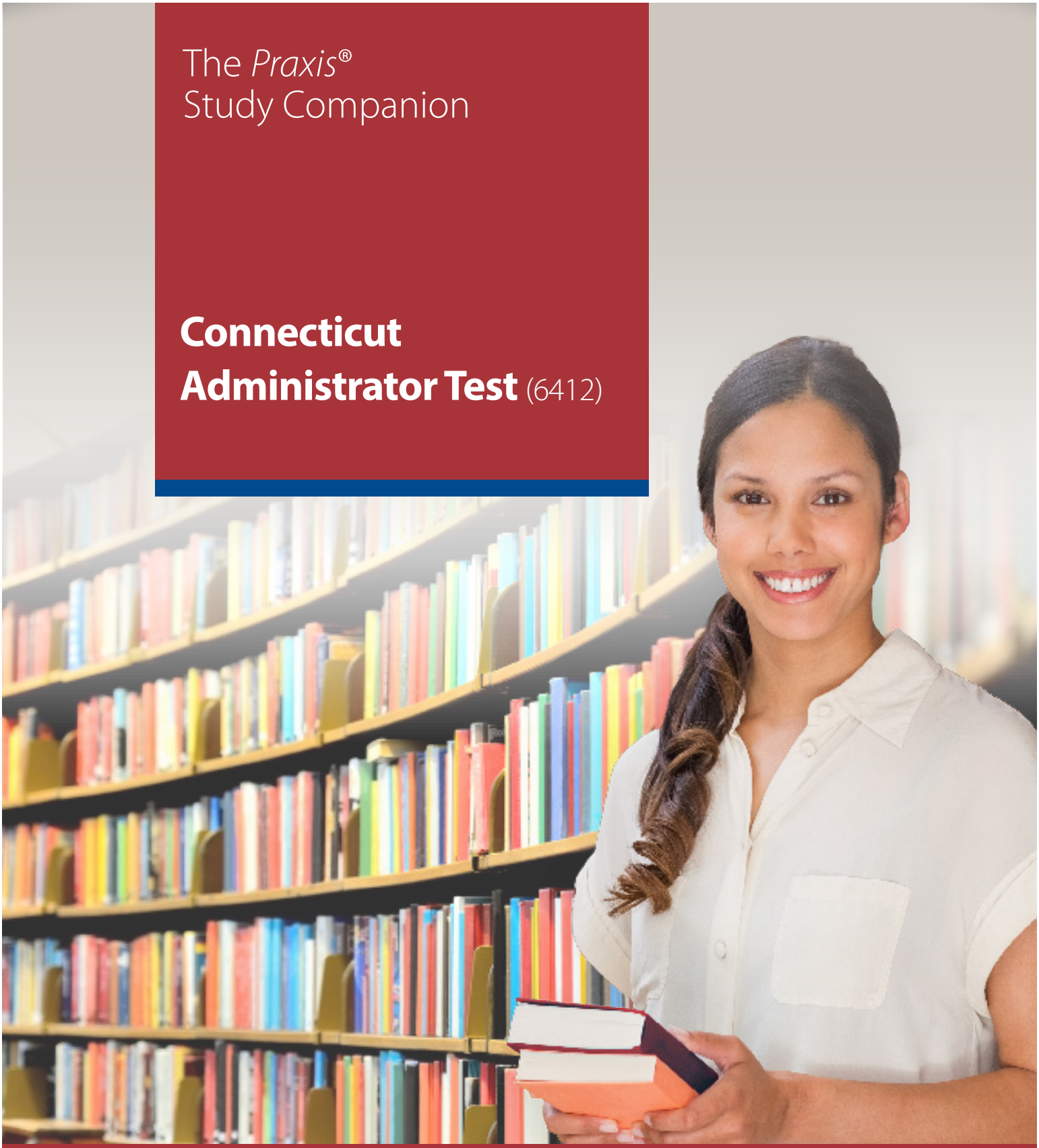
ETS School Leadership Series

The *Praxis*® Study Companion

Connecticut Administrator Test (6412)



www.ets.org/praxis

Welcome to *The SLS® Study Companion*

Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking an SLS test.

Using the SLS Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the SLS tests
- Specific information on the SLS test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

Each state or agency that uses the SLS tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at www.ets.org/sls/states.

How are the SLS tests given?

SLS tests are given on computer. Other formats are available for test takers approved for accommodations (see page 38).

What should I expect when taking the test on computer?

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

Where and when are the SLS tests offered?

You can select the test center that is most convenient for you. The SLS tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the SLS Web site for more detailed test registration information at www.ets.org/sls/register.

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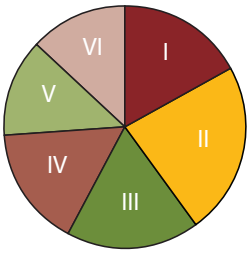
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1. Learn About Your Test

Learn about the specific test you will be taking

Connecticut Administrator Test (6412)

Test at a Glance	
Test Name	Connecticut Administrator Test
Test Code	6412
Time	2 hours, 45 minutes
Number of Questions	120
Format	Selected-response questions
Test Delivery	Computer delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Strategic Leadership	20	17%
II. Instructional Leadership	27	23%
III. Climate and Cultural Leadership	22	18%
IV. Ethical Leadership	19	16%
V. Organizational Leadership	16	13%
VI. Community Engagement Leadership	16	13%

About This Test

The Connecticut Administrator Test is designed to measure the extent to which entry-level school leaders demonstrate the standards-relevant knowledge and skills necessary for competent professional practice.

The content of the SLS assessment was defined by a national committee of expert practitioners and preparation faculty and confirmed by a national survey of the field.

The Connecticut Administrator Test test is aligned with the 2015 Professional Standards for Educational Leaders (PSEL), developed by the National Policy Board for Educational Administration (NPBEA). These standards were previously known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

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

Content Topics

This list details the topics that may be included on the test. All test questions will cover one more of these topics.

Discussion Questions

In this section, discussion questions are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Strategic Leadership

A. Mission, vision, goals, and core values

A school leader

1. Understands how to develop an educational mission for the school to promote the academic success and well-being of each student
2. Understands how to analyze multiple sources of data about current practice before developing or revising the mission, vision, and goals
    a. selects appropriate school goals that are aligned with district goals and based on data
    b. evaluates if the current mission, vision, and goals are appropriate
3. Understands how to implement a vision and goals that reflect core values and are created with challenging and measureable expectations for all students and educators
    a. determines if expectations are measurable, rigorous, and connected to the vision and goals
    b. develops goals that are specific, measurable, attainable, results driven, and time bound
    c. identifies resources for developing the mission, vision, and goals
4. Knows how the vision and goals relate to local, state, and federal policies
5. Understands how to model the school's mission, vision, and core values in all aspects of leadership

B. Shared commitments to implement the vision and goals

A school leader

1. Understands how to engage staff and community members with diverse perspectives in implementing the vision and achieving goals
    a. identifies strategies to engage internal and external communities with diverse perspectives to implement the vision and goals
2. Knows how to develop shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies to achieve the vision and goals
    a. builds consensus
    b. develops a plan to delegate responsibilities
3. Knows how to determine and implement effective strategies to evaluate progress toward the vision and goals
4. Knows how to communicate the shared vision and goals in ways that facilitate key faculty, staff, students, parents, and community members' ability to understand, support, and act on them
    a. Selects and assesses communication strategies for faculty, staff, students, parents, and community members
5. Implements the shared vision and goals consistently

C. Continuous improvement toward the vision and goals

1. Understands how to use and interpret multiple sources of data to conduct a needs analysis to identify unique strengths, needs, gaps, and areas of improvement for students and teachers

2. Knows how to use data-driven decision making, research, and best practices systematically to design and monitor plans, programs, and activities to achieve the vision and goals
3. Knows effective strategies to facilitate needed change
   a. manages uncertainty and risk
   b. supports the needs of individuals during the change process
   c. communicates the needs, process, and outcomes of improvement efforts
   d. identifies and knows strategies to address barriers to achieving the vision and goals
4. Knows how to engage staff, students, and community in planning, implementing, and assessing programs and activities
5. Understands the strategic planning process to promote alignment among all aspects of the school organization
   a. formulates appropriate critical questions to outline processes and criteria
   b. uses relevant data and evidence-based inquiry to formulate a plan
   c. identifies and aligns resources, including technology, to support and achieve the mission, vision, goals and core values
   d. engages faculty, staff, family and community members

Discussion Questions: Strategic Leadership

- Why is it important to develop and implement a vision and goals?
- What types and sources of data can be used to determine or provide support for a school vision and goals?
- Why is it necessary to use data when planning to implement a vision and goals?
- What is meant by "data-driven decision making"?
- What types of data are valuable for developing or revising a vision and goals?
- Why would it be valuable for a school leader to poll key stakeholders about the purpose of education when developing a vision and goals?
- What goals are measurable? Nonmeasurable?
- Why is it important for a school leader to have effective oral and written communication skills?
- Why is it necessary to involve others in developing and implementing a vision and goals?
- What are some of the key strategies for involving community members in school planning?
- How can school community members learn more about the importance of having a school vision and goals?
- What processes are involved in consensus building? Conflict resolution?
- How can a school leader distribute responsibility effectively?

II. Instructional Leadership

A. Professional development and building capacity

A school leader

1. Knows how to develop and implement job-embedded, standards-based professional development that meets the learning needs of students and staff
   a. develops processes to support teachers' growth and student learning
   b. analyzes situations and recommends appropriate teaching and learning practices
2. Understands how to use data to provide ongoing feedback to teachers that improves practice and student learning
   a. develops a process to provide actionable feedback (e.g. for example, co-teaching, peer coaching, and classroom walk-throughs) to increase teacher effectiveness and student performance
   b. participates in collaborative data analysis (e.g. for example, evaluates student work and disaggregates test scores) to increase teacher effectiveness and student performance
3. Understands how to guide and monitor individual teacher professional development plans and progress for continuous improvement of teaching and learning

   a. identifies the professional development needs of each teacher
   b. creates a professional development plan
   c. monitors and assesses the effectiveness of the professional development plan
4. Understands how to establish expectations and provide opportunities for teachers to strengthen their content knowledge, skills, and practice to achieve intended outcomes for students
5. Understands how to provide differentiated professional development opportunities for faculty and staff
   a. understands and provides a variety of resources (e.g. for example, seminars, book studies, workshops, mentoring, coaching) to support job-embedded professional learning
   b. develops and supports a culture of collaborative learning through a professional learning community
6. Knows how to develop the capacity of faculty and staff
   a. provides support and opportunities for teacher leadership
   b. provides support and opportunities for leadership from other members of the school community
7. Understands how to promote a healthy work-life balance for self and others
8. Understands his or her own learning and effectiveness through self-reflection, professional development, and informal and formal peer collaboration
9. Knows how to foster continuous improvement of personal and collective instructional capacity to achieve intended outcomes for each student

B. Rigorous curriculum and instruction

A school leader

1. Understands how to strengthen teachers' knowledge of rigorous curriculum and standards-based instructional programs
   a. creates a culture supporting rigor and relevance in curriculum and instruction
   b. ensures collaborative schoolwide practices and programs focus on a rigorous curriculum and standards-based instruction to meet student and staff needs
2. Understands how to work with teams, including teachers and other instructional staff, to analyze student work and monitor student progress
   a. collaboratively facilitates disaggregation of data to inform instruction
   b. provides time for collaborative discussion of data and instructional strategies
3. Understands how to develop and implement curricular and instructional programs to ensure student needs are met
   a. identifies student needs
   b. develops plans to meet and monitor identified needs through appropriate curricular and instructional practices
   c. evaluates the effectiveness of instructional programs
4. Knows how to align rigorous curriculum and instruction horizontally and vertically to ensure consistency and coherence
   a. engages in constructive discussions within the school and with feeder schools
   b. engages in ongoing development with feeder schools to ensure consistency and coherence of curriculum
5. Understands how to assure alignment of curriculum and instruction, student assessments, program evaluation methods, and professional development with content standards
   a. analyzes school improvement plans to ensure these elements are met and linked together systematically
6. Understands how to assist teachers with differentiated teaching strategies, curricular materials, educational technologies, and other resources
7. Knows how to work with faculty and staff to evaluate emerging educational trends and use research findings for school improvement
8. Knows how to identify and use research-based and evidence-based strategies and practices in ways that close opportunity and achievement gaps
9. Understands how to conduct frequent classroom visits, walk-throughs, and observations to provide constructive, meaningful, actionable feedback that supports the development of faculty and staff

10. Understands how to promote the effective use of technology in teaching and learning
    a. provides students with access to technology tools that enhance learning and support the curriculum
    b. supports teachers in the use of technology in instruction and assessment of student learning

C. Assessment and accountability

A school leader

1. Understands how to use assessment and accountability systems to improve the quality of teaching and learning for each student
    a. facilitates ongoing analyses of data about the performance of subgroups and all students to improve instructional programs
2. Understands how to analyze multiple sources of data, including formative and summative assessments
    a. uses data to evaluate student learning, effective teaching, and program quality
    b. provides timely feedback to teachers, students, and parents
3. Knows how to analyze, interpret, and communicate data to the school community about progress being made toward the vision and goals
4. Knows how to support teachers in development of appropriate classroom assessments that are aligned with the school's curriculum and provides meaningful feedback for student performance and instructional purposes
    a. develops a plan that provides opportunities for collaboration and feedback about classroom assessments
5. Knows how to use valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement
    a. understands the different types of assessments
    b. uses assessments appropriately to evaluate and maximize student learning

Discussion Questions: Instructional Leadership

- What are some strategies that would ensure that professional development is job-embedded and standards-based?
- What sources and types of data can be used to provide feedback to teachers so that they can improve student learning?
- What are some qualities common to effective professional development?
- What types of student data might be used to identify areas for professional development?
- How do standards or changes in standards impact curriculum development and revision?
- How do various instructional strategies, such as team or collaborative teaching, positively or negatively impact instruction?
- What steps may need to be taken to ensure that the curriculum and instruction are aligned to student assessment and content standards?
- What trends in student achievement data might indicate that there are problems in curriculum alignment?
- What role do formal and informal assessments play in evaluating the effectiveness of a school's instruction and programs?
- What are the strengths and limitations of authentic assessment? Standardized testing?
- What methods can a school leader use to support teachers in the development of assessments that provide meaningful feedback about student progress?
- How does high-stakes testing influence a school's curriculum and instructional practice?
- How can a school leader make data and other information on school effectiveness understandable to parents and the community?
- What types and sources of classroom data can be used to evaluate student improvement?
- What types and sources of data can be used to monitor and evaluate instructional strategies?

- How and when should parents and other stakeholders be informed about the results of tests or other data collected within the school and district?
- What are some sources of teacher evaluation data and information (other than direct classroom observation) ?
- How can a school leader encourage staff to be creative risk takers while ensuring they follow the adopted course of study?

III. Climate and Culture Leadership

A. Community of care and support for teachers of care and support for teachers

A school leader

1. Knows how to create opportunities and a safe environment in which the faculty and staff examine and express their beliefs, ideas, values, and practices about teaching and learning
2. Knows how to provide opportunities for teachers to take appropriate risks for improving teaching and learning
3. Knows how to create structures and procedures that provide time and resources for a collaborative teaching and learning community
   a. promotes shared responsibility and accountability within the teaching and learning community
4. Understands how to empower and motivate teachers and staff to improve their professional practice and focus on continuous learning and improvement
5. Understands how to hold faculty and staff accountable for a safe and supportive climate
6. Knows how to promote a healthy work-life balance for self and others
7. Understands how to develop and support open, productive, caring, and trusting working relationships

B. Equity and cultural responsiveness

A school leader

1. Understands that each student should be treated fairly, respectfully, and with an understanding of students' culture and context
2. Knows how to recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning
   a. ensures the use of culturally relevant curriculum and instructional strategies
   b. integrates the cultures and languages of the school community into the school's learning environment
3. Understands how to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, cocurricular programs, and other resources for student success
   a. identifies opportunity gaps
4. Understands how to implement policies and practices that address student misconduct in a positive, fair, and unbiased manner
   a. conducts legal, fair, and timely investigations
   b. analyzes disaggregated discipline incident data
   c. protects privacy, rights and due process
5. Knows how to confront and alter institutional biases toward protected social groups (e.g. for example, race, class, culture and language, gender and sexual orientation, and special status students or students with disabilities) to promote each student's academic success and well-being
   a. identifies and alters systems of practice that perpetuate inequities
   b. eliminates marginalization
   c. avoids practices of deficit-based schooling
6. Understands how to develop a shared understanding of and commitment to maintaining high standards for all students and closing achievement gaps
   a. creates a culture of high expectations for all students
   b. identifies achievement gaps
   c. develops plans to reduce gaps
7. Understands how to act with cultural competence and responsiveness in interactions, decision making, and practice
   a. displays openness to change and differences
   b. communicates cultural competence to faculty and staff
   c. investigates reports of inequity
   d. engages people from different social groups (e.g. for example, race, class, culture and language, gender and sexual orientation, and special status students or students with disabilities)

8. Understands how to address matters of equity and cultural responsiveness in all aspects of leadership
9. Understands the traditions and cultural history of the school and community

C. Community of care and support for students

A school leader

1. Understands how to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of students
   a. implements a school safety program
   b. implements support systems (e.g. for example, peer mediation, positive behavior programs)
   c. coordinates with appropriate professional support services (e.g. for example, social worker, crisis counselor, and programs by school counselors)
   d. facilitates the implementation of programs for students who are economically disadvantaged
2. Understands how to create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community
   a. ensures the implementation of awareness and prevention programs addressing harassment, intimidation, and bullying
3. Knows how to provide resources and coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of students and promote student engagement
   a. identifies and provides information about school and community outreach programs (e.g. for example, nutrition, hygiene, and medical)
4. Understands how to promote adult-student, student-peer, and school-community relationships that value and promote academic learning and positive social and emotional development
5. Understands how to cultivate and reinforce student engagement in school and positive student conduct

Discussion Questions: Climate and Culture Leadership

- How can the professional culture and climate of a school impact school and student success?
- Why is taking risks important for improving teaching and learning?
- What strategies can a school leader use to build or repair staff morale?
- How can a school leader foster a school environment that supports a rigorous curriculum and high student expectations?
- What plans and strategies can be implemented to ensure equitable treatment of students and/or staff?
- What steps can a school leader take to change negative assumptions that affect teaching and learning?
- How do collaborative structures help promote shared responsibility and accountability?
- What are some practices to ensure that student misconduct is addressed in a fair manner?
- What are culturally relevant curriculum and instructional strategies?
- How can a school leader ensure that students have equitable access to effective teachers and learning opportunities?
- What are strategies that can be used to alter institutional biases?
- How can an instructional leader act with cultural competence and responsiveness?
- What are strategies for building a safe, caring, and healthy school environment that meets the needs of students?
- What resources are available to meet the range of learning needs of students and promote student engagement?

IV. Ethical Leadership

A. Ethical and legal behavior

A school leader

1. Understands how to model personal and professional ethics, integrity, justice, and fairness and expects the same of others
   a. behaves in a trustworthy manner
   b. recognizes when ethics have been breached and takes appropriate action
   c. holds self and others accountable for ethical behavior
   d. practices appropriate technology use (e.g. for example, social media)
   e. understands how to reference the mission, vision, goals, and core values
2. Knows how to safeguard and promote the values of individual freedom andresponsibility, equity, social justice,community, and diversity
3. Understands how to use appropriate systems and procedures to protect the rights and confidentiality of faculty, staff, and students
4. Understands that he or she is responsible for each student's safety, academic success, and well-being
5. Knows how to model transparent, consistent decision-making practices
   a. makes data and rationales explicit
   b. communicates reasons for decisions as appropriate
   c. facilitates an open decision-making process
   d. disseminates data in a transparent or open manner within legal constraints
6. Understands how to implement practices that hold faculty, staff, and students accountable for ethical and legal behavior
   a. implements practices to hold staff members accountable for their actions
7. Understands how to establish and maintain an inclusive school community
8. Knows how to address unethical behavior as it may adversely affect students and adults
   a. recognizes how unethical behavior may adversely affect students and adults and takes appropriate action

B. Ethical values and beliefs

A school leader

1. Understands the importance of self reflectionand establishing goals for improvement
2. Understands how to employ ethical decision making regarding policies
   a. provides equitable access for students
   b. offers equitable access to hiring and promotion for faculty and staff
3. Understands how to provide moraldirection for the school and promote ethical behavior among faculty, staff, and students
4. Understands that the school leader is responsible for each student's safety, academic success, and well-being

Discussion Questions: Ethical Leadership

- In what ways do current laws, regulations, policies, and procedures impact meeting various student needs?
- What are the laws and regulations regarding privacy and confidentiality of information?
- What types of situations often involve issues of ethics and integrity?
- What steps, strategies, and procedures can a school leader take to protect the privacy and confidentiality of students and staff?
- What federal laws protect the rights of students? Staff members?
- What are the key elements in a transparent decision-making process?
- How can schools and school leaders function as instruments of social justice?
- What criteria should be considered in developing a plan for professional development?
- What steps should be taken to ensure that others are acting ethically?
- What are the characteristics of an open and inclusive school community?
- Why is it important for a school leader to administer educational policies equitably and legally?

- How can a school leader refocus attention on the school's vision and goals when controversial issues arise?
- What resources are available to school leaders for nurturing their professional growth?
- What are the benefits of reflective practice?

V. Organizational Leadership

A. Managing operational systems

A school leader

1. Knows how to implement district policy for facility use and needs
   a. prioritizes short term and long-range facilities' needs
   b. follows procedures for community use of school facilities
2. Knows district policy on how to develop a process to ensure compliance with local, state, and federal safety regulations for the building and grounds
   a. ensures readiness for required inspections (e.g. for example, fire, safety, water, and air)
3. Knows how to use technology to improve the quality and efficiency of operations and management
   a. acquires equipment and technology and monitors its maintenance and appropriate use
   b. develops a plan for acquisition and maintenance of equipment and technology
   c. implements an appropriate Internet-use policy and monitors compliance
4. Knows how to institute, manage, and monitor operations and administrative systems that promote the mission, vision, goals, and core values
5. Knows how to use and maintain data and communication systems to deliver accountable information

B. Aligning and obtaining fiscal and human resources

A school leader

1. Knows how to allocate funds based on student needs within the framework of local, state, and federal regulations
   a. develops and monitors a collaborative budget process
   b. acts as a responsible, ethical, and accountable steward of the school's resources
2. Knows how to implement effective strategies to recruit, select, support, develop, and retain effective and caring certified faculty and other staff
   a. plans for effective induction and mentoring programs
   b. ensures a process for teacher recruitment that is reflective of the diversity of the school community
3. Understands how to assign personnel to address student needs, legal requirements, and equity goals
4. Understands how to evaluate educational programs to ensure that all instructional and student support needs are met
   a. advocates for hiring needs
5. Knows how to strategically manage personnel assignments for optimizing student-learning needs

C. Protecting the welfare and safety of students and staff

A school leader

1. Understands how to ensure a safe environment by proactively addressing challenges to the physical and emotional safety and security of students faculty, and staff
   a. develops a comprehensive safety and security plan in accordance with local, state, and federal policy
   b. involves appropriate faculty, staff, students, parents, and community members to develop the plan
   c. conducts ongoing reviews of the plan
2. Knows how to develop and advocate for a system of support to ensure the welfare and safety of students, faculty, and staff
   a. identifies counseling and health services for students and staff
   b. aligns resources to meet the identified needs
3. Knows how to involve teachers, students, and parents in developing, implementing, and monitoring guidelines for student welfare and safety

   a. is familiar with student healthprograms (e.g. for example, vision screening, scoliosis, health, and immunization records)

   b. plans student safety programs (e.g. for example, background checks, student identification, and safe transportation to and from school)

4. Knows how to identify and document key emergency support personnel in and outside of the school
   a. communicates the information about key emergency support and school personnel to appropriate parties

5. Knows how to communicate with faculty, staff, students, parents and community members on a regular basis to discuss safety expectations
   a. documents communication of safety expectations to faculty, staff, students, parents, and community members

Discussion Questions: Organizational Leadership

- How are plans developed for appropriate use of school facilities? Who is involved?
- What type of safety regulations must a building administrator be aware of and who should be contacted if there is a problem?
- What are the components of a well-structured acceptable use policy?
- What are the standard criteria for evaluating the usefulness of a communication and/or information management system?
- What recent federal laws have had the most impact on plant operation, accessibility, and safety?
- What strategies should a school leader use when faced with budget cuts?
- What other resources are available to a school outside of budgeted allocations?
- What is an example of competing interests in terms of budget development?
- What are some ways in which the effectiveness of support staff impacts teaching and learning?
- What is the importance of establishing clear job-qualification requirements before interviewing candidates for a position?
- What types of plans and strategies should a school leader have in place to protect staff and students and to monitor threats to their emotional security?
- What are the components of a comprehensive safety and security plan and who should be considered key emergency personnel?
- Why is interagency cooperation important when dealing with safety and security concerns?
- How should/could a school leader deal with parents' concerns about unsafe conditions in their child's school?
- Under what circumstances would a school leader contact a child protective agency? Law enforcement agency? District legal counsel?
- How can a school leader stay current with regulations related to student and staff safety (e.g., fire codes, immunizations, precautions against infectious disease) ?
- What impact do scheduling and staffing decisions have on student learning?

VI. Community Engagement Leadership

A. Collaborate with families and other community members

A school leader

1. Knows how to access and use resources from the school, family members, and community to support student and adult learning, with a focus on removing barriers to learning
   a. collaborates with faculty, staff, students, parents, and community members to use resources and ensure barriers to learning are removed

   b. integrates a variety of programs and services that fully engage the school and the entire community

2. Understands how to support and engage families in decision making about their children's education

3. Understands how to use effective public information strategies to communicate with families and community members (e.g. for example, social media, e-mail, night meetings, and multiple languages)
    a. understands and models the need for two-way communication
4. Knows how to apply communication and collaboration strategies to develop positive family and local community partnerships, including recognizing and celebrating educational success
    a. organizes internal and external venues and practices to celebrate the successes of the students and school
5. Knows how to use appropriate strategies for communicating effectively with the media
    a. uses a communication plan shared with faculty, staff, students, parents, and community members
    b. demonstrates an ability to communicate with the media

B. Community interests and needs

A school leader

1. Knows how to identify the competing perspectives of faculty, staff, students, parents, and community members
2. Understands how to engage with the local community in a proactive manner
    a. participates, actively and regularly, in a variety of community events
    b. advocates for the school within the community
3. Knows how to accommodate diverse student and community dynamics by using appropriate strategies and research methods
4. Understands how to use diverse representatives of the community to strengthen educational programs and planning
    a. involves members of diverse community groups in all school planning and improvement efforts
5. Understands how to demonstrate cultural sensitivity and competence by engaging members of communities in shared responsibilities that improve education and achievement of all students

C. Maximizing community resources

A school leader

1. Understands how to collaborate with community agencies that provide health, social, and other services to families and children
2. Knows how to develop mutually beneficial relationships with business, religious, political, and service organizations to share both school and community resources, such as buildings, playing fields, parks, and medical clinics
    a. provides school resources for families and the community
    b. identifies and documents the relationships and ensures equitable and open access to all groups in all venues as required or legally permissible
3. Understands how to use resources from the community appropriately and effectively to support student learning
    a. Evaluates the effective use of current community resources in support of student learning
4. Knows how to seek community support to sustain existing resources and identifies additional resources as needed
    a. provides information to the community about the benefits of existing and needed resources
    b. identifies and solicits community resources to support student learning
5. Knows how to advocate publicly for the school and district and for the importance of education, student needs, and priorities of families and the community
    a. facilitates constructive discussions with the school community about local, state, and federal laws, policies, and regulations
    b. fosters relationships with policy makers to meet student needs (e.g. for example, increases resources and influences policy)
    c. Advocates for excellence and equity in education

Discussion Questions: Community Engagement Leadership

- In what types of situations can family and community stakeholders be helpful?

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

2. Understanding Question Types

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

The Praxis® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

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

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

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown* v. *Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy* v. *Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?

  B. What was the rationale given by the justices for their 1954 ruling?

- In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.
  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- "Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."
  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

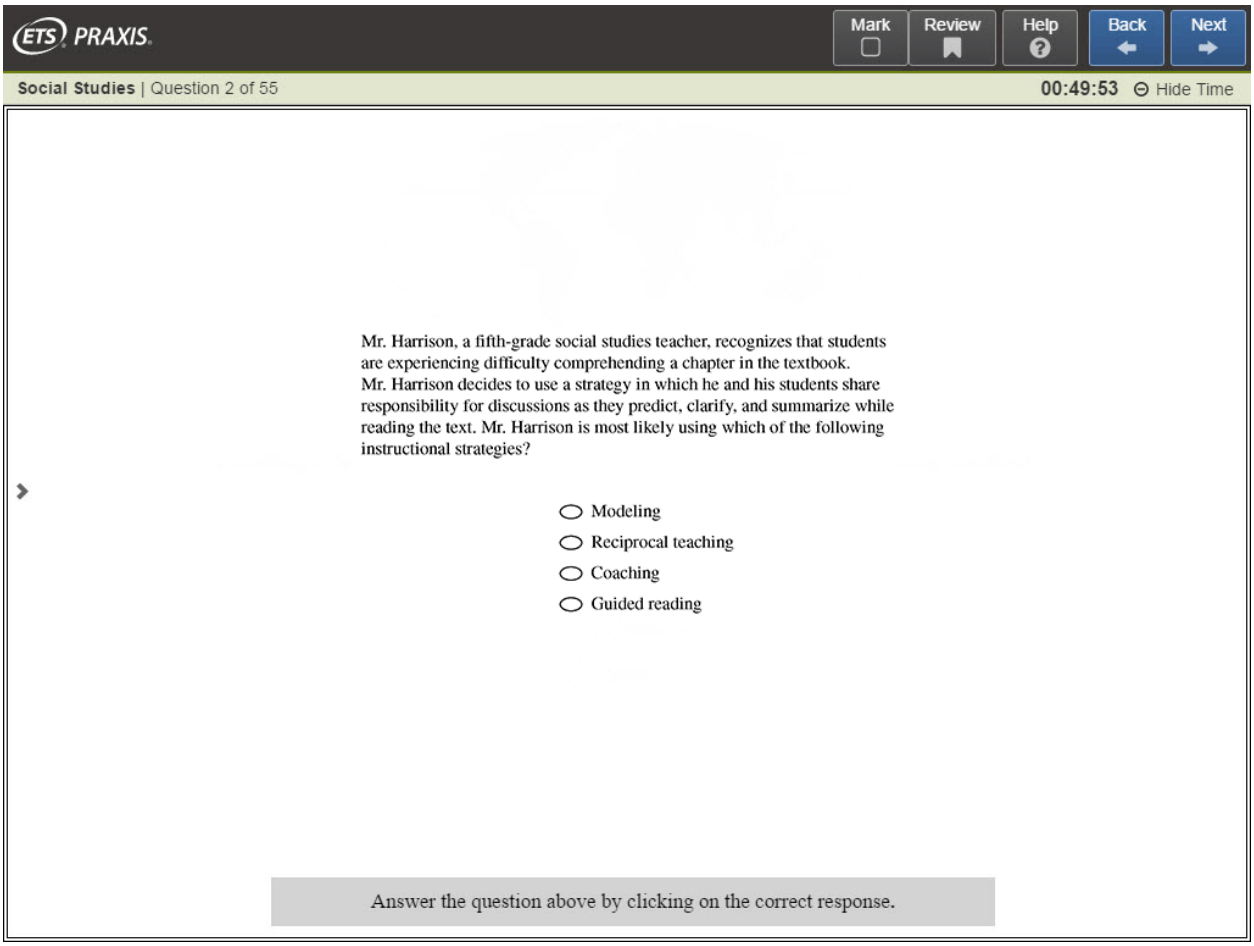
1. Answer the question accurately. Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. Answer the question completely. If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. Answer the question that is asked. Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. Give a thorough and detailed response. You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. Take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. Reread your response. Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

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



Sample Test Questions

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

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

1. A school leader has been appointed to an elementary school in which the scores on the fourth-grade state language-arts tests have been decreasing each year for the past three years. The weakest area is writing. With a goal of improving writing instruction, the school leader and the fourth-grade teachers decide to set aside time to examine and discuss student writing samples as a group. Each teacher brings copies of student writing samples to share with the group. Which of the following actions should the teachers take first to improve instruction?

   (A) Conducting an analytical review of all writing samples to assign scores

   (B) Reviewing all writing samples to identify common areas of weakness

   (C) Targeting students in need of remediation based on the writing samples provided

   (D) Identifying benchmark-quality writing samples to use as exemplars for next year's instruction

2. An elementary school leader is contacted by the parents of a student who broke his arm over the weekend. They are concerned that he will be unable to complete assignments because of his inability to write. The school leader can best address the parents' concern by providing the student with services through

   (A) temporary placement in special education

   (B) Title I, Part A of the Elementary and Secondary Education Act

   (C) Section 504 of the Rehabilitation Act

   (D) occupational therapy

3. Ms. Walsh, the school leader of a middle school, has a new assistant principal, Mr. Levinson. She is concerned that she will not be able to effectively train him while maintaining her responsibilities as the school leader. How can she best orient Mr. Levinson to his new position while still attending to her own responsibilities?

   (A) Have Mr. Levinson shadow her for at least a week so he can learn his basic responsibilities

   (B) Meet with Mr. Levinson, outline his responsibilities, and provide him with a detailed job description

   (C) Spend a week working alongside Mr. Levinson, showing him school procedures and introducing him to teachers and students

   (D) Ask another district assistant principal to serve as Mr. Levinson's mentor, showing him the responsibilities of the job and offering him support and guidance

4. A new high school leader observes a long-standing pattern of high rates of disciplinary referrals among students from ethnic minorities. Which of the following is the school leader's best response to the observation?

   (A) Reviewing the disciplinary records of all students for the previous year

   (B) Prioritizing the recruitment of teachers who represent different cultures

   (C) Arranging professional development that builds teachers' intercultural competency

   (D) Revising the code of conduct to acknowledge behavioral differences among cultures

5. The newly appointed school leader of an elementary school is concerned about the performance of the fourth grade on the state standardized tests for mathematics. Which of the following should be the school leader's initial step in developing a plan to improve students' scores?

   (A) Hire a staff developer to teach staff innovative approaches to mathematics instruction

   (B) Collect information about the instructional methods, materials, and assessments currently in use

   (C) Conduct a curriculum audit of the mathematics program at all grade levels

   (D) Administer another assessment to identify specific areas of weakness in students' performance

6. According to due process, teachers are entitled to

   (A) the presence of a defense counsel at any hearing and the right to refuse to testify

   (B) adequate notice of the charges against them and a hearing in which they have the opportunity to defend themselves against those charges

   (C) an appeal of an adverse decision and exemption from disciplinary action while the appeal is being decided

   (D) a cross-examination of an adverse witness and the control of conditions under which such examination takes place

7. A new school leader can best assess the competency of the campus faculty by

   (A) asking teachers to complete weekly self-evaluations

   (B) reviewing teachers' past performance evaluations

   (C) checking weekly lesson plans for alignment to state standards

   (D) using walk-throughs that target evidence of positive student outcomes

8. Ms. Sylvester, an elementary school leader, uses a classroom observation app during walk-throughs. She utilizes a feature that allows her to time stamp specific teacher and student behaviors and make notes about what she observes. Once a walk-through is complete, the app instantly sends a report to the teacher. By using the app, Ms. Sylvester primarily demonstrates a commitment to

   (A) storing important documentation for annual teacher evaluations

   (B) using technology to expedite administrative tasks and duties

   (C) modeling the appropriate use of observation tools

   (D) having systems in place for providing timely feedback

9. Ms. Bartholomew chairs the business education department in a large vocational high school. She uses a portion of each department meeting to present issues to be discussed and decided upon by the department members. During meetings, members argue openly with one another and are unable to come to consensus on any of the issues presented. It is clear to Ms. Bartholomew that she must concentrate on team building if she ever expects to operate the department as a unit. Which of the following steps in team building should she concentrate on first?

   (A) Reinforcing that members' contributions to the department are valued

   (B) Communicating openly and frequently about the members' progress in meeting the department's goals

   (C) Defining each member's responsibilities, both individually and as they pertain to the department

   (D) Establishing shared goals to which all department members are committed

10. A school leader in a diverse community leads a school that does not currently have a parent-teacher organization (PTO) in place. The school leader prioritizes establishing a parent-teacher organization for the upcoming school year. Which of the following is a primary benefit of establishing a PTO in the school?

    (A) The PTO will hold fund-raising events to supplement the school budget allowing for more significant purchases to be made.

    (B) The PTO will assist the school administrators in making decisions about stude nt activities that impact education.

    (C) The PTO will provide a way for parents to be more involved in their children's education and foster a sense of community between families and educators.

    (D) The PTO will reduce the number of transient families and establish a common vision for improved attendance and achievement.

11. A school population has become increasingly diverse during the last two school years. Many faculty members feel that the changing population is less capable academically; as a result, the members feel powerless to help their students succeed in school. Which of the following steps taken by the school leader can best help the staff address assumptions that could be impacting student success?

    (A) Analyzing student demographic data over a period of three to five years to better understand the changing population

    (B) Distributing a staff questionnaire to determine faculty members' acceptance of recent school population changes

    (C) Encouraging staff members to become involved in diverse cultural experiences in the community

    (D) Providing opportunities for teachers to identify their biases and learn to embrace student differences

12. Of the following evaluation methods, which would provide the most valid indication of the success of a course of study in meeting its instructional goals?

    (A) Compiling results of a survey of the students' opinions of the course

    (B) Reviewing anecdotal records that describe students' interpersonal growth during the course

    (C) Reviewing data that indicate the degree of students' mastery of course objectives

    (D) Surveying parents about the students' transfer of concepts learned in the course

13. A school leader regularly meets with grade-level teams to discuss interventions for struggling students, individual student needs, and enrichment opportunities for students who have achieved mastery. The school leader's primary purpose for the meetings is to

    (A) build relationships with faculty and staff members through professional discussions

    (B) promote differentiated instruction to support varying levels of student proficiency

    (C) ensure that teachers are using age-appropriate instructional strategies in each lesson

    (D) analyze multiple data points across classrooms that demonstrate academic gains

14. To best assist with the implementation of a new shared vision and action plan, the school leader should ensure that individual teachers are

    (A) given time to meet with their departments to discuss the plan

    (B) able to meet with district representation before accepting new responsibilities

    (C) able to select professional development opportunities of their choosing

    (D) given ongoing training beyond the rollout phase of the plan

15. A school leader is setting goals for student success in reading and wants to include all important dimensions of goal setting. Match each defined goal with the dimension of goal setting it best exemplifies.

Students' comprehension skills will improve by the end of the second nine weeks.

Students will score a level 3 or higher on the ELA benchmark test.

Students' comprehension skills will improve by participating in the SRA Reading® program.

Eighty percent of students will pass the ELA benchmark test.

Specific	
Measurable	
Realistic and attainable	
Time-bound	

16. A school leader receives a letter from the parent of a homeschooled student asking whether the student can participate in an upcoming district interscholastic mathematics competition. The school leader should first respond by

(A) referring to board policy before communicating with the parent

(B) determining an appropriate fee to charge the student for participation

(C) refusing the request because there is a limit on the number of participants

(D) granting the request if the student has passing grades

17. The school leader of a high school is allocating funds to support the work of the school's newly established professional learning communities (PLCs). Which of the following expenditures will best support the growth of the PLCs?

(A) Paying for training for the teacher leaders who facilitate and oversee the work of the PLCs

(B) Purchasing a commercial program that focuses on inquiry-based learning

(C) Hiring a staff person to plan and monitor the work of the PLCs

(D) Compensating teachers for time spent meeting in their PLCs after school hours

18. Which of the following is the most crucial question to consider in using community resources in the classroom?

(A) Can the resources be used by several groups at the same time?

(B) Have such resources been overused?

(C) Do the resources meet the needs of the program?

(D) What time limits have been established for the use of the resources?

19. A local high school plans to distribute laptops to all students for use on academic assignments and homework. Staff members express some concern about students using the laptops on campus and the potential for classroom disruptions. To best assist with implementation of the new technology initiative and address teachers' concerns, the school leader should ensure that

(A) students access the Internet on the school-based network

(B) stakeholders are aware of the district's new initiative

(C) students, staff, and parents are aware of policy expectations

(D) professional development opportunities address digital learning

20. The school leader of an elementary school is committed to a transformative model of multicultural education. Which of the following actions would be the most effective way to achieve this model?

    (A) Incorporating a range of cultural perspectives into the curriculum

    (B) Initiating an annual cultural event that celebrates the diversity of the student population

    (C) Arranging for prominent speakers to discuss cultural issues in school assembly programs

    (D) Convening a diversity committee made up of parents and community members

21. A major factor in the high rate of new teachers leaving the profession is the lack of administrative support. Which of the following actions by school leadership is most likely to address this factor?

    (A) Offering opportunities for teachers to network with and mentor each other

    (B) Developing streamlined processes for paperwork to eliminate duplication

    (C) Providing encouragement, frequent feedback, and opportunities for professional growth

    (D) Providing adequate teaching resources and workspaces

22. A high school social studies project engages students in asset mapping as a way of identifying youth-related opportunities and services within the school community. Collected data are compiled into a master map and shared with students, staff, and families. Which of the following identifies the most valuable benefit of the project for the school leader?

    (A) Aligning school goals to match the community's needs

    (B) Increasing family involvement in school-related activities

    (C) Creating community partnerships to expand current programs

    (D) Discovering untapped community resources to support the school vision

23. A school leader at a school with low student achievement works with the district's human resources department to recruit new teachers. Which of the following teacher candidates are most appropriate for the school leader to target?

    (A) Candidates recommended by teachers currently teaching in the school

    (B) Candidates recruited from teacher preparation programs in the local area

    (C) Candidates with successful teaching experience and qualifications to address student needs

    (D) Candidates whose ethnicity represents a segment of the school's student population

24. When a school leader receives parent requests for specific classroom placements for the upcoming school year, the school leader should

    (A) honor each request to support a healthy, collaborative relationship with parents

    (B) accept the request of parents of high-performing students to avoid conflict at the start of the year

    (C) reply to each parent request, noting any biases toward specific teachers

    (D) utilize the parent requests as one of many factors considered in student placement

25. A local pastor seeks approval from the school leader to rent the school cafeteria on Sundays for church services. Which of the following conditions must be in place before the request can be approved?

    (A) The pastor verifies that no other facility is available for the church to use.

    (B) The district allows other outside organizations to use school facilities.

    (C) The pastor agrees that the church group will be responsible for building maintenance on Sundays.

    (D) The community is notified that the building is being used for religious services.

26. For each row, select the answer that applies.

When developing a plan to delegate responsibilities, a school leader creates a chart of those tasks that can be delegated and those that are best kept within the leadership team. Indicate whether each task is best to delegate or to keep within the leadership team.

Task	Can Delegate	Keep Within Leadership Team
Providing performance feedback		
Handling disciplinary action		
Organizing school events		
Composing school newsletters		

27. Which of the following factors will have the greatest impact on communication and working relationships when a school leader sends e-mails to teachers and staff?

(A) The length and syntactic complexity of the e-mails

(B) The subject line, opening, and closing of the e-mails

(C) The daily and weekly volume of the e-mails

(D) The timing, content, and tone of the e-mails

28. A school leader can best support the development of teachers' skills in technology integration by

(A) encouraging each teacher to create and host a classroom blog

(B) requiring that technology be a part of a specific number of lessons each week

(C) creating a committee to write an example technology lesson for each grade level

(D) modeling the effective use of technology tools throughout the school year

29. A newly appointed high school leader is developing professional learning communities (PLCs) within each content department. The school leader wants the PLCs to meet once a week for 40 minutes. The primary benefit of PLCs is that they will allow the teachers to do which of the following?

(A) Collaborate to increase student achievement across all student populations

(B) Use a flexible schedule that meets individual teacher needs and preferences

(C) Write units of instruction that are tailored to school needs and district requirements

(D) Utilize tiered interventions for at-risk students to increase the likelihood of achievement gains

30. A school leader uses an open decision-making process regarding a proposed school initiative.

1. Gather a broad amount of input about the initiative.
2.
3. Be prompt and transparent about sharing the decision made.
4. Reexamine the decision only if there is pertinent new information.

Which of the following best represents the missing step?

(A) Support a decision that is based on research.

(B) Have a set of decision alternatives on standby.

(C) Facilitate consensus about a decision.

(D) Communicate the outcome of the decision.

Answers to Sample Questions

1. Option (B) is correct. This question tests the school leader's understanding of how to provide instruction that meets the standards of rigor measured by standardized assessment. Identifying specific areas of weakness will help teachers focus instruction and assessment on those areas most likely to adversely affect students' performance.

2. Option (C) is correct. This question tests the school leader's understanding of how to help maintain a supportive environment that meets the student's educational needs. One of the eligibility factors for Section 504 of the Rehabilitation Act is a physical or mental impairment. The student can temporarily receive accommodations for completing assignments through Section 504.

3. Option (D) is correct. This question tests the school leader's knowledge of effective strategies for supervising other school administrators and personnel. Providing mentorship by direct intervention with an experienced administrator over the entire school year will help to orient the new assistant principal in a consistent, ongoing manner.

4. Option (C) is correct. This question tests the school leader's knowledge of equity and cultural awareness. A long-standing issue indicates an underlying insufficiency in teachers' understanding of how culture affects behavior. Building intercultural competency is the first step in addressing how teachers relate to students in this and other ethnic groups.

5. Option (C) is correct. This question tests the school leader's knowledge of developing a plan to improve student assessment outcomes. A mathematics curriculum audit is an appropriate first step because it will allow the school leader to ensure the curriculum is properly aligned with the standards and instruction across all grade levels in order to improve student assessment outcomes.

6. Option (B) is correct. This question tests the school leader's knowledge of the basic due-process protections afforded to school personnel. The United States Constitution and key court cases give teachers the right to hear and contest charges against them.

7. Option (D) is correct. This question tests the school leader's knowledge of processes that best assess the competency levels of teachers. By conducting frequent walk-throughs, the school leader can observe teachers and gather evidence on whether they are utilizing effective instructional practices.

8. Option (D) is correct. This question tests the school leader's knowledge of the purpose and benefits of a variety of data and communication systems. The school leader has established a data system that supports her role as instructional leader by providing timely and relevant feedback to classroom teachers.

9. Option (D) is correct. This question tests the school leader's knowledge of building consensus among staff through the development of shared commitments to implement the established vision and goals. For any team to be successful, it first needs to have clear, shared goals and a sense of commitment toward working together to meet an agreed-upon outcome.

10. Option (C) is correct. This question tests the school leader's understanding of the importance of collaborating with families to support student learning. A PTO helps break down barriers and encourages collaboration between parents and teachers.

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

12. Option (C) is correct. This question tests the school leader's knowledge of selecting the most accurate method for evaluating the effectiveness of a course of study in meeting its learning objectives. Reviewing data and course objectives provides evaluative information directly related to students' understanding of the knowledge and skills as described in the course's instructional goals.

13. Option (B) is correct. This question tests the school leader's understanding of using processes to improve instructional programs in order to meet students' needs. The role of the school leader is to promote individualized instruction and close the achievement gap. One way this can be done is by differentiating the instruction in the classroom based on student needs. The school leader clearly has a goal of supporting varying levels of student proficiency by facilitating conversations about interventions and appropriate learning opportunities for all students.

14. Option (D) is correct. This question tests the school leader's knowledge of effective strategies to facilitate change. According to research, teachers need to be appropriately trained and supported throughout a change process in order to ensure their buy-in and commitment to its implementation.

15. Students' comprehension skills improving by participation in the SRA Reading® program is a specific dimension of goal setting because it is a specific action that the school will implement to induce change in student performance. Students scoring a level 3 or higher on the ELA benchmark test is a measurable dimension of goal setting because the data can be easily analyzed to see whether the goal was met. Eighty percent of students passing the ELA benchmark test is a realistic and attainable dimension of goal setting because it sets a goal that is achievable. Students' comprehension skills improving by the end of the second nine weeks is a time-bound dimension of goal setting because it defines a certain time to check for results.

16. Option (A) is correct. This question tests the school leader's knowledge of the relationship between public schools and homeschooled students. Referring to board policy ensures that the school leader is making the best decision based on district regulations.

17. Option (A) is correct. This question tests the school leader's knowledge of how to use district funds to the greatest advantage. Training teacher leaders provides the greatest benefit to the PLCs over a sustained period of time.

18. Option (C) is correct. This question tests the school leader's knowledge of important considerations when community resources are integrated into classroom instruction. The most critical question for the school leader to consider is whether the community resources align with and support the school's programmatic needs.

19. Option (C) is correct. This question tests the school leader's understanding of how to use and manage technology to improve instruction. Establishing expectations and procedures with a wide variety of groups can help members of the staff, students, and parents understand the policy, its implementation, and repercussions when expectations are not followed. These procedures will help create a school culture that addresses technology and the new policy implementation.

20. Option (A) is correct. This question tests the school leader's knowledge of providing equity and adequacy to meet students' and families' cultural and educational needs. Incorporating different cultural perspectives into a guaranteed and viable curriculum reflects the actualization of this goal.

21. Option (C) is correct. This question tests the school leader's knowledge of effective strategies for inducting and training personnel to better ensure retainment. Research has shown that providing encouragement, frequent feedback, and opportunities for professional growth is likely to target the teacher's specific concern about lack of administrative support.

22. Option (D) is correct. This question tests the school leader's understanding of how to best maximize community resources. Discovering untapped community resources will provide the school leader with data and insight into the services in the community that could help support the school vision.

23. Option (C) is correct. This question tests the school leader's knowledge of effective strategies to recruit qualified personnel. To affect student achievement, the school leader's most appropriate approach when hiring new staff would be to seek teachers with relevant experience and qualifications.

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

25. Option (B) is correct. This question tests the school leader's knowledge of the requirements for ensuring equitable access to school facilities. The school can only approve the use if other organizations are also allowed to use school facilities.

26. Providing performance feedback and handling disciplinary action are tasks that the school leader should keep within the leadership team because they involve sensitive issues that leaders are responsible for. Organizing school events and composing school newsletters are tasks that can be delegated to a staff member outside the leadership team because they do not involve sensitive or confidential issues.

27. Option (D) is correct. This question tests the school leader's knowledge of professional conduct. Correct timing, the content of the message in its entirety, and how the message will be perceived by the reader are key factors in the overall effectiveness of e-mails. These are all factors that a school leader should consider when sending correspondence electronically.

28. Option (D) is correct. This question tests the school leader's knowledge of best practices for assisting teachers with integrating technology into the classroom. Modeling the appropriate use of technology resources is the most effective way to show the school leader's commitment to technology education as well as to build the staff's understanding of various new methods and resources for technology use.

29. Option (A) is correct. This question tests the school leader's understanding of the importance of a support system that allows teachers to collaborate and learn from one another. Collaborating to increase student achievement outcomes is a main focus and benefit of PLCs. Teachers work together to examine student data and staff practices to ensure learning and better outcomes for all.

30. Option (C) is correct. This question tests the school leader's knowledge of the decision-making process. Open decision making includes facilitating consensus, whereby all group members reach a decision together. Facilitating consensus would appropriately take place after input has been received.

4. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective SLS test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/sls/testprep for information on other SLS tests.

2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The SLS tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the SLS tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many SLS tests at www.ets.org/sls/testprep. Test preparation materials include sample questions and answers with explanations.

4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at www.ets.org/sls/register/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

SLS tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored.

Scoring information can be found on page 41.

7) Develop a study plan.

A study plan provides a road map to prepare for the SLS tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 34 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 34, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 20.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

5. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Content Topics" information beginning on page 5 to help complete it.

Use this worksheet to:
1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5713)
Test Date: 9/15/21

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/21	7/15/21
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/21	7/17/21
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/21	7/21/21
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/21	7/26/21
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/21	7/27/21
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/21	8/8/21
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/21	8/17/21
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/21	8/24/21
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/21	8/24/21
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/21	8/27/21
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/21	8/30/21
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/21	8/31/21
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/21	9/4/21
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/21	9/6/21

My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): _____

Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed

6. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the SLS test and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

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

Are there trick questions on the test?

No. There are no hidden meanings or trick questions. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.

3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question.

4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

5. **Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*® or other tests. It doesn't matter on the SLS tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the SLS tests at www.ets.org/s/sls/pdf/passing_scores.pdf or on the Web site of the state for which you are seeking certification/licensure.

6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

7. Check on Testing Accommodations

See if you qualify for accommodations to take the SLS test

What if English is not my primary language?

SLS tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/sls/register/accommodations.

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

The following accommodations are available for SLS test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Brailler
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/sls/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at https://www.ets.org/s/praxis/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

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

8. Do Your Best on Test Day

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

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the SLS test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- any electronic, photographic, recording, or listening devices

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

Test centers assume no responsibility for your personal items.

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

Note: All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/sls/test_day/bring.

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- ❒ Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- ❒ Have you followed all of the test registration procedures?
- ❒ Do you know the topics that will be covered in each test you plan to take?
- ❒ Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- ❒ Do you know how long the test will take and the number of questions it contains?
- ❒ Have you considered how you will pace your work?
- ❒ Are you familiar with the types of questions for your test?
- ❒ Are you familiar with the recommended test-taking strategies?
- ❒ Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- ❒ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- ❒ If you are repeating an SLS test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered "yes" to the questions above, your preparation has paid off. Now take the Praxis test, do your best, pass it—and begin your teaching career!

9. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the SLS test is important to you so you need to understand what your scores mean and what your state requirements are.

What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/sls/states for the most up-to-date information.

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

The SLS tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires SLS tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/sls/states.

How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/sls/states.

What your SLS scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.
To access *Understanding Your SLS Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/sls/scores/understand.

Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

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

Content category scores and score interpretation

Questions on the SLS tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your "raw points earned" with the maximum points you could have earned ("raw points available"). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates SLS tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your SLS Scores* (PDF), found at www.ets.org/sls/scores/understand
- *The SLS Passing Scores* (PDF), found at www.ets.org/sls/scores/understand
- State requirements, found at www.ets.org/sls/states

Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the SLS tests.

What do the SLS tests measure?

The SLS tests measure the specific knowledge and skills that beginning educational administrators need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

SLS tests contain selected-response questions or constructed-response questions, or a combination of both: School Leaders Licensure Assessment (6990), School Superintendent Assessment (6991), and Connecticut Administrator Test (6412)

Who takes the tests and why?

Many colleges and universities use the SLS tests to evaluate individuals for entry into administrative programs. The assessments are generally taken late in your college career. Many states also require an SLS test as part of their licensing process. In addition, some professional associations and organizations require an SLS test for professional licensing.

Candidates can test in one state and submit their scores in any other state that requires SLS testing for licensure. You can find details at www.ets.org/sls/states.

What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of administrative licensing, a license tells the public that the individual has met predefined competency standards for beginning administrators.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require the SLS tests?

Your state chose the SLS tests because they assess the breadth and depth of content—called the "domain"—that your state wants its administrators to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of educators.

How were the tests developed?

ETS consulted with practicing educators around the country during every step of the SLS test development process. First, ETS asked them what knowledge and skills a beginning administrator needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of educators.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by educators. Following these guidelines, administrators and professional test developers created test questions that met content requirements and *ETS Standards for Quality and Fairness*.*

When your state adopted the research-based SLS tests, local panels of educators evaluated each question for its relevance to beginning administrators in your state. During this "validity study," the panel also provided a passing-score recommendation based on how many of the test questions a beginning administrator in your state would be able to answer correctly. Your state's licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the SLS test your state requires, you are proving that you have the knowledge and skills you need to begin your educational leadership career.

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

SLS tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren't available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/sls/register/centers_dates for exact score reporting dates.

Can I access my scores on the Web?

All test takers can access their test scores via their SLS account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into your SLS account at www.ets.org/sls and click on your score report. If you do not already have a SLS account, you must create one to view your scores.

Note: You must create an SLS account to access your scores, even if you registered by mail or phone.

**ETS Standards for Quality and Fairness* (2014, Princeton, N.J.) are consistent with the *Standards for Educational and Psychological Testing*, industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

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

www.ets.org/sls/prepare/materials

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

www.ets.org/sls/store

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