



# ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



## STUDY GUIDE

82 Supervisor

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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 82: Supervisor

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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 82: Supervisor

### Subareas:

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

### EDUCATIONAL LEADERSHIP

#### **0001 Understand how to support and promote the mission of the educational organization.**

For example: understanding how to participate in the development of a mission statement for the educational organization; 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; demonstrating awareness of 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; applying principles of adult learning; analyzing strategies for motivating adults to grow and develop in constructive directions; identifying strategies for creating effective professional development programs; understanding how to use documentation of one's own performance to design and continually adapt a personal professional development plan; 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 international issues that affect teaching and learning; understanding how to engender an atmosphere that encourages respect, sensitivity, and appreciation for the social, linguistic, and cultural 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: identifying 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 in accordance with state and federal requirements; analyzing the legal aspects of school administration; interpreting the ethical responsibilities of schools and the members of the educational community; and understanding how the Arizona Constitution and U.S. Constitution, local policies, and statutory, common, and case law regulate the behavior of students, faculty, and staff in the schools.

**0006 Apply knowledge of educational policy and school governance.**

For example: demonstrating familiarity with the system of public school governance and the legislative process; recognizing the roles of federal, state, and district authorities in school governance; demonstrating knowledge of the respective functions of policymakers, administrators, and school councils; understanding how to develop effective working relationships with policymakers; applying strategies for ensuring timely and effective communication with policymakers; analyzing the role of administrators in working with policymakers in specific contexts; applying knowledge of the roles and responsibilities of district and building-level administrators; and identifying strategies for implementing policies fairly and effectively throughout the educational community.

## 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 all members of 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; evaluating various strategies for communicating expectations and results to students, staff, parents/guardians, and the community; understanding how to formulate plans for internal and external communications; and understanding how to serve as an articulate spokesperson for the welfare of all students in a diverse community.

### **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 culture and political environment of the schools and community; demonstrating knowledge of strategies for applying public relations skills in response to community feedback; identifying effective strategies for encouraging support and involvement from members of the educational community; and understanding how to respond appropriately to electronic and printed news 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; analyzing methods for empowering administrators, staff at all levels, students, and parents/guardians to be leaders in the school community; demonstrating knowledge of multiple approaches to group dynamics and utilizing process skills; analyzing 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.

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**EDUCATIONAL MANAGEMENT****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; applying principles of organizational behavior; identifying strategies for evaluating and promoting 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 analyzing how technology can be used to support educational management.

**0011 Understand the financial management of educational programs.**

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; demonstrating knowledge of procedures for funding the acquisition and maintenance of instructional resources, media, and equipment; recognizing guidelines for the requisition, approval, and inventorying of instructional equipment and supplies; understanding appropriate ways to keep staff informed about the availability of resources; and applying principles for managing scarce resources and for grant writing.

**0012 Apply principles of effective human resource management.**

For example: identifying the legal issues affecting school personnel selection, development, supervision, retention, and dismissal; understanding how to apply adult motivation research to select appropriate models of supervision; identifying strategies for creating staff objectives and assignments; 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

### **0013 Understand principles and characteristics of curriculum planning, design, implementation, and evaluation.**

For example: demonstrating familiarity with basic principles of curriculum planning and design; identifying strategies for leading the educational community in the adoption of challenging content standards; understanding how to match curriculum and instruction to state standards and expectations for students; analyzing the implications of occupational trends and extra-curricular programs for curriculum planning; understanding how to apply knowledge of human development in defining instructional objectives; understanding how curricular alignment and sequence promote student achievement; identifying effective methods for involving and leading stakeholders in curriculum planning; and analyzing considerations involved in creating curricula for all students, including diverse populations and those with unique abilities, disabilities, and social challenges.

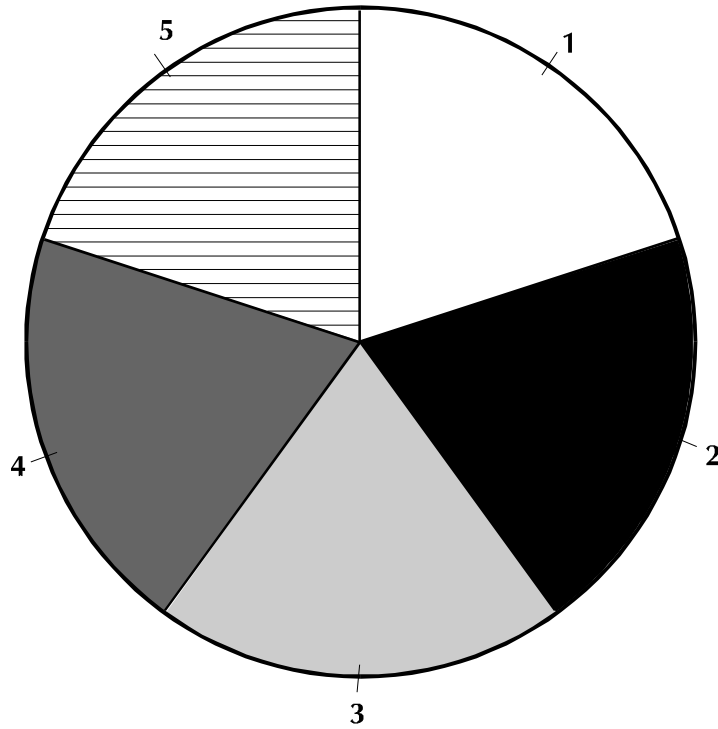
### **0014 Understand principles and characteristics of instruction designed to promote student achievement.**






For example: demonstrating familiarity with the stages of physical, cognitive, moral, social, and emotional development; demonstrating knowledge of instructional management systems that incorporate research findings on learning, motivation, instructional strategies, instructional time, and resources to maximize student achievement; applying knowledge of research findings on multicultural sensitivity and learning styles; 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.

### **0015 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 methodology; 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**



<b>Subarea</b>	<b>Approximate Percentage of Selected-Response Items on Test Form</b>
 1. Educational Leadership	20%
 2. Social, Cultural, and Legal Context	20%
 3. Effective Communication	20%
 4. Educational Management	20%
 5. Curriculum and Instruction	20%

# PRACTICE QUESTIONS

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## Field 82: Supervisor

1. A superintendent asks the director of professional development to evaluate whether current professional development activity is sufficient to support educational improvement. Which of the following initial questions would be most important for the director to pose as part of this evaluation?
  - A. Do the current professional development activities address the goals of the district?
  - B. Is there uniformity across all district schools in the types of professional development being offered?
  - C. What types of in-service activities for district teachers have been most successful in the recent past?
  - D. Is the district taking full advantage of generic professional development workshops available through commercial vendors?
2. A district supervisor in a diverse community is leading a training session for elementary school teachers on instructional strategies for promoting students' understanding and appreciation of cultural differences. Training leaders to use which of the following instructional strategies would most likely be effective for this purpose?
  - A. involving students in preparations for an annual, school-sponsored multicultural festival
  - B. taking advantage of teachable moments to address issues related to cultural differences that arise through classroom interactions
  - C. modeling for students how to write research papers on topics relating to more than one culture
  - D. assigning books with multicultural themes for students to read once a month during sustained silent reading time

3. At the next open meeting of the district governing board, district staff will be presenting a proposal for a new social studies curriculum developed by a committee of stakeholders. A district supervisor is aware that several respected teachers who disagree with the proposal are planning to attend the board meeting and voice their objections. Which of the following steps would be most appropriate for the supervisor to take regarding this information?
  - A. suggesting that the teachers prepare a written statement of their views for the board rather than speaking at the board meeting
  - B. alerting the superintendent that differences in professional opinion about the proposal are likely to be expressed at the board meeting
  - C. meeting with the teachers to develop a compromise proposal that the teachers would feel comfortable supporting
  - D. calling the board president to explain that the views of dissenting teachers are not representative of the faculty as a whole
4. Mr. Washington, a district's special education coordinator, is planning a meeting with a group of regular education teachers to communicate important guidelines, policies, and procedures associated with the provision of special education services. During the meeting, Mr. Washington should make a special effort to:
  - A. emphasize the importance of referring all low-achieving students for special education screenings.
  - B. describe diagnostic techniques for identifying a variety of physical and mental disabilities.
  - C. explain any specialized terminology or abbreviations with which participants may not be familiar.
  - D. provide a thorough review of current educational research in the field of special education.

5. Ms. Lopez, a district's newly appointed coordinator for community relations, considers ways to facilitate positive and productive communication with the local media. She begins by introducing herself to local journalists who routinely report on school issues and events. In her ongoing interactions with these reporters, Ms. Lopez should:
- A. set boundaries by politely explaining that she will answer reporters' questions at certain prescheduled times each week.
  - B. designate several additional district staff to communicate with reporters on a regular basis.
  - C. refrain from calling the reporters with ideas for articles but respond promptly and fully when they contact her.
  - D. inquire about the reporters' schedules and accommodate their deadlines whenever possible.
6. A superintendent asks a district supervisor to work with a team of stakeholders to explore the possibility of establishing an alternative school in the district. The team could most effectively begin its investigation by:
- A. consulting with the district business manager to determine the financial parameters for such a project.
  - B. researching various approaches to structuring such a school and identifying the structure that would best suit this district.
  - C. meeting with members of the district governing board to discuss the idea.
  - D. conducting a districtwide needs assessment to estimate how many students might benefit from such a school.

7. A district recently introduced a new criterion-referenced student achievement test in all district schools. School administrators are now beginning the process of reviewing and evaluating the test results. The district's instructional coordinator could best assist school leaders during this process by:
- A. helping principals communicate any concerns they may have about the test to the district governing board.
  - B. suggesting that building administrators refer all parent/guardian inquiries about the test to the central office.
  - C. providing the schools with technical support in interpreting and using the test data.
  - D. scheduling an in-service workshop for all district employees that provides information about various student assessment techniques.

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

Ms. Benally, a district curriculum coordinator, is meeting with members of the high school English department. During the meeting, several teachers express the opinion that the current language arts curriculum places too much emphasis on literary criticism and not enough emphasis on developing students' oral communication skills (e.g., making oral presentations, interviewing, listening skills). During the ensuing discussion, other teachers voice general satisfaction with the current curriculum and say that they see little need for change.

8. Which of the following actions must Ms. Benally and the English faculty take in evaluating the need for curricular change?
  - A. determining the extent to which the current language arts curriculum agrees with state learning standards for language arts
  - B. surveying the school's students about the extent to which the current language arts curriculum meets their needs
  - C. comparing the current curriculum with the language arts curricula offered at high schools across the United States
  - D. asking English teachers to complete a detailed questionnaire on their attitudes about the current language arts curriculum
9. As discussion of the curriculum becomes more heated, participants sometimes seem to be talking at cross purposes. In this situation, Ms. Benally could best exercise leadership by:
  - A. redirecting the discussion toward other curricular issues to prevent a potentially divisive debate.
  - B. taking a definite position in favor of one side or the other in the debate about the curriculum.
  - C. placing the discussion explicitly in the context of the school mission and departmental goals.
  - D. articulating the district's official position on curriculum development.

10. In subsequent meetings with Ms. Benally, the high school English faculty continue their discussions and eventually agree to develop a proposal for the school site council on recommended changes to the English curriculum. Which of the following would be the most appropriate role for Ms. Benally to play in the development of these recommendations?
- A. Ms. Benally leads English faculty discussion of various alternatives, then makes the final decision on which revisions to recommend.
  - B. Ms. Benally drafts a preliminary list of recommendations for the English faculty to approve or revise.
  - C. Ms. Benally helps the English faculty develop several alternative proposals for the school site council to consider.
  - D. Ms. Benally works with the English faculty to develop consensus on which changes to recommend.

11. Last year a district decentralized the budget process, giving individual schools greater control in planning and monitoring the school's use of financial resources. In preparation for a second year of decentralized budgeting, a district supervisor is helping school principals and site-based teams evaluate the previous year's operational budget. Which of the following questions would be most important for school leaders to focus on as they begin this evaluation?
- A. What proportion of last year's budget was devoted to instructional materials and supplies?
  - B. Were the budgeted resources adequate for accomplishing the intended educational goals?
  - C. What proportion of last year's budget was devoted to personnel-related expenditures?
  - D. Were sufficient funds budgeted to cover necessary repairs to school facilities?
12. A district's director of human resources is serving on a task force to develop district guidelines for teacher evaluation. Which of the following guidelines should the task force recommend that a principal follow when meeting with a teacher the week before a planned observation of the teacher's classroom performance?
- A. discussing the objectives of the teacher's planned lesson and agreeing on a method of observation
  - B. examining a number of lesson plans developed by the teacher and selecting one to use for the upcoming observation
  - C. reviewing the teacher's previous evaluation and suggesting ways to improve skills that were weak
  - D. refraining from setting a specific agenda for the meeting and allowing the teacher to take the lead in the conversation

**SAMPLE DIRECTIONS FOR THE PERFORMANCE ASSIGNMENT**

This section of the test consists of a performance assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of approximately 2–3 pages on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

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

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response to the assignment, 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 will be evaluated on the basis of the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The performance assignment is intended to assess subject knowledge content and skills, not writing ability. However, your response must be communicated clearly enough to permit scorers to make a valid evaluation of your response according to the criteria listed above. Your response should be written for an audience of educators in this field. The final version of your response should conform to the conventions of edited American English. This should 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 topic. 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 response.

**SUBJECT TESTS—PERFORMANCE ASSIGNMENT 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 subject matter.</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 subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects an adequate knowledge and understanding of the subject matter.</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 subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned understanding of the topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the subject matter.</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 subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the subject matter.</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 subject matter 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 about or understanding of the topic.</li> </ul>
<b>U</b>	<p><b>The response 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>There is no response to the assignment.</b></p>

## Practice Performance Assignment

13. Use the information below to complete the exercise that follows.

Over the past three years, high school dropout rates in Riverton, a mid-sized suburban school district, have increased substantially. To address this problem, the district governing board of Riverton has mandated the creation of dropout prevention programs for the district's two high schools. Mr. Ashike, Riverton's director of student services, has been asked to assist in the development of the dropout prevention programs.

Using your knowledge of educational leadership, management, and/or instructional issues, write an essay in which you:

- identify at least three steps that Mr. Ashike should take in helping to develop dropout prevention programs for the high schools; and
- explain why each of these steps is important to the eventual success of the programs.

### Sample Performance Assignment Response: Score Point 4

Director of Student Services: Steps in developing a dropout prevention program

The first step that Mr. Ashike should take is to analyze the problem. He should review the dropout and attendance rates since they are closely related. The increased dropout rate over the last three years indicates that some action is needed. Included in this step should be developing and completing a survey. After developing a survey instrument, he should distribute it to students, former students, parents, teachers (mainstream, vocational, and special education), and other administrators for input. Guidance counselors and special education counselors could also provide valuable information for the survey. To complete this survey, Mr. Ashike will probably need to speak with many individuals as well as compile information from the survey. With the information derived from the survey and from personal contact, Mr. Ashike can complete his analysis. The importance of this step is that all areas/members of the community have been consulted and the needs of the school have been clearly established. Through this analysis, he has determined that there is a need for a dropout prevention program and he can move to the next step.

Mr. Ashike should appoint a committee to study the problem and to develop a dropout prevention program for at-risk students. The planning committee should be very diverse (even more diverse than the group consulted in the survey). Members of the committee should come from all segments of the school and community. From the school, the committee should include teachers (mainstream, vocational, and special education), parents, office staff, aides, students, counselors, the curriculum director, and other administrators.

From the community, Mr. Ashike should select retired teachers, former students, religious leaders, civic leaders, professionals, business leaders (owners/managers of both large and small businesses), and senior citizens. Again, this is important because a broad base such as this will assure that all areas of the community will be represented. The greater the numbers of people that have input, the better the chances the program has for success.

The third step would be for Mr. Ashike to lead the committee in developing a plan. He may act as a facilitator for the group, or he may furnish them with the necessary materials and information needed to formulate a plan. The plan could consist of a mission statement, a list of goals, and the methods needed to reach those goals. The plan should contain alternate programs and suggested means of funding.

Mission statements such as "Preparing Today for the World of Tomorrow," or "A Quality Education for Every Student" are eye-catchers and convey the goal of the program. Acceptable goals would be to help at-risk students to stay in or return to school, to provide greater opportunities for the at-risk student to pursue a high school diploma, to offer appropriate academic and support services, and to offer the student possibilities of receiving a GED if a regular diploma is not feasible. The development of the mission statement and the establishment of goals give direction to the program.

*(continued on next page)*

**Sample Performance Assignment Response: Score Point 4 (continued)**

Also included in step three (planning) would be suggestions on how those goals may be reached. The committee should review state guidelines that will give directions and list requirements. To reach those goals, a set of standards would have to be developed. What are the requirements for getting into the program? The committee would need to identify the levels of performance that are expected. A flexible program should be developed that would give support and encouragement to those students that are able to progress through the regular school curriculum. Support may be in the form of tutoring, child care for teen mothers, counseling, or help in finding a job.

Alternate dropout prevention programs may be needed for students who are not able to find success in a regular classroom situation. The committee should investigate the need for an alternative classroom or an alternative school that could provide a nontraditional method of instructional delivery. The alternate program could be self-paced, provide skill training, and allow students to be employed during school hours. The committee should incorporate into the plan suggested methods of funding (local, state, federal). Included under funding could be a provision for high-quality certified teachers and support staff. Additional supplies and equipment would need to be made available.

Each of the steps—analyzing the problem, organizing a committee, and formulating a plan—is equally important. Other factors may need to be included in the plan or designed and added later. They are presenting the plan to the superintendent and Board of Trustees, communicating the plan to the public, developing methods for evaluating and revising the plan, and finally implementing the plan for the 2000-2001 school year.

# ANSWER KEY

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## Field 82: Supervisor

Question Number	Correct Response	Objective
1.	A	Understand strategies for promoting professional development in the educational organization.
2.	B	Understand how to promote equity in educational programs.
3.	B	Apply knowledge of educational policy and school governance.
4.	C	Understand the use of effective communication strategies to build support for improving the learning environment.
5.	D	Understand how to encourage and respond to feedback from members of the educational and local community.
6.	D	Apply principles of management and organizational behavior in problem solving, decision making, and organizational development.
7.	C	Understand principles, purposes, and methods of student assessment.
8.	A	Understand principles and characteristics of curriculum planning, design, implementation, and evaluation.
9.	C	Understand how to support and promote the mission of the educational organization.
10.	D	Understand how to encourage and support teamwork to promote the mission of the educational organization.
11.	B	Understand the financial management of educational programs.
12.	A	Apply principles of effective human resource management.