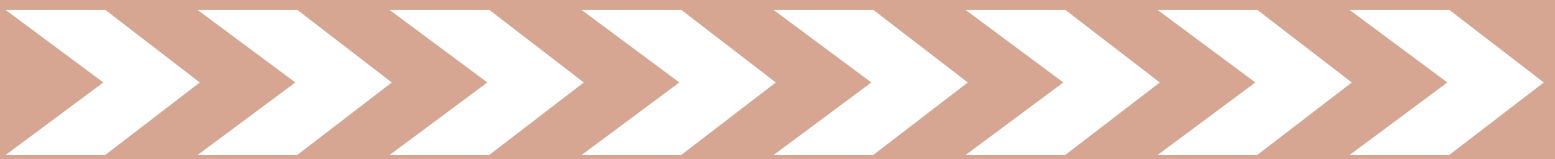




# ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



## STUDY GUIDE

80 Superintendent

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## **PART 1: GENERAL INFORMATION ABOUT THE AEPA™ AND TEST PREPARATION**

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Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



## PART 2: FIELD-SPECIFIC INFORMATION

### Field 80: Superintendent

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#### INTRODUCTION

This section includes a list of the test objectives, practice questions, and an answer key for the selected-response questions.

**Test objectives.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

**Practice questions.** The practice selected-response questions and practice performance assignments included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

# TEST OBJECTIVES

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## Field 80: Superintendent

### Subareas:

1. Leadership of the Educational Organization
2. Social, Cultural, and Legal Context
3. Effective Communication
4. Management of the Educational Organization
5. Curriculum and Instruction

### LEADERSHIP OF THE EDUCATIONAL ORGANIZATION

#### **0001 Understand how the mission of the educational organization is developed and promoted.**

For example: understanding the process for defining and developing a mission statement; identifying ways to promote fulfillment of the organization's mission; demonstrating knowledge of strategies to promote the welfare of all students in a diverse community; understanding the historical role of education in a democratic society; recognizing ways to provide purpose and direction for individuals and groups within the organization; understanding how to set priorities to address the needs of students, faculty, staff, and community members; demonstrating knowledge of methods for developing a strategic plan that enhances teaching and learning; and understanding how to work with members of the educational community to develop strategic goals and action plans.

#### **0002 Understand how to sustain a climate of innovation and change in the educational organization.**

For example: understanding how to improve student achievement by identifying, implementing, and monitoring necessary changes; analyzing the process and ongoing nature of change within the educational organization and the community; evaluating how various educational issues, trends, and reform initiatives affect students, schools, and the community; recognizing the nature, role, and use of educational research; applying effective strategies for initiating change and overcoming obstacles to change; identifying effective ways to enlist support for reform activities; identifying strategies for fostering a responsible risk-taking environment; and applying strategies for motivating and empowering members of the educational community to initiate and implement positive change in the organization.

#### **0003 Understand strategies for promoting professional development in the educational organization.**

For example: identifying strategies for determining staff development needs; applying knowledge of effective strategies for promoting staff learning and development; understanding how to encourage reflective practice for self and staff; identifying strategies for working collaboratively with staff to develop and implement plans for continuous professional growth; understanding principles of adult learning; applying strategies for motivating adults to grow and develop in constructive directions; identifying strategies for creating effective professional development programs; and identifying resources for continuing professional development.

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**SOCIAL, CULTURAL, AND LEGAL CONTEXT****0004 Understand how to promote equity in educational programs.**

For example: identifying procedures to ensure equal educational opportunity in school programs; analyzing strategies to promote understanding and appreciation of diversity in the community; identifying strategies for dealing with global issues that affect teaching and learning; understanding how to engender an atmosphere that encourages respect, sensitivity, and appreciation for the diversity of the educational community; analyzing the differences between equal and equitable treatment; recognizing signs and patterns of discrimination; identifying strategies to eliminate inequitable treatment; and analyzing the educational, social, and political implications of diversity and how those factors influence student success.

**0005 Understand and ensure compliance with Arizona and federal statutes and regulations.**

For example: understanding the legal rights and responsibilities of students, staff, and parents/guardians; demonstrating knowledge of procedures to address potential civil and criminal liabilities of the schools; applying knowledge of legal requirements affecting student supervision; demonstrating knowledge of federal, state, and local education law; understanding how to adjust policy or procedures in accordance with state and federal requirements; interpreting the ethical responsibilities of schools and the members of the educational community; demonstrating familiarity with the system of public school governance and the legislative process; and understanding how the Arizona Constitution and U.S. Constitution, local policies, and statutory, common, and case law regulate the behavior of students, staff, and administration in the schools.

**0006 Understand how to formulate policies and work effectively with educational policymakers.**

For example: identifying strategies for formulating and implementing organizational policy; identifying the respective functions of policymakers, administrators, and school councils in school governance; and understanding how to collaborate with policymakers to define organizational goals and priorities, address organizational problems, and establish sound policies.

**EFFECTIVE COMMUNICATION****0007 Understand the use of effective communication strategies to build support for improving the learning environment.**

For example: applying strategies for communicating the mission, goals, purpose, and priorities of the educational organization to students, staff, parents/guardians, and the community; identifying positive and proactive strategies to strengthen community support for organizational priorities; identifying appropriate channels and media for communicating educational plans, ideas, and goals; understanding how to formulate plans for internal and external communications; and understanding how to serve as an effective communicator for the welfare of all students.

**0008 Understand how to encourage and respond to feedback from members of the educational and local community.**

For example: identifying strategies for obtaining information and feedback from all groups within the educational community; understanding how to make constructive use of feedback from the educational and local community; demonstrating knowledge of active listening skills; demonstrating sensitivity to the organizational culture and political environment of the schools and community; identifying effective strategies for encouraging support and involvement from members of the educational community; and understanding how to respond appropriately to the media.

**0009 Understand how to encourage and support teamwork to promote the mission of the educational organization.**

For example: identifying methods for leading and supporting teams that are committed to student learning; applying knowledge of group development and group processes; demonstrating knowledge of team-building and motivational skills; applying methods for empowering administrators, teachers, students, and parents/guardians to be leaders in the school community; understanding the uses of peer collaboration among staff at all levels; identifying effective methods for facilitating various types of work groups and achieving organizational goals through collaboration; and understanding how to build consensus and resolve conflicts in the organization.

**MANAGEMENT OF THE EDUCATIONAL ORGANIZATION**

**0010 Apply principles of management and organizational behavior in problem solving, decision making, and organizational development.**

For example: demonstrating knowledge of management theories and principles; identifying strategies for evaluating and promoting positive organizational morale; analyzing the nature of organizational problems and potential solutions; applying methods for gathering, analyzing, and using data to support decision making; understanding how to identify, frame, and solve problems; identifying procedures for monitoring and controlling activities and projects; applying project management and time management skills; identifying strategies for delegating at appropriate organizational levels; understanding how to identify priorities and formulate plans of action to meet internal and external expectations; and understanding how technology can be used to support educational management.

**0011 Understand public school finance and financial management.**

For example: demonstrating knowledge of public school financing, including issues of equity; recognizing sources of funding and restrictions on the use of various funds; identifying types and characteristics of budgets; recognizing stages in the budget development process; identifying the basic principles of financial and cost accounting; demonstrating knowledge of financial record keeping and reporting methods; understanding how to secure, allocate, and manage financial resources; applying principles for managing scarce resources and for grant writing; and identifying strategies for involving members of the community in the development of budgets and resource distribution plans.

**0012 Understand school physical plant management and the management of school services.**

For example: demonstrating knowledge of procedures for facilities planning and management; interpreting federal, state, and local regulations related to facilities maintenance, purchasing, food services, transportation services, information management services, and student health services; demonstrating knowledge of student services and programs for which students may be categorically eligible; demonstrating knowledge of social agencies and services available in the community; analyzing the role of safety, security, and emergency procedures; and understanding strategies for promoting a safe and effective learning environment.

**0013 Apply principles of effective human resource management.**

For example: identifying the legal issues affecting school personnel recruitment, selection, development, supervision, retention, and dismissal; understanding how to apply adult motivation research to select appropriate models of supervision; identifying strategies for assigning staff and establishing job expectations; demonstrating knowledge of employee benefits and alternative employee benefit packages; analyzing strategies for using staff evaluation and staff development systems to improve the performance of staff members; applying knowledge of procedures and requirements for disciplining and dismissing staff; applying ethical standards of the profession to the daily practice of human resource management; and understanding how personnel practices affect quality and justice in the workplace.

**CURRICULUM AND INSTRUCTION****0014 Understand principles and characteristics of curriculum planning, design, implementation, and evaluation.**

For example: demonstrating knowledge of basic principles of curriculum planning and design; understanding how to match curriculum, instruction, and assessment to state standards and expectations for students; analyzing the implications of occupational trends for curriculum planning; understanding how curricular alignment and sequence can promote student achievement; identifying effective methods for leading curriculum planning; and analyzing considerations involved in creating curricula for all students, including special and diverse populations.

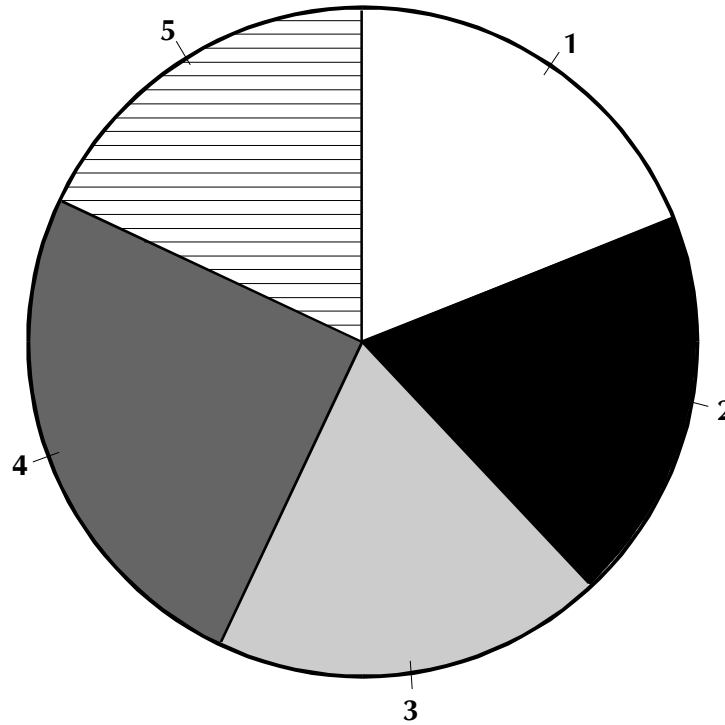
**0015 Understand principles and characteristics of instruction designed to promote student achievement.**

For example: demonstrating knowledge of the stages of physical, cognitive, moral, social, and emotional development; demonstrating knowledge of instructional management systems that incorporate research findings to maximize student achievement; evaluating the instructional implications of different learning styles, cultural backgrounds, abilities, and disabilities; identifying strategies for implementing programs to help all students develop as caring and informed citizens; and understanding effective ways of using technology to support curriculum and instruction.

**0016 Understand principles, purposes, and methods of student assessment.**

For example: demonstrating knowledge of valid and reliable performance indicators and testing procedures to measure student achievement; identifying assessment strategies to help students achieve at high levels; demonstrating knowledge of the basic principles of educational testing and measurement; demonstrating knowledge of alternative assessment; evaluating instructional programs and models of instruction; interpreting and using test results; applying basic statistical, data-collection, and data-analysis techniques; understanding how to use data to analyze the current state of student learning; and analyzing the role of assessment in educational accountability.

**DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM**



Subarea	Approximate Percentage of Selected-Response Items on Test Form
1. Leadership of the Educational Organization	19%
2. Social, Cultural, and Legal Context	19%
3. Effective Communication	19%
4. Management of the Educational Organization	24%
5. Curriculum and Instruction	19%

# PRACTICE QUESTIONS

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## Field 80: Superintendent

1. A new superintendent is considering when and how to introduce a major planning initiative designed to promote district improvement. Which of the following strategies would most likely be effective in helping the superintendent judge the district's readiness for reform?
  - A. meeting with district faculty to assess their knowledge of various instructional methodologies
  - B. asking the district's business manager to prepare a report on the district's revenues and expenditures for the past few years
  - C. reviewing the minutes of district governing board meetings for the past year
  - D. surveying and interviewing a wide range of constituents to learn about the district's unique history and current concerns
2. A superintendent is most likely to benefit from participation in a professional development program when the program:
  - A. is sponsored by a local educational organization.
  - B. requires minimal investment of time for participating superintendents.
  - C. addresses a wide variety of general topics related to education.
  - D. focuses on topics that are relevant to major priorities in the superintendent's district.

3. Mr. Greenberg, a new superintendent, notices that school and district personnel sometimes use insensitive or noninclusive language when referring to individuals who belong to particular groups (e.g., referring to a female teacher as a "gal"). In such situations, the superintendent's most immediate response should be to:
  - A. use inclusive language himself and speak privately with specific individuals to suggest alternatives to the inappropriate language.
  - B. take advantage of the opportunity to make a public statement about the importance of using inclusive language.
  - C. refrain from commenting at the time but write a letter reprimanding specific individuals for using inappropriate language.
  - D. challenge these individuals to explain why he or she has chosen to use language that may offend members of the district community.
  
4. A newly hired superintendent is told that several members of the district governing board have a history of exercising their authority by intervening in administrative decisions. The superintendent can most effectively prevent similar problems from developing in the future by taking which of the following steps first?
  - A. conferring confidentially with key board members to gain their support for the superintendent's independent authority
  - B. preparing a report on district policies and procedures that clearly delineates the responsibilities of the superintendent and the board
  - C. engaging the board in a candid discussion about expectations concerning the respective roles of the superintendent and the board
  - D. asking the president of the board to enforce district guidelines regarding the proper role of board members

5. A district's average student scores on a standardized achievement test are significantly lower than the district's average scores for the previous year. When asked by reporters for his reaction to this news, the superintendent can respond most appropriately by:
- A. acknowledging that the test results were disappointing but affirming the district's commitment to analyze and address the problem.
  - B. referring the reporter to the president of the district governing board for a formal statement on the significance of the test scores.
  - C. discounting the significance of the results by pointing out that average test scores often fluctuate from year to year.
  - D. declining to comment until the score reports have been properly interpreted and thoroughly analyzed by district staff.
6. Which of the following financial reporting strategies would be the most appropriate way for a superintendent to keep the district governing board informed about the ongoing financial status of the district?
- A. convening special meetings of the board several times during the academic year to discuss school finance
  - B. asking school principals to submit weekly reports of their expenditures directly to the district governing board
  - C. furnishing financial data to the board only when individual board members request specific information
  - D. providing the board with periodic statements and explanations of district expenditures and encumbrances

7. A superintendent's responsibility for overseeing the district's purchasing procedures is most likely to include which of the following tasks?
- A. developing a plan for distributing supplies from central warehouses to individual school sites
  - B. ensuring that school staff develop specifications for equipment and materials and evaluate product effectiveness after use
  - C. determining minimum and maximum quantities for stored materials
  - D. reviewing all requisitions submitted by school personnel to ensure that the requests follow prescribed district guidelines
8. A task force composed of school and district educators and other stakeholders recently developed a new reading curriculum for the early elementary grades. The curriculum is now being introduced into the district's three elementary schools. At this stage, the superintendent's primary responsibility with regard to the curriculum should be to:
- A. review the lesson plans of individual teachers to ensure compliance with the new curricular guidelines.
  - B. delegate responsibility to central office staff to assist teachers in implementing the curriculum.
  - C. confer with school staff on a regular basis to monitor implementation of the new curriculum.
  - D. troubleshoot complaints from parents who are confused about the new curriculum.

Use the information below to answer the four questions that follow.

Dr. Sara Allende is the new superintendent of a mid-sized school district. In preliminary discussions with district principals, Dr. Allende observes their attitude of distrust and resentment toward the central office, as they describe the previous administration's highly centralized management style and failure to communicate effectively with school personnel. All of the district's schools have school councils, but attempts at site-based planning have been largely ineffective, focusing for the most part on trivial issues and lacking time lines for implementation. Dr. Allende notes that every school has a stated mission, but goals are poorly defined and seldom updated. There is no districtwide mission statement on record.

During her first year as superintendent, Dr. Allende works with the district governing board and a broad-based committee of stakeholders to develop a mission and goals for the district as a whole. Emphasizing the value of site-based decision making, she arranges training opportunities for school council members to strengthen their understanding of site-based management. As the next academic year begins, morale has improved and school councils are working to clarify their schools' missions and goals.

9. Dr. Allende's success in strengthening site-based management would most likely promote educational improvement in which of the following ways?
- A. increasing stakeholder involvement in the supervision and appraisal of teachers in district schools
  - B. enabling school officials to respond more quickly and directly to emerging school needs
  - C. giving school personnel direct access to the district governing board
  - D. enhancing the ability of school administrators to understand and apply central office directives
10. Dr. Allende considers various ways to motivate school council members to engage more fully in site-based planning. Which of the following approaches would most likely be effective for this purpose?
- A. expressing confidence in the ability of school councils to develop and implement site-based plans that address significant educational issues
  - B. providing school council members with summaries of educational research that confirms the value of site-based planning
  - C. encouraging school councils to limit the scope of their deliberations until they gain more experience in site-based planning and decision making
  - D. emphasizing the continuity between previous school practices and current approaches to site-based planning

11. Which of the following strategies would best help Dr. Allende support and promote the progress schools are making in implementing their missions and goals?
- A. writing an article for the district newsletter commending school principals for their hard work
  - B. requesting copies of all planning documents developed by the school councils
  - C. visiting the schools frequently to meet and talk with faculty, staff, students, and school councils
  - D. hosting a reception to honor district and school leaders for their contributions
12. Before Dr. Allende's arrival in the district, school principals were supervised and evaluated in an inconsistent manner. Dr. Allende decides to assume responsibility for direct supervision of all school principals. One important advantage of this approach is that it will allow Dr. Allende to:
- A. interact productively with the principals and other school staff on a daily basis.
  - B. foster collaborative leadership by establishing personal connections with school principals.
  - C. ensure uniformity in the problem-solving strategies employed by the district's principals.
  - D. encourage the principals to rely on the judgment of district staff when making difficult decisions.

### SAMPLE DIRECTIONS FOR THE CASE STUDY ASSIGNMENTS

This section of the test consists of a case study followed by two performance assignments. The case study provides a hypothetical scenario of a situation relevant to the position of a superintendent. You will be asked to respond to the scenario in two assignments. Your response to each assignment should be of sufficient length to cover the topic in depth (500–800 words). You should use your time to plan, write, review, and edit your responses to the assignments.

Read the case study scenario and each assignment carefully before you begin to write. Think about how you will organize each of your responses.

The first assignment asks you to analyze the key issues involved in the situation. **Your response to the first assignment must be written in Written Response Booklet B.**

The second assignment asks you to propose and defend a plan of action for addressing the situation. **Your response to the second assignment must be written in Written Response Booklet C.**

You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your responses. However, your score will be based solely on the version of your response written in the written response booklets.

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response to each assignment will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **CONTENT KNOWLEDGE:** accuracy and appropriateness in the application of content knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument in relation to the assigned topic

The performance assignments are intended to assess content knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit scorers to make a valid evaluation of your responses according to the criteria listed above. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Your written responses must be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

Write your response to **Case Study Assignment 1** in **Written Response Booklet B**.

Write your response to **Case Study Assignment 2** in **Written Response Booklet C**.

**SAMPLE PERFORMANCE CHARACTERISTICS AND SCORING SCALE  
FOR THE CASE STUDY ASSIGNMENTS**

**Performance Characteristics:**

Purpose	the extent to which the response achieves the purpose of the assignment
Content Knowledge	accuracy and appropriateness in the application of content knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument in relation to the assigned topic

**Scoring Scale:**

Score Point	Score Point Description
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of content knowledge.</li> <li>• The supporting evidence is strong; there are high quality relevant examples.</li> <li>• The response reflects an ably reasoned argument in relation to the assigned topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects an adequate knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of content knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned argument in relation to the assigned topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate application of content knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned argument in relation to the assigned topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of content knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning in relation to the assigned topic.</li> </ul>
<b>U</b>	<p><b>The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b></p>
<b>B</b>	<p><b>The written response form is blank.</b></p>

## Practice Case Study

**Read the following case study; then prepare a response according to the instructions given.**

Dr. Ruben Goldman was recently hired as superintendent of Cedar Hill School District, a largely rural district serving a diverse population of 7,200 students. Because the district encompasses such a broad geographical area, one of the most significant challenges facing the district is managing its school bus transportation system. Over 5,500 Cedar Hill students travel to and from school daily by school bus, and the district maintains a fleet of 120 buses to meet its transportation needs.

During the previous year, a number of incidents occurred that led many in the community—including several members of the school board—to question whether the district had adequate disciplinary standards for student conduct on school buses. In one incident, a group of middle school students opened a bus's rear emergency door while the driver was on a freeway and tossed a backpack onto the roadway, causing a serious accident. And in another widely publicized incident, four high school students were arrested after assaulting another student on a district bus. The school board asked Dr. Goldman to review district policy related to school bus discipline and forward recommendations that would ensure the safety of all Cedar Hill students while they are being transported on district buses.

Dr. Goldman's first step was to confer with his assistant superintendent, Ms. Kline, who has been with the district for many years. She informed him that present district policy regarding disruptive behavior on buses requires drivers to stop their vehicles in a safe place if students are overly rowdy; drivers then have the option of calling their dispatchers for help. They can also report any incident of disruptive behavior to the particular school's principal or assistant principal.

Next, Dr. Goldman asked Ms. Kline to call each principal within the district to determine how widespread disciplinary problems had been on school buses during recent years. Ms. Kline reported that no district school kept written records of bus disciplinary violations unless these resulted in suspensions or expulsions from school. Other punishments were generally meted out by principals or assistant principals on a case-by-case basis. In the previous school year, she determined that there had been a total of ten suspensions and two expulsions related to school bus behavior.

Having determined that the district would benefit from a more consistent and rigorous policy on school bus discipline, Dr. Goldman asked Ms. Kline to chair a committee composed of a building administrator from each campus, the district safety coordinator, the district transportation administrator, two teachers, and two representatives from the parent-teacher organization to address this issue. The committee met several times during the following months, studied the issue, and examined bus discipline policies utilized by other districts across the state. At the conclusion of their deliberations, the committee members recommended that the district do the following:

- (1) adopt a written policy delineating the behaviors expected on district buses and specifying the consequences for each misbehavior;
- (2) keep a written record of each violation to be maintained as part of the student's school records, and report each violation in writing to the violator's parent or guardian;
- (3) set a district goal of having each bus equipped with an on-board security video camera to serve as a deterrent to misbehavior, to help administrators review or investigate alleged incidents, and to lend support to drivers.

Anticipating the budget expenditures that this third recommendation would require, the committee further recommended that available cameras be rotated among the buses until such a time as the district could afford the full complement of 120 video cameras. To this end, they suggested that each bus be outfitted with a "black box" in which the video camera would be housed. Such a housing device would make it impossible for students to tell whether or not the box on their particular bus actually contained a camera, thus enabling the district to at least simulate surveillance at all times.

Having reviewed these recommendations, Dr. Goldman forwarded them to the school board. After some discussion, the new Bus Safety Code was implemented and printed in the student handbook distributed at the beginning of school the following year.

Initial reaction to the district's new school bus discipline policy was positive. Building administrators reported that disciplinary problems on buses were reduced and expressed appreciation for having a specific, written, districtwide policy. "Before, the policy was a little vague," one assistant principal told Dr. Goldman, "but this new policy has greatly reduced the inconsistencies in how we handle violations." Dr. Goldman also spoke to several students who told him they felt safer and more comfortable riding the bus.

As the year proceeded, however, problems began to arise. A number of parents called to complain that they were getting written reports of their children's misbehavior on the school bus. "My son says the driver just doesn't like him," one caller told Dr. Goldman. "He knows that he can get my son written up by the assistant principal and in trouble at home anytime he wants to. Shouldn't there be some oversight of this process to prevent its being abused?" The presence of the on-board video cameras also caused considerable discussion within the school and the community—especially when it was learned that only a few black boxes were operational—and a local television station broadcast a story on the ethical implications of schools' employing surveillance tactics of this sort. Finally, a delegation representing the school bus drivers arrived at Dr. Goldman's office to complain. They felt that the real purpose of the on-board video cameras was to observe and evaluate their job performance and establish possible grounds for termination. "It compromises my ability to drive safely if I have to be checking in the mirror all the time to see every kid's behavior," one driver told Dr. Goldman. "If the district wants that level of supervision, they should hire monitors to ride on the bus."

Finally, the president of the school board calls. "The community seems pretty upset about this bus discipline issue," he tells Dr. Goldman. "What do you think we should do?"



### **Practice Case Study Assignment 1**

Write an essay of 500–800 words in which you analyze the issues and actions in this case study. In your essay:

- identify the key issues and responsibilities of the educator(s) involved in this situation, and explain the significance of the issues and responsibilities you have identified; and
- critique Dr. Goldman's performance—identify what he did well, what he did poorly, and/or what he failed to do, and explain your reasoning.

**Sample Case Study Assignment 1 Response: Score Point 4**

Key issues in this scenario are

1. whether the district has adequate discipline standards for student conduct on buses;
2. the need to appoint a committee to study the problem and to formulate a new policy;
3. financing the recommendations included in the new policy; and
4. responding to the negative reactions from parents and the community.

The issue of adequate discipline standards is significant because it involves the safety and welfare of a number of students. This number is quite large since 5,500 of Cedar Hill's 7,200 students ride the bus. It is the responsibility of the superintendent to review the policies. He found them to be inadequate. Disciplinary problems were widespread. There was no uniform method of reporting disciplinary incidents and punishment varied with each administrator. There were few guidelines. All of these factors convinced Dr. Goldman that the safety of bus riders was being jeopardized. Providing for the safety of students is one of the superintendent's main responsibilities.

Another key issue is the formation of a committee to study the problem and to formulate a more effective policy. It is Dr. Goldman's responsibility to form and lead this committee. He should select qualified members that have expertise in the area of discipline and transportation (or have access to needed information). Members must have a desire to make their school a safer place for students. It is Dr. Goldman's responsibility to guide the committee by providing the time, resources, materials, and leadership necessary to complete the task. He should review the policy after completion and make recommendations if necessary. His next responsibility would be to submit (or have the committee do so) the plan to the Board of Trustees.

The issue of finance is also important. It may impose a financial burden on the district and its taxpayers to implement some of the recommendations (video cameras, etc.). Dr. Goldman must determine if the budget will support those expenses. If it cannot, then he will ask the committee to investigate alternatives. He may seek financing from other sources. Civic clubs, local businesses and industry, or federal grants may provide other options for finance.

The most significant issue is the negative feedback that he is receiving from parents and the community. There is opposition to the new rules and the video cameras, complaints from bus drivers, and complaints that discipline referrals are unfair. Dr. Goldman has a responsibility to respond to those complaints whether they are valid or not. It is significant that he respond quickly to stem the flow of misinformation. He must respond in a well-planned and organized manner. His communication skills will be tested in this endeavor. If he fails to satisfy community concerns, the new policy will fail due to lack of public support.

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**Sample Case Study Assignment 1 Response: Score Point 4 (continued)**

Dr. Goldman did many things well. His greatest area of concern was for student safety, which is commendable. Other things he did well were that he

1. consulted with the assistant superintendent, who has many years of experience in the district;
2. reviewed current policies;
3. requested input from each district principal to evaluate the scope of the problem;
4. determined through his research that a new, more effective policy was needed;
5. appointed a committee to address the issue and to formulate a new policy;
6. selected committee members from many different segments of the school and community (administration, safety coordinator, transportation director, teachers, and PTO members);
7. provided adequate time to complete the task;
8. reviewed committee recommendations;
9. forwarded the recommendations of the committee to the Board for approval; and
10. printed the new policy in the student handbook.

There were a few things that Dr. Goldman did poorly or failed to do at all. The main problem that he had was in the area of communication. He did not communicate well with some segments of the community. He did not communicate the need for a new policy to the public. This is essential; usually if the public sees the need, they will respond to it. Bus drivers were not aware of the need and uses for the video camera. Misinformation resulted in dissatisfaction because the drivers believed that the cameras were for driver evaluation rather than student behavior/safety. The transportation supervisor could have presented this information, but it's the responsibility of the superintendent to cause it to happen. Other areas not related to communication were that he failed to anticipate negative responses from the public. By anticipating, he could have been prepared and answered the concerns before they occurred. He failed to evaluate the public response to the black boxes. He did not request input from the bus drivers. A bus driver should have been placed on the committee. There was no input from students. A well-informed student would have been an asset. He did post the new policy on all buses, but he could have taken advantage of other ways and/or media to model student behavior on buses (videos on bus safety, boarding, unloading, etc.).

Overall, a good plan was developed. It is now the responsibility of the superintendent to promote the plan to the public in such a way that the plan will be successful.

## Practice Case Study Assignment 2

Write an essay of 500–800 words in which you describe what the superintendent should do next to resolve this situation. Identify specific steps, explaining why each is important and what you would consider to be the ideal outcome.

**Sample Case Study Assignment 2 Response: Score Point 4**

Dr. Goldman's committee has developed new standards for student conduct on school buses. This bus discipline management policy has been submitted to the school board and has been approved. The plan has been implemented and is receiving many negative responses from parents, news media, and other community members. Since the school board president has called Dr. Goldman, it is apparent that a problem does exist.

Dr. Goldman should request a conference with the school board. He needs to find out if all board members see the policy as a problem or if it is only the board president's opinion. He should find out if the board has objections to the policy or if they are simply reacting to public pressure. The superintendent and the board should brainstorm to develop ideas that will improve the policy as well as make suggestions as to how to promote the plan to the public.

The plan seems to be a very strong one. It promotes the safety of students and establishes effective measures to improve student conduct. The plan resembles other successful discipline management plans that are found in other schools. These factors indicate that the plan is salvageable, that it can be effective, and that it should be promoted to the public.

Regardless of the effectiveness of the plan, it is necessary to respond to the negative criticism (warranted or not). Dr. Goldman should respond in a well-planned, nonemotional manner. He should not see this criticism as a personal attack or an attack on the work of his committee.

He should have developed a public relations plan to promote the new policy before its implementation, but since he did not, he should begin a PR program immediately. He should use letters to parents, newsletters, memos, PTO meetings, civic club meetings, and all other opportunities to present the case for the plan. Misinformation and gossip are possibly responsible for most of the concerns. Action can be taken to clean up the misconceptions now.

Dr. Goldman will need to be aware that he cannot make everyone happy. All parties do have the right to be heard. Meetings of interested parties (town meetings, etc.) will be valuable in allowing for two-way communication. Often when both sides are heard and positions are clarified, then problems can be solved. Again, it is important not to become emotional. Emotion often prevents a problem from being resolved. Dr. Goldman should direct the public's attention toward student safety. Few people can argue against the safety of children.

If Dr. Goldman can gain parent and community support, the policy can remain in place and it will be successful. If he cannot gain enough support, he should reconvene the committee and investigate alternatives to the new policy. The committee should invite those segments of the community that support the plan as well as those that oppose it. Presentations from each group could be made. Workable compromises could be considered. A member of the school board management committee could be invited for additional input and support.

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**Sample Case Study Assignment 2 Response: Score Point 4 (continued)**

Once the plan is revised (if needed), better lines of communication should be established before final approval is granted by the board and implementation is initiated by the school district. The same methods of communication as suggested previously would need to be used at this time (newsletters, memos, etc.). The public must be furnished information regarding student safety, discipline rules, guidelines, expected conduct, financial information, video surveillance, bus driver qualifications, and bus driver training. All information and a copy of the policy should be available to any parent or community member.

Dr. Goldman should look upon this situation as a learning process. He can build a public relations and communication network on the experiences gained in this scenario. The knowledge gained through this experience will be valuable to him during his administrative career. Letting the public know and keeping them well informed is a significant responsibility of the superintendent.

## SAMPLE DIRECTIONS FOR THE EDUCATIONAL ISSUE AND WORK PRODUCT ASSIGNMENTS

This section of the test consists of two performance assignments: an Educational Issue Assignment and a Work Product Assignment. Your response to each assignment should be of sufficient length to cover the topic in depth (500–800 words). You should use your time to plan, write, review, and edit your responses to the assignments.

Read each assignment carefully before you begin to write. Think about how you will organize each of your responses. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your responses. However, your score will be based solely on the version of your responses written in the written response booklets.

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

The Educational Issue Assignment asks you to describe and analyze a controversial educational issue. **Your response to the Educational Issue Assignment must be written in Written Response Booklet B.** Your response to the Educational Issue Assignment will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **CONTENT KNOWLEDGE:** accuracy and appropriateness in the application of content knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument in relation to the assigned topic

The Work Product Assignment asks you to provide a work product sample in the form of a memo or an article on an educational topic relevant to the position of superintendent. **Your response to the Work Product Assignment must be written in Written Response Booklet C.** Your response to the Work Product Assignment will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **CONTENT KNOWLEDGE:** accuracy and appropriateness in the application of content knowledge
- **CLARITY AND ORGANIZATION:** the extent to which the response is clear and well organized

The performance assignments are intended to assess content knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit scorers to make a valid evaluation of your responses according to the criteria listed above. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Your written responses must be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

Write your response to the **Educational Issue Assignment** in **Written Response Booklet B**.

Write your response to the **Work Product Assignment** in **Written Response Booklet C**.

**SAMPLE PERFORMANCE CHARACTERISTICS AND SCORING SCALE  
FOR THE EDUCATIONAL ISSUE ASSIGNMENT**

**Performance Characteristics:**

Purpose	the extent to which the response achieves the purpose of the assignment
Content Knowledge	accuracy and appropriateness in the application of content knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument in relation to the assigned topic

**Scoring Scale:**

Score Point	Score Point Description
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of content knowledge.</li> <li>• The supporting evidence is strong; there are high quality relevant examples.</li> <li>• The response reflects an ably reasoned argument in relation to the assigned topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects an adequate knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of content knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned argument in relation to the assigned topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate application of content knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned argument in relation to the assigned topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of content knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning in relation to the assigned topic.</li> </ul>
<b>U</b>	<p><b>The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b></p>
<b>B</b>	<p><b>The written response form is blank.</b></p>

## Practice Educational Issue Assignment

**For this assignment, you will be asked to describe and analyze both sides of the controversial educational issue below. Your response will be scored on the basis of your knowledge of the issue and the strength of your reasoning.**

In a response of 500–800 words:

- describe and analyze **both sides** of the following educational issue; and
- present reasons and appropriate examples to support your analysis.

**The issue: Should the curriculum of public schools place greater emphasis on job-specific skills?**

### Sample Educational Issue Assignment Response: Score Point 4

The issue: Should the curriculum of public schools place greater emphasis on job-specific skills?

In preparing students for lifetime careers, it is often debated whether the curriculum should be directed toward a general education with college preparation or toward job-specific skills. In this paper, I will analyze the issue and review the arguments both pro and con.

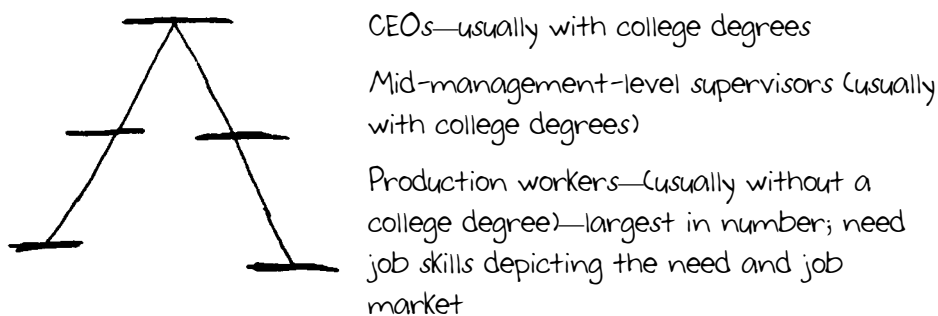
Developing a curriculum that emphasizes job-related skills has many advantages. A curriculum that is career and technology based is usually directed toward job-specific courses. Most students in these programs do not attend college but move directly into the job market.

It is important that they have the skills necessary to enter the work world and be able to earn a living. Vocational courses provide job-specific skills that allow the student to enter this work world with a greater earning power than they would have had if they had followed a general education curriculum.

Entry into jobs in various fields requires experience and preparation in those fields. The building/construction industry looks toward the building trades curriculum to prepare students for this job market. A student trained as a brick layer or carpenter is in much greater demand than a student without those skills. Auto mechanics, cosmetology, the meat-cutting industry, and manufacturing are just a few examples of fields in which it is so important to have job skills with which to enter those occupations.

It can be argued that we are a product- and service-related society. Bill Gates and Michael Dell, giants of the computer industry, were both college dropouts. Their skills with computers were their roads to success. Some educators use these arguments to promote a job-skill-related curriculum.

Another argument could be directed to the area of greatest need. Do we need more college-educated CEOs or do we need more production workers? There is a greater demand (in numbers) for service-related workers and production workers than there is for college graduates.



A curriculum that emphasizes job-specific skills meets the needs of the community and the local job market. The local economy is stimulated by a population with job-specific skills. Many businesses and industries move to communities where the supply of skilled workers is adequate to meet their needs.

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**Sample Educational Issue Assignment Response: Score Point 4 (continued)**

Other educators argue that the curriculum should not place a greater emphasis on job-specific skills. They argue that a more general curriculum is needed that would provide students with a more varied education and that it should not be directed toward a specific occupation. They believe that educational opportunities should not be limited but that students should be encouraged to explore all opportunities.

De-emphasizing job skills and directing the curriculum toward college preparation does not mean that all students will attend college. These educators argue that their plan will keep all the options open so that the student may choose a college education or a career in business or industry (or other careers not involving college).

Arguments can be made that the curriculum prepares students better for the future, that it develops higher-level thinking skills, and that it promotes problem solving, skills for career decisions, and everyday living. It will provide a better background for success at the college level, and proponents also argue that college graduates have greater lifetime earnings.

A final argument opposing a job-specific curriculum is that the school/curriculum cannot be specific enough to meet the needs of most jobs. Even though skills are developed in high school, there will always be a need for on-the-job training. Many employers would rather train their employees like they want them rather than have the school train them.

John Hastings, CEO of Am Bus, makes this statement: "Am Bus looks for employees with general job skills, that have a strong work ethic, that come to work regularly, and that will be loyal to the company. If they have work-related skills and are good citizens, we will use our training programs to teach them how to build a bus."

Mr. Hastings's statement could be used by both opponents and proponents of the job-skill-related curriculum.

The fact that he states that his company would provide on-the-job training would support the theory that specific job skills are not needed. Conversely, Mr. Hastings states that he wants future employees to have general job skills, be trained in the work ethic, and know how to get to work on time. These are all components of a vocational job-skill-related curriculum.

The previous arguments indicate the magnitude of this issue. There are good arguments for each position. Schools need to make their curriculum decisions based on the needs of their students and the needs present in their state and local community.

**SAMPLE PERFORMANCE CHARACTERISTICS AND SCORING SCALE  
FOR THE WORK PRODUCT ASSIGNMENT**

**Performance Characteristics:**

Purpose	the extent to which the response achieves the purpose of the assignment
Content Knowledge	accuracy and appropriateness in the application of content knowledge
Clarity and Organization	the extent to which the response is clear and well organized

**Scoring Scale:**

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of content knowledge.</li> <li>• The response is clear and well organized.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects an adequate knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of content knowledge.</li> <li>• The response is generally clear and adequately organized.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate application of content knowledge.</li> <li>• The response is somewhat unclear and disorganized.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the content.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of content knowledge.</li> <li>• The response is unclear and poorly organized.</li> </ul>
<b>U</b>	<p><b>The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b></p>
<b>B</b>	<p><b>The written response form is blank.</b></p>

## Practice Work Product Assignment

**For this assignment, you will be asked to write a memo or an article on an educational topic relevant to the position of a district superintendent. Your response will be scored on the basis of your knowledge of the topic and the clarity and appropriateness of the presentation.**

You are a district superintendent. You have appointed a team of faculty, staff, parents/guardians, and community representatives to develop a plan for improving the cost-effectiveness of district schools.

In a response of 500–800 words, write a memo to the members of the team. In your memo, you should:

- explain key issues involved in developing and/or implementing such a plan;
- identify at least two guidelines that the team should follow in developing the plan; and
- describe your role as superintendent in developing and implementing the plan.

## Sample Work Product Assignment Response: Score Point 4

## MEMO

Date: 9/14/99  
From: John Smith, Superintendent, Overton School District  
To: Overton School District Team for Cost-Effective Schools  
Subject: Developing and implementing a plan to make the Overton schools more cost-effective

Due to increased budget needs and less-than-adequate funding from state and local sources, it is essential that we improve the cost-effectiveness of our school system. I would urge this team to bring as many viewpoints into your research as possible. The plan that we develop should benefit all students and give some relief to the taxpayers in our community.

The key issues in developing a plan will be

- to identify the areas where the school system can be more cost-effective,
- to develop a plan that will include specific guidelines that will promote cost-effectiveness in those areas,
- to communicate the need to contain cost to the various parties involved (students, teachers, office personnel, maintenance workers, etc.), and
- to set time lines for developing and implementing the plan.

In order to locate the areas where we can become more cost-effective, it will be necessary to set up subcommittees to study each area of concern. Subcommittees should investigate areas such as maintenance, transportation, food services, teaching materials and supplies, utilities, salaries and personnel, administration costs, and any other area where the committee sees a need. Do not be limited to my suggestions. As you view these areas, investigate the following:

- Maintenance:
  - Possibility of contracting this service
  - Grounds
  - Buildings
  - Equipment
  - Etc.
- Transportation:
  - Bidding practices for vehicles
  - Bidding practices for gas, oil, mechanical services
  - Bus driver training
  - Bus routes
- Salaries and Personnel:
  - Salary survey
  - Overstaffed/understaffed

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**Sample Work Product Assignment Response: Score Point 4 (continued)**

Job duties and responsibilities vs. compensation  
Comparison to other school districts  
Etc.

- Food Services/Cafeterias:
  - Bidding practices for food and supplies
  - Utilization of local markets
  - Personnel needs—understaffed, overstaffed
  - Evaluation of the amount of waste
  - Could we be more cost-effective if we contracted for these services?
- Teaching Materials and Supplies:
  - Effective use of materials purchased
  - Bidding practices
  - Use of memo paper (very large cost)—Are other options available?
  - Use and cost of workbooks, packets, etc.
  - Audiovisual supplies, materials, and equipment—computers, word processors, VCRs, etc.
- Utilities:
  - Thermostat settings for efficient heating/cooling
  - Use of motion sensors for lighting, switches
  - Extracurricular use
  - Night and security lights
- Administrative costs:
  - Personnel
  - Supplies
  - Contracted services
  - Salaries
- Other factors:
  - Teacher in-service expenditures
  - Security cost
  - Library (supplies, materials, and personnel)
  - Cost of extracurricular activities (very high)

In developing this plan, we should keep in mind several very important guidelines.

- We want to provide the best possible education for each student at the most reasonable cost. Do not sacrifice the educational opportunities of our students just to become more cost-effective.
- The safety of our students is most important. Do not sacrifice the health, safety, and welfare of our students in order to become more cost-effective.
- Communicate with the public. Seek input from as many sources as possible. If many people have a part in developing this plan, they will be willing to "buy into" the plan when we are ready for implementation.

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**Sample Work Product Assignment Response: Score Point 4 (continued)**

My role in helping to develop this plan is to appoint a committee and to provide that committee with the information and resources that will be needed to formulate the plan.

I will

- act as a facilitator when requested and needed,
- provide the committee with a copy of the 2000-2001 budget,
- make available policies on purchasing and bidding practices,
- secure outside resources,
- obtain studies by utility companies,
- provide access to experts in energy conservation,
- make available computers and the Internet to gather information,
- assist in developing a time line for completion and implementation of the plan,
- present a draft of the plan to the local Board of Trustees for consideration, and
- assist the committee in presenting the plan to the community in various meetings (PTA, Lions Club, faculty meetings, town meetings, city council, etc.).

I realize that I have presented this committee with a difficult task. I do feel that we will reap many benefits from the plan that you develop. If we are able to become more cost efficient, we will not only save our taxpayers money, but more importantly we will be able to redirect our resources to areas that will be more beneficial to the education of our students.

I will appreciate your efforts as will our Board of Trustees.

John Smith  
Superintendent

# ANSWER KEY

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## Field 80: Superintendent

Question Number	Correct Response	Objective
1.	<b>D</b>	Understand how to sustain a climate of innovation and change in the educational organization.
2.	<b>D</b>	Understand strategies for promoting professional development in the educational organization.
3.	<b>A</b>	Understand how to promote equity in educational programs.
4.	<b>C</b>	Understand how to formulate policies and work effectively with educational policymakers.
5.	<b>A</b>	Understand how to encourage and respond to feedback from members of the educational and local community.
6.	<b>D</b>	Understand public school finance and financial management.
7.	<b>B</b>	Understand school physical plant management and the management of school services.
8.	<b>C</b>	Understand principles and characteristics of curriculum planning, design, implementation, and evaluation.
9.	<b>B</b>	Apply principles of management and organizational behavior in problem solving, decision making, and organizational development.
10.	<b>A</b>	Understand how to encourage and support teamwork to promote the mission of the educational organization.
11.	<b>C</b>	Understand how the mission of the educational organization is developed and promoted.
12.	<b>B</b>	Apply principles of effective human resource management.