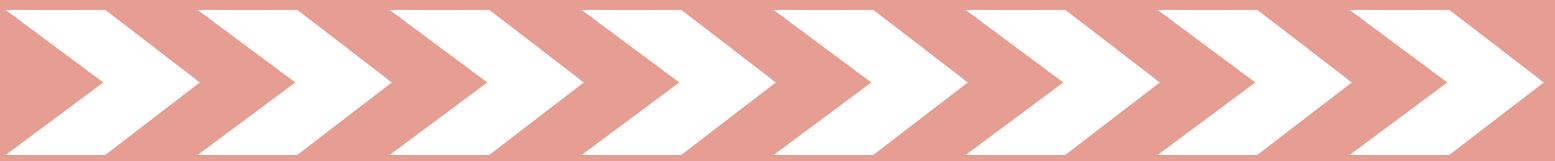




# ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS®



## STUDY GUIDE

181 Principal: Subtest I

281 Principal: Subtest II

**This test is now delivered as a computer-based test.  
See [www.aepa.nesinc.com](http://www.aepa.nesinc.com) for current program information.**

*Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.*

Copyright © 2014 Pearson Education, Inc. or its affiliate(s). All rights reserved.  
Pearson, P.O. Box 226, Amherst, MA 01004

AEPA, Arizona Educator Proficiency Assessments, and the AEPA logo are trademarks of the  
Arizona Department of Education and Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).



# TABLE OF CONTENTS

Field 181: Principal: Subtest I

Field 281: Principal: Subtest II

---

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

<b>AN OVERVIEW OF THE AEPA.....</b>	<b>1-1</b>
Test Development Process	
Characteristics of the AEPA	
Test Administration	
How AEPA Test Scores Are Computed and Reported	
<b>HOW TO PREPARE FOR THE TESTS .....</b>	<b>1-3</b>
Study the Test Objectives	
Focus Your Studies	
Identify Resources	
Develop Study Techniques	
Answer the Practice Questions	
Review the Sample Answer Sheet and Written Response Booklet	
Test Directions	
Sample Answer Sheet	
Sample Written Response Booklet	
<b>WHAT TO EXPECT THE DAY OF THE TEST .....</b>	<b>1-12</b>
The Morning of the Administration	
At the Test Site	
<b>SAMPLE TEST OBJECTIVES AND QUESTIONS .....</b>	<b>1-13</b>
Organization of the Test Objectives	
Question Formats and Strategies	
Selected-Response-Question Formats	
Performance Assignment Formats	
Evaluation of the Sample Written Performance Assignment Response	

## PART 2: FIELD-SPECIFIC INFORMATION

<b>INTRODUCTION .....</b>	<b>2-1</b>
<b>TEST OBJECTIVES .....</b>	<b>2-2</b>
<b>SUBTEST I PRACTICE QUESTIONS .....</b>	<b>2-10</b>
<b>SUBTEST I ANSWER KEY .....</b>	<b>2-33</b>
<b>SUBTEST II PRACTICE QUESTIONS.....</b>	<b>2-36</b>
<b>SUBTEST II ANSWER KEY.....</b>	<b>2-61</b>
<b>PREPARATION RESOURCES .....</b>	<b>2-64</b>



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

---

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 181: Principal: Subtest I

Field 281: Principal: Subtest II

---

### INTRODUCTION

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

**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 questions for the selected-response and performance assignment sections 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 strength or weakness 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.

**Preparation resources.** The list of preparation resources has been compiled to assist you in finding relevant materials as you prepare to take Principal: Subtest I and Principal: Subtest II. This list is to be considered not as complete, but as representative of the kinds of resources currently available. There may be other materials that may be helpful to you in preparing to take the test.

You may also wish to consult a representative from an Arizona educator preparation program in your area regarding other potential resources specific to this field. Keep in mind that the use of these materials does not guarantee successful performance on the test.

# TEST OBJECTIVES

Field 181: Principal: Subtest I

Field 281: Principal: Subtest II

## 181 PRINCIPAL: SUBTEST I

Subarea	Selected-response Items	Range of Objectives	Subtest Proportions	TOTAL ITEMS
I	Visionary Leadership, Collaboration, and Educational Contexts	1–2	30%	25
II	Fiscal and Operational Management and Legal/Ethical Guidelines	3–4	30%	25
	<b>Subtotal</b>		60%	<b>50</b>
Subarea	Constructed-response Items	Range of Objectives	Subtest Proportions	TOTAL ITEMS
I	Visionary Leadership, Collaboration, and Educational Contexts	1–2	20%	1
II	Fiscal and Operational Management and Legal/Ethical Guidelines	3–4	20%	1
	<b>Subtotal</b>		40%	2
			<b>100%</b>	<b>52</b>

## 281 PRINCIPAL: SUBTEST II

Subarea	Selected-response Items	Range of Objectives	Subtest Proportions	TOTAL ITEMS
III	Instructional and Organizational Leadership	5–8	60%	50
Subarea	Constructed-response Items	Range of Objectives	Subtest Proportions	TOTAL ITEMS
III	Instructional and Organizational Leadership	5–8	40%	2
			<b>100%</b>	<b>52</b>

**Subareas:**

Visionary Leadership, Collaboration, and Educational Contexts  
Fiscal and Operational Management and Legal/Ethical Guidelines  
Instructional and Organizational Leadership

**FIELD 181: PRINCIPAL: SUBTEST I**

**VISIONARY LEADERSHIP, COLLABORATION, AND EDUCATIONAL CONTEXTS**

**0001 Understand how to develop and implement a shared school vision and associated goals and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC Standard 1)**

For example:

- analyzing the purposes of a school vision and mission and procedures for collaboratively developing and implementing a shared vision and mission reflecting high levels of student learning and effective instructional practice
- applying knowledge of how to engage diverse stakeholder groups in developing and implementing a school vision, incorporate diverse perspectives into the vision, and build a shared sense of commitment to and ownership of the vision
- analyzing the role of the principal in developing, articulating, and implementing a school vision
- demonstrating knowledge of potential barriers to achieving a vision and how to strategically address barriers
- applying knowledge of how a school vision drives planning and informs decision making about goals, programs, practices, and resource utilization
- demonstrating knowledge of skills and strategies for collecting and using relevant data to identify goals aligned with the vision, assess organizational effectiveness, and promote organizational learning
- demonstrating knowledge of skills and strategies for creating and implementing plans to achieve defined goals and promote continuous and sustainable improvement
- applying knowledge of how to monitor and evaluate a plan's progress and effectiveness and revise plans as needed to achieve goals

**0002 Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build positive, productive relationships with stakeholders inside and outside the school. (ISLLC Standards 4, 6)**

For example:

- demonstrating knowledge of political, social, economic, and cultural contexts of education at the local, state, and federal levels that affect Arizona public schools and how to respond to and influence these contexts
- analyzing the influences of political, social, economic, and cultural factors on families, communities, students, and learning
- demonstrating knowledge of how current and emerging issues, trends, initiatives, and forces influence teaching and learning, and how to adapt leadership strategies in response to these forces
- applying knowledge of how to serve as an effective advocate at the local, district, state, and national levels for policies, laws, programs, and practices that promote student learning and educational equity
- demonstrating knowledge of public school governance in Arizona and how to work effectively with decision makers at the local, district, and state levels to increase their understanding of issues affecting the school and to achieve educational goals
- demonstrating knowledge of community and media relations, public information strategies for communicating different types of information to various audiences (e.g., families, community partners), and interpersonal communication skills appropriate in various educational contexts
- applying knowledge of how to build collaborative relationships with school staff, advisory councils, district governing bodies, families, businesses/enterprises, and community partners
- demonstrating knowledge of how to promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources and how to mobilize community resources in support of school programs and goals
- demonstrating knowledge of the benefits of parent/guardian participation in the school and strategies for increasing the involvement of parents/guardians in their children's education
- applying knowledge of skills and strategies for consensus building, collaboration, and negotiation in various educational contexts
- applying knowledge of how to respond to diverse community interests and needs and work effectively with stakeholders who have competing or conflicting perspectives



---

**FISCAL AND OPERATIONAL MANAGEMENT AND LEGAL/ETHICAL GUIDELINES****0003 Understand fiscal and operational management and their use in promoting achievement of the school's educational goals. (ISLLC Standard 3)**

For example:

- applying knowledge of how to plan, manage, and monitor school budgets effectively, legally, and equitably, and how to allocate, align, and efficiently utilize fiscal resources
- demonstrating knowledge of how to manage resources and obtain new resources (e.g., grants, partnerships) to support school programs and improve student achievement
- demonstrating knowledge of procedures for financial record keeping and reporting, including legal requirements, and for ensuring effective internal controls to safeguard school financial operations
- demonstrating knowledge of public school financing in Arizona, including related equity issues, sources of funding, and restrictions on the use of funds
- applying knowledge of procedures, practices, and legal requirements for ensuring the safe, efficient, and effective operation of school facilities and equipment
- demonstrating knowledge of how to develop and implement plans and procedures for ensuring student and staff safety and building security
- demonstrating knowledge of crisis planning and emergency management in the school setting
- applying knowledge of how to allocate and use school facility space effectively and efficiently to meet program needs

**0004 Understand laws, regulations, and judicial decisions affecting education in Arizona and ethical guidelines and behavior expectations for principals. (ISLLC Standard 5)**

For example:

- applying knowledge of student, staff, and parent/guardian rights, protections, and responsibilities (e.g., due process, confidentiality, free speech, sexual harassment)
- applying knowledge of laws and regulations related to school administration in Arizona (e.g., reporting requirements, student supervision, liability)
- applying knowledge of legal principles and practices for promoting equity in Arizona schools
- applying knowledge of legal requirements for educating students with disabilities and students who are English Language Learners
- demonstrating knowledge of personal and professional ethics, including principles and guidelines for acting fairly, ethically, and with integrity
- demonstrating knowledge of expected principal behaviors in Arizona (e.g., ensuring accountability for the success of every student; modeling principles of self-awareness, reflective practice, transparency, and ethical behavior; safeguarding the values of democracy, equity, and diversity; considering the potential moral and legal consequences of decision making)

**FIELD 281: PRINCIPAL: SUBTEST II**

**INSTRUCTIONAL AND ORGANIZATIONAL LEADERSHIP**

**0005 Understand how to create and sustain a school culture and learning environment conducive to student learning and staff professional growth. (ISLLC Standard 2)**

For example:

- demonstrating knowledge of how to nurture and sustain a schoolwide culture of achievement in which all stakeholders share a commitment to high expectations for all students, closing achievement gaps, and pursuing academic and behavioral excellence
- demonstrating knowledge of how to establish rigorous academic goals and priorities, ensure that teachers set high academic and behavior expectations for every student, and ensure that students are consistently engaged in learning
- applying knowledge of how to create a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of student diversity and that supports achievement for every student
- identifying procedures for evaluating aspects of the learning environment and for using results to guide continuous improvement
- demonstrating knowledge of how to develop, implement, and evaluate effective and equitable behavior management approaches, student codes of conduct, and practices and procedures for preventing bullying and other forms of conflict
- demonstrating knowledge of how to guide staff to build productive relationships with parents/guardians and engage them in their children's learning
- applying knowledge of how to establish a strong professional culture that encourages continuous teacher learning and collaboration; teacher leadership; and shared commitment to the school's vision, mission, values, and goals

**0006 Understand how to provide instructional leadership focused on effective teaching and learning and the use of best instructional practices that promote academic success for every student. (ISLLC Standard 2)**

For example:

- applying knowledge of how to plan, organize, drive, supervise, monitor, and support a rigorous, standards-based, and coherent instructional program based on research-supported best practices for curriculum, instruction, and assessment
- demonstrating knowledge of factors to consider in developing an instructional program (e.g., academic standards, student characteristics and needs) and procedures for supervising and allocating resources to sustain the instructional program
- applying knowledge of instructional methods and practices, including data-driven differentiation and intervention, to meet student needs, close achievement gaps, and promote success for every student
- analyzing the implications of student diversity for teaching and learning, and identifying research-supported practices for promoting achievement for students with diverse characteristics and needs (e.g., English Language Learners; students with exceptionalities; students with diverse cultural, language, and socioeconomic backgrounds)
- demonstrating knowledge of effective and appropriate classroom-based assessment practices (e.g., formative and summative assessments, multiple measures, aligned to learning targets, authentic)
- applying knowledge of how to facilitate effective collaborative efforts to analyze assessment results and formulate plans for improved learning and achievement
- applying knowledge of how to use relevant quantitative and qualitative data to identify instructional strengths and needs, define gaps between current outcomes and goals, formulate new action steps, and design school programs to improve learning for every student
- demonstrating knowledge of educational accountability, the importance and implications of accountability for the school, the role of assessment in accountability, and procedures for establishing and monitoring school accountability systems
- demonstrating knowledge of how to use technology and information systems to enrich curriculum and instruction, support student learning, and monitor instructional effectiveness
- analyzing the impact of structural factors (e.g., staffing patterns, schedules, student grouping practices) on student achievement and ways to adjust these factors to achieve goals for learning

**0007 Understand how to provide professional development opportunities and experiences that promote staff growth and improve learning for every student. (ISLLC Standard 2)**

For example:

- demonstrating knowledge of how to develop and facilitate job-embedded, standards-based professional development that improves learning for all students, including allocating adequate time and other resources to support staff learning and collaboration
- applying knowledge of how to create a professional learning community in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to instructional goals and priorities
- demonstrating knowledge of skills and strategies for guiding teachers' use of achievement data to evaluate student performance, analyze differences between individuals and groups of students, and inform planning for improved teaching and learning
- applying knowledge of how to conduct classroom observations and use observation results and student data to evaluate the quality of teaching and provide teachers with effective feedback aimed at improving student learning and maximizing the effective use of instructional time
- applying knowledge of how to provide professional support and development focused on authentic problems and student outcomes, integrate opportunities for continuous learning and professional growth into the school environment, and engage staff in ongoing self-assessment
- demonstrating knowledge of various supervisory models (e.g., clinical, coaching) and techniques (e.g., conferencing, mentoring) and their use in improving teaching and learning
- demonstrating knowledge of how to work with staff to create professional growth plans that address individual needs and promote teaching excellence
- identifying strategies for encouraging teacher leadership, initiative, innovation, self-reflection, and action research
- applying knowledge of resources and activities, including reflection and feedback from others, to promote one's own ongoing professional development and learning

**0008 Understand organizational and human resource management that supports school improvement and helps ensure success for every student. (ISLLC Standard 3)**

For example:

- applying knowledge of skills and strategies for managing the organization and its resources to ensure equity and continuous improvement
- applying knowledge of how to monitor and evaluate school management systems and ensure that teacher and organizational time is focused on supporting effective instruction and student learning
- demonstrating knowledge of how to collect and use relevant data to make decisions about organizational needs and priorities and how to strategically address organizational barriers to achieving school goals
- applying knowledge of management skills and practices (e.g., group process, consensus building, conflict resolution, team building, distributed leadership) and their use in solving problems, making decisions, and achieving success for every student
- applying knowledge of change processes and how to initiate, manage, and evaluate change in the school environment
- demonstrating knowledge of how to use technological tools and systems to support effective management of the organization (e.g., managing information, facilitating communication and collaboration)
- demonstrating knowledge of effective, equitable, and legal procedures for recruiting, hiring, assigning, retaining, evaluating, disciplining, and dismissing staff to support school goals and maximize achievement for all students
- applying knowledge of how to develop, implement, and evaluate effective induction and mentoring plans for new teachers
- analyzing issues related to equity, diversity, and fairness in human resource management
- applying knowledge of staff evaluation procedures and the use of staff evaluation systems that differentiate the performance of staff functioning at different levels
- demonstrating knowledge of how to obtain, allocate, align, and efficiently utilize human resources and develop the capacity for distributed leadership
- demonstrating knowledge of policies, procedures, and contractual obligations related to human resource administration, including relevant state and federal laws and regulations (e.g., ADA, FERPA, FMLA)

# PRACTICE QUESTIONS

---

## Field 181: Principal: Subtest I

1. The goals that have been articulated for an elementary school include ensuring that all students have equitable access to the curriculum. Which of the following approaches would best help the principal evaluate how well this goal is being achieved?
  - A. interviewing students with varied backgrounds about their learning
  - B. evaluating coverage of diverse perspectives in curricular materials
  - C. examining disaggregated results from recent assessments
  - D. analyzing the cultural profile of the students in each classroom
  
2. A principal is working with staff to create and implement plans to achieve goals for improved student learning. In this context, the principal would most appropriately encourage staff members to conduct research into what other schools are doing as a way to facilitate which of the following processes?
  - A. incorporating a variety of diverse perspectives into the school's planning efforts
  - B. interpreting assessment results to determine strengths and needs in the school's current program
  - C. predicting likely impediments to achieving school goals and strategies for avoiding them
  - D. identifying effective action steps to remedy school issues identified through data analysis
  
3. A school's guidance counselors present the principal with a proposal for an innovative guidance program that has been used successfully in a number of schools around the region and the country. In making a decision about the proposal, the principal's *first* priority should be to determine whether:
  - A. the new program would require additional funds beyond those already available to the guidance program.
  - B. the new program would serve to reinforce and enhance the existing knowledge and skills of guidance staff.
  - C. the new program's goals and activities are consistent with the school's current vision and goals.
  - D. the new program would promote increased collaboration between guidance staff and other school staff.

- 
4. A district's new vision and goals state that students will be able to use a variety of technological tools to promote their own learning. Principals throughout the district recognize that a significant amount of new hardware, software, and teacher training will be needed for this initiative to be successful and that funds currently available are entirely inadequate. Which of the following strategies would likely be most effective and appropriate for the principals to use *first* in their efforts to gain access to needed financial resources?
- A. seeking out foundations and grants that provide funding to support this type of initiative
  - B. encouraging students' families to contact local officials about supporting the provision of resources necessary to fund the initiative
  - C. asking local media outlets to publicize the initiative and the need for additional school funding
  - D. seeking the cooperation of the district's state representative in advocating for additional state funding to support the initiative
5. A recently appointed principal must create a new vision for a school where student performance on all academic measures has been declining for some time. The principal knows that the current level of parent/guardian and community participation in the life of the school is very low, as is overall stakeholder support for the school. The principal expects that creating and implementing a new vision in this context will be challenging. Which of the following strategies used by the principal would best help ensure that the new vision will have broad stakeholder support?
- A. sharing with constituents research-based information on the value of a school vision for improving academic performance
  - B. creating multiple opportunities for individuals from diverse segments of the community to participate in various stages of the visioning process
  - C. sharing with members of the school community clear, accurate information about the school's current academic performance and its implications
  - D. creating a representative committee of school and community leaders to review and critique draft versions of the new vision

6. Last year a principal led teachers in implementing a plan to incorporate a specific set of research-based techniques into their instruction. The goal of the plan was to increase students' motivation and engagement in learning. This year during classroom observations, the principal sees that a few teachers have modified their use of the prescribed techniques in ways that depart somewhat from the original guidelines. The principal can best respond by *first*:
- A. providing retraining to those teachers who are not adhering to new techniques as they were originally defined.
  - B. evaluating the effectiveness of the teachers' modifications to the new techniques in addressing the school's improvement goals.
  - C. meeting with all teachers to reinforce the value of the new techniques and stress the importance of consistent schoolwide implementation.
  - D. surveying teachers throughout the school to determine their views about the new techniques and their efficacy.
7. A school last developed a vision over ten years ago, and the existing vision has not been used in a significant way for many years. Following consultation with the district leadership, the school's new principal decides to initiate the process of developing a new vision for the school. The creation of a new vision can be expected to benefit the school most by:
- A. facilitating the process of ensuring accountability for results.
  - B. reducing barriers to achieving positive school change.
  - C. providing a clear sense of direction for moving forward.
  - D. facilitating alignment of curriculum, instruction, and assessment.



8. A school is beginning the process of developing a new vision. A public meeting to kick off the process includes attendees reflecting many groups in the community. The principal begins the meeting with some introductory remarks and then gives attendees a brief form to complete before initiating discussion. The form includes open-ended questions such as the following.

A great school is one that \_\_\_\_\_

A successful student is able to \_\_\_\_\_

An effective classroom is one in which \_\_\_\_\_

A high-quality instructional program focuses on \_\_\_\_\_

This activity is likely to be most effective in achieving which of the following goals?

- A. helping attendees identify and clarify their core beliefs about education
  - B. promoting attendees' understanding of and commitment to the work ahead
  - C. encouraging attendees to challenge their current assumptions about the role of schools
  - D. providing attendees with a common philosophical framework to guide their participation
9. A middle school recently completed development of a mission statement that emphasizes the role of the school in achieving a variety of important goals, such as "enabling students to become confident, self-directed, lifelong learners" and "preparing students to participate actively as responsible citizens in an ever-changing society." The principal can best facilitate achievement of the goals in the mission statement by guiding stakeholders to take which of the following actions *first*?
- A. defining a set of specific, concrete objectives aimed at accomplishing each goal
  - B. determining strategies for addressing each goal in various content areas across the curriculum
  - C. defining assessment procedures for measuring students' current performance in relation to each goal
  - D. determining materials and resources related to each goal that are currently available in the school

10. In providing direction for a vision development committee, a principal should emphasize the idea that effective vision statements focus on:
- A. celebrating the diversity of a community.
  - B. creating a sense of teamwork between teachers and students.
  - C. encouraging ongoing professional development.
  - D. developing high expectations for student learning.
11. Arizona's adoption of the Common Core Standards reflects most directly the state's commitment to:
- A. providing instruction that is culturally responsive and meets the diverse needs of all students.
  - B. ensuring that high school graduates have the knowledge and skills needed for college or career success.
  - C. building collaborative relationships with other states to improve teaching and learning outcomes.
  - D. implementing rigorous procedures for ensuring accountability for teachers, schools, and districts.
12. An elementary school has been trying a new approach to math instruction during the past couple of years, but the results have been disappointing. The principal is putting together a team to consider this problem and identify possible solutions. At first, the team was going to include the principal, an assistant principal, teachers from different grade levels, and the district math coordinator. The principal then decided to include a representative group of parents/guardians as well. Which of the following is likely to be the most important benefit of the principal's decision?
- A. expanding the range of perspectives and ideas that will be brought to the problem-solving process
  - B. communicating to the school community the school's strong commitment to addressing the math problem
  - C. encouraging the development of a team dynamic that is more positive, balanced, and productive
  - D. increasing recognition among various school constituencies that school staff value their input on education issues

13. In Arizona, a primary role of the State Board of Education is to:
- A. determine how federal funds will be disbursed to each school district in the state.
  - B. monitor the implementation of school and district improvement plans.
  - C. set minimum curriculum and competency requirements for high school graduation.
  - D. establish rules and guidelines for student participation in special education programs.
14. The elementary school principals in a district note that kindergartners enter their schools with significant disparities in their literacy backgrounds. Some children are already proficient readers, while others have little or no prior experience with books. Which of the following actions taken by district educators would best help ensure that all young children will have an equal opportunity to be successful readers?
- A. putting in place an early intervention program in which eligible students and their families may participate
  - B. arranging for reading specialists to team with kindergarten teachers for daily reading instruction
  - C. expanding the availability and use of computer-based literacy programs in kindergarten classrooms
  - D. reorganizing the school day for targeted students to substantially expand their time available for reading instruction
15. Following many discussions about disparities in educational results among the student groups in a school, the principal announces plans to put in place new programs designed to address this problem. During a meeting to share information about plans for change, many parents/guardians and community members express anger and dismay upon learning that the new programs will largely be funded at the expense of existing school programs. The principal can best respond by emphasizing which of the following ideas?
- A. In times of financial stress, everyone must be ready to compromise on their own priorities in order to help those in need.
  - B. The entire community will reap significant benefits in the long run if all students are helped to succeed in school.
  - C. School staff will make every effort to minimize waste and maximize efficiency in the delivery of the new programs.
  - D. Fairness dictates that those students with the greatest academic weaknesses should receive the greatest support.

16. The members of a site council have been sharply divided in their views on how to address an important school issue, with three members holding one view and two members holding an opposing view. Discussion on the issue has now reached an impasse. The principal can best try to achieve consensus among council members by using which of the following approaches *first*?
- A. summarizing the two options and using the defining elements of each of them to generate an intermediate option
  - B. encouraging those holding the majority view to make their best case to the remaining two members
  - C. maintaining a neutral position on the issue and helping the two sides identify common ground
  - D. prompting members on both sides to consider which option under consideration is in the best interest of the school
17. A middle school principal would like to encourage greater participation by diverse groups in the school's site-based planning and management. As a *first* step, which of the following actions by the principal would most likely be effective in addressing this goal?
- A. working with district officials to create districtwide policies that promote greater awareness of diversity issues
  - B. creating a committee of diverse stakeholders to recommend and implement appropriate strategies for this purpose
  - C. asking the president of the school's parent/guardian organization to recruit diverse volunteers for advisory groups
  - D. writing an article for the district newsletter about the importance of promoting broad-based community participation in school governance
18. A high school's "no pass, no play" policy requires that student athletes maintain a specified minimum level of academic performance to participate in team sports. The principal is aware that this policy has been increasingly ignored in recent years, and he wants to make sure that it is enforced consistently in the future. He plans to ask the school's site council to address this issue at an upcoming meeting. Which of the following best describes the principal's most appropriate role in regard to the site council's deliberations on this issue?
- A. speaking privately with various council members to build internal support for his position
  - B. impartially presenting the council with the pros and cons of returning to consistent enforcement of the policy
  - C. helping the council members keep sight of the school's primary educational mission
  - D. discreetly providing assistance to stakeholders lobbying the council to reinvigorate the policy

19. A school principal could best use a press release to the local media to communicate about a decision to:
- A. establish a system of awards for recognizing outstanding student achievement in various subjects.
  - B. grant permission to a larger than expected number of area families to homeschool their children.
  - C. transfer substantial funds from one budget account to another to meet unforeseen needs.
  - D. change the school's guidelines regarding behaviors for which school faculty may be disciplined.
20. In recent decades, which of the following factors has been most responsible for decisions to place greater emphasis on developing students' problem-solving and decision-making skills across the curriculum?
- A. an increase in media influence
  - B. a change in occupational demands
  - C. an increase in educational accountability
  - D. a change in inclusion practices
21. A district's decision to realign several school attendance areas has significantly increased student enrollment in one particular school, resulting in a need for more instructional space. Teachers at the school, who are concerned about space issues and potential increases in class size, have lobbied strongly to maintain the status quo as much as possible. The principal knows that much space currently used for noninstructional activities will have to be turned into regular classroom space. In responding to this challenge, the principal's most important *initial* priority should be to:
- A. obtain approval from the superintendent or other appropriate district staff prior to reassigning any instructional space within the building.
  - B. ensure that any changes in space utilization will not impair the school's ability to meet its vision and goals for instruction and learning.
  - C. limit the space changes that are made to those that are likely to cause the least amount of disruption to the school's teaching staff.
  - D. seek input from students' families regarding any concerns or ideas they may have regarding the nature of the space changes to be made.

22. Each year, school districts and charter schools in Arizona are required to report their Average Daily Membership (ADM) from the prior year. The information provided is used to help:
- A. document teacher-student ratios.
  - B. determine state funding levels.
  - C. support educational accountability.
  - D. evaluate school attendance trends.
23. A school with significant funding problems and a severe shortage of high-quality technological tools wants to increase its access to technological resources for teaching and learning. The school's leadership can best promote achievement of this goal by taking which of the following actions *first*?
- A. employing various strategies to network with educators in more affluent and technologically advanced schools
  - B. exploring potential partnerships with local businesses that may have an interest in supporting the school
  - C. identifying cuts in other areas of the instructional program to offset expansion of funding for technology
  - D. using newspapers and other local media to appeal to the public for assistance in raising funds for the school
24. Which of the following actions is consistent with accepted school accounting procedures?
- A. A school booster club that buys decorations for a school dance submits receipts and deducts enough cash from ticket sales to cover expenses.
  - B. A special education teacher purchases a high-quality used computer for the school resource room and then requests reimbursement after providing the office with a receipt.
  - C. A principal asks the district business manager to establish an account to handle small everyday school expenditures such as postage stamps.
  - D. A school music director deposits proceeds from a concert's ticket sales into her own checking account and then writes the school a check for the total amount received.

25. After receiving many complaints about various school maintenance issues, a principal decides to initiate a review of current school maintenance practices. In conducting this review, the principal should be aware that long-term maintenance of the physical plant is likely to be most cost effective and least disruptive if school staff emphasize which of the following approaches?
- A. avoiding expenditures until repair issues arise and then completing each repair as expeditiously as possible
  - B. putting in place a program of scheduled preventive maintenance activities
  - C. completing minor repairs as soon as they are discovered and major repairs at the end of each school year
  - D. implementing an end-of-semester inspection and maintenance system
26. In recent years, a school has had a poor record of compliance with safety requirements and procedures. Which of the following actions by the new school principal would be most appropriate and effective for promoting greater staff compliance in this area?
- A. conducting periodic safety inspections and communicating results to staff
  - B. e-mailing staff with regular reminders regarding expectations related to school safety
  - C. increasing the frequency and severity of disciplinary actions for staff noncompliance
  - D. distributing research-based information to staff about aspects of safety that are a problem in the school
27. A principal will be leading a team in updating the school's outdated emergency response plan so that members of the school community will know what to do in case of a natural disaster or a human-caused emergency situation. Which of the following steps would be most useful to take *first* in this effort?
- A. meeting with community leaders to identify individuals and resources available to assist the school in various worst-case scenarios
  - B. reviewing the emergency plans of a sample of similar schools across the state and comparing them with the school's current plan
  - C. soliciting information from local police, fire, and public health personnel about potential school vulnerabilities and appropriate responses
  - D. researching each element of the school's current emergency plan to assess compliance with relevant laws and regulations

28. Midway through the fiscal year, a middle school principal is informed that due to cutbacks in state funding the school budget will be reduced by 15 percent. Which of the following would be the most appropriate *first* step for the principal to take in responding to this unanticipated problem?
- A. Organize a meeting with staff members to discuss which programs are most essential to the school's mission.
  - B. Conduct a survey of students to determine which school services they value most and use most frequently.
  - C. Investigate fund-raising options with the school's parent-teacher organization and other key stakeholder groups.
  - D. Propose a preliminary revised budget that reduces funding for all programs and services by an equal amount.
29. A parent volunteer group informs the principal that the group has raised over \$5,000 for the school library. When including this revenue in the budget, the principal should be aware that these funds should be:
- A. allocated entirely during the upcoming school year.
  - B. restricted in terms of their use.
  - C. held in a separate bank account.
  - D. overseen by the library-media specialist.
30. After a boiler explosion at a high school, the principal ensures that all facts about the accident are conveyed to students, staff, and families as soon as they can be established. This is an appropriate response on the principal's part mainly because it:
- A. bolsters confidence among students, staff, and families in the ability of school personnel to respond effectively to a crisis.
  - B. demonstrates school administrators' commitment to maintaining a safe educational environment.
  - C. reduces the disruption to school activities likely to result from anxiety-inducing rumors about the incident.
  - D. decreases the likelihood that students, staff, and/or families might pass along misinformation to the media.



31. The Children's Internet Protection Act (CIPA) specifies that schools receiving certain federal funds for Internet access must do which of the following?
- A. maintain a system for tracking Web sites visited by students using school computers
  - B. adopt and enforce a policy to monitor the online activities of minors at the school
  - C. report suspected contact between students and potential Internet predators to federal authorities
  - D. install firewalls to prevent unauthorized access to students' confidential records
32. Which of the following is the primary legal consideration for school staff when determining a classroom assignment for a student with disabilities?
- A. The student should be placed in whichever learning environment offers the greatest support from appropriate special education professionals.
  - B. Any written request from the student's parent/guardian for a particular teacher or program should be honored.
  - C. For at least a portion of each school day, the student should have direct access to a trained specialist in his or her area(s) of need.
  - D. The student should be educated with nondisabled peers to the greatest extent appropriate given his or her needs.
33. A school includes many students who have a first language other than English. Which of the following is a right of these students according to federal law?
- A. to have access to instructional materials in their first language
  - B. to have their language skills assessed in the language in which they are most proficient
  - C. to receive instruction that is comprehensible to them
  - D. to be placed in an educational setting with peers with the same language background, as possible

34. A high school principal is meeting with a parent who is unhappy about instruction relating to world religions that is included in her child's current social studies course. Which of the following teacher practices described by the parent in regard to this content should be of most concern to the principal on ethical grounds?
- A. encouraging students to share information about their own religion with their classmates
  - B. presenting a particular religion as being especially worthy or valid as compared with others
  - C. leading student discussions aimed at contrasting the beliefs and traditions of different religions
  - D. requiring all students to learn about religions other than their own even if they do not wish to do so
35. Which of the following would best demonstrate a principal's commitment to ensuring the provision of effective and equitable learning opportunities for all students?
- A. prompting teachers' use of individualized standards and expectations for guiding instructional planning
  - B. allocating financial resources to school programs in proportion to the number of students served
  - C. incorporating individual and group background factors into decision making about students' classroom placements
  - D. promoting teachers' development and use of skills for differentiating classroom instruction to meet needs
36. Which of the following actions by a principal would most likely be considered *unethical*?
- A. writing a letter of recommendation for a minimally competent staff member that fails to detail negative aspects of the individual's performance
  - B. using office staff time to assist in creating education-related materials that will be marketed online for personal gain
  - C. taking an opportunity at a public event to hold a private conversation about a school budget concern with a member of the district school board
  - D. refusing to provide local journalists with any information they have requested about a student who has been arrested for a serious crime

37. Which of the following situations most clearly illustrates a principal modeling principles of transparency?
- A. The principal carefully follows due process procedures in disciplining a student who has committed a serious school offense.
  - B. The principal regularly submits required reports to the superintendent on the status of the school budget and other matters.
  - C. The principal recruits representatives of a variety of stakeholder groups to participate in developing a new school vision and mission.
  - D. The principal provides data and reasoning to justify a decision to eliminate funding for a school program the following year.
38. Which of the following provisions of the U.S. Constitution has most often served as the primary basis of constitutional rights suits against public educational institutions in the United States?
- A. "No state shall . . . deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws."
  - B. "The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states."
  - C. "Congress shall make no law . . . abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."
  - D. "The powers not delegated to the United States by the Constitution, . . . are reserved to the states respectively, or to the people."
39. It would be most important for a high school principal to work closely with the district's legal advisor when developing a school policy to:
- A. require all visitors to the school to check in at the main office.
  - B. suspend students who are caught smoking in the school.
  - C. require students who arrive late to school to serve a detention.
  - D. ban suggestive or offensive clothing from the school.

40. A high school principal receives a call from a prominent municipal leader who is upset about several recent editorials in the school's student newspaper that were highly critical of local officials. The municipal leader says the editorials were personally offensive and suggests that the principal should enforce limits on the types of articles published in the school newspaper. The principal could best respond by:
- A. promising to work with the newspaper's faculty advisor to establish guidelines for the content of editorials.
  - B. explaining that students' freedom of expression may be restricted only if it poses a substantial risk of disrupting the learning process.
  - C. suggesting that the municipal leader contact the district governing board to discuss concerns about the student newspaper.
  - D. offering to discuss the problem with the school site council at the council's next regularly scheduled meeting.

## Sample Directions for the Performance Assignments

### FIELD 181 PRINCIPAL: SUBTEST I

This section of the test consists of two performance assignments: a Planning for Improved Student Success Assignment and a Management Problem Solving 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 type. Think about how you will organize each of your responses. You may use the erasable sheets to make notes, write an outline, or otherwise prepare your responses. **However, your score on each assignment will be based solely on the version of your response typed in the on-screen response box presented with the assignment.**

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. 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.

## Assignment 1: Planning for Improved Student Success

Use the information below to complete the task that follows.

You recently became the principal of an elementary school where a significant number of students struggle to achieve standards on state assessments. Although teachers informally monitor students' progress and have implemented various instructional strategies to address what they perceive to be their students' needs, many students continue to struggle. The superintendent of your district has told you that increasing teachers' use of data to guide instructional decisions must be one of your top priorities.

Write a response of 500–800 words about developing and implementing a plan to increase teachers' use of data to guide instructional decisions. In your response:

- explain why it is important to succeed in increasing teachers' use of data to guide instructional decisions;
- describe how you would bring others into the process of developing a plan to increase teachers' use of data to guide instructional decisions, and explain why the inclusion of others as you described would be appropriate and helpful for achieving the goal of increasing teachers' use of data to guide instructional decisions;
- describe two types of data and/or other information that should be collected and analyzed before developing a plan to increase teachers' use of data to guide instructional decisions;
- explain why *each* type of data/information you described would be useful in developing the plan;
- identify one issue related to teacher effectiveness that could be negatively impacting teachers' use of data to guide instructional decisions; and
- describe one strategy you would use to address the teacher effectiveness issue you identified, and explain why this strategy is likely to be effective.

## Assignment 2: Management Problem Solving

Use the information below to complete the task that follows.

You are a high school principal. Your school includes a large number of student clubs, each of which receives a small stipend from the school each year. In many clubs, members supplement the stipend by engaging in various fund-raising activities such as raffles and car washes. Each club has its own student activity account at a local bank where funds are deposited and withdrawn by the club's faculty advisor in cooperation with its student officers. A recent review of the system indicates that financial record keeping by advisors is inadequate and sloppy, due at least in part to a lack of clearly defined procedures and guidelines. Although there is no evidence of wrongdoing, the district superintendent has asked you to investigate the situation and develop a new system for keeping track of revenues and expenditures for student clubs.

Write a response of 500–800 words about developing a new system for keeping track of revenues and expenditures for student clubs. In your response:

- identify stakeholders you would involve in developing a new system for handling funds for student clubs, and explain why the stakeholders you identified should be involved;
- describe two criteria you would guide stakeholders to use to evaluate potential new procedures for handling funds for student clubs, and explain the significance of *each* criterion you described;
- describe two types of data and/or other information that should be collected and analyzed to help identify new procedures for handling funds for student clubs, and explain how *each* type of data and/or other information you described would be helpful; and
- identify one potential difficulty or challenge you would expect to encounter in implementing new procedures for handling funds for student clubs, describe a strategy for addressing that difficulty or challenge, and explain why you believe the strategy would be effective.

## Performance Characteristics and Scoring Scale for the Performance 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>	<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>
<b>B</b>	<b>The response is blank.</b>



## Sample Responses to the Performance Assignments

### Sample Score Point 4 Response to Assignment 1: Planning for Improved Student Success

It is important to succeed in increasing teachers' use of data to guide instructional decisions for several reasons. Teachers need to analyze data to identify strengths and needs in order to differentiate instruction to meet students' needs, close achievement gaps, and promote success for all students. The data results guide teachers in monitoring progress in meeting standards, helping to define appropriate enrichment programs, or identifying students for interventions. Data are used to keep parents, staff, and the district informed on students' progress.

I would use a multi-step approach in developing a plan to increase teachers' use of data. First, I would meet with other principals in my district to ascertain which assessments will generate the most useful data to guide instruction, for instance a district developed assessment, assessments that accompany the standards-based textbook adoptions, or formative and summative assessments used for grading. I would then meet with grade-level teacher leaders to gain their input, especially about how to increase teacher "buy-in" and their perception of the professional development needs of the staff. Teachers will then need to be trained on the assessments to ensure consistency in scoring and analyzing data. I will ask each grade level to set up a schedule outlining what assessments need to be given and when results will be reported to staff and to parents. Finally, I will meet with each grade level team to discuss results and brainstorm strategies to improve student achievement.

The inclusion of others promotes support for the plan, ensures continuity, and builds collaborative relationships among school staff members. Continuous teacher learning and collaboration shows that we have a shared commitment to our school mission and goals. Involving others builds a sense of teamwork and shared leadership for the success of our students.

Before developing a plan, we would analyze data from the Arizona Instrument to Measure Standards (AIMS) to pinpoint strengths and weaknesses. Quantitative data are useful for comparing the progress of students in various programs, across grade levels, and to other students in our state, district, and school. To promote success for all students, data from English Language Learners, students with exceptionalities, and various cultural and economic backgrounds need to be analyzed separately. Longitudinal data can be examined to close achievement gaps from elementary school to middle school to high school.

Another type of data we would analyze is results from our standards-based textbook assessments. Teachers are mandated to teach the standards and these assessments measure progress in meeting the standards and preparing students for AIMS. The data collected from this source would be useful in developing the plan because gaps in achievement would be evident in individual classes, across grade-levels, and as a whole school.

*(continued)*

**Sample Score Point 4 Response to Assignment 1: Planning for Improved Student Success**  
(continued)

One issue related to teacher effectiveness that could negatively impact teachers' use of data to guide instructional decisions is teacher motivation. For this plan to succeed, all teachers need to give the assessments, analyze the data, implement appropriate teaching strategies, and report the results. This is time consuming and some teachers may perceive this plan as burdensome and they may not be motivated to participate.

One strategy to address lack of teacher motivation or "buy-in" for this plan would be to include teachers throughout the process. Teachers will have the opportunity to provide input in the decision making process for selecting assessments, developing a timeline for assessment due dates, and collaborating at grade-level meetings on strategies to differentiate instruction for their students. Furthermore, I would schedule goal-setting meetings with each teacher. At these meetings, we will discuss student data, what instructional strategies are being implemented, and progress towards achieving the goals. It is important to have this conversation with teachers in order to reflect, share ideas, and problem solve about student learning and achievement. Our meetings will be non-threatening, foster professional growth and promote teaching excellence. I will meet with each teacher throughout the year to monitor and evaluate the goals set at our initial meeting. We will discuss the plan's effectiveness and revise plans as needed to achieve each teacher's goals. We will also celebrate our success.

Meeting with each teacher is likely to be effective because the teacher will have a chance to ask questions, clarify any misunderstandings, and set their own goals. By meeting with each teacher multiple times throughout the school year, I let teachers know that I hold them accountable for their goals. Participating in grade level meetings allows teachers to collaborate and learn from each other. Reflection and feedback from others is essential for improving instruction. Our purpose is to educate our students and this assessment plan will allow us to work together with clearly defined goals and provide sustainable improvement in instruction to benefit our students.

**Sample Score Point 4 Response to Assignment 2: Management Problem Solving**

It is the principal's responsibility to enforce procedures for financial record keeping and reporting. The stakeholders that should be involved in developing a new system for handling funds for student clubs include a representative from the district's budget department, faculty advisors of student clubs, student officers, parents, community members, and administrators.

Each stakeholder group will play a role in the new system. The budget department representative will be aware of legal mandates and can advise the group on appropriate accounting procedures. Faculty advisors of student clubs will be responsible for oversight of the new policies and procedures. Student officers will be responsible for implementation and their input is critical. The students will develop responsibility and lifelong skills regarding budgeting. Parent participation is beneficial in supporting school programs and activities and engenders a deeper understanding and appreciation of the school's commitment to accurately monitor and track expenditures. Community members, in particular businesses and enterprises, can provide insight into specific guidelines for budget preparation, record keeping, and accountability. Administrators will be responsible for providing feedback, monitoring progress, and evaluating the effectiveness of the new plan.

In evaluating potential new procedures for handling funds for student clubs, I would guide stakeholders to examine two criteria: (1) laws and regulations, and (2) systems for monitoring budgets and recording keeping. Following legal regulations is important to protect the school and individuals handling finances. Stakeholders must maintain personal and professional ethics. It is significant to include monitoring budgets and record keeping for accountability. Implementing consistent procedures for financial record keeping and reporting will provide documentation in case of any accusations of impropriety.

It would be helpful to examine the current policy and policies of other schools to determine strengths and weaknesses. What is effective? What is confusing? Do they have written procedures? Do the policies and procedures follow legal requirements? Would student officers be able to implement the policy? What is the procedure for managing and monitoring budgets? The information collected and analyzed from other policies is critical in developing the new policy because it is a starting point for stakeholder discussions. In discussing the information, communication is established, input is received and next steps can be decided upon after reviewing other policies.

Another type of information that would be helpful is to investigate resources in our community. For example, would a local bank be willing to work with students on how to create and manage a budget? Is there a business or enterprise that would donate materials, such as software, to help us implement our plan? It is important to utilize financial resources available to us to build positive relationships with businesses in our community. This task can be delegated to parents or community members. Collaborating increases parent and community involvement in support of our school programs.

*(continued)*

**Sample Score Point 4 Response to Assignment 2: Management Problem Solving** *(continued)*

Resistance to change can be a potential challenge that may be encountered in implementing new procedures. To address this difficulty, it is important to include stakeholders in all stages of policy development. For instance, the principal can appoint a committee of stakeholders to research and devise a plan, establish a timeline, delegate responsibilities, and provide the time and resources to complete the task. Involving the stakeholders in the decision-making process is crucial to success and will be a valuable learning experience for all involved. This collaborative strategy would be effective because the stakeholders are taking responsibility and ownership for the project. This strategy communicates to stakeholders that their input and ideas are appreciated. The new systems and procedures will be the result of a joint effort.

# ANSWER KEY

---

## Field 181: Principal: Subtest I

Question Number	Correct Response	Objective
1.	C	Understand how to develop and implement a shared school vision and associated goals and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC Standard 1)
2.	D	Understand how to develop and implement a shared school vision and associated goals and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC Standard 1)
3.	C	Understand how to develop and implement a shared school vision and associated goals and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC Standard 1)
4.	A	Understand how to develop and implement a shared school vision and associated goals and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC Standard 1)
5.	B	Understand how to develop and implement a shared school vision and associated goals and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC Standard 1)
6.	B	Understand how to develop and implement a shared school vision and associated goals and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC Standard 1)
7.	C	Understand how to develop and implement a shared school vision and associated goals and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC Standard 1)
8.	A	Understand how to develop and implement a shared school vision and associated goals and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC Standard 1)
9.	A	Understand how to develop and implement a shared school vision and associated goals and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC Standard 1)
10.	D	Understand how to develop and implement a shared school vision and associated goals and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC Standard 1)
11.	B	Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build positive, productive relationships with stakeholders inside and outside the school. (ISLLC Standards 4, 6)
12.	A	Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build positive, productive relationships with stakeholders inside and outside the school. (ISLLC Standards 4, 6)
13.	C	Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build positive, productive relationships with stakeholders inside and outside the school. (ISLLC Standards 4, 6)

*(continued on next page)*

Question Number	Correct Response	Objective
14.	<b>A</b>	Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build positive, productive relationships with stakeholders inside and outside the school. (ISLLC Standards 4, 6)
15.	<b>B</b>	Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build positive, productive relationships with stakeholders inside and outside the school. (ISLLC Standards 4, 6)
16.	<b>C</b>	Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build positive, productive relationships with stakeholders inside and outside the school. (ISLLC Standards 4, 6)
17.	<b>B</b>	Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build positive, productive relationships with stakeholders inside and outside the school. (ISLLC Standards 4, 6)
18.	<b>C</b>	Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build positive, productive relationships with stakeholders inside and outside the school. (ISLLC Standards 4, 6)
19.	<b>A</b>	Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build positive, productive relationships with stakeholders inside and outside the school. (ISLLC Standards 4, 6)
20.	<b>B</b>	Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build positive, productive relationships with stakeholders inside and outside the school. (ISLLC Standards 4, 6)
21.	<b>B</b>	Understand fiscal and operational management and their use in promoting achievement of the school's educational goals. (ISLLC Standard 3)
22.	<b>B</b>	Understand fiscal and operational management and their use in promoting achievement of the school's educational goals. (ISLLC Standard 3)
23.	<b>B</b>	Understand fiscal and operational management and their use in promoting achievement of the school's educational goals. (ISLLC Standard 3)
24.	<b>C</b>	Understand fiscal and operational management and their use in promoting achievement of the school's educational goals. (ISLLC Standard 3)
25.	<b>B</b>	Understand fiscal and operational management and their use in promoting achievement of the school's educational goals. (ISLLC Standard 3)
26.	<b>A</b>	Understand fiscal and operational management and their use in promoting achievement of the school's educational goals. (ISLLC Standard 3)
27.	<b>C</b>	Understand fiscal and operational management and their use in promoting achievement of the school's educational goals. (ISLLC Standard 3)
28.	<b>A</b>	Understand fiscal and operational management and their use in promoting achievement of the school's educational goals. (ISLLC Standard 3)
29.	<b>B</b>	Understand fiscal and operational management and their use in promoting achievement of the school's educational goals. (ISLLC Standard 3)

*(continued on next page)*

<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
30.	<b>C</b>	Understand fiscal and operational management and their use in promoting achievement of the school's educational goals. (ISLLC Standard 3)
31.	<b>B</b>	Understand laws, regulations, and judicial decisions affecting education in Arizona and ethical guidelines and behavior expectations for principals. (ISLLC Standard 5)
32.	<b>D</b>	Understand laws, regulations, and judicial decisions affecting education in Arizona and ethical guidelines and behavior expectations for principals. (ISLLC Standard 5)
33.	<b>C</b>	Understand laws, regulations, and judicial decisions affecting education in Arizona and ethical guidelines and behavior expectations for principals. (ISLLC Standard 5)
34.	<b>B</b>	Understand laws, regulations, and judicial decisions affecting education in Arizona and ethical guidelines and behavior expectations for principals. (ISLLC Standard 5)
35.	<b>D</b>	Understand laws, regulations, and judicial decisions affecting education in Arizona and ethical guidelines and behavior expectations for principals. (ISLLC Standard 5)
36.	<b>B</b>	Understand laws, regulations, and judicial decisions affecting education in Arizona and ethical guidelines and behavior expectations for principals. (ISLLC Standard 5)
37.	<b>D</b>	Understand laws, regulations, and judicial decisions affecting education in Arizona and ethical guidelines and behavior expectations for principals. (ISLLC Standard 5)
38.	<b>A</b>	Understand laws, regulations, and judicial decisions affecting education in Arizona and ethical guidelines and behavior expectations for principals. (ISLLC Standard 5)
39.	<b>D</b>	Understand laws, regulations, and judicial decisions affecting education in Arizona and ethical guidelines and behavior expectations for principals. (ISLLC Standard 5)
40.	<b>B</b>	Understand laws, regulations, and judicial decisions affecting education in Arizona and ethical guidelines and behavior expectations for principals. (ISLLC Standard 5)

# PRACTICE QUESTIONS

---

## Field 281: Principal: Subtest II

1. A low-performing elementary school has a goal of increasing student performance in math and reading by a defined amount. Students take district-mandated interim assessments in these areas from time to time during the year as well as state assessments near the end of each year. The school's new principal decides to have a large, brightly colored chart created that will be used to graphically display changes in student performance in math and reading over time. The chart will be placed in a prominent spot in front of the cafeteria. Which of the following is likely to be the most significant benefit of the principal's decision to use the chart?
  - A. providing a continuous reminder to staff and students about the connection between daily learning activities and test performance
  - B. making critical information about the school readily available to all members of the school community
  - C. communicating to the entire school community the school's strong commitment to improved student achievement
  - D. enhancing staff and student recognition of the important role of academic testing in the life of the school
  
2. According to research, which of the following changes in a learning environment is likely to have the greatest positive effect on students' attitudes and motivation regarding learning?
  - A. expanded use of high-quality computer-based instruction
  - B. increased focus on individual versus group activities
  - C. expanded availability of adults to provide assistance in the classroom
  - D. increased number of instructional formats employed by the teacher



3. An elementary school has developed a system where teachers provide the parents/guardians of students with a monthly "learning bulletin" that contains information about what their children will be studying in the coming month as well as a description of what families can do to support their children's learning at home. The learning bulletins include, for example, tips for promoting students' homework completion and strategies for reinforcing students' current learning during everyday activities such as meal preparation and during games families can play together. Inclusion of the learning bulletins in the school program is likely to be most effective in helping achieve which of the following goals?
- A. communicating to families that teachers can best fulfill their responsibilities when families are willing to assist and support them
  - B. facilitating teachers' ability to address the full range of required curricular content within the constraints of available class time
  - C. prompting families to view themselves as valued partners who can play an important role in promoting students' school success
  - D. ensuring personalized, motivating, and equitable learning opportunities for students from diverse backgrounds and family situations
4. A new principal in a low-performing school wants to eliminate some instructional practices commonly used by teachers in the school and replace them with practices that have been shown to be more effective at promoting student learning. After meeting with initial teacher resistance, the principal finds research suggesting that teachers' readiness to learn and change often depends in part on their confidence and self-esteem. In the situation described, the principal can best apply this understanding by using which of the following approaches?
- A. having the teachers assess their own needs and draw their own conclusions about new teaching practices to improve their performance
  - B. introducing new teaching practices by involving the teachers in low-risk activities in small-group settings
  - C. prompting the teachers to locate and read information about targeted new teaching practices before asking them to try the practices themselves
  - D. creating a menu of new teaching practices for the teachers to incorporate independently at their own pace

5. In reviewing the results of a school culture and climate survey administered to students, the principal finds that ratings were particularly low in a section of the survey addressing students' motivation and sense of being encouraged to achieve high standards of academic performance. The principal can best follow up on this result by taking which of the following actions *first*?
- A. analyzing students' grades and test scores to compare the students' perceptions with actual performance trends
  - B. increasing informal observation of interactions among students to try to gain additional insight into the low ratings
  - C. administering a similar survey to teachers to determine whether their ratings show a similar pattern
  - D. soliciting input from school staff regarding likely reasons for the low student ratings and possible solutions
6. The teachers in a school are assigned to teams that were established to enhance the school's functioning and provide team members with various types of professional support. A key goal driving the school at this time is to "set and achieve high academic and behavior expectations for every student." In observing the teams, the principal can best ensure that they are striving to meet this goal if team members are seen to focus most attention on exploring and addressing which of the following questions?
- A. How should we respond to students who experience difficulties in learning?
  - B. What skills and content are most important for our students to learn?
  - C. How can we ensure that behavior management approaches are equitably applied?
  - D. In what ways do our students' lives outside of school impact their performance?
7. Which of the following guidelines applied in developing a new student code of conduct for a school or district would best help ensure the creation of an effective document?
- A. Describe behavior expectations and consequences for infractions as precisely, comprehensively, and concretely as possible.
  - B. Use the school or district vision as a blueprint for defining appropriate behavior expectations and consequences to include in the code.
  - C. Define behavior expectations and consequences for infractions in ways that can accommodate substantial flexibility and judgment in enforcing the code.
  - D. Emphasize behavior expectations and consequences for infractions that reflect as much as possible students' experiences in their homes and community.

8. Although an elementary school has a good record of performance, the principal believes that teaching and learning in the school could be improved. The principal decides that one way to promote such improvement is to create a school environment that encourages innovation and responsible risk taking among faculty. Which of the following strategies is likely to contribute most to the development of this type of environment?
- A. implementing a system for providing faculty with regular updates about current trends and research in elementary education
  - B. giving faculty regular opportunities for collaborative problem solving and sustained support for implementing workable solutions
  - C. allowing faculty considerable autonomy in selecting student learning goals and determining how to achieve them in their classes
  - D. visiting classrooms regularly and offering faculty praise for what they are doing well and suggestions for addressing observed needs
9. Which of the following observations made by a high school principal is most likely a sign that there may be inequitable treatment of students in the school?
- A. Elective classes in science and social studies tend to have half as many students as required classes.
  - B. Content-area teachers tend not to modify instruction for English Language Learners and instead deliver the same instruction to all students.
  - C. A large number of African American, American Indian, and Hispanic students participate in fine arts classes.
  - D. Some students with special needs attend general classes throughout the entire school day, while others attend a resource room for part of the day.
10. In which of the following circumstances would a principal be most justified in granting a teacher's request that a student be removed from the classroom?
- A. The teacher has determined that the student's classroom performance makes it highly unlikely that the student will be eligible for promotion.
  - B. The student's unwillingness to complete assignments on time is having a negative effect on the morale and motivation of other students.
  - C. The teacher has determined that the student's behavior seriously interferes with the teacher's ability to communicate effectively with other students.
  - D. The student's unwillingness to participate in group activities creates an unfair amount of work for the other members of the groups to which the student is assigned.

11. A principal has been hired to lead a school where assessment is not currently used to drive instruction. The principal has a goal of creating an effective, data-driven instructional program. Which of the following questions would be most important for the principal to address to help make this goal a reality?
- A. What types of student achievement issues in evidence at this school are best addressed through data analysis?
  - B. How can adequate time for collaborative data analysis and discussion be built into teachers' schedules?
  - C. How much flexibility should teachers have in determining when and how to use data analysis to plan their own instruction?
  - D. What is the most effective way to involve a broad cross-section of school stakeholders in data analysis activities?
12. A principal advises a new teacher to start making frequent use of various types of formative assessment in addition to the end-of-unit tests the teacher already uses. The most important advantage of the principal's recommended assessment approach is that it will:
- A. give the teacher a larger number of data points for making his or her grading decisions.
  - B. promote a higher level of student motivation to master the content taught.
  - C. allow the teacher to monitor the effectiveness of his or her instruction on an ongoing basis.
  - D. provide each student with many opportunities to be a successful learner.
13. In a school where performance on state assessments is used to help enforce accountability, the principal should be most concerned about which of the following issues?
- A. Item formats used on most classroom tests differ substantially from those used on the state assessments.
  - B. School staff have no access to the state assessments prior to the test administration dates.
  - C. Students have very limited opportunity to take practice tests to prepare for the state assessments.
  - D. The curriculum taught in the school is not closely aligned with the content on the state assessments.

14. According to research, which of the following would be the most likely outcome of a decision to significantly increase the use of ability grouping for academic instruction within each classroom in an elementary school?
- A. Teachers will generally be able to teach the curriculum more quickly and efficiently to the students in each group.
  - B. Teachers will tend to find it more challenging to organize and implement data-driven differentiation and intervention.
  - C. Students will mostly perform at the level expected of them based on the group(s) to which they are assigned.
  - D. Students will perceive the learning environment overall as more personalized and responsive to their own strengths and needs.
15. High schools throughout a district are collaborating in creating a Web-based program of elective courses. With this program, selected teachers from each high school will provide online elective courses, and students attending any high school in the district may enroll in any of the courses. Which of the following is likely to be the greatest advantage of the program?
- A. maximizing curricular offerings in a cost-effective way
  - B. standardizing the presentation of instructional content across the district
  - C. exposing students to diverse peers and perspectives
  - D. promoting a districtwide sense of accountability regarding teaching and learning
16. In recent years, an elementary school has experienced a rapid increase in the proportion of students who are English Language Learners. Most of these students spend part of each day in English Language Learner (ELL) classes and part of the day in regular education classes. Standardized test scores and report card grades indicate that the needs of most English Language Learners are not currently being met. The school principal can best *begin* to address the problem by:
- A. requesting funds to increase the school's ELL staff and expand the amount of time English Language Learners spend in ELL classes each day.
  - B. developing a system to facilitate classroom teachers' ability to communicate with the administration about English Language Learners who are struggling.
  - C. surveying classroom teachers about their work with English Language Learners to identify those most in need of relevant professional development.
  - D. forming grade-level teacher teams to analyze English Language Learners' classwork and test results to identify specific areas of need.

17. During a review of a school's math curriculum, a committee of educators identifies and addresses gaps in the current curriculum. Which of the following would most likely be the primary benefit of this action?
- A. helping teachers plan math instruction that is based on well-organized, clearly defined goals and objectives
  - B. facilitating alignment between the learning materials students use in math and the instruction they receive
  - C. helping ensure that instruction will be appropriate for students who have varied levels of proficiency in math
  - D. ensuring that students acquire the prerequisite math knowledge and skills needed to benefit from subsequent instruction
18. After reviewing student scores on a statewide assessment, a middle school principal determines that a significant proportion of students from diverse cultural backgrounds are not benefiting fully from the instruction they receive in their classes. The principal raises this concern in a faculty meeting and then asks the teachers to generate a list of ideas for strategies they can use in their classes to remedy the situation. Which of the following suggestions would be most appropriate to include in the list?
- A. Offer students flexibility in defining their own learning goals and determining how to achieve them.
  - B. Divide students into groups based on prior performance and implement varied curricula that reflect each group's strengths and needs.
  - C. Use examples that are likely to be familiar to all students to illustrate and clarify instructional content.
  - D. Focus instruction on basic knowledge and gradually incorporate higher-level learning after students master basic concepts.

19. On the most recent administration of the statewide assessment, a majority of fourth graders at an elementary school scored far below the standards in math, and a majority scored at a level approaching the standards in reading and writing. Which of the following steps would be most useful for school staff to take *first* in analyzing these results?
- A. Compare the fourth-grade test data with that of other elementary schools within the school district to determine whether the problems are systemwide.
  - B. Review third-grade test data from the previous year to see whether there have been significant changes in the performance of this group of students.
  - C. Compare the fourth-grade test data with the report card grades received by the school's fourth graders during the school year.
  - D. Disaggregate the test data for the entire school to determine the performance and needs of specific student groups.
20. After analyzing student assessment data, a middle school principal recommends to the school site council that writing should be a focus for improvement during the next three years. The site council agrees, and the principal appoints a committee of language arts teachers to investigate potential writing programs for the school. After several weeks of reviewing various writing programs, the committee presents its recommendation to the principal. In reviewing the information, the principal realizes that the new program will require substantial changes in instructional practices for many teachers. Which of the following steps would likely be most effective for the principal to take in an effort to facilitate a smooth transition to the new program?
- A. Request that teachers submit a weekly progress report to document their implementation of the new program.
  - B. Have the committee develop a series of short-term goals for teachers to achieve during the implementation of the new program.
  - C. Develop a plan for providing teachers with ongoing professional development during the implementation of the new program.
  - D. Arrange for teachers to visit and observe classrooms in other schools that have already implemented the new program.

21. A new principal conducts a time audit for one week, using a tablet computer to briefly describe her activities during the previous hour, including both planned activities (e.g., meetings, teacher observations) and unexpected interruptions (e.g., phone calls from parents/guardians). This action is likely to be most effective for helping the principal:
- A. identify barriers to her ability to implement high-priority leadership tasks.
  - B. recognize components of her daily routine that are most crucial for successful school leadership.
  - C. gather concrete evidence for evaluating her current leadership approach.
  - D. define those leadership tasks she could most easily and effectively delegate to others in the school.
22. The teachers in a school have just completed three hands-on workshops on instructional strategies for meeting the needs of students who have learning disabilities. Which of the following steps taken by the principal would best help ensure the teachers' effective use of these strategies to promote increased achievement for the targeted student population?
- A. creating teacher teams and allocating time for team members to observe and coach one another on use of the strategies
  - B. having teachers debrief regularly with the principal on the strategies they are using and their effects on their students with learning disabilities
  - C. supplementing information provided in the workshops with professional articles on practical applications of the strategies
  - D. having special education staff in the school or district send teachers a weekly e-mail that includes easy-to-implement tips for using the strategies
23. Last year a principal was assigned to lead a school with a history of poor student achievement. The principal decided to try to address the situation in part by encouraging the development of a professional learning community within the school. As a new school year begins, the principal can best help evaluate the success of this effort by reflecting on the extent to which:
- A. teachers' expressed goals for their own development reflect high standards of practice.
  - B. teachers' mastery of the content of their own subject area(s) has increased.
  - C. teachers are using inquiry and collaboration to improve their practice.
  - D. teachers show a willingness to expand their use of research-based instructional strategies.



24. In a clinical supervision context, the supervisor is most likely to:
- A. use a teacher's self-assessment of his or her needs to guide decisions about appropriate development experiences.
  - B. create opportunities for a teacher to learn and grow in a collaborative team context.
  - C. use observation and analysis to provide a teacher with feedback on aspects of performance needing improvement.
  - D. focus on motivational or other personal issues that are affecting a teacher's effectiveness.
25. A principal wants to take steps to reverse a school trend toward declining writing scores on the state assessment. The principal decides that one way to help achieve this goal would be to plan appropriate professional development activities for school staff. Which of the following actions would be most effective for *initiating* this planning?
- A. examining data to determine particular writing skills needing improvement or subgroups of students needing additional support
  - B. analyzing publicly available information about the kinds of questions and/or tasks included in the state's writing assessment
  - C. surveying teaching staff about their current approaches to teaching writing and how they incorporate writing into their classes
  - D. seeking information from the district language arts coordinator about high-quality resources available to enhance writing instruction
26. A pre-observation conference between a principal and a teacher is most likely to promote an effective observation process if it includes an emphasis on:
- A. defining one or more particular areas of performance that will serve as a primary focus for the observation.
  - B. reviewing the results of prior observations of the teacher and determining their current relevance.
  - C. using a collaborative approach to design the checklist or other tool(s) the principal will use during the observation.
  - D. exploring ways in which the lesson to be observed supports the school's vision, mission, and goals.

27. Which of the following factors should play the greatest role in defining goals for a professional growth plan for a beginning teacher?
- A. annual school and district priorities for improvement
  - B. results of observations of the teacher's performance
  - C. types of development resources and support available for the teacher
  - D. teacher self-evaluation of needs in relation to state and district standards
28. While conducting classroom observations, a middle school principal notes that some teachers are inadvertently behaving in discriminatory ways with students from particular groups (e.g., asking some students easier questions during class discussions, accepting work from some students that does not meet standards). When meeting individually with these teachers, the principal can best address this issue by taking which of the following actions *first*?
- A. prompting the teachers to use self-reflection to identify and analyze their own problematic behaviors
  - B. asking the teachers to describe the processes and criteria they use to evaluate the performance of the students in their class
  - C. providing the teachers with concrete examples of the problematic patterns they are exhibiting
  - D. reviewing and discussing the antidiscrimination laws and policies that all teachers should use to guide their interactions with students
29. A number of teachers at a middle school have expressed concern about their ability to provide adequate and appropriate instruction for academically gifted students who are assigned to their classes. In response, the principal has asked the district's gifted education coordinator to organize periodic workshops to expand classroom teachers' knowledge and skills in this area. The principal can best help ensure that the workshops will be successful in leading to improved teacher performance in the classroom by taking which of the following additional actions?
- A. implementing follow-up sessions that give teachers an opportunity to work together to evaluate and discuss their efforts at implementing new approaches
  - B. arranging for a gifted education specialist to observe each teacher in the classroom after each workshop and report back to the administration on additional needs
  - C. reviewing plans for the workshops before they occur to ensure an emphasis on knowledge and procedures that have a foundation in current educational research
  - D. providing teachers with a written summary of the main points addressed in each workshop and related ideas for improving their classroom instruction

30. A principal would like to support a teacher's professional growth by helping him become a reflective practitioner. Which of the following questions about a lesson observed by the principal would likely be most effective in facilitating the teacher's examination of his own instructional practices?
- A. How many students understood the material presented in the lesson by the end of the class period?
  - B. When several students entered the classroom late from another class, how did you respond to the disruption?
  - C. When students became confused during the lesson, what could you have done differently to help them succeed?
  - D. How well did students participate in the review exercises at the beginning of the lesson?
31. An annual teacher evaluation system uses student performance on standardized tests as one criterion for judging teacher performance. To implement the system effectively and equitably, it is most important for school-level administrators to take into consideration the:
- A. difficulty level of the standardized test(s) taken by each teacher's students.
  - B. number of students in the class(es) that each teacher is assigned to teach.
  - C. test scores achieved by each teacher's students in previous years.
  - D. scope and challenge of the curriculum each teacher is teaching.
32. A high school has been struggling with poor academic performance for some student groups as well as high rates of teacher turnover. The primary goal of the school's new principal is to ensure continuous academic improvement for all students. The principal can best help achieve this goal if he *begins* by seeking information about which of the following?
- A. actions that would improve job satisfaction for high-performing teachers and those with strong potential
  - B. the extent to which teachers have a voice in determining the courses and students they are assigned to teach
  - C. current teacher pay and benefits at the school in relation to pay and benefits in neighboring schools and districts
  - D. workable strategies for increasing teacher autonomy in the classroom while still maintaining a focus on vision achievement

33. A principal has overseen the creation of a comprehensive database that includes classroom test and quiz scores, formative assessment results, scores from standardized tests, and report card grades for the students in each class at each grade level. Teachers can easily access the database for their grade level to enter new information and review existing information. Teachers' use of this database on a regular basis is likely to be most effective for helping accomplish which of the following goals?
- A. strengthening teachers' sense of collective accountability
  - B. strengthening teachers' instructional decision making
  - C. facilitating ongoing evaluation of grade-level curricula
  - D. facilitating increased collaboration between teachers
34. A new principal in a school that has traditionally used a top-down management approach wants to build the school's capacity for distributed leadership. The principal can best *initiate* efforts to achieve this goal by providing teachers and other staff with opportunities to demonstrate and enhance their ability to:
- A. direct the efforts of others for the purpose of attaining specified aims.
  - B. create a variety of plans aligned with the school vision and goals.
  - C. engage collaboratively with colleagues and other school stakeholders.
  - D. adhere to various types of school protocols, schedules, and deadlines.
35. A superintendent has informed a newly hired high school principal that her primary goal must be to reduce her school's very large achievement gap. In light of this goal, the principal should be most concerned about which of the following practices at the school?
- A. using a teacher evaluation system that allows teachers with poorly performing students to be rated "satisfactory"
  - B. basing teacher hiring decisions more on prior classroom experience than on demographic background factors
  - C. allowing teachers to determine through voting the school's professional development emphases for each school year
  - D. giving teachers with the greatest seniority and experience first priority in selecting the courses they wish to teach

36. After receiving word that the students in her school performed poorly on state-mandated assessments, a school principal is preparing for a faculty meeting at which the assessment results will be shared and discussed. The principal wishes to use the meeting to initiate changes aimed at improving teaching and learning in the school. During the meeting, the principal can best promote change by emphasizing which of the following ideas?
- A. Student test scores are only one among many indicators of the quality of student learning occurring at the school.
  - B. Responsibility for the test results is shared among many individuals and groups within the educational community.
  - C. Statewide assessments are an effective means by which to ensure educator accountability for student learning and achievement.
  - D. The test results offer valuable information school staff can use to identify and respond positively to specific problem areas.
37. A principal is leading an initiative to improve the school's integration of technology into instruction. The principal organizes a committee of teachers, specialists, parents/guardians, and community members to develop a plan to achieve this goal. After the first few meetings, the principal finds that little progress has been made and some committee members are losing interest. Which of the following would be the most effective way for the principal to motivate committee members to put in the time and effort necessary to ensure the success of the initiative?
- A. establishing a rotating chair to ensure that each committee member is responsible for conducting one or more meetings
  - B. reminding committee members that they willingly agreed to serve on the committee and are jointly responsible for its success
  - C. identifying manageable, short-term goals and tasks and giving each committee member responsibility for achieving a specific goal or task
  - D. asking each committee member to develop and present to the rest of the group a set of recommendations about what to include in a plan

38. The leader of an elementary school's parent/guardian organization tells the principal that a large number of parents/guardians have expressed concern that teachers in the upper elementary grades are not assigning enough meaningful homework. Which of the following would be the best *first* step for the principal to take to address the concerns of these parents/guardians?
- A. meeting individually with teachers to encourage them to provide students with more challenging homework assignments
  - B. recommending that the site council work with faculty and staff to develop general homework guidelines for each grade
  - C. creating a committee of teachers, parents/guardians, and staff to study the issue of homework and make recommendations
  - D. suggesting that the parent/guardian organization prepare a report on the homework issue and present it at an upcoming faculty meeting
39. After hiring a number of first-year teachers, a principal will use a mentoring program in which each new teacher will be paired with a mentor teacher. The principal has arranged to provide the mentors with training in their roles. The principal can best help ensure the success of the mentoring program by taking which of the following additional actions?
- A. allocating time and resources to support participants in establishing and maintaining their mentoring relationships
  - B. arranging to participate in meetings between the new teachers and their mentors on an occasional basis to monitor progress and problems
  - C. providing the mentors with available information about the educational and personal backgrounds of the teachers they will be mentoring
  - D. planning regular meetings with the new teachers to obtain feedback on their mentors and the status of their mentoring relationships
40. A school principal plans to recommend nonrenewal of a teacher's contract due to inadequate performance over a prolonged period. The principal can best ensure that the recommendation will lead to the action he or she desires by using which of the following strategies?
- A. maintaining careful documentation of the teacher's poor performance and the school's efforts to improve the performance
  - B. including with the recommendation a narrative highlighting specific incidents and events representative of the teacher's inadequacies
  - C. soliciting support from other school staff who share the principal's concerns about the teacher's performance
  - D. citing published educational research to show how the behaviors exhibited by the teacher can be expected to affect students

## Sample Directions for the Performance Assignments

### FIELD 281 PRINCIPAL: SUBTEST II

This section of the test consists of two performance assignments: a School Data Assignment and a Student Diversity 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 type. Think about how you will organize each of your responses. You may use the erasable sheets to make notes, write an outline, or otherwise prepare your responses. **However, your score on each assignment will be based solely on the version of your response typed in the on-screen response box presented with the assignment.**

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. 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.

## Assignment 1: School Data

Use the information below to complete the task that follows.

You were recently appointed principal of Delmar High School. You currently work in another region of the state, so your knowledge of the school and the local community is limited. Before you arrive at Delmar, the central office in your new district sends you some information about the school, including data derived from Delmar's most recent school report card.

### State Test Results for Delmar High School

#### Standardized Testing and Reporting Results for all Students

#### Three-Year Comparison

This table displays the percent of students meeting or exceeding the state standards.

Subject	School			District			State		
	3 Years Ago	2 Years Ago	Last Year	3 Years Ago	2 Years Ago	Last Year	3 Years Ago	2 Years Ago	Last Year
Reading	47	50	52	46	48	51	54	57	58
Writing	45	43	46	48	50	50	51	50	53
Mathematics	30	29	33	38	40	42	40	41	44
Science	41	45	46	43	44	46	42	42	45



*Assignment 1, cont.***Standardized Testing and Reporting Results, by Student Group****Three-Year Comparison**

This table displays the percent of students, by group, meeting or exceeding the state standards.

	Percent of Population	3 Years Ago		2 Years Ago		Last Year	
		Rdg.	Math	Rdg.	Math	Rdg.	Math
<b>Female</b>	51%	49	28	53	26	55	29
<b>Male</b>	49%	44	32	47	32	49	34
<b>Low Income</b>	52%	30	21	28	20	30	24
<b>English Learners</b>	22%	26	16	27	14	25	17
<b>Students w/ Disabilities</b>	11%	25	14	30	11	27	12
<b>Students Receiving Migrant Education Services</b>	15%	23	15	22	13	26	16

**Attendance and Graduation Rates, Last Year**

	School	State
<b>Attendance Rate</b>	93%	94%
<b>Graduation Rate</b>	78%	84%

***Assignment 1, cont.***

Task

Write an analysis of 500–800 words in which you analyze the data provided. In your analysis:

- identify one important issue related to student achievement and/or teacher effectiveness suggested by the data, and explain why that issue is important;
- describe one approach you would use to learn more about the nature or cause(s) of the identified issue, and explain why that approach would be useful;
- describe two strategies you and/or your staff should include in a plan to address the identified issue; and
- explain why *each* strategy you described would be effective in helping address the identified issue.

## Assignment 2: Student Diversity

Use the information below to complete the task that follows.

You are the new principal of a middle school that enrolls nearly 600 students. The school has a culturally and ethnically diverse population of students, 30 percent of whom are from one particular ethnic group. Soon after your arrival at the school, you learn that only 4 percent of the students in the gifted and talented program are from this particular group. You are concerned about this ethnic group's underrepresentation in the gifted and talented program.

Write a response of 500–800 words about efforts to increase the representation of students from a particular ethnic group in the gifted and talented program. In your response:

- describe two reasons why it is important to increase the representation of students from a particular ethnic group in the gifted and talented program;
- identify two types of data or other information that would be particularly helpful in initiating planning to increase the representation of students from a particular ethnic group in the gifted and talented program;
- explain why *each* type of data or other information you identified would be useful;
- identify stakeholders you would involve in helping address the problem of the underrepresentation of students from a particular ethnic group in the gifted and talented program, and explain how their involvement would be beneficial;
- identify one key problem involving teacher effectiveness that is likely contributing to the underrepresentation of students from a particular ethnic group in the gifted and talented program;
- describe one approach you would use to address the teacher effectiveness problem you identified; and
- explain why the approach you described would be effective.

## Performance Characteristics and Scoring Scale for the Performance 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>	<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>
<b>B</b>	<b>The response is blank.</b>

**Sample Score Point 4 Response to Assignment 1: School Data**

One important issue related to student achievement and/or teacher effectiveness suggested by the data is the consistently low test scores in mathematics at our school. Over the past three years, the percentage of students meeting or exceeding the state standards ranged from 30% to 33%, well below the district and state averages. Further, the data for student groups suggest that many student groups have made minimal gains in mathematics over the past three years. In particular, females, low income students, English Learners, students with disabilities, and migrant education students are not making expected gains.

It is important to identify gaps between current outcomes in mathematics and future goals. The test results guide continuous improvement. In order to close achievement gaps and improve learning, it is critical to formulate an action plan based on students' needs. The data analysis suggests where the achievement gaps are in our school.

One approach to learn more about the low test scores in mathematics is to examine additional data from district assessments and mathematics teachers' pacing guides to determine where the students are struggling. Breaking the data down into smaller parts will help determine specific areas of mathematics, such as computation or word problems, where improvement is needed. District assessment data will be useful to see if students are in the appropriate mathematics classes based on their skill levels and entrance criteria. Student readiness for specific mathematics courses may be a factor influencing low test scores.

Examining the mathematics teachers' pacing and instruction is critical to determine if the content addressed on the state test is taught before testing. Teaching the skills indicated in the standards includes monitoring student progress in achieving mastery of the standards. Comparing similar classes, such as pre-algebra, and the teachers' pacing guides may yield useful information about instructional consistency. The pacing guides may indicate if one teacher is further behind the others and whether or not the teachers adequately review material and prepare students for testing. By pinpointing the areas for improvement, an action plan can be developed.

One strategy to consider in developing a plan to address the issue of low mathematics scores is to create an advisory committee. The members would include the principal, vice principal, district curriculum specialist, the parent representative from the school site council, and the mathematics teachers. The principal and chair of the Mathematics Department need to meet and analyze the data in order to help the other members of the committee understand the specific areas where students are struggling. Throughout the school year, the committee would meet to discuss student progress and brainstorm possible solutions for closing the achievement gaps.

*(continued)*

**Sample Score Point 4 Response to Assignment 1: School Data** *(continued)*

This strategy would be effective because each member of the advisory committee will bring a different perspective and possible solutions to address the issue. Administrators and mathematics teachers working together toward a common goal--to promote success for every student--is a powerful team. It is important to include the parent representative of the site council in order to keep parents informed and solicit opinions. The advisory committee allows everyone to provide input, to share and discuss ideas, and to investigate solutions. This process will lead to collaboration and an increased sense of common purpose.

Another strategy that should be considered is to examine instructional staff and resources. Several questions should be explored. Are mathematics teachers highly qualified? Do we have a large staff turnover in mathematics? How frequently does the Mathematics Department meet to discuss pacing, successful instructional practices and results from formative assessments? How are students performing on benchmark tests and progressing towards meeting the standards? Are teachers using the district approved curriculum? Through both formal and informal observations, conferences with the mathematics teachers, and analysis of individual strengths and weaknesses, the principal can determine teacher effectiveness.

This strategy will be effective in addressing low mathematics scores because teacher effectiveness influences student learning. If teachers are ineffective, then support through mentoring, collaborative meetings among other mathematics teachers, and other appropriate actions should be provided. Teachers are on the frontline of closing achievement gaps.

**Sample Score Point 4 Response to Assignment 2: Student Diversity**

Arizona is a state with many culturally, linguistically and socioeconomically diverse gifted students. It is important to increase the representation of students from a particular ethnic group in our gifted and talented program for two reasons: (1) providing educational equity, and (2) eliminating potential biases in the identification of students as gifted and talented.

As principal, I will be an advocate for educational equity. Students who are gifted or possess advanced learning abilities do not always qualify for Gifted Education programs due to difficulty in writing, speaking or understanding English. These students often come from backgrounds in which a language other than English is primarily spoken. Students from underrepresented populations in gifted education programs often share common characteristics such as mastery of skills and concepts, high motivation, and creativity and sensitivity to the arts.

Generally, students who score at or above a specific percentile in any one of three areas (verbal, nonverbal, or quantitative reasoning) on a nationally normed, State Board-approved test qualify for gifted education services. However, there are many students who are gifted and talented who do not meet this criterion. Using a single assessment for identification can exclude students who are culturally and linguistically diverse. It is an issue of fairness.

Teachers are one source of information that would be helpful in initiating planning to increase the representation of students from a particular ethnic group in the Gifted Education program. Teachers can complete a simple checklist of gifted characteristics for all students. The checklist, coupled with teacher observations and recommendations, will provide a preliminary list of students recommended for further assessment. As appropriate, these students should be given the Bilingual Verbal Ability Tests (BVAT) by a trained person. This assessment provides a measure of overall verbal ability for bilingual individuals. The assessment is available in many languages, including Spanish, Navajo, and Chinese. The data from this board approved assessment will be helpful in identifying students from diverse linguistic backgrounds for the Gifted Education program.

Students can also be assessed using an instrument called DISCOVER (Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses). This assessment is designed to identify gifted students from diverse ethnic and linguistic backgrounds. This assessment provides data in verbal, non-verbal, and quantitative areas. It can be administered in a group setting by a trained person. A profile of students' strengths is generated to assist classroom teachers in differentiating instruction. It is free from cultural and linguistic biases.

*(continued)*

**Sample Score Point 4 Response to Assignment 2: Student Diversity** *(continued)*

Parents, teachers, administrators, and community members are stakeholders who can help in increasing the representation of students from a particular ethnic background in the Gifted Education program. Parents can offer insight about non-academic characteristics of their children, such as talent in music and art. Teachers' observations, portfolios of students work, and motivational factors are crucial for identifying overlooked gifted students. Administrators can offer support by allocating funds for alternative testing, training, and resources for the school. Finally, the community offers many cultural, social, and intellectual resources that we need to investigate in support of our school programs and goals.

One key problem involving teacher effectiveness that is likely contributing to the underrepresentation of students from a particular ethnic group in the Gifted Education program may be teachers' personal biases or preconceptions about certain groups of students. Teachers may be unaware of the extent to which their experiences and cultural biases may be interfering with the identification of students who, while gifted and talented, do not exhibit these traits when tested by more traditional means.

To address this problem, I will foster collaborative partnerships with parents, teachers, staff, and community members. I need to be a positive role model by promoting understanding and appreciation for diversity. During staff meetings, we can discuss this issue and brainstorm ways to involve parents and the community in the identification process. Teachers can work together during grade level meetings to discuss potential students, strategies to differentiate instruction, and the implementation of alternative forms of assessment. We can invite members of the community to meetings to educate staff about outside resources available to our students. Together, we can work to identify more students.

The collaborative approach is effective because parents, teachers, staff and community members are working together for a common goal. Motivation is high when clear goals are stated and support is provided. Working with stakeholders is a way to marshal a variety of resources and skills. The collaborative approach increases communication and problem solving. Through such a process, we are modeling democratic values of equity and fairness.



# ANSWER KEY

---

## Field 281: Principal: Subtest II

Question Number	Correct Response	Objective
1.	C	Understand how to create and sustain a school culture and learning environment conducive to student learning and staff professional growth. (ISLLC Standard 2)
2.	A	Understand how to create and sustain a school culture and learning environment conducive to student learning and staff professional growth. (ISLLC Standard 2)
3.	C	Understand how to create and sustain a school culture and learning environment conducive to student learning and staff professional growth. (ISLLC Standard 2)
4.	B	Understand how to create and sustain a school culture and learning environment conducive to student learning and staff professional growth. (ISLLC Standard 2)
5.	D	Understand how to create and sustain a school culture and learning environment conducive to student learning and staff professional growth. (ISLLC Standard 2)
6.	A	Understand how to create and sustain a school culture and learning environment conducive to student learning and staff professional growth. (ISLLC Standard 2)
7.	A	Understand how to create and sustain a school culture and learning environment conducive to student learning and staff professional growth. (ISLLC Standard 2)
8.	B	Understand how to create and sustain a school culture and learning environment conducive to student learning and staff professional growth. (ISLLC Standard 2)
9.	B	Understand how to create and sustain a school culture and learning environment conducive to student learning and staff professional growth. (ISLLC Standard 2)
10.	C	Understand how to create and sustain a school culture and learning environment conducive to student learning and staff professional growth. (ISLLC Standard 2)
11.	B	Understand how to provide instructional leadership focused on effective teaching and learning and the use of best instructional practices that promote academic success for every student. (ISLLC Standard 2)
12.	C	Understand how to provide instructional leadership focused on effective teaching and learning and the use of best instructional practices that promote academic success for every student. (ISLLC Standard 2)
13.	D	Understand how to provide instructional leadership focused on effective teaching and learning and the use of best instructional practices that promote academic success for every student. (ISLLC Standard 2)
14.	C	Understand how to provide instructional leadership focused on effective teaching and learning and the use of best instructional practices that promote academic success for every student. (ISLLC Standard 2)
15.	A	Understand how to provide instructional leadership focused on effective teaching and learning and the use of best instructional practices that promote academic success for every student. (ISLLC Standard 2)
16.	D	Understand how to provide instructional leadership focused on effective teaching and learning and the use of best instructional practices that promote academic success for every student. (ISLLC Standard 2)

*(continued on next page)*

Question Number	Correct Response	Objective
17.	<b>D</b>	Understand how to provide instructional leadership focused on effective teaching and learning and the use of best instructional practices that promote academic success for every student. (ISLLC Standard 2)
18.	<b>C</b>	Understand how to provide instructional leadership focused on effective teaching and learning and the use of best instructional practices that promote academic success for every student. (ISLLC Standard 2)
19.	<b>B</b>	Understand how to provide instructional leadership focused on effective teaching and learning and the use of best instructional practices that promote academic success for every student. (ISLLC Standard 2)
20.	<b>C</b>	Understand how to provide instructional leadership focused on effective teaching and learning and the use of best instructional practices that promote academic success for every student. (ISLLC Standard 2)
21.	<b>A</b>	Understand how to provide professional development opportunities and experiences that promote staff growth and improve learning for every student. (ISLLC Standard 2)
22.	<b>A</b>	Understand how to provide professional development opportunities and experiences that promote staff growth and improve learning for every student. (ISLLC Standard 2)
23.	<b>C</b>	Understand how to provide professional development opportunities and experiences that promote staff growth and improve learning for every student. (ISLLC Standard 2)
24.	<b>C</b>	Understand how to provide professional development opportunities and experiences that promote staff growth and improve learning for every student. (ISLLC Standard 2)
25.	<b>A</b>	Understand how to provide professional development opportunities and experiences that promote staff growth and improve learning for every student. (ISLLC Standard 2)
26.	<b>A</b>	Understand how to provide professional development opportunities and experiences that promote staff growth and improve learning for every student. (ISLLC Standard 2)
27.	<b>B</b>	Understand how to provide professional development opportunities and experiences that promote staff growth and improve learning for every student. (ISLLC Standard 2)
28.	<b>C</b>	Understand how to provide professional development opportunities and experiences that promote staff growth and improve learning for every student. (ISLLC Standard 2)
29.	<b>A</b>	Understand how to provide professional development opportunities and experiences that promote staff growth and improve learning for every student. (ISLLC Standard 2)
30.	<b>C</b>	Understand how to provide professional development opportunities and experiences that promote staff growth and improve learning for every student. (ISLLC Standard 2)
31.	<b>C</b>	Understand organizational and human resource management that supports school improvement and helps ensure success for every student. (ISLLC Standard 3)
32.	<b>A</b>	Understand organizational and human resource management that supports school improvement and helps ensure success for every student. (ISLLC Standard 3)
33.	<b>B</b>	Understand organizational and human resource management that supports school improvement and helps ensure success for every student. (ISLLC Standard 3)
34.	<b>C</b>	Understand organizational and human resource management that supports school improvement and helps ensure success for every student. (ISLLC Standard 3)

*(continued on next page)*

---

<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
35.	<b>D</b>	Understand organizational and human resource management that supports school improvement and helps ensure success for every student. (ISLLC Standard 3)
36.	<b>D</b>	Understand organizational and human resource management that supports school improvement and helps ensure success for every student. (ISLLC Standard 3)
37.	<b>C</b>	Understand organizational and human resource management that supports school improvement and helps ensure success for every student. (ISLLC Standard 3)
38.	<b>C</b>	Understand organizational and human resource management that supports school improvement and helps ensure success for every student. (ISLLC Standard 3)
39.	<b>A</b>	Understand organizational and human resource management that supports school improvement and helps ensure success for every student. (ISLLC Standard 3)
40.	<b>A</b>	Understand organizational and human resource management that supports school improvement and helps ensure success for every student. (ISLLC Standard 3)

# PREPARATION RESOURCES

---

## Field 181: Principal: Subtest I

## Field 281: Principal: Subtest II

The resources listed below may help you prepare for the AEPa test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

### Journals

*Educational Leadership*, Association for Supervision and Curriculum Development

*Principal*, National Association of Elementary School Principals

*Principal Leadership*, National Association of Secondary School Principals

### Other Resources

Bambrick-Santoyo, P. (2010). *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass.

Cordeiro, P. A., and Cunningham, W. G. (2012). *Educational Leadership: A Bridge to Improved Practice*. Fifth Edition. Boston: Pearson.

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Second Edition. Alexandria, VA: Association for Supervision and Curriculum Development.

Fiore, D. J. (2010). *School Community Relations*. Third Edition. Larchmont, NY: Eye on Education.

Glatthorn, A. A., and Jailall, J. M. (2009). *The Principal as Curriculum Leader: Shaping What is Taught and Tested*. Thousand Oaks, CA: Corwin Press.

Glickman, C. D., Gordon, S. P., and Ross-Gordon, J. M. (2009). *SuperVision and Instructional Leadership*. Eighth Edition. New York: Pearson.

Hall, G., and Hord, S. (2011). *Implementing Change: Patterns, Principles and Potholes*. Third Edition. New York City: Pearson.

Howard, T. C. (2010). *Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Schools*. New York City: Teachers College Press.

Imber, M., and van Geel, T. (2009). *Education Law*. Fourth Edition. New York: Routledge.

Kay, K., and Greenhill, V. (2012). *The Leader's Guide to 21<sup>st</sup> Century Education: 7 Steps for Schools and Districts*. Boston: Pearson.

Kowalski, T. J. (2010). *Public Relations in Schools*. Fifth Edition. Upper Saddle River, NJ: Pearson.

Marzano, R., Waters, T., and McNulty, B. (2005). *School Leadership That Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Matthews, L. J., and Crow, G. M. (2010). *The Principalship: New Roles in a Professional Learning Community*. Boston: Pearson
- Picciano, A. G. (2010). *Educational Leadership and Planning for Technology*. Fifth Edition. Upper Saddle River, NJ: Pearson.
- Robbins, P. M., and Alvy, H. B. (2009). *The Principal's Companion: Strategies for Making the Job Easier*. Third Edition. Thousand Oaks, CA: Corwin Press.
- Spaulding, D. T., and Falco, J. (2012). *Action Research for School Leaders*. Boston: Pearson.
- Webb, L. D., and Norton, M. S. (2008). *Human Resources Administration: Personnel Issues and Needs in Education*. Fifth Edition. Upper Saddle River, NJ: Pearson.
- Woolfolk-Hoy, A., and Kolter-Hoy, W. (2008). *Instructional Leadership: A Research-Based Guide to Learning in Schools*. Third Edition. Boston: Pearson.
- Zepeda, S. J. (2012). *The Principal as Instructional Leader: A Practical Handbook*. Third Edition. Larchmont, NY: Eye on Education.

### Online Sources

- ASCD (formerly the Association for Supervision and Curriculum Development), <http://www.ascd.org>
- Council of Chief State School Officers (CCSSO). (2008). Interstate School Leaders Licensure Consortium (ISLLC) standards for school leaders, [http://www.ccsso.org/Resources/Publications/Educational\\_Leadership\\_Policy\\_Standards\\_ISLLC\\_2008\\_a\\_s\\_Adopted\\_by\\_the\\_National\\_Policy\\_Board\\_for\\_Educational\\_Administration.html](http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_a_s_Adopted_by_the_National_Policy_Board_for_Educational_Administration.html)
- International Society for Technology in Education (ISTE). (2009). National Educational Technology Standards for Administrators (NETS-A), <http://www.iste.org/standards/nets-for-administrators/nets-for-administrators-standards.aspx>
- National Association of Elementary School Principals, <http://www.naesp.org>
- National Association of Secondary School Principals, <http://www.nassp.org>
- The Partnership for 21st Century Skills. (2009). Framework for 21st century learning, <http://www.p21.org/overview/skills-framework>