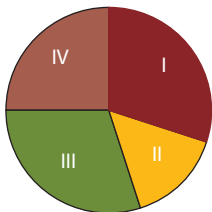


School Superintendent Assessment (6021)

Test at a Glance

Test Name	School Superintendent Assessment		
Test Code	6021		
Time	3 hours		
Number of Questions	Section I: 120 multiple-choice questions Section II: 3 constructed-response questions		
Format	Multiple-choice and constructed-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Educational Leadership	48	30%
	II. Instructional Leadership	24	15%
	III. Administrative Leadership	48	30%
	IV. Integrated Knowledge and Understanding (Case Study)	3	25%

About This Test

The School Superintendent Assessment measures whether entry-level superintendents have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. It assesses the knowledge and skills necessary for safe and effective practice that the new superintendent brings to the position.

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

Topics Covered

I. Educational Leadership

A. Vision and Goals

- Knows strategies for engaging all stakeholders in the development of the district's vision and goals
 - Asks critical questions
 - Identifies stakeholders
 - Knows how to give voice to diverse perspectives
 - Distributes responsibilities appropriately
 - Uses effective communication strategies to build consensus
 - Understands basic group processes
 - Administers a needs assessment
- Knows how to formulate goals and objectives using data and resources
 - Uses data to establish goals
 - Identifies resources for developing goals
 - Recognizes the importance of aligning goals with the district's vision
- Knows how to develop and implement a plan to achieve district goals and objectives
 - Analyzes the status of current district goals and objectives
 - Develops a plan of action
 - Prioritizes critical goals and objectives
 - Differentiates short-term and long-term planning needs
 - Articulates the action plan
 - Implements a change-process model
- Knows how to monitor and evaluate progress toward district goals and objectives in order to sustain continuous improvement
 - Identifies accountability models that systematically monitor progress
 - Collects and analyzes quantitative and qualitative data in order to adjust programs and practices
- Is familiar with various resources used to support the implementation of a district's vision and goals
 - Identifies:
 - Human resources
 - Financial resources
 - Technological resources
 - Facilities resources
 - Community resources

- Knows how to assess the effect of the culture and climate of the organization on student learning
 - Identifies culture and climate characteristics of high-performing schools
 - Assesses the existing culture and climate using tools such as surveys, focus groups, and interviews
 - Understands the impact of culture and climate on student learning
- Understands the need to recognize and celebrate the contributions of all stakeholders toward the achievement of the district's goals and objectives
 - Understands and demonstrates the importance of recognizing contributions
 - Recognizes and acknowledges contributions of individuals and groups in goal attainment

B. Ethics and Integrity

- Knows the basic principles of ethical professional behavior for educators
 - Identifies the following in the context of ethical professional behavior:
 - Equality
 - Equity
 - Honesty
 - Legality
 - Consistency
- Knows how to implement policies and procedures that promote the ethical behavior of all district personnel
 - Interprets policies and procedures related to ethical behavior
 - Promotes professional standards of behavior and written codes of ethical conduct
 - Models ethical behavior
- Knows how to detect, monitor, and respond to ethical issues
 - Establishes a safe and secure accountability system
 - Identifies and addresses nonethical behaviors
 - Investigates promptly
 - Applies due process

- Knows laws, policies, and procedures that protect the rights and confidentiality of students and staff
 - Identifies laws, policies, and procedures essential to:
 - Employment
 - Rights of students and staff
 - Privacy
 - Technology

C. Communication and Collaboration

- Knows how and when to articulate positions on educational issues
 - Selects appropriate communication tools
 - Identifies appropriate communication strategies for various audiences
 - Serves as an advocate
 - Responds to educational concerns, needs, and topics
- Is familiar with emerging issues and trends affecting education
 - Identifies societal issues (including but not limited to):
 - Achievement gap
 - Demographics
 - Technology
 - Family structures
 - Mobility
 - Diversity
 - Global connections
 - Identifies educational issues (including but not limited to):
 - Achievement gap
 - Accountability
 - Outsourcing educational services
 - School choice
 - Tenure
 - Availability of professional personnel
 - Extended school day and school year
 - Technology
 - Performance-based pay
- Knows how to communicate and collaborate with diverse stakeholder groups, both internal and external, in order to support the achievement of district goals
 - Identifies groups with diverse perspectives
 - Develops a sense of shared responsibility
 - Distributes tasks as appropriate

- Knows how and when to facilitate collaborative decision making
 - Defines decision-making processes and procedures
 - Utilizes decision-making processes and procedures
 - Determines appropriate degree of transparency
 - Recognizes when decision making requires collaboration
- Is familiar with how to identify, access, and collaborate with key local, state, and national entities in order to address educational issues
 - Identifies individuals, businesses, higher-education institutions, and other groups in the community who can help develop, implement, and support school-related programs
- Knows how to build partnerships that strengthen programs and support district goals
 - Promotes schools as community resources
 - Collaborates with partners
 - Develops a communication plan
- Understands the roles, functions, and expectations of the superintendent and the board of education and the expectations each has of the other
 - Identifies position and boundary limitations
 - Differentiates responsibilities
 - Communicates statutory roles
 - Employs strategies to separate roles
- Knows how to communicate and collaborate with board members in a variety of contexts
 - Identifies and selects procedures for formal communication and collaboration
 - Identifies and selects procedures for informal communication and collaboration
 - Applies protocols to address board issues
 - Applies protocols to address individual board member issues
 - Understands the impact and implications of interactions with board members

- Understands how to develop a public relations program to foster community and media relations
 - Identifies communication sources and outlets
 - Establishes positive working relationships with the media
 - Establishes a communication plan
 - Establishes collaborative communication channels

II. Instructional Leadership

A. Teaching and Learning

- Knows how to facilitate and promote a culture of learning
 - Establishes shared mission, vision, values, and goals
 - Implements key elements that promote a culture of learning
 - Creates a safe and supportive climate for learning and teaching
 - Develops and sustains professional development activities that are aligned with district goals
 - Knows how to evaluate and select programs, services, and resources to support the learning of all students
 - Examines the effectiveness of programs, services, and resources
 - Determines and addresses barriers to student learning
 - Investigates the equity and cultural responsiveness of programs
 - Is familiar with multiple factors that affect teaching and learning
 - Identifies the factors that affect teaching and learning
- Understands how the environment affects student learning
 - Identifies the culture and climate in district schools
 - Recognizes the effect of the school climate on learning:
 - Physical climate
 - Academic climate
 - Social climate
 - Collaborates with school-level personnel to monitor and identify areas of strength and need
 - Implements procedures and policies to ensure a safe environment
 - Understands how organizational factors affect teaching and learning
 - Analyzes the impact on teaching and learning of:
 - Staffing patterns
 - Class-scheduling formats
 - Course offerings
 - Calendar: school day and school year
 - School organizational structures
 - Understands the importance of developing and implementing a district plan of student assessment
 - Distinguishes among the different forms and types of assessment and their purpose for measuring student learning
 - Determines the appropriate instruments and actions required to identify program strengths and needs
 - Understands how to gather and analyze student assessment data to monitor, evaluate, and improve student learning
 - Identifies relevant data sources
 - Applies data-informed decision-making processes to promote continuous improvement
 - Is familiar with the correlation between teacher effectiveness and student learning
 - Describes the research-based relationship between instruction and learning

- Is familiar with best practices and research that support personal and professional growth of all staff
 - Identifies research-based professional development practices and activities for self and staff
- Knows the importance of implementing a comprehensive and differentiated professional development program for all staff
 - Describes characteristics of effective professional development programs:
 - Sustained
 - Job-embedded
 - Enhanced with follow-up support and coaching
 - Aligned with district goals
 - Addresses the varied needs of novice and veteran staff
- Knows the importance of providing ongoing support to facilitate professional growth
 - Determines practices that promote professional learning
 - Recognizes resources that support professional growth:
 - Time
 - Personnel
 - Fiscal support
 - Facilities
 - Technology
 - Materials
- Is familiar with strategies for addressing the needs of diverse populations
 - Identifies strategies that address the needs of diverse populations
 - Identifies activities that support diverse populations

B. Curriculum and Instruction

- Is familiar with the basic concepts of curriculum development and design
 - Identifies the components of a curriculum review and revision cycle
 - Recognizes the need for curriculum alignment with local, state, and national guidelines
- Knows how curriculum design and delivery systems affect instructional quality and student learning
 - Identifies approaches to curriculum design and delivery
 - Recognizes connections between curriculum design and delivery and student learning
 - Describes the relationship between curriculum-delivery systems and student learning
- Understands the role of technology in teaching and learning
 - Recognizes the importance of technology in supporting teaching and learning
 - Applies a variety of technologies for the purposes of:
 - Communication
 - Collaboration
 - Organization
 - Research
- Understands the importance of monitoring and evaluating curriculum and instructional practices
 - Applies procedures and practices to monitor and evaluate curriculum and instructional practices
 - Connects the results of student performance to instructional practices
 - Uses data trends to monitor and evaluate instructional practices

III. Administrative Leadership

A. Personnel

- Knows major federal laws, regulations, and codes that cover human resource management
 - Identifies basic tenets of federal laws guiding human resource management
 - Applies current federal laws guiding human resource management
- Knows the basic procedures for staffing
 - Identifies procedures for:
 - Recruiting
 - Placement
 - Retention
 - Understands the implications of contractual agreements related to staffing
- Knows how to assess and evaluate staff
 - Determines methods and techniques for assessing and evaluating staff:
 - Conferencing
 - Data analysis
 - Observation
 - Self-assessment
 - Stakeholder feedback
 - Distinguishes between formative assessments and summative evaluations
- Knows basic procedures for staff discipline, remediation, and dismissal
 - Applies ethical, legal, and due-process procedures in:
 - Discipline
 - Remediation
 - Dismissal
 - Identifies basic tenets of due-process procedures

B. Finance

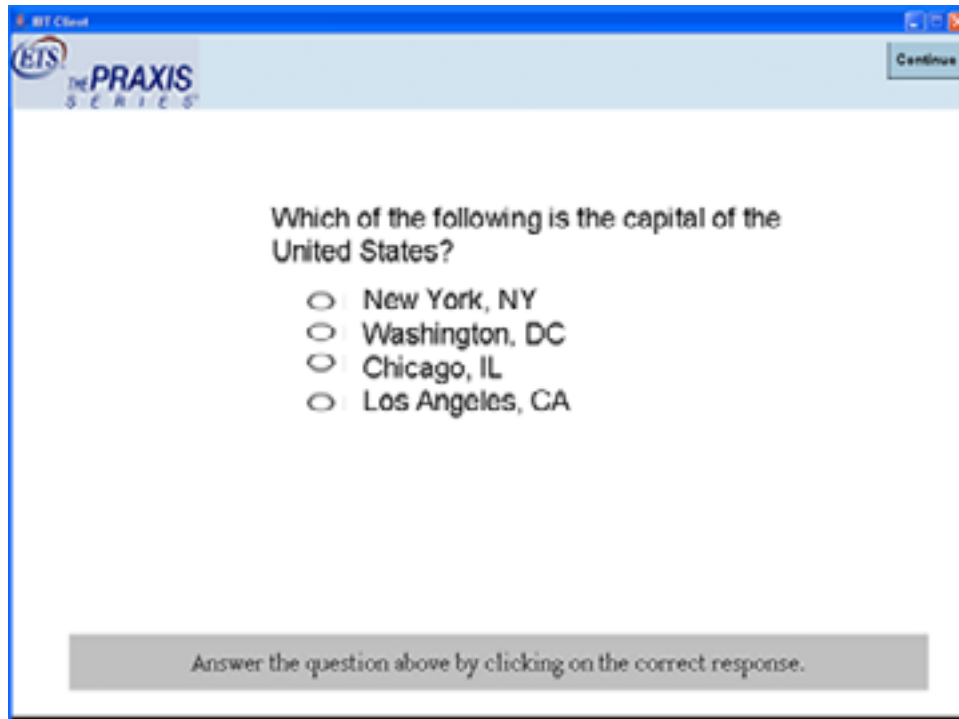
- Knows basic procedures for financial record keeping, reporting, and accountability
 - Distinguishes local, state, and federal requirements for financial management
 - Identifies the process of monitoring financial accounts
 - Recognizes the importance of using standard accounting practices
- Understands procedures for budget planning and management
 - Identifies and analyzes relevant data for use in budgetary decision making
 - Identifies and engages stakeholders in budget planning
 - Describes the process for budget planning at multiple levels
 - Facilitates the management of budgets according to law
- Is familiar with strategies for obtaining and managing resources needed to achieve the district's mission and goals
 - Identifies key strategies for obtaining resources:
 - Securing grants
 - Sharing services
 - Consolidating purchases
 - Securing sponsorship and advertising
 - Establishing foundations
 - Securing donations
 - Identifies key strategies for efficiently managing resources:
 - Sharing or consolidating services
 - Sharing human capital
 - Conserving resources
 - Auditing staff
 - Utilizing technology
 - Outsourcing
 - Building capacity of staff to meet the needs of all learners
- Is familiar with strategies for financial planning to address future district needs
 - Identifies components of financial planning:
 - Revenue forecasts
 - Enrollment and staffing projections
 - Bond issues
 - Demographic trends
 - Capital and facility needs

C. Management

- Is familiar with how elements of facilities management affect the learning process
 - Identifies the relationship between facilities management and the learning process
 - Identifies elements of a facilities management plan
 - Identifies procedures and personnel needed for building maintenance, cost analysis, use of facilities
- Is familiar with federal laws and regulations associated with facilities management and compliance
 - Identifies federal laws and regulations associated with facilities (including but not limited to):
 - ADA
 - OSHA
 - EPA
 - IDEA 2004 (IDEIA)
- Knows how to implement a crisis management plan
 - Defines components of a crisis management plan
 - Identifies resources to use in implementing the plan
 - Communicates procedures, practices, and personnel required for crisis management implementation
 - Implements crisis management readiness and training activities
- Knows how to evaluate the efficacy of a crisis management plan
 - Describes the steps in the evaluation of a crisis management plan
 - Examines the status of the current crisis management plan
- Knows strategies for time management
 - Applies the elements of time management:
 - Planning
 - Prioritizing
 - Scheduling
 - Delegating
 - Allocating
 - Monitoring
- Is familiar with the effect of the organizational structure of a district on day-to-day operations
 - Identifies the effects of the organizational structure on daily operations:
 - Purchasing
 - Scheduling
 - Transportation
 - Personnel
- Understands the role of support services in the school system
 - Explains support services and recognizes their roles:
 - Transportation services
 - Food services
 - Student support services
 - Custodial services
 - Safety and security services
 - Information technology services
- Understands the interdependent nature of the organizational system
 - Explains the cause-and-effect relationship of departments in the organization
 - Applies appropriate teaming strategies to build connectedness
- Knows strategies for problem solving
 - Assimilates problem-solving strategies into daily operations:
 - Identifies and investigates a problem
 - Generates solutions
 - Analyzes options
 - Selects an action
 - Implements the action
 - Communicates the results of the action
 - Evaluates the action
 - Supports multiple models for problem solving

This test is available via computer delivery.

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



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

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

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

Sample Test Questions

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

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

1. Which of the following has the authority to adopt policies that will best ensure accountability for school districts?
 - (A) The district superintendent
 - (B) The district school board
 - (C) The members of the district's policy subcommittee
 - (D) The general public through referendum
2. A superintendent works with the principal and staff members of a low-performing middle school to implement the following research-based recommendations:

1. Support change with strong leadership.
2. Maintain a consistent focus on improving instruction.
3. Make viable improvements early in the process.
4. Build a committed staff.

Which of the following is the primary purpose of the recommendations above?

- (A) Increasing the likelihood of a successful turnaround
- (B) Improving teacher-administrator communication
- (C) Establishing credibility in the community
- (D) Alerting other schools of the need to maintain high standards

3. A district parent-teacher organization invites the new superintendent to attend a round table meeting. After accepting the invitation, the superintendent learns that the group has disregarded requests made by the previous superintendent on several occasions. As a result, the organization's working relationship with the school district is poor. At the round table meeting, the superintendent should
 - (A) listen, observe, and look for common themes arising during the event
 - (B) review his or her goals, set the tone of his or her tenure, and control the discussion
 - (C) speak praise of the group, review his or her expectations, and learn the written rules of the group
 - (D) discuss the problems with the previous superintendent, implement control measures, and informally discuss the rules governing the group
4. Which of the following best identifies a characteristic of a highly effective school?
 - (A) A structure for ongoing monitoring of student performance and strong accountability
 - (B) A variety of professional development activities offered to novice and veteran staff
 - (C) A centralized administration directing school operations
 - (D) Teacher autonomy when implementing curriculum standards in the classroom
5. Which of the following strategies best engages stakeholders in the process of creating a shared vision?
 - (A) Asking parents to draft a preliminary vision statement for the administrative leadership to review
 - (B) Offering parent meetings where the superintendent presents the developed vision and goals
 - (C) Assessing the district's readiness through input from employees early in the development process
 - (D) Involving employees and community members directly in the process so each has a voice

6. Which of the following strategies would best build a staff committed to turning around a low-performing school?
 - (A) Providing teachers with a well-maintained facility
 - (B) Providing training on curriculum alignment with state standards
 - (C) Replacing staff opposed to effective turnaround efforts
 - (D) Hiring newly graduated teachers to provide a fresh view of education
7. A superintendent wants to ensure seamless learning for students transitioning from elementary to middle school and from middle school to high school. Which of the following support structures best meets the superintendent's needs?
 - (A) Professional learning communities
 - (B) Collaborative cohorts
 - (C) Vertical teaming
 - (D) Inquiry-based staff development
8. Ms. Jazmine, a new superintendent, sets a goal to increase collaboration among central office staff and principals during her first year. A few weeks into the school year, she learns that on two different occasions a principal has encouraged other principals to undermine her efforts to implement a new district-wide teacher evaluation process. Which of the following is the superintendent's best initial action for addressing the situation?
 - (A) Offering the principal an opportunity to express an opinion about the new evaluation process directly to her
 - (B) Meeting with the principal to document the incidents and communicate her expectations
 - (C) Placing a letter of reprimand for insubordination in the principal's personnel file
 - (D) Ignoring the situation at present and waiting to see if the negative talk stops on its own
9. Which of the following initiatives should a superintendent implement to best support data-driven decision making?
 - (A) Grading systems based on each teacher's evaluation of completed work and participation
 - (B) Staff-development programs as improvement strategies to address documented problems
 - (C) Staffing decisions based on each teacher's long-term commitment and availability
 - (D) Budget decisions based on prior practice and school board-supported priorities
10. Which of the following sets of data will be most helpful to a superintendent preparing a comprehensive district budget?
 - (A) Demographic changes for the state, projections in migration patterns for the United States, and shifts in urban settings
 - (B) National and state economic projections of employment rates, interest rates for home mortgages, and consumer spending
 - (C) Student enrollment projections, revenue and expenditure projections, cash flow projections, and debt service projections
 - (D) Projections of labor availability, the number of teachers graduating in high-need subject areas, and the number of college graduates
11. A superintendent learns that local college-readiness assessment data indicate that graduating seniors in the district lack basic language proficiency skills upon entering college. Which of the following actions taken by the superintendent would best engage others in addressing the district's problem?
 - (A) Requesting that the local community college add a remedial reading and writing course to address the deficiencies identified by the assessment
 - (B) Proposing that a private tutoring company provide services at reduced cost to seniors who fail to meet the state assessment standards
 - (C) Holding a press conference to obtain community support for raising funds to purchase a literacy program for seniors
 - (D) Convening a community-action committee that focuses on determining the reasons for and solutions to the gaps identified by the assessment data

12. Which of the following practices implemented by school leadership in a district best promotes improving student performance?
- (A) Gathering evidence connected to individual school goals and using the data to drive future instructional decisions
 - (B) Requiring each school to undergo an annual instructional program audit and ranking the district's schools based on the audit's results
 - (C) Organizing professional development around state assessment scores by teacher and monitoring the individual implementation of the strategies presented
 - (D) Evaluating all district principals based on the passing rates of their students and the annual evaluation scores of the teachers in their school
13. The parents of three homeschooled children request to have their children participate in the district's interscholastic athletics program. Before responding to the parents, the superintendent should
- (A) estimate the cost of the children's participation
 - (B) notify the athletic director that children new to the district will be joining the athletic teams
 - (C) review current state law concerning the rights of homeschooled students
 - (D) require evidence from the parents that indicates the children's home instruction is equivalent to that of public school
14. A superintendent is changing the existing high school schedule of daily 45-minute class periods to alternating 90-minute blocks. This change is based on research that suggests that most high school teachers following a 45-minute class schedule
- (A) use team-teaching approaches more frequently than teachers in alternating blocks
 - (B) use more lecture and didactic teaching methods than teachers in alternating blocks
 - (C) report that student attendance is better in daily short sessions than in alternating blocks
 - (D) report increased student achievement in daily short sessions than in alternating blocks
15. Which of the following actions by a superintendent would best ensure that the agreed upon, nonnegotiable district goals for improving classroom instruction and student achievement are implemented in every school?
- (A) Establishing a communication plan to guarantee that all staff members in each building are aware of the identified goals
 - (B) Allocating additional funds for professional development programs to promote the consistent use of research-based instructional practices
 - (C) Adopting a single instructional model that all teachers employ for classroom instructional design and planning
 - (D) Making sure that building-level administrators engage in behaviors that provide both implicit and explicit support for the identified goals
16. When leading a small school district, a superintendent should consider outsourcing which of the following aspects of technology to a commercial organization because of the considerable expertise and resources needed to manage it?
- (A) Web site content selection
 - (B) Intranet file management
 - (C) Web site hosting and management
 - (D) Professional development
17. To deal with overcrowding, a school board decides to revise the attendance boundaries of the district's two high schools. Due to limited communication, the board's decision causes an uproar in the community. Which of the following steps would best improve public relations with the community and minimize community dissension in the future?
- (A) Scheduling a meeting between the superintendent and the school board to analyze the community's reaction to their decision
 - (B) Establishing a proactive public relations plan that includes procedures for addressing school- and community-related issues
 - (C) Hiring an outside public relations consultant to handle school- and community-related issues and crises as they occur
 - (D) Allowing parents and community members to comment after decisions have been made that affect them

18. In addition to overseeing the operation of public schools and making sure applicable laws are carried out, state education agencies are responsible for which of the following?
- (A) Submitting educational policy for review and passage by state legislatures
 - (B) Providing a state school board designee to serve on superintendent selection committees
 - (C) Overseeing the selection and approval of local school board members
 - (D) Distributing state funds to school districts within the established parameters
19. Stage 1: Identify desired results
Stage 2: Determine acceptable evidence of learning
Stage 3: Design learning experiences and instruction
The three stages of planning listed above are most closely associated with which of the following approaches to curriculum design?
- (A) Strategic planning
 - (B) Backward planning
 - (C) Performance-based planning
 - (D) Unit planning
20. A superintendent wants to improve the effectiveness of the district's new-teacher mentoring program which currently assigns each new teacher to a single mentor-teacher. To best improve the program, the superintendent should take which of the following actions?
- (A) Reallocating the cost of a mentor-teacher assignment toward the cost of staff development classes that occur twice a year
 - (B) Asking a group of teachers in a specific content area to act as cohorts to the mentors
 - (C) Providing multiple mentors to each new teacher for support in critical-need areas
 - (D) Allocating an instructional coach and administrator to each new teacher
21. A superintendent provides training to district principals on strategies to build a collaborative culture in their schools. Which of the following best identifies an action by the principals that would most likely establish a collaborative culture within their schools?
- (A) Requiring teachers to generate solutions to school-based problems
 - (B) Delegating to teachers the responsibility of monitoring progress toward district goals
 - (C) Inviting teachers to participate in a book study to investigate the benefits of shared decision making
 - (D) Establishing professional learning communities to promote shared inquiry among teachers
22. To account for public funds and assist decision makers, school financial reports must conform to the legal requirements of each state and comply with the
- (A) Elementary and Secondary Education Act (ESEA)
 - (B) No Child Left Behind Act (NCLB)
 - (C) Individuals with Disabilities Education Act (IDEA)
 - (D) Generally Accepted Accounting Principles (GAAP)
23. Which of the following actions would best address a new superintendent's goal of improving students and teachers' understanding of ethnic diversity in the community?
- (A) Implementing an integrated curriculum that promotes an appreciation of cultural similarities and differences
 - (B) Adopting formal school- and district-level policies to promote involvement of families who reflect the diversity of the school population
 - (C) Establishing a district-level multicultural association to provide an open forum for sharing ideas and planning district events
 - (D) Engaging teachers in thought-provoking and innovative professional development activities that promote a deeper knowledge base for differentiated instruction

24. The superintendent hosts a reception to recognize the achievements of the staff at a campus who earns an excellent rating on the state-mandated assessment. This action will most likely result in
- (A) an increased level of trust in district leadership
 - (B) an increased understanding of teacher collaboration
 - (C) the establishment of a learning community
 - (D) a repeat of the behaviors that resulted in student success
25. Which of the following uses of technology by administrators is an emerging trend in education that helps school leaders increase their efficiency?
- (A) Using presentation software to facilitate parent-teacher meetings
 - (B) Making an audio recording of teacher evaluations for future review
 - (C) Encouraging the use of digital resources instead of traditional textbooks
 - (D) Entering classroom observation data into a mobile device
26. A superintendent mentors a newly appointed elementary principal who is concerned that there is insufficient time in the day to complete tasks and responsibilities requiring her individual attention. Which of the following is an inefficient time management practice of many new principals?
- (A) Supervising the arrival and departure of students
 - (B) Scheduling time at the beginning and end of the day to respond to e-mail
 - (C) Having an open-door policy throughout the day
 - (D) Setting aside a period of time each day to visit classrooms
27. Which of the following actions by a superintendent best ensures that the local board of education makes sound curriculum policy decisions?
- (A) Developing an understanding with the board that curricular policy is not their responsibility
 - (B) Educating board members on curriculum-related issues on a regular basis
 - (C) Discussing curriculum policies in depth at a formal meeting to ensure policy approval
 - (D) Encouraging board members to participate in district curriculum writing activities
1. Guaranteed and viable curriculum
 2. Challenging goals and effective feedback
 3. Parent and community involvement
 4. Safe and orderly environment
28. According to research, the factors listed above are most likely to have a positive effect on
- (A) staff development
 - (B) curriculum development
 - (C) campus facility maintenance
 - (D) student achievement
29. A positive correlation exists between well-maintained campus facilities and
- (A) increased resource sharing with the community
 - (B) improved community involvement
 - (C) increased student achievement
 - (D) improved communication among staff Members
30. A maintenance supervisor ignores several custodians' repeated complaints that the chemicals used to clean the school bathrooms irritate their lungs. Which of the following regulations is the supervisor violating?
- (A) Fair Labor Standards Acts (FLSA)
 - (B) National Institute of Occupational Safety and Health (NIOSH)
 - (C) Americans with Disabilities Act (ADA)
 - (D) Occupational Safety and Health Act (OSHA)

31. According to the provisions of the Family and Medical Leave Act (FMLA), a superintendent can approve twelve weeks of leave for an employee who
- (A) travels outside the United States to begin adoption procedures
 - (B) provides care for an elderly grandparent with a serious illness
 - (C) adopts a child through a local adoption agency
 - (D) has a relative who has died unexpectedly
32. Research-based professional development standards make explicit that the purpose of professional learning is to
- (A) identify the most appropriate and effective professional learning programs for educators
 - (B) develop educators' knowledge and skills to help students perform at higher levels
 - (C) support collaboratively determined improvement goals of schools and districts
 - (D) prescribe professional learning solutions to address school-based challenges
33. Which of the following approaches to budgeting has historically been the most widely used in schools?
- (A) Line-item budgeting
 - (B) Performance budgeting
 - (C) Program budgeting
 - (D) Zero-based budgeting
34. Which of the following practices by the superintendent would most effectively promote an ethical strategic planning process?
- (A) Engaging in planning activities with a diverse group that represents the community
 - (B) Assigning members of a children's advocacy group to the district's student policy development and evaluation committee
 - (C) Advertising in local church bulletins for interested community members to join the planning team
 - (D) Inviting members of a local advocacy group that the superintendent is a part of to join the planning process
35. When a superintendent responds to requests by employees for a reference, which of the following practices best mitigates potential liability for errors and omissions?
- (A) Providing the requested information to third parties and then notifying the employee
 - (B) Providing a full and comprehensive reference
 - (C) Identifying any statements of personal opinion
 - (D) Including the employee's contact information in the reference letter
36. A school district currently evaluates the effectiveness of its mathematics program by analyzing the results from the annual state-mandated test. To best ensure the mathematics program is aligned with state standards, a more in-depth analysis of which of the following should occur?
- (A) The current year of norm-referenced assessment results for mathematics
 - (B) Multiple years of Title I mathematics program results and the results of special education students
 - (C) Multiple years of classroom-level assessment results and district benchmark results
 - (D) The current year of National Assessment of Educational Progress (NAEP) mathematics results
37. Which of the following best identifies the primary benefit of curriculum integration?
- (A) Facilitating a student-centered approach to teaching and learning
 - (B) Supporting the development of units of study based on a central theme or idea
 - (C) Promoting student achievement by helping students to make connections among subject matter
 - (D) Maintaining teacher accountability for designing relevant learning activities for students

38. The superintendent examines irregularities in the students' responses on a commercial standardized test. The review reveals that a principal at an elementary school has altered students' responses. Which of the following has the principal violated?
- (A) An assessment framework
 - (B) A campus curriculum policy
 - (C) A timed testing guideline
 - (D) A code of ethics
39. Which of the following district policies should be developed collaboratively with the community to best ensure student safety on the Internet?
- (A) Acceptable use
 - (B) Use of school facilities
 - (C) Use of controversial materials
 - (D) Use of virus protection software
- 1. Focused on specific curriculum content
 - 2. Organized around real problems of practice
 - 3. Linked to analysis of teaching and student learning
 - 4. Intensive, sustained and continuous over time
 - 5. Integrated into school and classroom planning around curriculum, instruction, and assessment
40. According to research, following the guidelines above will most likely result in improved
- (A) professional development programs
 - (B) curriculum development and revision
 - (C) long-range planning
 - (D) goal setting
41. Which of the following is a primary benefit to a school district considering a decision to outsource custodial services?
- (A) A reduction in the number of district employees
 - (B) Greater efficiency resulting from specialized management
 - (C) A reduction in safety risks by storing cleaning supplies off-site
 - (D) Flexibility in the hiring and dismissal of the custodial services company
42. Which of the following best identifies an evaluation instrument whose results serve as a common metric for comparing the performance of United States students in various subject areas across states?
- (A) TIMSS®
 - (B) SAT®
 - (C) DRA™
 - (D) NAEP
43. When a tenured teacher who is a member of a teachers' union is being considered for dismissal, which of the following criteria is important to consider?
- (A) Level of participation in campus activities
 - (B) Collective bargaining provisions
 - (C) Years of service in the position
 - (D) Level of education attained
44. Which of the following best identifies a school public relations standard to promote regular, two-way communication with various segments of the community?
- (A) Ensuring that district and school administrators serve as active members of civic and service organizations
 - (B) Employing a variety of communication channels that are based on research and planning
 - (C) Making information about the district available to the news media on a regular basis
 - (D) Providing regular opportunities for school administrators and teachers to meet face-to-face with parents

45. Which of the following would best help to identify potential threats and possible scenarios to consider when refining a district crisis plan?
- (A) Writing a clearly defined disaster-response plan
 - (B) Performing a risk assessment
 - (C) Practicing disaster-response activities
 - (D) Requesting feedback from a disaster-response consultant
46. After a violent incident occurs at a school, which of the following steps taken by the superintendent and school administration best supports the recovery of the campus climate?
- (A) Preparing a comprehensive statement regarding the incident for the media
 - (B) Working to return the school environment to normalcy
 - (C) Conducting a timely debriefing with safety officials to identify lessons learned
 - (D) Determining needed changes to ensure another incident does not occur
47. A superintendent wants the community to better understand the goals of public education as reflected in the district's strategic plan. Which of the following most effectively communicates this information to stakeholders and the community at large?
- (A) Scheduling meetings for interested parties to learn more about the history and relevance of public education
 - (B) Including a short statement about the purpose of education on the school Web site and other communication instruments
 - (C) Distributing a questionnaire asking participants about the importance of education and publishing the results on the school Web site
 - (D) Contributing a series of brief articles in the local newspaper to highlight different aspects of the importance and relevance of public education
48. Which of the following best defines a leadership model that broadens employee involvement in decision making and focuses on mutual influence of others?
- (A) Distributed leadership
 - (B) Transactional leadership
 - (C) Situational leadership
 - (D) Servant leadership

Answers

1. (B) is correct because the responsibility and authority to adopt school policy belongs to the school board in each district. (A) and (C) are incorrect because while the superintendent and members of the district's policy subcommittee, if one exists, may work with the school board to consider necessary policy changes, only the school board can vote to approve policy. (D) is incorrect because a referendum is not necessary to adopt school policy; it is used when additional taxes are requested to fund specific district needs.

2. (A) is correct because the four recommendations provide the keys to turning around a low-performing school. (B) and (C) are incorrect because the four recommendations do not focus on communication within the school or credibility in the community. (D) is incorrect because the four recommendations are primarily intended to turn around a low-performing school. Any message received by other schools would be an incidental effect.

3. (A) is correct because during the first few months on the job, the superintendent should take every opportunity to absorb the district culture, strengths, weaknesses, challenges, and values. By doing so in this scenario, the superintendent refrains from being pulled into taking sides without a full picture of the situation and can use the opportunity to begin anew with this group. (B), (C), and (D) are incorrect because dominating discussions, delivering an authoritative speech, or hashing through old issues will not allow the superintendent adequate time to observe the group dynamics and community culture before deciding whether action is necessary.

4. (A) is correct because strong accountability and ongoing monitoring of student performance is a research-based characteristic of highly effective schools. (B) is incorrect because effective professional development focuses on providing training that is aligned with campus goals to best improve student performance. (C) is incorrect because effective school leadership includes shared goals, relational trust, and a culture of school improvement. (D) is incorrect because effective curriculum and instruction should consistently be aligned with the state standards.

5. (D) is correct because the best strategy for engaging stakeholders in the process of creating a shared vision is to establish a regular avenue for them to provide input and give feedback. (A) is incorrect because asking parents to draft a vision statement engages only the parents involved in the process and inappropriately places too much responsibility on them. (B) is incorrect because parent meetings in which the superintendent presents the completed vision and goals do not engage the community in the process; the meetings only inform them after the fact. (C) is incorrect because asking employees to assess the district's readiness does not appropriately engage other stakeholders, such as the community, in the process.

6. (C) is correct because an effective strategy for building a committed staff is to identify those who are not invested in the turnaround efforts and replace them with qualified, enthusiastic employees who will make the needed changes. (A) is incorrect because a well-maintained facility does not address the need to build a staff committed to turning around a low-performing school. (B) is incorrect because ensuring curriculum alignment is a more effective strategy for making visible improvements to the curriculum. (D) is incorrect because hiring a staff with balanced levels of experience and ensuring that they are committed to improving academic achievement is a more effective strategy for achieving campus improvement goals.

7. (C) is correct because to focus on the transition from elementary to middle to high school, teachers must work in vertical teams to identify expectations, gaps, and student needs from one level to the next. (A) and (B) are incorrect because professional learning communities and collaborative cohorts are typically formed within any one school, but not necessarily between multiple schools wanting to focus on a single topic or problem. (D) is incorrect because inquiry-based staff development focuses on staff development as a process where practitioners come together to reflect on their practice, formulate problem statements, take new action, and evaluate the effectiveness of that action.

8. (B) is correct because the superintendent wants to increase collaboration with principals during her first year. So meeting with this particular principal in the midst of conflict is a positive step in support of that goal. (A) and (C) are incorrect because while these steps may be necessary eventually, the superintendent should first meet with the principal to hear specific concerns and open the door to effective communication. (D) is incorrect because proactive communication that addresses the principal's concerns will best lead to a positive working climate and facilitate effective communication.

9. (B) is correct because to best support data-driven decision making, all staff development should focus on needs that are documented through quantitative and qualitative data collection. (A) is incorrect because a grading system based on completed work and participation does not adequately align with progress toward achievement of established standards of performance. (C) is incorrect because staffing decisions should be made in accordance with district needs as determined by pertinent data. (D) is incorrect because the continuous improvement model supports maintaining only programs that positively influence student achievement.

10. (C) is correct because student enrollment projections are used to estimate the number of students the district will serve. Revenue and expenditure projections estimate the amount of money that will flow in and out of the district. Debt service projections estimate the amount of money the district will need to pay for expenses such as construction. All these pieces of data assist the superintendent directly in building an accurate district budget. (A), (B), and (D) are incorrect because while demographic changes, economic projections, and teacher availability may indirectly affect the budget, none of this data is a routine component of the budget.

11. (D) is correct because involving a diverse group of community members in this type of planning will allow for new perspectives and innovative solutions. (A) and (B) are incorrect because soliciting the community college or private businesses to provide remedial programs for students does not address the programmatic problems in the district. (C) is incorrect because addressing the problem as a financial one will inappropriately divert attention from the instructional problem.

12. (A) is correct because the continuous improvement process encourages districts to connect the practices within a school to data and to use that data to drive the future behavior of teachers to further campus goals. This practice will best promote improvement in student achievement. (B) is incorrect because using an annual instructional program audit to rank schools does not focus on improvement in a manner that will best affect student performance. (C) is incorrect because professional development should not be based on only one piece of data because of the limited picture of campus or district needs that it provides. (D) is incorrect because evaluating principals based on teacher evaluations does not promote improving student performance.

13. (C) is correct because laws regarding homeschooling vary widely from state to state and are still being interpreted by the courts. (A), (B), and (D) are incorrect because while they may be appropriate next steps in states requiring them, it would be most reasonable for the principal to review current state law before responding to the parents.

14. (B) is correct because existing research on block scheduling shows that teachers lecture less and gradually engage students in more active-learning structures than teachers using the traditional 45-minute class schedule. (A) is incorrect because research does not show that team teaching is used more in 45-minute class schedules. (C) and (D) are incorrect because student attendance and student achievement are not better in the 45-minute class schedule.

15. (D) is correct because effective superintendents ensure that district goals, once agreed upon, are fostered in every school site by empowering and monitoring campus administrators as they develop communication and implementation plans for achieving the goals. (A) is incorrect because building awareness is not enough to ensure that the goals are implemented in every campus. (B) is incorrect because while professional development is important to increasing employees' understanding of best practices, providing funding for professional development programs will not guarantee consistent use of strategies, nor ensure that the use of such funds aligns with the district's goals. (C) is incorrect because employing any one strategy exclusively is not an effective method for improving classroom instruction and should be avoided when establishing goals for improving classroom instruction.

16. (C) is correct because small school districts do not have the expertise and resources needed to host and manage a Web site for the district and its schools. (A) is incorrect because a host of templates exist to help with content selection for a school district. As well, the content for a school district is best identified by employees knowledgeable about the activities and initiatives in the district. (B) is incorrect because the files and documents maintained on an intranet are often confidential and specific to certain employees, so those files are best maintained by district employees. (D) is incorrect because school districts establish budgets for professional development, including topics on technology integration. As well, technology use in the classroom is most effective when integrated into the curriculum.

17. (B) is correct because a well-thought-out public relations plan is essential to successful communication with the public. By researching, developing goals, carrying out the goals, and evaluating the actions taken, a school district can attain a mutually beneficial relationship with the public it serves. (A) is incorrect because while analyzing the reaction of the public to the current situation is an appropriate response, the strategy does not address the need to develop a proactive public relations plan for future issues. (C) is incorrect because it is best for the school district itself to handle the role of public relations to build positive, open communication with the public. (D) is incorrect because allowing parents to comment after decisions have been made does not proactively address the district's future needs.

18. (D) is correct because state education agencies are tasked by state legislatures to equitably distribute education funds in accordance with state law. (A) is incorrect because the department of education receives its authority from the state and, in essence, acts on behalf of state legislatures in overseeing the operation of public schools. (B) is incorrect because state education agencies are not involved in the selection or approval of superintendents. However, they do establish criteria and certification requirements for applicants. (C) is incorrect because while state education agencies provide technical assistance to school boards, they are not involved in the selection process.

19. (B) is correct because backward planning to curriculum design focuses on identifying the content that needs to be mastered first and then working backward to design assessments and activities to support student learning. (A) is incorrect because strategic planning is associated with creating district-wide goals to help a district achieve desired results in many areas, including curriculum. (C) is incorrect because performance-based planning is associated with the disaggregation of school or district data to assess needs, inform, and help design future lessons. (D) is incorrect because unit planning is associated with developing activities, lessons, and assessments on certain, identified content.

20. (C) is correct because providing new teachers with multiple mentors most effectively brings a number of employees to the new teacher to share specific expertise in various areas. (A) is incorrect because having a mentor at the school is more effective than a staff development class offered twice a year. (B) is incorrect because this configuration assigns several new teachers to a single mentor and limits the individualization a mentor has time to provide any one teacher. (D) is incorrect because assigning a single instructional coach and administrator limits the expertise base available to the new teacher.

21. (D) is correct because current research shows that professional learning communities promote shared inquiry among teachers and effectively build collaboration in schools. (A) is incorrect because mandating teachers to generate solutions will minimize their sense of collaboration and stifle collaborative energy. (B) is incorrect because monitoring progress toward goals is the responsibility of school-level administration, often completed in collaboration with teacher leaders. (C) is incorrect because while engaging teachers in a book study will increase their understanding of the benefits of shared decision making, it will not necessarily lead to a change in the school without additional action.

22. (D) is correct because the standard framework of guidelines for recording and summarizing financial statements is called GAAP. (A) and (B) are incorrect because ESEA is the reauthorization of NCLB, which emphasizes equal access to education and establishes high standards of accountability. (C) is incorrect because IDEA is a law ensuring services to children with disabilities throughout the nation.

23. (A) is correct because an integrated approach to the multicultural curriculum at all levels encourages teachers and students to develop an appreciation of cultural similarities and differences. (B) is incorrect because adopting a policy to promote the involvement of community members who reflect the diversity of the school population does not affect teachers and students in a way that meets the superintendent's goal. (C) is incorrect because establishing a district-level multicultural association does not meet the goal of improving teacher and student understanding of the diversity in the community. (D) is incorrect because promoting professional development activities on differentiated instruction is more appropriate for addressing the various skill levels of students present in any one classroom.

24. (D) is correct because recognizing the efforts of employees at the campus reinforces the behaviors that resulted in the improvement and will increase the likelihood that those behaviors will be repeated. (A) is incorrect because a more appropriate strategy for increasing employee trust in district leadership is to consistently ensure the decision-making process is transparent and honors established agreements. (B) is incorrect because a better strategy for increasing teacher collaboration is to implement mentoring programs for new teachers and provide ongoing support from administrators. (C) is incorrect because comprehensive school reform is needed to establish a learning community.

25. (D) is correct because entering observation data into mobile devices eliminates the need to later type handwritten notes into forms. This new use of mobile devices decreases the time needed for any one observation and increases administrator efficiency. (A) is incorrect because using presentation software is not an emerging use of technology whose goal is to increase efficiency. Presentation software can better be used to increase effective communication with parents. (B) is incorrect because making audio recordings of an observation decreases efficiency by requiring administrators to listen to an evaluation more than once. (C) is incorrect because encouraging the use of digital resources to replace traditional textbooks is done by teachers rather than administrators.

26. (C) is correct because while having an open-door policy facilitates communication with various stakeholders, unlimited use of this strategy, particularly by a new principal, can restrict the administrator's ability to complete other necessary, important tasks. (A) is incorrect because monitoring the safety of students during arrival and departure is an important supervisory task to be completed by the principal. (B) is incorrect because scheduling time to respond to e-mail regularly is an effective time-management skill. (D) is incorrect because as instructional leaders, principals need to be in classrooms each day, and blocking time supports that practice.

27. (B) is correct because a superintendent should educate members of the school board on curricular matters to foster an understanding and clear focus of the mission of the district. (A) is incorrect because the school board is charged with the responsibility of making policy decisions for the district. (C) is incorrect because having an in-depth discussion at a general board meeting would be too time-consuming. For that reason, school boards form subcommittees to do in-depth work on various topics. (D) is incorrect because curriculum writing is most appropriately completed by teachers and curriculum specialists, not school board members.

28. (D) is correct because creating a guaranteed, viable curriculum, setting challenging goals and offering effective feedback, increasing parent involvement, and providing a safe environment are all directly linked to increasing student achievement. (A), (B), and (C) are incorrect because the four factors are not directly linked to staff development, curriculum development, or campus facility maintenance.

29. (C) is correct because a school's condition has a strong positive correlation with increased student achievement. Research shows that students in well maintained facilities tend to score higher than students in substandard buildings. (A) is incorrect because the use of campus facilities is governed by board policy, which will allow or prohibit such use regardless of the condition of the facilities. (B) is incorrect because focusing on relationships within the school and establishing a culture that invites the community to be active participants in the educational process is a more effective strategy for improving community involvement. (D) is incorrect because improving communication among staff members requires more than well-maintained facilities. Administrators should address norms and beliefs regarding interactions between staff members and make time available during the workday for such communication.

30. (D) is correct because OSHA is a federal law passed to ensure occupational health and safety in the workplace. (A) is incorrect because FLSA primarily regulates wage and work hours for employees. (B) is incorrect because NIOSH is the federal agency responsible for conducting research and making recommendations for the prevention of work-related injury and illness. (C) is incorrect because ADA prohibits discrimination based on a disability.

31. (C) is correct because the FMLA provides up to twelve weeks of leave in a twelve-month period for parents who have given birth to or adopt a child. (A) is incorrect because travel for adoption procedures is not covered by the FMLA. (B) is incorrect because the FMLA allows an employee to take leave to care for a spouse, child, or parent who has a serious health condition, but does not cover a grandparent. (D) is incorrect because the FMLA does not cover bereavement leave.

32. (B) is correct because the standards make explicit the purpose of professional learning: improving student learning. Professional learning allows educators to develop the knowledge, skills, practices, and dispositions needed to help their students perform at high levels. (A) is incorrect because the standards are not intended to rank and assess the merits of existing professional-development programs. (C) is incorrect because while professional development should support school improvement goals, that is not its primary purpose. (D) is incorrect because the standards are not intended to serve as a prescription for how leaders should address the many challenges of public education.

33. (A) is correct because line-item budgeting is the most popular format for educational budgets because of its simplicity and control orientation. (B), (C), and (D) are incorrect because while performance, program, and zero-based budgets are used sporadically in schools, none of them are the most commonly used format.

34. (A) is correct because it is good practice to involve a diverse group of participants in the strategic planning process so that varied perspectives are represented. (B) is incorrect because selecting members of a certain group for a district-level committee over members of other groups will lead to unfair representation and is not a balanced approach to community involvement. (C) is incorrect because advertising for representation on a district-level committee in a faith-based organization inappropriately gives an advantage to members of that organization. (D) is incorrect because allowing favoritism toward an advocacy group the superintendent is part of gives that group unfair representation in district matters.

35. (C) is correct because to avoid liability for errors or omissions and to offer protection to the employer, a superintendent should clearly label statements of personal opinion with wording such as, "It is my opinion that Mr. Doe" (A) is incorrect because the data protection laws and qualified privilege make most employee information confidential. (B) is incorrect because superintendents are not required to give a full and comprehensive reference. To best avoid potential liabilities, it is advisable to limit the reference to ensure that it is fair, accurate, and reasonable. (D) is incorrect because contact information should be completed by the employee, not the superintendent.

36. (C) is correct because reviewing classroom assessments and district benchmarks (in addition to the annual state-mandated assessment results) for alignment with state standards provides the school with information needed to improve the program's content, skills, assessments, activities, and resources. (B) is incorrect because reviewing only Title I and special education results is too limited to best provide the information needed to analyze the mathematic program's alignment with state standards. (A) and (D) are incorrect because norm-referenced tests and the NAEP are not aligned with any one state's standards and thus would not be helpful in monitoring curriculum alignment with state standards.

37. (C) is correct because integrated curriculum acts as a bridge to increased student achievement by helping students see connections among two or more identifiable disciplines. (A) is incorrect because a student-centered approach is best achieved through a constructivist or strategic approach. (B) is incorrect because while the development of thematic units may be an outcome of curriculum integration, it's not the primary benefit. (D) is incorrect because monitoring teacher lesson plans and instruction and providing feedback through the teacher evaluation process are better strategies for ensuring teacher responsibility for planning relevant learning activities.

38. (D) is correct because a code of ethics specifically outlines the professional duties of the position, including honesty, integrity, and trustworthiness. (A) is incorrect because an assessment framework focuses on the content strands, requirements, and objectives of the identified assessment. (B) and (C) are incorrect because while a curriculum policy and testing guideline will likely assume an honest administration of assessments, neither document will specifically outline the responsibility of the principal to act in a manner expected of the position.

39. (A) is correct because an acceptable-use policy is a set of rules that govern the way the district, teachers, and students can use the Internet, computers, and other electronic devices on school grounds or at school-sponsored activities. (B) is incorrect because a policy on the use of school facilities will focus on such use by organizations and community groups outside of school hours. (C) is incorrect because a policy on the use of controversial materials will focus on resources such as books, text, and videos that may be controversial in content. (D) is incorrect because a policy on the use of virus protection software will focus on protecting district assets and infrastructure.

40. (A) is correct because the factors identified positively influence the effectiveness of professional development programs for teachers. (B) is incorrect because guidelines for curriculum revision would include, but not be limited to, a comparison of current practices with best practices, a review of content taught against content tested and content standards, and would follow an approval process. (C) is incorrect because guidelines for long-range planning would include, but not be limited to, identifying what the district wants in the future and creating an action plan for achieving those goals. (D) is incorrect because guidelines for goal setting would include, but not be limited to, identifying specific, measurable, attainable, relevant, and time-bound outcomes.

41. (B) is correct because the greatest benefit of outsourcing custodial services is the efficiency and quality resulting from specific, expert management. (A), (C), and (D) are incorrect because a reduction in employees, a reduction in safety risks involving chemicals, and flexibility in hiring are not the primary benefits of outsourcing custodial services.

42. (D) is correct because the National Assessment of Educational Progress (NAEP) is the premier program for assessing what United States students know and can do in various subject areas. (A) is incorrect because the Trends in International Mathematics and Science Study (TIMSS) provides reliable and timely data on the mathematics and science achievement of United States fourth and eighth graders compared with that of students in other countries. (B) is incorrect because the Scholastic Aptitude Test (SAT) is an assessment used to determine a high school student's potential for success in college-level programs. (C) is incorrect because the Developmental Reading Assessment (DRA) is administered several times a year to determine a student's independent reading level and provide information to guide reading instruction.

43. (B) is correct because collective bargaining agreements outline additional due-process rights for tenured teachers. (A), (C), and (D) are incorrect because participation in campus activities, years of service in the position, and level of education attained would more likely be considered when hiring a balanced staff to meet the educational needs of students and for campus programs.

44. (A) is correct because serving as active members of civic and service organizations allows district and school administrators an opportunity to both provide information and receive regular feedback from various community stakeholders. (B) is incorrect because while using research-based strategies is a broad criteria of effective communication, those strategies are too general to meet the goal. (C) is incorrect because providing information to the media encourages one-way communication. (D) is incorrect because providing opportunities for administrators and teachers to meet face-to-face with parents is a communication strategy for parents, not the community as a whole.

45. (B) is correct because a risk assessment can best identify potential threats by analyzing campus weaknesses, areas that need improvement, and needs specific to each school. (A) is incorrect because while writing an initial crisis plan is appropriate, it is not the best strategy for identifying potential threats during the refinement of the plan. (C) is incorrect because practicing disaster-response activities is a more appropriate step for familiarizing students and faculty with the implementation of the plan. (D) is incorrect because a consultant will not be as familiar with the district as the employees who work and manage the district's facilities, so requesting feedback from a consultant is not the most effective strategy for identifying potential threats.

46. (B) is correct because returning the campus to normalcy for the students and staff is the most important post-crisis step to reestablish the mental health of the school community. (A) is incorrect because preparing a comprehensive statement for the media is a more appropriate step for an effective communication plan. (C) and (D) are incorrect because conducting a timely debriefing with safety officials and determining lessons learned should take place after the campus returns to normalcy.

47. (D) is correct because a series of brief articles in the local media will reach a broad audience and open a forum for future discussions. (A) and (B) are incorrect because those actions would reach only a limited number of stakeholders. (C) is incorrect because a questionnaire is a more appropriate strategy for obtaining feedback from the community on a specific topic.

48. (A) is correct because distributed leadership focuses on creating a culture of shared ownership or buy-in within the school or district. (B) is incorrect because transactional leadership focuses on an organizational culture of strict controls, where promotions are given for superior performance and punishment is given for rule violations. (C) is incorrect because situational leadership focuses on the dynamic nature of the climate and the need to understand that leadership should look differently depending on the situation. (D) is incorrect because servant leadership focuses on the belief that the leader has a responsibility to help the organization's members, society, and disadvantaged people by leading them well.

Sample Scoring Guide for Constructed Response Questions

The School Superintendent Assessment consists of a case study with three constructed-response questions that require the candidate to demonstrate the ability to synthesize and apply leadership skills to resolve issues or conflict.

Each task is scored on a 0-3 scale using the following general scoring guide.

A response that receives a score of 3:

A score of 3 presents a well-developed analysis that synthesizes important information from the case components and demonstrates a clear understanding and application of the issues presented in the documents and resolution to the issues.

- Demonstrates **detailed, specific** and **convincing** evidence of a grasp of the issues presented in the materials and **reasonable** ways to resolve the issues.
- Responds **appropriately** to **all** parts of the questions.
- Applies **appropriate** knowledge of the process to address the conflicting points of view.
- Applies **appropriate** knowledge to resolve conflict in a reasonable way.
- When required, provides a **strong** explanation or rationale for the response.

A response that receives a score of 2:

A score of 2 presents an adequate analysis that uses some of the important information from the case components and demonstrates a general understanding and application of the issues presented in the documents and resolution to the issues.

- Demonstrates **basic** evidence of a grasp of the issues presented in the materials and **reasonable** and **basic** ways to resolve the issues.
- Responds **appropriately** to **most** parts of the questions.
- Applies **general** knowledge of the process to address the conflicting points of view.
- Applies **general** knowledge to resolve conflict in a reasonable way.
- May contain **minor** errors in terminology or process that detract from the overall understanding of the role of the superintendent.
- When required, provides an **adequate** explanation or rationale for the response.

A response that receives a score of 1:

A score of 1 may demonstrate some competence in analyzing the case and using the information, but is clearly limited or flawed.

- Demonstrates **limited** evidence of a grasp of the issues presented in the materials and unreasonable ways to resolve the issues.
- Fails to respond **appropriately** to **some** parts of the questions.
- Applies **weak** knowledge of the process to address the conflicting points of view.
- Applies **weak** knowledge to resolve conflict in a reasonable way.
- May contain **serious misconceptions** in terminology or process that detract from the overall understanding of the role of the superintendent.
- When required, provides a **simplistic** explanation or rationale for the response.

A response that receives a score of 0:

A score of 0 fails to address basic components of the prompt.

- Demonstrates **little or no** evidence of a grasp of the issues presented in the materials and **unreasonable** ways to resolve the issues.
- Fails to respond to **any** parts of the question or rephrases questions.
- Applies **little or no** knowledge of the process to address the conflicting points of view.
- Applies **little or no** knowledge to resolve conflict.
- May contain **mostly serious misconceptions** in terminology or process that detract from the overall understanding of the role of the superintendent.
- When required, provides **no** explanation or **no** rationale for the response.

Note: The mere presence of leadership specific words or phrases that might be used in an adequate response does not by itself indicate knowledge.

Responses receiving a score of 0 would be blank, completely off-topic, or not written in English.

Sample Test Question

Implementing Vision and Goals

Scenario

The superintendent of the Greenwood Elementary School District has the responsibility for aligning the district's elementary curriculum with state standards in the language arts and mathematics areas. The goal is to ensure that students are proficient as measured by state assessments. The Greenwood district has a history of being progressive and forward thinking in terms of education in general and curriculum offerings in particular. A spirit of staff and community involvement and cooperation typifies the district's curriculum development initiatives.

The state has recently adopted the common core curriculum standards in language arts literacy and mathematics. The new standards, a response to public outrage over declining student achievement in language arts and mathematics, mandate intensified programs, both in breadth and depth of coverage of concepts and skills. Many stakeholders, however, are resistant to the newly mandated curriculum standards as an infringement on "local control" and the possibility that "prized" programs and services may be eliminated.

Documents

The following documents are included:

- Letter to the commissioner of education from the president of the school board of education
- Letter to the president of the school board of education from the commissioner of education
- Article from the Greenwood Daily News
- Memo to the superintendent from the Greenwood Teachers Organization
- Memo to the superintendent from the director of curriculum and instruction of GESD

Greenwood Elementary School
Board of Education
“We Honor All of Our Children”

April 2

To the Office of the State Commissioner of Education

Dear Commissioner:

On behalf of the Greenwood Elementary School District, I am writing to express concerns that we have with recent curriculum mandates of the state Department of Education.

Greenwood is a district with five elementary schools. We have major concerns about the mandated fourth grade curriculum alignment requirements in the areas of language arts literacy and mathematics. In both areas, significant additions have been made to an already demanding curriculum. These additions present major problems for our district, as we suspect they do for many comparable districts.

Our district has a long history of considerable academic success as evidenced on our own standardized testing scores as well as teacher-made assessments. Additionally, we provide for our students’ multiple opportunities to experience a total curriculum in the fine arts and many other areas. It is our position that the recently adopted curriculum mandate will harm, rather than benefit, the academic performance and growth of our students.

We request that you send us the proper forms by which we can request exemption from the recent curriculum mandates. If an exemption is not possible, we request a delay of implementation for at least three years. This delay will allow our teachers to prepare adequately for the new curriculum and allow time for the district to negotiate a new teachers’ contract that takes into consideration the lengthened school day and altered teaching requirements of the new mandates.

Sincerely,

President,
Greenwood Elementary School Board of Education

**Office of the Commissioner of Education
State Department of Education**

May 5

President,
Greenwood Elementary School Board of Education

Dear School Board President:

Thank you for sharing your concerns about the state-mandated curriculum alignment requirements for the state's elementary students. By law, there can be no exemptions and no postponements in the implementation of these requirements.

These alignment mandates are based on educational research and best practices investigated by the Division of Curriculum and Instruction of the state Department of Education. The implementation of these alignment standards will enable all students to master more challenging communication and computational skills. This increased mastery will enable all students to enhance their potential for success in subsequent years of schooling and their ultimate entry into the greater society. Increasing standards for all students in the state should not preclude your district from offering additional experiences such as the ones you mentioned in the fine arts.

Sincerely,

Commissioner of Education

Greenwood Daily News

Parents Fear State Standards Will Cause Elimination of Special Programs for Gifted and Talented Students May 10

Parents at the Greenwood Elementary District Board of Education meeting last night expressed strong concerns about the future of the district's programs for gifted and talented children, particularly in the fine arts. A recent presentation by the district's director of curriculum included recommendations for reducing time allocated to highly regarded programs, "in order to provide additional time for instruction required to meet the state's newly mandated curriculum standards in language arts literacy and mathematics."

"We fought so hard to get these special programs for our children into the curriculum. This seems like a huge step backwards. We are disappointed and angry," said a parent of three children in the district.

The meeting was very heated at times. The board president said, "We feel caught in a no-win situation. We must be sure that our students can perform well on the state's assessments. We don't know where to find the time to fit all these things in the school day. After all, these are very young children and we can't keep them here until late at night."

The board promised to continue to address this issue in the coming months.

**Greenwood Teacher's Organization
MEMORANDUM**

TO: Superintendent, Greenwood Elementary School District

FROM: Greenwood Teacher's Organization

DATE: May 13

RE: Contract

We are writing to make official the concerns we have expressed in recent conversations with you about the necessity of reopening negotiations for the teaching contract effective July 1 of this year. We believe that the recently concluded negotiations resulted in a fair and equitable contract, and we appreciate the spirit of cooperation and professionalism of all concerned in the negotiations. However, as we have discussed, the refusal of the state to grant a waiver or a delay in the implementation of the new state curriculum standards clearly means that there will be a longer school day and teachers will have more demanding teaching responsibilities. Both of these provisions have been deemed necessary by the district in order to meet the state mandate and continue to offer the rich program of which our district is justly proud.

Both of these factors clearly require a modification in the contract. We are aware that the budget-building process for next year is complete. However, in view of the drastically changed teaching demands on the district's teachers, that process must be reopened, and necessary funds identified to compensate teachers for their increased work load. We would like to meet with you at your earliest convenience to establish timelines and priorities for renegotiating the contract effective July 1.

**Office of the Director of Curriculum and Instruction
Greenwood Elementary School District**

TO: Superintendent, Greenwood Elementary School District

FROM: Director, Curriculum and Instruction, GESD

DATE: May 14

RE: Planning for implementation of state standards

With the state's refusal to grant a waiver or a delay of implementation of the new state Department of Education Curriculum Standards, we must now make specific plans for what will be required for the implementation of these standards. I suggest that at the next Superintendent's Council, we place on the agenda the specific items that we must address in meeting the state mandate. The members of our council, consisting of district and school administrators, and teacher and community representatives, could provide valuable insight.

I know you will want to share the agenda items with the board of education, so the board members can be informed of our efforts to comply with the state mandate and still preserve local control over the excellent educational programs of the district. I am prepared to brief the council, and the board, if appropriate, of the instructional implications of the new state mandate.

Sample Questions

1. Based on your understanding of teaching and learning, as well as larger educational issues, what should be the superintendent's initial steps in enlisting the critical support and involvement of the board of education in the alignment of the district's curricula with these state curriculum standards? Explain why each of these steps is important.
2. What specific topics relative to the implementation of the state mandate should the superintendent place on the agenda for the Superintendent's Council and review with the board of education? Explain why each topic is important.
3. Identify specific groups of stakeholders who have responsibilities and needs in regard to the implementation of the state mandate. For each group, explain the impact of the mandate.

Sample Responses That Received a Score of 3

Question 1

The first step would be to present clear and concise information concerning the reasoning behind the state department's curriculum changes. Lay persons as well as many educators find themselves working within their own parameters and feel no need to keep up with or understand a broader concept of what children will need to know for their success in the future. A state department of education will be dealing with the broader issues on a national basis and the local mindset and state mindset will need to blend for an understanding.

Information from the state dept. on its reasoning and on national trends can be presented to the board members prior to the formal board meeting in the form of copies of articles from state and national sources as well as copies of pertinent data to support the national trends in education.

An informal session with board members could be scheduled for the purpose of discussing the trends and information presented and to clarify questions concerning the information and data.

Question 2

The number one topic would be that of "Why Student Achievement has declined in Language Arts and Literacy/ Mathematics." Was there a national or state (or both) level decline in the areas and what happened to the local scores in those areas during that period of time.

Actually understanding what the data is pointing out should prove "why" there is a concern and "why" the state department deems it necessary to "mandate" changes rather than suggesting districts makes changes leading to the same end.

Number two topic would be a presentation of the actual amount of time and objectives covered in the present curriculum compared to the requirements of the newly mandated changes. This is most important because according to the Board president, parents, and teachers, there's: 1) not enough time to "push in" the changes and 2) this time problem may reflect on the amount of time given to fine arts/ gifted education. 3) Contractual time constraint for teachers for the purpose of professional development needed to prepare the staff adequately for the instructional changes.

Implications for students would be number three, although it should be number one. The changes are made for the students—not for the institution. Student opinion, suggestions should be allowed a time slot as well.

Overall, this type of problem will result in more time and effort on the part of all persons directly related to the school district.

Question 3

Parents/Guardians:

This group is concerned for the present and future of their children. They will worry mainly about the problems created at this time and hopefully some will be far-sighted enough to realize implications for their child's future.

Educators/Principals/Teachers etc.:

This group strives to educate the children to the best of their abilities. Some will consider the mandate a challenge and will internally challenge themselves to meet the new standards for the sake of the child, not themselves.

The idea of time problems, learning new techniques and becoming even more frustrated with educational demands is very real.

Superintendent/Board of Education:

It will be up to this group to aid in the understanding of why, where and how all can be accomplished. They will need to be firm but yet available to other changes that will go along with or result from the mandates (sometimes changes in budget, etc.)

Students:

The most important group—how will it affect them in the present and what can it do for them in the future. Will it result in schedule changes, longer time on task, needs for more tutoring, special programs etc.

Commentary on Responses That Received a Score of 3

This response presents a well-developed analysis that uses important information from all of the sources provided. It provides detailed, specific, and convincing evidence to each question, clearly defining the role of the superintendent in providing information and guidance to the board of education and recognizing the impact of this mandate on all stakeholders. The response also outlines an effective plan that proposes logical and reasonable courses of action.

Sample Responses That Received a Score of 2

Question 1

- Share with board of education the new programs the district has implemented and data to support how they have increased student performance. This may enact a delay in implementing the state standards for awhile.
- Communicate with board members individually to enlist their support and feedback in their perception of their role in aligning district and state curriculum standards.
- Share an alignment of state and district standards to ensure quality in programs and competencies
- Address the board's concerns in closed session to promote a trusting relationship allow opinions to be shared
- Involve the board in training sessions, staff development opportunities to increase their knowledge of instructional practices for new standards
- Involve the board to observe the implementation of curriculum to promote continuance of the quality of curriculum
- Involve the board in creating standards for K-3 curriculum for continuity of skills and to eliminate achievement/learning gaps
- Be accessible to the board as issues arise to address them promptly as to avoid concurring problems with communication

Question 2

- Curriculum mapping of K–3rd grade curriculum goals; important as it will allow for a progression in developing new skills by the grade; to identify where and which grades will need additional objectives
- Teacher contracts are vital, as working conditions have changed with extended time (grievable issue). Renegotiation of the contract may be necessary
- Special programs have to be addressed as they are first to go due to budget cuts
- Staff development for the new curriculum objectives & instructional strategies to implement
- Continuity of the quality programs the district offers should be addressed as the community has a vested interest in the type of programs offered to enhance performance of all students

- Delay in implementing new curriculum to negotiate contracts, increase knowledge of curriculum and instruction, allow time for parents to adjust to changes
- Piloting the implementation to see its effect on testing, instruction, scheduling school day; parental, student and community feedback)
- Testing objectives. To address if taught & tested curriculum goals are aligned

Question 3

Teachers. As implementers of the new standards teachers have a major responsibility. They are directly impacted, as their ability to expand the curriculum or replace standards is a work in progress. Without time to become familiar with the new standards and align them with the old ones, implementation can be less effective.

Principals & administrators, as the curriculum and instructional leaders of the schools, provide guidance and support in the implementation process. They are impacted as they work closely the instructional staff in clarifying how to supplement the previously used programs with the new standards.

Parents & Students have the need to know what is expected of them. What concepts and skills will be learned. They are impacted because it becomes necessary to become familiar with new objectives & skills.

Commentary on Responses That Received a Score of 2

This adequate analysis uses some of the important information from the case components and demonstrates awareness, rather than clear recognition, of the important issues in the case. The responses to Questions 1, 2, and 3 are relatively detailed and specific. Although the response generally indicates an awareness of the issues, the answers provided sometimes present to the board advice is contrary to what is clearly stated in the documents. Communication is alluded to briefly in other parts of the response. As a whole, the answers to the questions provide an uneven response.

Sample Responses That Received a Score of 1

Question 1

- 1.) Have a team meeting (administration, curriculum directors, board of education members, and department chairs) to discuss how these new curriculum standards can be incorporated—without sacrificing the current basics of a curriculum that is highly successful. (Evidently, in this district, declining student achievement isn't a problem). All parties involved in developing the standards have to have ownership in it. I would encourage the team to refrain from completely ditching a successful program because of a state mandate designed to target problems elsewhere in the state.
- 2.) Analyze test scores from the previous 3–5 years to see if achievement actually was declining in your district. If not, the slap on the wrist from the state may not be worth ditching what is working.
- 3.) Analyze benefits of gifted and talented program, and any other program that may be adversely affected by this major change in curriculum.
- 4.) Obtain curriculums from other districts that have successfully incorporated these standards. You need to assure the public and staff that it can be done without sacrificing the quality of education that they enjoy now.
- 5.) Offer to pilot test the program in your school to give your students and staff the opportunity to see what the test is like that assesses the new standards.

Question 2

- 1.) Report on changes to other school activities/personnel due to curriculum changes and proposals to address resulting problems. Especially representatives of the teacher's organization(s).
- 2.) Past assessment results—to see how much change, if any, is needed.
- 3.) A comparison of the current curriculum with the new proposed standards to analyze what will be tested in the future that is not currently being taught. I think they might be surprised at how little information will have to be added to a currently successful curriculum to fully incorporate state standards.

Question 3

- 1.) Teachers—responsible for writing curriculum and implementing it. They are held accountable to teach what is being assessed by the state, by employers informally. These teachers aren't going to be pleased if it reflects poorly on them. They also think that this will have financial ramifications—I think not. It's a poor administrator, if he can't incorporate state standards into the current curriculum without lengthening the school day!
- 2.) Parents—They need to have initial input into curriculum revision by pointing out what they deem important. They also never want services or programs reduced.
- 3.) Students—Being the ones taking the actual assessment, they need to put significant value on meeting these state standards. Perhaps the reward of paying dual-credit fees once they reach high school would be an appropriate incentive for the school to pursue—if the state doesn't already do it.
- 4.) Board—assuming that these standards are being assessed as part of your school's evaluation—there is a feeling of considerable ownership on the part of board members. Re-election can also be an issue.

Commentary on Responses That Received a Score of 1

This response demonstrates some competence in analyzing the case, but answers to the questions are often unclear and the response is clearly limited. While the response to Question 1 does involve information pertinent to the case, it does not clearly respond to the question of describing the steps needed to enlist the support and involvement of the board and does not indicate an awareness of the responsibilities of the board in this type of situation. Responses to the balance of the questions are often vague and even when rational courses of action are proposed, often there are gaps in the reasoning and the actions are not clearly connected to the issues or the questions.

Sample Responses That Received a Score of 0

Question 1

This is probably not something the superintendent will want to get the Board of Education involved in initially. Since this is a state mandate, the superintendent must immediately begin to develop policies and regulations that will ensure the smooth transition of this new curriculum into the school district. The superintendent must demonstrate his/her expertise in the curriculum arena and become an agent of change in leading the district to success. Involving all stakeholders in a collaborative process to refine the curriculum and teaching strategies will become pivotal in bringing about any change.

Question 2

The first topic should be the draft of a letter to the state explaining why the district should be exempt. The district has had a great academic record and enlisting the support of the community and the newspaper, it is possible that the superintendent might be able to slow down this mandate. If this does not work the team will have to come up with a plan to introduce the curriculum in such a way that it will have limited impact on the current educational program. Next, the council will have to come up with a way to pay for all this. Budgets are always tight, and whenever something is added to the school program extra cost will be incurred. Where will the money come from?

Question 3

The teachers and the students should always come first. It is important that any change that is considered have as little disruptive impact on their day as possible. We should always consider them before we do anything. They should be involved in the process from the start so that they feel ownership in any change that impacts the curriculum or their school day.

Commentary on Responses That Received a Score of 0

This response fails to address the basic components of the prompt and does not convey an understanding of or a grasp of knowledge about the issues raised in the case, about the roles of the superintendent and the board, or about the role of stakeholders in addressing the situation. The responses to each of the questions seem to either evade the questions asked or demonstrate a fundamental misunderstanding or misinterpretation of the issues and concepts involved. As a result, the response is often inappropriate or illogical.



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