihood impacting student performance (D). Therefore, the correct answer is (D).
35. This situation presents a major health and safety challenge. With 12 of 30 teachers out of the building, there is inadequate coverage of classes and supervision of students. Sending any teacher to this workshop will obviously exacerbate the problem. Consequently, no staff should be allowed to leave. This eliminates responses B and C from consideration. Given the fact that the building is so understaffed, the principal should remain in the building to help with student supervision. Thus, response D is inappropriate. Response E is also inappropriate because it does not provide for notification of those conducting this in-service program until later in the week. The correct response, therefore, is (A).

CHAPTER 6

36. This question tests your knowledge of the role of the community in improving instruction. The strategic planning process defines well the areas in which the community can offer the most helpful information. The community (parents, etc.) is best qualified to suggest, from personal experience, approaches that have helped to meet these needs. While (A) can enhance the process and appears to be a possibility, it is not the community's primary role. Choice D is the correct answer.
37. This question emphasizes the primary importance of including all members of the school community in sharing the vision for the schools. This vision shapes the educational programs, plans, and actions. Relevant data pertaining to the students and their families are used in developing the school's mission and goals. Once there is clarity of the goals (objectives) of the educational system and areas in need of improvement have been identified, the foundation of a school-community partnership has been established. Choices A, C, D, and E are all activities that would be carried out after consensus has been reached and the system's objectives stated. Therefore, choice B is the correct answer.
38. This question asks you to determine the most effective method for answering inquiries about a controversial school decision. Since the student's suspension was based on a district policy, the principal's experience would be irrelevant to the issue at hand. Choices C and D defeat the purpose of having the principal present during the press conference. The purpose of a press conference is to provide real and relevant facts about a specific issue, not to provide a lesson in law or history, (E). Anticipating questions and preparing the answers in advance allows the principal to focus the attention of the conference on key issues. Therefore the correct answer is (B).
39. This question looks at various elements in the decision-making process and the principal's role as instructional leader. The principal, with knowledge of all aspects of the problem and the impact of the decision on all stakeholders, must remain impartial and be loyal to the best resolution of the issue. This could mean disagreeing with the majority vote. Therefore the correct answer is (D).
40. This question explores strategies to evaluate a new program/curriculum. Responses A, B, C, and E deal with teacher perceptions or one-time assessment attempts to evaluate a program. Response D is the only effective way to formulate a comprehensive evaluation.
41. This question tests your understanding of appropriate strategies for evaluating the success of an academic program. All choices except (C) might assess the current reading level of students, but do not assess the effectiveness of the program in raising students' scores. Therefore, the correct answer is (C).
42. All five of these responses are true reflections of certain aspects of education in the United States, but only one response reflects the true meaning of decentralization. A "centralized" system of education is one that would be administered by the federal government. One that is "decentralized" would be controlled and organized at the lower levels of government, so the correct response is (E).

43. Under what is frequently referred to as the "Sunshine Law," school boards are required to conduct all of their formal business and take all official votes in public. Boards are permitted and, in fact, mandated to conduct closed executive sessions when dealing with certain matters, such as land acquisition and pending litigation. These would not include discussion about or decisions on setting policies, long-range planning, or adopting curriculum, or establishing attendance areas. Consequently, responses B, C, D, and E are unacceptable. It is appropriate for boards to hold "closed" sessions when dealing with certain personal issues, so the correct response is (A).
44. This question tests your understanding of the informal observation technique known as the "walk-through." Choices A, B, and D are collateral benefits of walk-throughs but provide no information about how the school is functioning as an entity. As walk-throughs are informal, the information gained would not be appropriate for inclusion in a teacher's formal evaluation, (C). Although walk-throughs sometimes focus on a single aspect of teaching or learning, they present the opportunity to observe how the many aspects of the learning experience function as a whole (E). Therefore, the correct answer is (E).
45. While the principal needs to express support for Mr. Thomas, it is the principal, not the bus driver, who would administer discipline in this matter, so response (A) is inappropriate. Since it appears that is the first incident involving these students and there has been no apparent attempt to address the problem, responses (C), (D), and (E) are premature. The correct response is (B).
46. This question asks you to select the most reasonable strategy for explaining the impact of federal regulations on students taking high-stakes assessments. Choices A, B, and D serve to inform but not explain the new law. Choice C violates students' privacy rights by making their test scores and promotion status public. It is important that parents understand not only the law, but also how it will affect their child in the short and long term, and this discussion can only occur privately. Therefore, the correct answer is (E).
47. Staff involvement in the budgeting process is an essential ingredient of any successful school. This will be especially interesting and quite challenging the first year of implementation as the principal attempts to establish meaningful, effective, and efficient procedures to engage the faculty in the process. All of the responses list valid steps to achieving these objectives. However, budget decisions need to be related to and well-grounded in the vision and mission of the school, including consideration of long-range goals and objectives. The correct response, therefore, is (C).
48. This question illustrates a dilemma that a new principal could face—open criticism of new policies. The new principal must address this dilemma immediately and directly in a manner that models respect and preserves the dignity of all staff members. Choice E, ignoring the situation, may appear to be the easiest strategy because it avoids confrontation. However, this situation, if left unaddressed, will continue to erode the morale of the school. (D), calling the two teachers in for a conference, does not allow for the development of understanding and relationship building. In (C), the new policies would more than likely have been explained to the staff already, and this approach would not at this point be the "most appropriate" first step. It is the principal's responsibility, not the board's, (A), to arrange for separate conferences with the two teachers. The correct answer is (B).

49. This question tests your understanding of the concept of centralized, highly democratic curriculum decision making. Response A on first read appears to encourage participation by the stakeholders, yet it would involve only the most experienced. Response A also abdicates responsibility for the design of the curriculum and for the textbook selection to the central office. Responses B and E give the decision making and final approval to the principals or district content specialist. Response C reflects a design that appears to be centralized; however, not all schools may follow that standard curriculum. Therefore, response D is the correct answer. It is democratic in that the district-level committees are made up of representative teachers from each of the schools who have authority to make binding decisions for all district schools (centralized).

50. This question asks you to think about the legal feature of school management related to due process. It requires that you have the knowledge and understanding that students and staff have the right to the following due-process procedures:

- a hearing
- timely notice of the hearing
- representation at the hearing
- a list of charges
- opportunity to respond to the charges

Response A is the correct answer.

51. This question asks you to distinguish between effective and ineffective measures for student test preparation. All the choices except (A) are likely to support students' test performance by reducing anxiety and increasing confidence. Choice A, informally known as "teaching to the test," tends to result in instruction focused on memorizing facts instead of higher order thinking skills, and allows the test content to dictate curriculum. Therefore, the correct answer is (A).

52. This question asks you to identify a strategy that uses reflective practice to improve instruction. All the choices might result in improved instruction but only (A) achieves improvement through reflective practice by allowing the teacher to observe performance, debrief with an experienced colleague, and implement a strategy for improvement. Therefore, the correct answer is (A).

53. This question asks the principal to make predictions and design methods to prevent this high failure rate. The best way to meet this expectation would be to build in feedback loops that would allow all teachers to communicate and reflect on where they are in terms of curriculum and also the levels of student achievement. This ongoing recursive loop will enable the teachers to make instructional adjustments ensuring that all students meet the standard and are successful. Choices B and D are punitive to the teacher. Choice C gets at the issue of being sure clear expectations are set regarding achievement, but there is nothing in the scenario to suggest this is a problem since the scenario states that students must answer 75 percent of the test questions correctly to advance to the next grade (and in Ms. Patillo's group 100 percent met this standard last year). Choice E is only one part of a comprehensive system that would prevent this situation from happening. Choice A is the correct answer.

54. According to law, a student's HIV status cannot be used as a condition for permitting or denying admission to a public school. Districts typically have policies or procedures in place that provide adequate guidance to principals. Because responses A, B, C, and E all deny or delay the student's enrollment, they are inappropriate. The correct response, therefore, is (D).

55. Response E is the only one of the five choices that would not apply because aptitude tests measure ability, not achievement. While the remaining four, (A), (B), (C), and (D), may be used to assess the outcomes of individualized instruction, the best measure for this purpose would be criterion-referenced tests because they provide data on the achievement of specified programs objectives. Response B is the correct answer.
56. This question asks you to identify a type of management popularized in the 1980s and still prevalent in educational management. Choices B through E describe management styles that are authoritarian, democratic, participative, and paternalistic, respectively. New public management (NPM) applies management techniques from the private sector to public entities, resulting in practices such as increasing outsourcing of services, relying on private rather than public funding, and favoring business experts rather than educators to manage school districts. Therefore the correct answer is (A).
57. While the scope of collective bargaining can be quite broad, nothing in an agreement can be contrary to federal and/or state laws and regulations. Many contracts will include a "statutory savings clause" to formally address this issue. Responses A, B, C, and E are untrue. The correct response is (D).
58. This question asks you to identify the initial step in team building. Although any of the choices may prove crucial to the team-building process, it is generally agreed that for any team to be successful, it first needs to have clear, shared goals and a sense of commitment towards working together to meet them. Therefore, the correct answer is (B).
59. If the superintendent expects the maintenance staff to accept this change and implement it successfully, he or she needs to involve them in the decision-making process. Responses A, C, and E are, fundamentally, top-down mandates that will disenfranchise and demoralize these support staff members. Response B, while valuable from a public relations point of view, will do nothing to empower the maintenance staff. The correct response, therefore, is (D).
60. Responses A, C, D, and E are all legitimate factors that must be considered when a school establishes a comprehensive program of student activities. However, the most significant and overriding consideration should be developmental levels of the students to be involved. The correct answer, therefore, is (B).
61. Those issues not directly addressed in the Constitution or its amendments are reserved for or are responsibilities of the states. The governance of public education is one of these issues. Responses A, C, D, and E all speak to this as a federal, state, or joint responsibility and are, therefore, inappropriate. The correct answer is (B).
62. This question tests your knowledge of comprehensive program evaluation. Each of responses A, B, D, and E speaks to one aspect of program evaluation: instructional objectives, experiences of the learners, assessment instruments, or instructional activities/curriculum. Choice C is the correct response since it focuses on all program elements being assessed.
63. While all of the choices are valid ways to involve parents in the school, they may not get the parents involved in school activities. Placing parents in active roles within the school allows them to directly interact with the school community on a regular basis. Therefore, (E) is the correct response.

64. This question asks you to explain the purpose of multi-age instruction. According to the North Central Regional Educational Laboratory, the purpose of multiage grouping is "deliberately created for the benefit of children, not because of economic needs or declining enrollment. The intention is to allow children of various ages and abilities to progress at their own individual rate rather than according to specified objectives for a particular grade level." Therefore, the correct answer is (A).
65. Response (C) is the only one mandated by the Family Educational Rights and Privacy Act.
66. This question asks you to identify elements of dress that relate to the exercise of a teacher's rights. Courts have supported the right of school districts to enforce reasonable teacher dress codes, including the restrictions described in choices (B), (C), (D), and (E). However, wearing facial hair or certain headwear are part of religious observance and prohibiting them would both discriminate against the individual and restrict the free exercise of religion. Therefore, the correct answer is (A).
67. Depending upon the purpose of the written message, all of the choices could be valid. The only choice that must be taken into consideration in all written communication is that it is geared to the appropriate audience. Response C is the correct choice.
68. Correctly answering this question requires an understanding that any strategy to change behavior must first focus on the behavior itself. Once the underlying causes have been identified, then appropriate interventions can be determined. Response C is the only option that includes identifying causes for behavior.
69. Characteristics I, II, and III reflect features that are found in middle schools. Characteristic IV, self-contained classroom structure, is not a part of this concept. The correct response is choice B.
70. This question tests your knowledge of the school's responsibility regarding students who are homeschooled. Laws regarding homeschooling vary widely from state to state and are still being interpreted by the courts. Choices A, B, C, and E would be valid actions in states requiring them, but it would be most reasonable for the principal to review current state law before removing the children from enrollment. Therefore, the correct answer is (D).

Chapter 7

Are You Ready? Last-Minute Tips



Checklist

Complete this checklist to determine whether you're ready to take the test.

- ☐ Do you know the testing requirements for your field in the state(s) where you plan to practice?
- ☐ Have you followed all of the test registration procedures?
- ☐ Do you know the topics covered in each test you plan to take?
- ☐ Have you reviewed any textbooks, class notes, and course readings related 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 test directions and the types of questions in the test?
- ☐ Are you familiar with the recommended test-taking strategies and tips?
- ☐ Have you worked through the practice test questions at a pace similar to that of an actual test?
- ☐ If you are repeating a *Praxis* assessment, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

The day of the test

You should end your review a day or two before the actual test date. The day of the test you should:

- Be well rested;
- Take photo identification with you;
- Take a supply of well-sharpened #2 pencils (at least three);
- Take your admission ticket, letter of authorization, mailgram, or telegram with you;
- Eat before you take the test to keep your energy level up;
- Wear layered clothing; room temperature may vary;
- Be prepared to stand in line to check in or to wait while other test takers are being checked 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 full amount of time once it does start.

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. Good luck.

Appendix A

Study Plan Sheet



APPENDIX A

Study Plan Sheet

See chapter 1 for suggestions about using this Study Plan Sheet.

STUDY PLAN						
Content covered on test	How well do I know the content?	What material do I have for studying this content?	What material do I need for studying this content?	Where could I find the materials I need?	Dates planned for study of content	Dates completed

Appendix B

For More Information



For More Information

ETS offers additional information to assist you in preparing for *The Praxis Series*™ Assessments. *Tests at a Glance* booklets and the *Information Bulletin* are both available without charge (see below to order). You can also obtain more information from our website: www.ets.org/praxis.

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Extended Time

If you have a learning disability or if English is not your primary language, you can apply to be given more time to take your test. The *Information Bulletin* tells you how you can qualify for extended time.

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TTY (for deaf or hard-of-hearing callers): 609-771-7714

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