ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS®

STUDY GUIDE

180 Superintendent: Subtest I
280 Superintendent: Subtest II
Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.
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Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

General Information About the AEPA and Test Preparation
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. 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 selected-response questions, you may wish to write down your answer choice for each question, and then use the answer key located after the practice questions to check your answers.

When you answer the practice performance assignments, you may wish to draft your responses using your computer’s word processing program. 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 Superintendent: Subtest I and Superintendent: 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 180: Superintendent: Subtest I
Field 280: Superintendent: Subtest II

#### 180 SUPERINTENDENT: SUBTEST I

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#### 280 SUPERINTENDENT: SUBTEST II

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|                 |                                                               |                     | **100%**            | **52**      |
Subareas:
Visionary Leadership, Collaboration, and Educational Contexts
Culture of Achievement and Instructional Leadership
Organizational and Human Resource Management
Fiscal and Operational Management and Legal/Ethical Guidelines

FIELD 180: SUPERINTENDENT: SUBTEST I

VISIONARY LEADERSHIP, COLLABORATION, AND EDUCATIONAL CONTEXTS

0001 Understand how to develop and implement a shared district vision, mission, and goals, and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC 2008 – Standard 1) (Professional Standards for Educational Leaders 2015 – Standards 1, 10)

For example:
• analyzing the purposes of a district vision and mission and procedures for collaboratively developing and implementing a shared vision, mission, and goals promoting high levels of student learning and effective instructional practice
• applying knowledge of how to engage diverse stakeholder groups in developing and implementing a district vision, incorporate diverse perspectives into the vision, and build a shared sense of commitment to and ownership of the vision
• demonstrating knowledge of the role of the superintendent in developing, articulating, and implementing a district vision
• demonstrating knowledge of potential barriers to achieving a district vision and how to strategically address barriers
• applying knowledge of how a district vision drives planning and decision making about goals, programs, practices, and resource utilization
• demonstrating knowledge of how to collect and use relevant data to develop goals aligned with the district vision, assess organizational effectiveness, and promote organizational learning
• demonstrating knowledge of how to work with the district governing board and other stakeholders to create and implement plans to achieve 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
Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build constructive relationships with members of the district governing board and other stakeholders inside and outside the district. (ISLLC 2008 – Standards 4, 6) (Professional Standards for Educational Leaders 2015 – Standards 5, 8)

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 appropriately to these contexts
- analyzing the influences of political, social, economic, and cultural factors on families, communities, staff, students, and the educational environment
- demonstrating knowledge of how current and emerging issues, trends, and initiatives 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, state, and federal levels for policies, resources, laws, programs, family needs, and practices that promote student learning and educational equity
- demonstrating knowledge of public school governance in Arizona and how to work effectively with members of the district governing board and other decision makers at all levels to increase their understanding of issues affecting district schools 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), networking, and interpersonal and communication skills appropriate in various contexts relevant to the role of the superintendent
- applying knowledge of how to nurture a sense of approachability and build collaborative relationships with members of the district governing board, teachers and other personnel, students, advisory councils, families, businesses/enterprises, tribal leaders, and diverse community stakeholders
- 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 district programs and goals
- demonstrating knowledge of the benefits of parent/guardian participation in schools and strategies for increasing the involvement of parents/guardians in their children’s education
- applying knowledge of how to build consensus and collaborate 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
CULTURE OF ACHIEVEMENT AND INSTRUCTIONAL LEADERSHIP

0003 Understand how to develop, support, and sustain educational cultures and environments that are conducive to student learning and professional growth for all staff. (ISLLC 2008 – Standards 2, 4) (Professional Standards for Educational Leaders 2015 – Standards 2, 3, 5, 7)

For example:

- demonstrating knowledge of how to nurture and sustain a districtwide culture of trust, success, and shared accountability in which all stakeholders share a commitment to high expectations for all students, the pursuit of academic excellence, and placing children at the center of education
- demonstrating knowledge of how to establish rigorous academic goals and priorities; ensure that teachers, administrators, and other staff set high academic and behavior expectations for every student; and ensure that students are consistently engaged in learning
- applying knowledge of how to evaluate learning environments and support the development of personalized, motivating, safe, supportive, affirming, inclusive, and equitable learning environments that are responsive to and respectful of student diversity, enhance students’ enjoyment of learning, ensure each student’s active membership in the school community, promote the ability of students to participate in multiple cultural environments, and support achievement for every student
- demonstrating knowledge of how to lead the development, implementation, and evaluation of effective and culturally responsive behavior management approaches, student codes of conduct, and practices and procedures for preventing bullying and other forms of misconduct
- demonstrating knowledge of how to guide school and district 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 of collective efficacy that encourages continuous learning and collaboration by principals, teachers, and other staff; staff leadership; and a shared commitment to the district’s vision, mission, values, and goals
- applying knowledge of how to develop and facilitate job-embedded, standards-based professional development that improves learning for all students, including allocating time and other resources to support learning and collaboration for all personnel
- demonstrating knowledge of how to promote and facilitate ongoing collaborative efforts to analyze relevant student data and formulate plans for improved teaching and learning
- applying knowledge of how to develop a learning community in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to instructional goals and priorities
- identifying strategies for encouraging leadership, initiative, innovation, and self-reflection among all personnel; providing emotional support to teachers and other professional staff; and encouraging a healthy work-life balance
- demonstrating knowledge of resources and practices, including reflection and feedback from others, to promote one’s own ongoing professional development and learning
0004 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 2008 – Standard 2) (Professional Standards for Educational Leaders 2015 – Standards 2, 3, 4)

For example:

- applying knowledge of how to plan, organize, supervise, monitor, and support a rigorous, standards-based, and data-driven instructional program based on research-supported best practices for curriculum, instruction, and assessment that promotes the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society
- demonstrating knowledge of factors to consider in developing a district instructional program (e.g., academic standards, student characteristics and needs, authenticity and relevance, cultural congruence, consistency in curriculum and instruction throughout the grade levels) and procedures for supervising and allocating resources to sustain the instructional program
- applying knowledge of instructional methods and best practices, such as data-driven differentiation and intervention and strengths-based approaches to learning and teaching, to meet diverse student needs and promote success for every student
- applying knowledge of student assessment that reflects understandings of child development and standards of measurement and how to guide the use of achievement data to evaluate student performance, identify instructional strengths and needs, define gaps between current outcomes and goals, analyze differences between individuals and groups of students, and design school and district programs to improve learning for every student
- applying knowledge of classroom observations and the use of observation results and student data to evaluate the quality of teaching
- demonstrating knowledge of the role of principal evaluation in continuous school improvement
- demonstrating knowledge of educational accountability, the importance and implications of accountability for schools and districts, the role of assessment in accountability, and procedures for establishing and monitoring 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 organizational factors (e.g., staffing patterns, schedules, student grouping practices) on student achievement and ways to adjust these factors to achieve goals for learning
FIELD 280: SUPERINTENDENT: SUBTEST II

ORGANIZATIONAL AND HUMAN RESOURCE MANAGEMENT

0005 Understand principles and practices of organizational management that support district improvement and help ensure success for every student. (ISLLC 2008 – Standard 3) (Professional Standards for Educational Leaders 2015 – Standards 9, 10)

For example:
- applying knowledge of districts and schools as systems and skills and strategies for managing the organization and its resources to ensure equity and continuous improvement
- applying knowledge of how to monitor and evaluate district practices and procedures to ensure that teacher, administrator, and organizational time is focused on supporting effective instruction and student learning
- demonstrating knowledge of data systems that provide actionable information and how to collect and use relevant data to identify organizational needs and priorities
- demonstrating knowledge of how to strategically address organizational challenges and capitalize on organizational strengths in achieving district goals
- applying knowledge of management skills and practices (e.g., group process, consensus building, communication, 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 organizational change; enable others to engage productively with change experiences; and navigate change in the midst of ambiguity and competing demands and interests
- demonstrating knowledge of how to use technological tools and systems to improve operations and support effective management of the organization (e.g., managing information, facilitating communication and collaboration)
Understand principles and practices of human resource management that drive improvement in the effectiveness of building level administrators, teachers, and other staff and that help ensure success for every student. (ISLLC 2008 – Standards 2, 3) (Professional Standards for Educational Leaders 2015 – Standards 6, 10)

For example:

- demonstrating knowledge of effective, equitable, and legal procedures for recruiting, hiring, assigning, retaining, evaluating, disciplining, and terminating personnel to support district goals and maximize achievement for all students
- applying knowledge of how to develop, implement, and evaluate effective induction and mentoring programs for new personnel
- applying knowledge of legal requirements and procedures for evaluating the performance of principals and teachers in Arizona and for using principal and teacher evaluation systems to promote student academic growth
- applying knowledge of how to use the evaluation process and relevant student data to provide principals, teachers, and other staff with ongoing, salient, informative, and actionable feedback and professional support and development focused on authentic problems and student outcomes
- demonstrating knowledge of how to work with principals and other staff to create professional growth plans that address individual needs and promote professional excellence
- demonstrating knowledge of various supervisory models (e.g., clinical, coaching) and techniques (e.g., conferencing, mentoring) and their use in improving teaching, learning, and school leadership and in empowering and motivating all staff
- demonstrating knowledge of how to delegate tasks and responsibilities appropriately, develop the capacity for distributed leadership, and provide formal and informal opportunities to mentor emerging leaders and promote leadership and growth
- analyzing issues related to equity, diversity, and fairness in human resource management
- applying knowledge of how to promote the understanding of all staff members’ backgrounds and cultures
- demonstrating knowledge of policies, procedures, and contractual obligations related to human resource administration, including relevant state and federal laws and regulations (e.g., ADA, FMLA)
FISCAL AND OPERATIONAL MANAGEMENT AND LEGAL/ETHICAL GUIDELINES


For example:

- applying knowledge of the role of the superintendent as a steward of public funds; how to plan, manage, and monitor fiscal resources effectively, equitably, and in accordance with state and federal laws; and how to allocate and efficiently utilize these resources in alignment with district goals
- demonstrating knowledge of how to manage existing resources, engage in strategic long-term financial planning, and pursue new resources (e.g., grants, partnerships) to support district 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 district 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 state and federal legal requirements for ensuring the safe, efficient, and effective operation of district 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 schools and districts
- applying knowledge of how to allocate and use school facility space effectively and efficiently to meet program needs and make school facilities available as a resource to families and the community


For example:

- applying knowledge of student, staff, and parent/guardian rights, protections, and responsibilities under state and federal laws (e.g., due process, confidentiality, free speech, sexual harassment)
- applying knowledge of state and federal laws and regulations relevant to school administration in Arizona (e.g., mandatory reporting requirements, student supervision, liability, FERPA)
- applying knowledge of legal principles and practices for promoting equity in public schools
- applying knowledge of state and federal legal requirements for educating special populations of students (e.g., students with disabilities, English Language Learners, homeless, gifted)
- demonstrating knowledge of personal and professional ethics, including principles and guidelines for acting fairly, ethically, and with integrity
- demonstrating knowledge of acting with cultural competence and responsiveness in interactions, decision making, and practice
- demonstrating knowledge of expected superintendent behaviors in Arizona (e.g., ensuring accountability for the success of every student; modeling principles of self-awareness, reflective practice, transparency, and ethical behavior; a healthy work-life balance; maintaining visibility; safeguarding the values of democracy, equity, and diversity; considering the potential moral and legal consequences of decision making)
PRACTICE QUESTIONS

Field 180: Superintendent: Subtest I

1. A superintendent leads a midsize district with schools that vary in terms of their strengths, challenges, and achievement history. The district leadership team has spent the past two years putting a great deal of energy into preparing principals to be effective in their leadership roles as the district begins implementing an ambitious reform effort that will require significant change in all schools. Research suggests that the superintendent can best support an effective change process by using which of the following additional strategies?

   A. arranging for the leaders at each school to have greater influence and control over their own school's decisions regarding personnel and resource use
   B. implementing high-quality training for faculty at each school on potential barriers to school change and proven practices for addressing these barriers
   C. providing each school with a vision and mission that reflect the unique characteristics of that school's students, staff, and other key stakeholder groups
   D. addressing straightforward technical challenges in each school before initiating efforts to address more deeply ingrained school culture issues

2. During the first year of an effort intended to bring vision-aligned transformative change to a district's instructional program, a superintendent surveys the teachers in all district schools. After reviewing responses to the survey, the superintendent should focus most attention on addressing results suggesting that:

   A. a few supervisors in some schools do not support change efforts and openly exhibit negative attitudes regarding these efforts.
   B. some teachers remain somewhat skeptical about prospects for long-term improvement resulting from the district's change efforts.
   C. principals in various schools lack consistency in the approaches they use to manage and motivate change efforts in their schools.
   D. a number of teachers would like more autonomy in determining for themselves the nature and pace of change efforts in their classes.
3. A superintendent sometimes hears from individuals in the community who are interested in providing special school programs involving the arts. For example, a local artist recently proposed implementing a program in an elementary school in which she would spend time each week for eight weeks working with students in the early elementary grades helping them create and display several kinds of artwork. In considering whether to support such programs, the superintendent should place the greatest emphasis on evaluating the:

A. teaching-related credentials and experiences of the community members involved.
B. expected usefulness of a program in promoting students' proficiency with relevant artistic skills.
C. students' level of familiarity with and/or intrinsic interest in a particular art form.
D. potential of a program to strengthen students' curricular learning through hands-on approaches.

4. A district includes a growing number of students whose families are homeless. In an effort to meet the needs of this student population, the superintendent has provided all school staff with professional development on the nature and implications of homelessness and how to create positive experiences in the classroom for students who are homeless. Which of the following additional actions taken by the superintendent is likely to be most effective in supporting students who are homeless?

A. providing teachers with guidance on how to replace the students' homework assignments with in-class assignments without compromising learning
B. establishing a designated space in each school where the students can go when they have extra time before, during, and after school hours
C. having selected staff create a modified district curriculum that is more relevant to the needs and daily life issues confronting students who are homeless
D. appointing a homeless liaison for the district to help connect the students and their families with the various community services they require
5. In a district where nearly 60 percent of the students are English Language Learners, the superintendent learns from members of a local advocacy group that fewer than 10 percent of students enrolled in the district's gifted education programs are English Language Learners. After confirming the accuracy of this information, the superintendent talks to staff about the need to investigate and remedy the situation. Which of the following actions taken by district staff is likely to be most useful in helping initiate this effort?

A. reviewing criteria and procedures currently used within the district to identify students who are eligible for gifted programs

B. using various quantitative measures to compare the academic performance of students enrolled in a gifted program with that of other students in the district

C. surveying key district stakeholder groups to learn more about their perceptions and expectations regarding gifted programs

D. conducting observations in selected classrooms to clarify the types of instructional methods and activities that are currently used in the district's gifted programs

6. One of the goals in a low-performing district is to ensure that students consistently exhibit a high level of engagement in learning. The superintendent can best help promote achievement of this goal by providing teachers and other building-level staff with training and support in how to:

A. implement flexible and personalized behavior management approaches in interactions with students.

B. provide students with instruction characterized by gradually increasing challenge and rigor.

C. promote students' sense of collective responsibility for their own and their peers' achievement.

D. create lessons that students perceive as relevant to their own lives and interests.

7. A recently hired superintendent in a low-performing school district wishes to take steps to promote continuous school improvement. The superintendent is likely to be most successful in meeting this goal if he or she places the highest priority on strengthening systems for:

A. developing and using school advisory groups.

B. supervising and evaluating principals.

C. monitoring daily school routines and procedures.

D. managing and aligning stakeholder expectations.
8. A district spent two years planning a new Science, Technology, Engineering, and Mathematics (STEM) program for its secondary schools. The program is now in its second month of implementation. At this time, which of the following should be the superintendent's primary role in relation to the program?

A. conducting observations in STEM program classes to gain insight into current program strengths and needs and to provide teachers with initial feedback

B. soliciting and responding to feedback from STEM program faculty about their experiences with the program and any problems they are encountering

C. working with STEM program staff to specify ways in which the program is expected to promote achievement of the district's vision, mission, and goals

D. collecting and analyzing data to use in preparing a report for school and community stakeholders on the progress of the STEM program to date
Sample Directions for the Performance Assignments
FIELD 180 SUPERINTENDENT: SUBTEST I

This section of the test consists of two performance assignments: a Stakeholder Relationships Assignment and a District Data 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:

1. **Use the information below to complete the task that follows.**

   You recently became the superintendent of a school district whose school board has three newly elected members. The new board members are eager and have a number of ideas about changes the district should make to achieve its goal of improving student achievement. However, during early sessions with the board, it becomes apparent that the new members' ideas were not well-received by more experienced members. The new members responded by pushing harder for their ideas. Heated disagreements erupted more than once and now decisions about the most minor procedural issues have become contentious. The growing dysfunction of the board was evident in its first public meeting when board members interrupted other members and were openly critical of one another. You recognize the need for the board to work together with a common focus on student achievement and decide to take immediate steps to address this issue.

   Write a response of approximately 500–800 words about how to help the board work together with a common focus on student achievement. In your response:

   - explain why it is important to help the board work together with a common focus on student achievement;

   - identify individuals or groups you would involve in the effort to help the board work together with a common focus on student achievement, and explain why the inclusion of the individuals or groups you identified would be helpful;

   - identify two issues to consider in developing a plan to help the board work together with a common focus on student achievement;

   - for each issue, describe one action you would take to address that issue, and explain why each action would be effective in addressing the issue you identified; and

   - describe one potential challenge you could face in your efforts to help the board work together with a common focus on student achievement, and explain how you would work through the challenge you described.
Assignment 2:

2. **Use the data provided to complete the task that follows.**

You have been hired as the new superintendent of the Bridwell School District, which serves students in grades pre-K–12. You are new to the area and, in preparation for your new position, you are reviewing data and other information about the district.

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

• identify one potential strength indicated by the data, and explain how you would build on the strength you identified;

• identify a student learning issue suggested by the data that is important to address, and explain why that issue is important;

• describe one approach you would use to learn more about the nature or cause(s) of the student learning issue you identified, and explain why the approach you described would be effective in gaining the desired information;

• describe one strategy you and/or your staff should include in plans to help address the identified student learning issue, and explain why the strategy you described would be effective in helping address the identified issue; and

• identify one problem related to teacher effectiveness that is likely contributing to the student learning issue you identified, and describe one action you would take to address the teacher effectiveness problem you identified.
Assignment 2, cont.

State Assessment Results for Bridwell School District

Standardized Testing and Report Results for All Students

Three-Year Comparison

This table displays the percentage of all students who are meeting or exceeding the state standards.

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<th>Arizona</th>
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<td>2 Years Ago (%)</td>
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</tr>
<tr>
<td>Science</td>
<td>34</td>
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State Assessment Results for Bridwell School District

Standardized Testing and Reporting Results by Student Group

Three-Year Comparison

This table displays the percentage of students by group and grade level who are meeting or exceeding the state standards.

<table>
<thead>
<tr>
<th></th>
<th>Percentage (%) of District Population</th>
<th>3 Years Ago</th>
<th>2 Years Ago</th>
<th>Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading (%)</td>
<td>Math (%)</td>
<td>Reading (%)</td>
<td>Math (%)</td>
</tr>
<tr>
<td>Female</td>
<td>48</td>
<td>57</td>
<td>48</td>
<td>59</td>
</tr>
<tr>
<td>Male</td>
<td>52</td>
<td>53</td>
<td>51</td>
<td>58</td>
</tr>
<tr>
<td>Grade 3</td>
<td>8</td>
<td>59</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>Grade 4</td>
<td>7</td>
<td>58</td>
<td>50</td>
<td>58</td>
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<tr>
<td>Grade 5</td>
<td>8</td>
<td>55</td>
<td>59</td>
<td>58</td>
</tr>
<tr>
<td>Grade 6</td>
<td>9</td>
<td>49</td>
<td>47</td>
<td>52</td>
</tr>
<tr>
<td>Grade 7</td>
<td>7</td>
<td>55</td>
<td>52</td>
<td>57</td>
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<tr>
<td>Grade 8</td>
<td>8</td>
<td>57</td>
<td>50</td>
<td>59</td>
</tr>
<tr>
<td>Grades 9+</td>
<td>30</td>
<td>61</td>
<td>51</td>
<td>61</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>60</td>
<td>51</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>34</td>
<td>48</td>
<td>50</td>
<td>47</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>11</td>
<td>16</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Migrant</td>
<td>5</td>
<td>38</td>
<td>34</td>
<td>38</td>
</tr>
</tbody>
</table>
Assignment 2, cont.

Attendance and Graduation Rates Last Year

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>Arizona</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>Four-Year Cohort Graduation Rate</td>
<td>70%</td>
<td>77%</td>
</tr>
</tbody>
</table>

SAT and ACT Scores Last Year

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>Arizona</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Composite Score</td>
<td>1270</td>
<td>1551</td>
</tr>
<tr>
<td>SAT Writing ONLY Score</td>
<td>420</td>
<td>502</td>
</tr>
<tr>
<td>SAT Math ONLY Score</td>
<td>430</td>
<td>528</td>
</tr>
<tr>
<td>SAT Critical Reading ONLY Score</td>
<td>420</td>
<td>521</td>
</tr>
<tr>
<td>ACT Composite Score</td>
<td>18</td>
<td>20</td>
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</tbody>
</table>
Performance Characteristics and Scoring Scale for the Performance Assignments

Performance Characteristics:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>The extent to which the response achieves the purpose of the assignment.</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>Accuracy and appropriateness in the application of content knowledge.</td>
</tr>
<tr>
<td>Support</td>
<td>Quality and relevance of supporting details.</td>
</tr>
<tr>
<td>Rationale</td>
<td>Soundness of argument in relation to the assigned topic.</td>
</tr>
</tbody>
</table>

Scoring Scale:

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Score Point Description</th>
</tr>
</thead>
</table>
| 4           | The "4" response reflects a thorough knowledge and understanding of the content.  
• The purpose of the assignment is fully achieved.  
• There is a substantial, accurate, and appropriate application of content knowledge.  
• The supporting evidence is strong; there are high quality relevant examples.  
• The response reflects an ably reasoned argument in relation to the assigned topic. |
| 3           | The "3" response reflects an adequate knowledge and understanding of the content.  
• The purpose of the assignment is largely achieved.  
• There is a generally accurate and appropriate application of content knowledge.  
• The supporting evidence is adequate; there are some acceptable, relevant examples.  
• The response reflects an adequately reasoned argument in relation to the assigned topic. |
| 2           | The "2" response reflects a limited knowledge and understanding of the content.  
• The purpose of the assignment is partially achieved.  
• There is a limited, possibly inaccurate or inappropriate application of content knowledge.  
• The supporting evidence is limited; there are few relevant examples.  
• The response reflects a limited, poorly reasoned argument in relation to the assigned topic. |
| 1           | The "1" response reflects a weak knowledge and understanding of the content.  
• The purpose of the assignment is not achieved.  
• There is little or no appropriate or accurate application of content knowledge.  
• The supporting evidence, if present, is weak; there are few or no relevant examples.  
• The response reflects little or no reasoning in relation to the assigned topic. |
| U           | 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           | The response is blank.                                                         |
Sample Responses to the Performance Assignments

Sample Score Point 4 Response to Assignment 1

Disruptive Board

Importance of a Common Focus
Striving to work in the best interests of students can sometimes bring out passionate differences in those who are providing support. Probably no one feels the pressure more than members of school boards who have been elected by their community to ensure the best educational experience possible for its children. Through their combined efforts, the governing team of the superintendent and the members of the board should make informed decisions that result in a collaborative learning environment. A divided board can lead to a district in upheaval, hampering good decision making.

Involving Others
A change in board members along with the hiring of a new superintendent can be the perfect time to leverage the energy of new members with the assurance and experience of the seasoned representatives. A wise superintendent works closely with the board to consider ways in which they might grow, rather than demand changes. Thus, a first step in helping an unfocused board work together in support of students would be to have an conversation with the Board President, regarding his/her perception of the history of the board dynamics. However, decision making must be transparent and laws directing the manner in which board members can gather to make decisions must be strictly followed. Therefore, a special Study Session, where the full board could discuss how to develop a common approach, would allow for the board to have a focused discussion on a single topic, without the pressures of other looming matters that might be on the agenda. It also creates a forum where everyone can be assured their interests will still be a part of the decision-making.

Two Issues
In developing a plan to help the board work together with a common focus, there must first be a vision that every person on the governing team (board members and superintendent) will be honored and respected for his or her role and knowledge, much as the board would expect of their staff and district community. Beginning with respectful behaviors it would be important to initially come to an agreement about the normative behaviors that would guide any discussions. Some of these might already be available in the Board Policies regarding their meetings, but they might also include matters such as not interrupting others or not making personal attacks that stifle discussions.

In addition, support for school boards often includes training. Because of board dynamics, any plan that seeks training assistance for this governing team should include an understanding that it would only involve facilitators who are experienced and respected for their work with school boards. Additionally, the facilitator would need to be neutral, in that he/she would not be a district employee who might be perceived as having special relationships with any member of the board that might influence his/her work or expected outcomes.

(continued on next page)
Sample Score Point 4 Response to Assignment 1 (continued)

**Actions to Address the Issues**

In all probability, the board members would want to represent their desire to work in harmony with others. They are no doubt aware of their disruptive behaviors, and will accommodate a reasonable process to help them move away from personal attacks. A straightforward approach to developing normatives (norms) for behavior(s) would be for the superintendent to lead the board in first brainstorming and then narrowing the “norms” to those considered most essential. A number of organizations, including the Arizona School Boards Association (ASBA) have excellent models for developing “norms” or rules for guiding group behaviors. The group commitment to the "norms" will have the effect of calming the climate of their discussions and also allow for accountability as they work within their agreed upon conventions.

Developing their commitment to becoming a team that will work together in the interest of the students will take some soul-searching and deep conversations best managed by others. This is especially important for those in elected positions, whose groups re-form with every election or filling of a vacancy. The ASBA, a well-respected organization in Arizona, offers in-district training that is tailored for school boards. For example, their "Leadership Team Transition Workshop," is specifically designed to help newly formed teams develop protocols for communication and working together. As the new superintendent, I would utilize this resource. Having an experienced, neutral facilitator will enable every member of the team to be heard and respected, and will pull together the bigger and sometimes disparate visions of the individuals.

**Potential Challenge**

A potential challenge that might surface is a member of the board who determinedly ignores the efforts to bring the group to a common focus. Strong board presidents will often have the skills to gently move a board member back to the agreed upon behaviors. However, disgruntled board members need a forum and they might well find them in unexpected places. It would behoove the superintendent, with the knowledge of the board president, to meet regularly and independently with those who have disparate perspectives to better understand the issues and to consider approaches that might be reflective of the full interests of the board.
Sample Score Point 4 Response to Assignment 2

Bridwell School District

Potential Strength
After analyzing the data, it is clear that the math test scores have improved from three years ago. The Standardized Testing and Report Results for all students indicates an increase of 7% in math. The results by student group data indicate that all grade levels have improved in math, with test score percentiles increasing significantly for grades 3 (+11%), 4 (+10%), 6 (+9%), and 8 (+8%). These improving math skills could be utilized in addressing the district's low performance in science.

Student Learning Issues
While interesting, data are only simplistic indicators of what is happening at the moment of collection. There are several learning issues that need to be further investigated. To begin with, the percentage of students meeting/exceeding standards in all subjects is lower than state averages. And, the lowest of the three-year span occurs in science. Sadly, only 39% of district students last year met or exceeded standards in science, 12 points lower than state scores. This could suggest there are issues with the qualifications of the science teachers, curriculum, training, or pacing.

Approach to Learn More About Nature of Cause
A straightforward place to begin to learn more is to examine the district's science and math programs. I would review previous board reports and presentations regarding student achievement and discuss plans with my regular, weekly meetings with the Board President and union representatives. I would want to review the achievement data with central office staff, and designate the Assistant Superintendent of Curriculum (ASC) as the lead. The ASC would be charged with gathering information from site administrators and parent advisory groups on what they perceive to be the strengths and needs of the science and math programs, and regularly reporting progress to me. It will be important to consider recent curriculum adoptions and ongoing staff development and whether regional support is available, such as neighboring districts, local universities, and/or resources from the Arizona Department of Education. The ASC must also train site administrators to effectively supervise and evaluate effective teaching in science, and work with curriculum teams to meet with science and math departments to do similar fact finding and data gathering. Questions to be answered include, have there been recent efforts in math that account for the increase? If so, might these be replicated, and how? I suggest this approach because, as a new superintendent new to the area, it can be very intimidating for classroom teachers to have their initial meeting with the superintendent focus on lagging scores. Enlisting the support of district office staff and site administrators is key.

(continued on next page)
Sample Score Point 4 Response to Assignment 2 (continued)

One Strategy
It would be important to pull the information together, both from our district's more successful reading and writing programs, and the fact finding from the science and math programs.

In conjunction with the curriculum staff, we would begin by focusing on science and form a district science committee, with science teacher leaders and administrators from every site, parents, and central office staff. This team would analyze the data, dissect the findings, and begin to look for patterns and trends, including investigation of recent successful efforts in math that inform future plans. We would need to develop an initial framework upon which site staff will build their internal review of curriculum alignment, instructional materials and strategies used, professional development needs, resources such as technology and equipment, formative assessment, and periodic benchmark indicators. Teacher leaders can be identified who can provide coaching, staff development, and demonstration lessons. All of this would need to be presented to the Board, to keep them informed of the data analysis, results from fact finding, and initial plans. It would be particularly helpful for them to be aware of the need for structured program analysis, as well as possible future developments that might lead to requests for funds or training materials.

Identify One Problem with Teacher Effectiveness and Action to Address
This level of scrutiny may be unfamiliar to district teachers, and some science teachers might feel defensive about their subject area being scrutinized. However, the district's students are in crisis. High levels of achievement can be the entree to college and a technically-prepared workforce that results in better paying jobs. Arizona's College and Career Ready Standards provide the framework for strengthening our students' skills. Our students are entitled to be fully prepared when they leave our district. With only 39% meeting or exceeding state standards, this is not happening.

This message needs to be made clear to teachers. They need to be reassured by me, their site administrators and their union leadership that it is not their competency being questioned. Rather, it is the program, resources, and training they are provided to help make high levels of achievement happen. The relative success in math is evidence they can help students achieve higher levels of success. Having them or their representative be a part of the planning, implementation and follow-up creates a better environment of trust and understanding that results in a program that should result in higher levels of student achievement.
## Field 180: Superintendent: Subtest I

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Response</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>Understand how to develop and implement a shared district vision, mission, and goals, and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC 2008 – Standard 1) (Professional Standards for Educational Leaders 2015 – Standards 1, 10)</td>
</tr>
<tr>
<td>2.</td>
<td>A</td>
<td>Understand how to develop and implement a shared district vision, mission, and goals, and plans to promote continuous and sustainable improvement in student learning and achievement. (ISLLC 2008 – Standard 1) (Professional Standards for Educational Leaders 2015 – Standards 1, 10)</td>
</tr>
<tr>
<td>3.</td>
<td>D</td>
<td>Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build constructive relationships with members of the district governing board and other stakeholders inside and outside the district. (ISLLC 2008 – Standards 4, 6) (Professional Standards for Educational Leaders 2015 – Standards 5, 8)</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>Understand the political, social, economic, and cultural contexts of education and how to use effective communication and collaboration skills to build constructive relationships with members of the district governing board and other stakeholders inside and outside the district. (ISLLC 2008 – Standards 4, 6) (Professional Standards for Educational Leaders 2015 – Standards 5, 8)</td>
</tr>
<tr>
<td>5.</td>
<td>A</td>
<td>Understand how to develop, support, and sustain educational cultures and environments that are conducive to student learning and professional growth for all staff. (ISLLC 2008 – Standards 2, 4) (Professional Standards for Educational Leaders 2015 – Standards 2, 3, 5, 7)</td>
</tr>
<tr>
<td>6.</td>
<td>D</td>
<td>Understand how to develop, support, and sustain educational cultures and environments that are conducive to student learning and professional growth for all staff. (ISLLC 2008 – Standards 2, 4) (Professional Standards for Educational Leaders 2015 – Standards 2, 3, 5, 7)</td>
</tr>
<tr>
<td>7.</td>
<td>B</td>
<td>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 2008 – Standard 2) (Professional Standards for Educational Leaders 2015 – Standards 2, 3, 4)</td>
</tr>
<tr>
<td>8.</td>
<td>B</td>
<td>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 2008 – Standard 2) (Professional Standards for Educational Leaders 2015 – Standards 2, 3, 4)</td>
</tr>
</tbody>
</table>
PRACTICE QUESTIONS

Field 280: Superintendent: Subtest II

1. In a district with an aggressive school improvement plan, the superintendent has directed principals to conduct frequent brief walkthroughs in their school’s classrooms. The superintendent meets with the principals on a regular basis to discuss what they have been observing. One purpose of these activities is to help the superintendent monitor changes occurring in district schools. The walkthroughs are likely to be most effective in serving this function if the superintendent first:

A. helps each principal develop and use a metric for quantifying the pace of change taking place in his or her school.

B. provides the principals with a checklist of specific variables or issues on which to focus their observations.

C. works with each principal to identify teachers or classrooms that require the most frequent walkthroughs.

D. has the principals use a four-point rating scale to summarize their observation results during a given time period.

2. A school board recently began discussing a proposal to implement a new program that would provide students and their families with substantial access to social and health-related services through the district schools. The proposal is causing significant conflict among the board members, with three members strongly opposed to the proposal and two members strongly in support of it. The superintendent personally supports the proposal and would like to see it adopted. In this situation, the superintendent can best respond to conflicting views among the board members by taking which of the following actions first?

A. attempting to negotiate with the board a compromise involving the creation of a less costly and/or less comprehensive program

B. providing the board members with objective information on benefits and challenges of similar programs used in other districts

C. offering encouragement to school and community supporters of the program to increase their advocacy activities with the board members who are currently in opposition

D. communicating to the board an acknowledgement that they all want the best for students and emphasizing how collaboration rather than conflict will support this outcome
3. A superintendent has been hired to lead a school district in Arizona in which student achievement has been mostly stagnant or declining in recent years and some schools have experienced a growing achievement gap. After reviewing principal evaluation results for the past three years, the superintendent should focus most attention on addressing which of the following findings?

A. Principals throughout the district are classified as highly effective or effective in nearly all aspects of their job performance.

B. Principals’ performance as reflected in survey data often differs substantially from their performance as reflected in state assessment results.

C. Evaluators frequently use similar types of evidence to evaluate principals on a variety of ISLLC leadership standards.

D. Evaluators consistently emphasize instructional leadership over general organizational management skills in judging overall principal performance.

4. Last year a large school district with high teacher turnover initiated a comprehensive two-year induction program for beginning teachers who enter the district. The program includes a two-day orientation before an inductee’s first school year begins, a mentoring component, opportunities for inductees to observe in the classrooms of successful veteran teachers, a variety of workshops, and study groups where new teachers can network and support one another. Which of the following steps taken by the superintendent of the district would be most appropriate and effective for providing administrative support for the induction process?

A. meeting regularly with each inductee and his or her mentor to gather information on progress to date

B. overseeing the publication of an "induction newsletter" to keep district faculty and staff informed about the program

C. ensuring adequate release time for new teachers and their mentors to engage in program activities

D. modifying the standards and rubrics used for the annual evaluation of program participants to reflect their participation

5. Before the start of the new school year, a recently hired superintendent is reviewing procedures currently being used for district financial reporting and accounting. In conducting this review, the superintendent's most important initial priority should be to:

A. work with key stakeholders to identify potential areas of vulnerability.

B. evaluate the current system of fidelity checks to ensure the adequacy of safeguards.

C. consult with other district leaders to seek feedback regarding system accountability.

D. ensure that all mandated compliance measures are being followed.
6. A new superintendent finds that the previous superintendent often dealt with budget constraints by diverting resources from routine maintenance to address other needs, such as purchasing new computers for an elementary school, updating curriculum materials, and building a professional development library. In deciding whether to continue this practice, the new superintendent should consider which of the following?

A. Instructional needs should almost always take precedence over routine maintenance and other noninstructional needs.

B. Funds allocated for a particular budget category cannot generally be used to meet expenses in any other budget category.

C. Routine maintenance should only be deferred in an emergency since deferral can cost more money in the long run.

D. Maintenance funds can be reallocated only to meet other facilities-related needs, such as security equipment or building upgrades.

7. A superintendent becomes aware of behavior by a teacher that is in violation of the faculty code of conduct. The superintendent prepares to document the violation as well as corrective measures that will be taken. In keeping with due process, the superintendent should take which of the following additional steps at this point?

A. having the school district's attorney confirm the legality of the administration's planned actions in the matter

B. allowing the teacher to meet with the school board in a closed session to present his or her case

C. alerting the teachers union about the alleged violation and any actions the administration plans to take

D. providing the teacher with a copy of the documentation and an opportunity to respond

8. A district's middle school has established a student assistance team that includes school staff and representatives of various social service and juvenile justice agencies. The team meets routinely to discuss preventative services for students who are at risk for placement in the juvenile justice system due to their behavior. Which of the following requirements must be met before a member of the middle school staff may legally present a student's case before the team?

A. a legal order from a mental health professional or family court judge

B. signed consent from the student's parents/guardians

C. a referral notice from a local social service or juvenile justice agency

D. prior notification to the student and his or her parents/guardians
Sample Directions for the Performance Assignments
FIELD 280 SUPERINTENDENT: SUBTEST II

This section of the test consists of two performance assignments: a Principal Evaluation Assignment and a Fiscal and Operational Management 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:

1. **Use the data provided to complete the task that follows.**

   You are in your second year as the superintendent of the Big Sky School District. You are completing your annual evaluation of district principals and, in preparation for an upcoming summative conference with the principal of Maddon Elementary School (K–5), you are reviewing data and other information about the principal's performance.

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

   • identify one potential strength indicated by the data, and explain how you would build on the strength you identified to promote the principal's overall effectiveness as a school leader;

   • identify an issue that would be important to address to improve the principal's effectiveness as a school leader, and explain why that issue is important;

   • describe two actions you would recommend to promote the principal's effectiveness; and

   • for each action you described, explain why that action would be effective in promoting the principal's professional growth.
Assignment 1, cont.

State Assessment Results for Maddon Elementary School
Standardized Testing and Reporting Results by Student Group
Two-Year Comparison

This table displays the percentage of students by group and grade level who are meeting or exceeding the state standards.

<table>
<thead>
<tr>
<th></th>
<th>Percentage (%) of School Population</th>
<th>Last Year</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reading (%)</td>
<td>Math (%)</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>71</td>
<td>75</td>
</tr>
<tr>
<td>Male</td>
<td>49</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>Grade 3</td>
<td>16</td>
<td>68</td>
<td>71</td>
</tr>
<tr>
<td>Grade 4</td>
<td>15</td>
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</tr>
<tr>
<td>Grade 5</td>
<td>15</td>
<td>72</td>
<td>70</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>24</td>
<td>60</td>
<td>59</td>
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<tr>
<td>English Language Learners</td>
<td>22</td>
<td>55</td>
<td>62</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Migrant</td>
<td>18</td>
<td>50</td>
<td>51</td>
</tr>
</tbody>
</table>
Madden Elementary School

Parent/Guardian Survey Data—Current Year

This table displays the percentage of parents/guardians by grade level who responded Strongly Agree/Agree.

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Grade Level (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The staff at my child's school are respectful and caring.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>85</td>
</tr>
<tr>
<td>2. My child is safe at school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>90</td>
</tr>
<tr>
<td>3. My child's school has high expectations for academic achievement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>80</td>
</tr>
<tr>
<td>4. My child's school program prepares my child to be on track for college or a career.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>80</td>
</tr>
<tr>
<td>5. The teacher(s) at my child's school inform(s) me of my child's progress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>95</td>
</tr>
<tr>
<td>6. My child likes going to school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>96</td>
</tr>
<tr>
<td>7. My child's school values my opinion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>94</td>
</tr>
<tr>
<td>8. My child's school has partnerships with community organizations that benefit my child.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>72</td>
</tr>
</tbody>
</table>
Principal's Instructional Leadership Rating Completed by Superintendent (end of current year)

<table>
<thead>
<tr>
<th>Leadership Standard</th>
<th>Satisfactory (S)/No Progress (NP)</th>
<th>Possible Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Vision</td>
<td>S</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Learning/Instruction</td>
<td>NP</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Management</td>
<td>NP</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Collaboration</td>
<td>S</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Professionalism</td>
<td>S</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Education System</td>
<td>S</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Attendance Rates by Grade Level and Group Two-Year Comparison

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2 Years Ago (%)</th>
<th>Last Year (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>1</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>2</td>
<td>90</td>
<td>91</td>
</tr>
<tr>
<td>3</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>4</td>
<td>86</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>81</td>
<td>82</td>
</tr>
</tbody>
</table>

Teacher Evaluation Rating by Grade Level Completed by Principal—Current Year (number of teachers at each level)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
Assignment 2:

2. Use the information below to complete the task that follows.

You recently became the superintendent of a large suburban school district. Most of the district's schools are operating at capacity. Six weeks before the beginning of the school year, one of the district's middle schools had a major fire. The damage was extensive and even the areas that were not damaged by fire or water had major smoke damage. Estimates indicate that required repairs may take several months to complete. You decide that students and staff from the damaged middle school will have to be relocated to other district schools prior to the start of the school year.

Write a response of approximately 500–800 words about relocating students and staff from the damaged middle school to other district schools. In your response:

• describe two important issues you should consider in the development of a plan for relocating students and staff from the damaged middle school to other district schools;

• for each issue, describe one action you would take to address the issue, and explain why each action would be effective in addressing the issue you described;

• identify individuals or groups you would involve in developing a plan for relocating students and staff from the damaged middle school to other district schools, and explain why the involvement of the identified individuals or groups would be helpful; and

• identify one piece of data or other information you should collect and analyze as you develop a plan for relocating students and staff from the damaged middle school to other district schools, and explain why the data or information you identified would be helpful in developing an effective plan.
# Performance Characteristics and Scoring Scale

for the Performance Assignments

## Performance Characteristics:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>The extent to which the response achieves the purpose of the assignment.</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>Accuracy and appropriateness in the application of content knowledge.</td>
</tr>
<tr>
<td>Support</td>
<td>Quality and relevance of supporting details.</td>
</tr>
<tr>
<td>Rationale</td>
<td>Soundness of argument in relation to the assigned topic.</td>
</tr>
</tbody>
</table>

## Scoring Scale:

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Score Point Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The &quot;4&quot; response reflects a thorough knowledge and understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>• The purpose of the assignment is fully achieved.</td>
</tr>
<tr>
<td></td>
<td>• There is a substantial, accurate, and appropriate application of content knowledge.</td>
</tr>
<tr>
<td></td>
<td>• The supporting evidence is strong; there are high quality relevant examples.</td>
</tr>
<tr>
<td></td>
<td>• The response reflects an ably reasoned argument in relation to the assigned topic.</td>
</tr>
<tr>
<td>3</td>
<td>The &quot;3&quot; response reflects an adequate knowledge and understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>• The purpose of the assignment is largely achieved.</td>
</tr>
<tr>
<td></td>
<td>• There is a generally accurate and appropriate application of content knowledge.</td>
</tr>
<tr>
<td></td>
<td>• The supporting evidence is adequate; there are some acceptable, relevant examples.</td>
</tr>
<tr>
<td></td>
<td>• The response reflects an adequately reasoned argument in relation to the assigned topic.</td>
</tr>
<tr>
<td>2</td>
<td>The &quot;2&quot; response reflects a limited knowledge and understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>• The purpose of the assignment is partially achieved.</td>
</tr>
<tr>
<td></td>
<td>• There is a limited, possibly inaccurate or inappropriate application of content knowledge.</td>
</tr>
<tr>
<td></td>
<td>• The supporting evidence is limited; there are few relevant examples.</td>
</tr>
<tr>
<td></td>
<td>• The response reflects a limited, poorly reasoned argument in relation to the assigned topic.</td>
</tr>
<tr>
<td>1</td>
<td>The &quot;1&quot; response reflects a weak knowledge and understanding of the content.</td>
</tr>
<tr>
<td></td>
<td>• The purpose of the assignment is not achieved.</td>
</tr>
<tr>
<td></td>
<td>• There is little or no appropriate or accurate application of content knowledge.</td>
</tr>
<tr>
<td></td>
<td>• The supporting evidence, if present, is weak; there are few or no relevant examples.</td>
</tr>
<tr>
<td></td>
<td>• The response reflects little or no reasoning in relation to the assigned topic.</td>
</tr>
<tr>
<td>U</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>The response is blank.</td>
</tr>
</tbody>
</table>
Sample Responses to the Performance Assignments

Sample Score Point 4 Response to Assignment 1

Big Sky School District

Strength
A strength of Maddon Elementary School is that they appear to have consistent or slightly improving reading and math scores across grade levels. The percentage of students meeting or exceeding state standards has increased slightly (1-3%) at every grade level, except for grade 4 reading and grade 5 math, which remained flat (74% and 70%, respectively). In our meeting, I would want to note consistent scores and probe reasons why the principal believes the school is able to maintain an at/above grade level achievement of 70% of the students. I would also ask her to share reasons why she thinks performance is steady in both subject areas, as well as subgroup performance (Economically Disadvantaged, English Language Learners, and Students with Disabilities) which are also maintaining consistent performance in both reading and math. It would be helpful to know what staff development efforts have occurred. Has the principal and her leadership team provided training in instructional strategies, curriculum alignment, or staffing changes in reading and math?

Also, teacher evaluation ratings show 13 teachers rated as ineffective or developing, while 19 teachers are rated as effective or highly effective, giving a possible internal source of teacher leaders. Thus, I would want to know what efforts have been made to enlist the support of these effective/highly effective teachers as a means of improving the ineffective or developing teachers.

An Issue to Address to Improve the Principal's Effectiveness
As suggested, the two-year comparison scores show consistent performance across both reading and math (68-75% meeting/exceeding standards). However, subgroup performance lags. Twenty four percent of the school population is economically disadvantaged and 22% are designated English Language Learners. This year, only 58% of economically disadvantaged students met/exceeded Reading standards and only 57% in math. Similarly, only 55% of ELL students met/exceeded standards in reading and 62% in math. Although performance is steady across subject areas, subgroup performance lags more than 10% behind the performance of all students. A school with "steady" performance for all students and lagging performance for subgroups requires improvement.

As suggested above, there are 13 teachers rated as ineffective or developing and 7 of these teachers are in grades K-2. Scores in grade 3, the grade that follows the less effective teachers, are the lowest in the school. Grades K-2 are foundational years - this, coupled with the Instructional Leadership Rating indicating the principal made No Progress in the areas of Shared Vision and Learning/Instruction, suggest little has been accomplished to generate momentum for the much needed academic improvement. This lack of growth must be addressed.

(continued on next page)
Sample Score Point 4 Response to Assignment 1 *(continued)*

**Two Actions**

Since this is my second year as superintendent, I would know the reasons for the Principal’s Instructional Leadership Rating, provided in Table 3. We would need to review the ratings and have a serious conversation about what it would take to improve reading and math scores, especially for subgroups. The principal must develop a staff development plan to share the expertise of the staff identified as effective/highly effective. This plan would identify teacher coaches and a peer support program, a staff development schedule, and monitoring/evaluation cycle. The plan should identify the team that will outline effective teaching strategies and interventions, and include development and implementation of formative assessments to track ongoing student progress. The plan should include how district program specialists (such as ELL and Migrant Coordinators) will be used and how parents will be included. The Parent Survey indicates the lowest levels of support for the statement, "My child's school has high expectations for academic achievement." Clearly, there is a need to address this perception in the effort to improve reading and math scores.

With 24% of the school identified as Economically Disadvantaged and 18% as Migrant, I would also need to contact regional support resources that may help the principal effect a substantial change. The Arizona Department of Education Migrant Education Program provides broader services. There are onsite protocols available online to provide staff development of agency referral services that may be used by our central office team to support the site’s training.

The bottom line is there needs to be a plan of support for the principal and site staff, with ongoing monitoring of benchmark indicators of success or the need to modify the implementation of the plan. Through weekly meetings with the ASC, I would keep abreast of the school progress. In addition, I would schedule quarterly meetings with the principal to review data such as district benchmark measures, and program reviews to monitor the school’s progress.

**Why the Actions Would be Effective**

There is some strength to build upon, given the identification of effective/highly effective teachers and consistent achievement in reading and math. A plan that includes focused support for the development of a common vision, strategies for sharing and developing teacher skills, planned interventions for any student not achieving benchmarks, and consistent monitoring of ongoing student achievement is key. This multi-pronged plan should result in increased skills for teachers and students.
Two Important Issues

A major fire at a middle school six weeks before the beginning of the school year and the need to relocate students in an impacted district is a cause for immediate action for a new superintendent. It can also trigger angst in the broader school community if not handled efficiently.

The most important issue is the identification of the team to develop the plan. The team must include district office staff representing public information, budget, human resources, transportation, maintenance, food services, as well as parent and community representatives. This team must coordinate the individual pieces that fit together to respond to the damage. The Public Information Officer must be charged with keeping parents and the community informed via newspapers, public meetings, and social media. The site administrator will work closely with the team to keep staff informed of the district's progress and expectations. The district's Maintenance and Operations Director and Director of Fiscal Services will need to investigate costs and feasibility of portable housing, increased personnel costs involved in moving/providing furniture and supplies, and resources for repair costs. Human resources must be involved to determine potential staffing requirements due to reconfiguration needs. Transportation will need to evaluate busing routes and capacity when district enrollment boundaries are temporarily altered. Once the initial site assessment has been completed, Maintenance must identify staff and resources needed, whether or not outside services will be required, and expected timelines for repairs. And finally, food services will be responsible for ensuring students are provided with breakfast and lunch at the new sites as required by law. The Board will need to be continuously updated as the plan is developed and implemented.

In addition to the importance of efficiently developing the plan, a second issue is to quickly determine the district capacity to implement the plan, and potential resources to increase capacity to do so. It is unlikely that current budget, personnel, space, and resources levels are sufficient. External sources must be quickly identified and secured. Is there emergency housing funding available through the Arizona Department of Education? Do neighboring districts have portable classrooms available they are not using? Are there community spaces temporarily available, such as regional recreational facilities than can be temporarily staged as classrooms? Is there internal district, external district, and/or public transportation that can be tapped? As specific needs are identified in the planning process, it is essential to concurrently identify resources to help. Thinking "outside the box" will be required.

(continued on next page)
Sample Score Point 4 Response to Assignment 2 (continued)

One Action for Each

Identify a Team and Develop a Plan - As a new superintendent, I will call an emergency meeting of representatives to review the established district emergency protocols and communication procedures. Each member must immediately identify and contact those essential actions and timelines. Members will be given an electronic template for reporting efficient daily updates to me and the team will meet biweekly to communicate progress. The central planning group must also use this template with their respective team members who report directly to each of them. Rapid communication and coordination will be essential.

Increase District Response Capacity - The Directors of Operations and Fiscal Services will be charged with contacting the Arizona Department of Education to investigate emergency housing and response funding, as well as neighboring districts to see if there are unused portable classrooms available. The Public Information Officer must investigate regional resources, such as recreational facilities that may be temporarily reconstituted as classrooms. I will contact regional superintendents as county resources, as well as meet with all site principals to consider how their schools may need to be reconfigured to house students. I will also meet weekly with parent and community representatives to maintain communication. In addition, the district's website will be updated daily by the Technology Department, providing the latest information about parent resources, the district's status, current status, timelines and student placement.

Individuals and Groups to Involve

The need for an immediate emergency response provides an opportunity for me, as a new superintendent, to quickly learn about the culture and district needs. In addition to the groups listed above, students are key stakeholders. My contact with parents and community groups will support communication with students, but more is needed. I would schedule town hall meetings with parents and students to share ongoing plans and timelines. I want students to understand what will be happening, know changes will be temporary and be reassured that a solid plan is in place. This strategy will help manage rumors and angst.

One Piece of Data or Other Information

A critical piece of data or other information needed is the answer to the question "What happened?" Investigating how the fire happened will help us understand safety and security issues that may need to be addressed. No one wants to experience a crisis. However, by examining the cause and response, we can reduce the possibility of it happening again. And as a result, the entire school community will have a sense of reassurance of a safe environment for students.
### ANSWER KEY

**Field 280: Superintendent: Subtest II**

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Response</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B</td>
<td>Understand principles and practices of organizational management that support district improvement and help ensure success for every student. (ISLLC 2008 – Standard 3) (Professional Standards for Educational Leaders 2015 – Standards 9, 10)</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>Understand principles and practices of organizational management that support district improvement and help ensure success for every student. (ISLLC 2008 – Standard 3) (Professional Standards for Educational Leaders 2015 – Standards 9, 10)</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>Understand principles and practices of human resource management that drive improvement in the effectiveness of building level administrators, teachers, and other staff and that help ensure success for every student. (ISLLC 2008 – Standards 2, 3) (Professional Standards for Educational Leaders 2015 – Standards 6, 10)</td>
</tr>
<tr>
<td>4.</td>
<td>C</td>
<td>Understand principles and practices of human resource management that drive improvement in the effectiveness of building level administrators, teachers, and other staff and that help ensure success for every student. (ISLLC 2008 – Standards 2, 3) (Professional Standards for Educational Leaders 2015 – Standards 6, 10)</td>
</tr>
</tbody>
</table>
PREPARATION RESOURCES

Field 180: Superintendent: Subtest I
Field 280: Superintendent: 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

Journal of Scholarship & Practice, The School Superintendents Association

Leadership, National Association of School Superintendents

School Administrator, The School Superintendents Association

Other Resources


**Online Sources**

ASCD (formerly the Association for Supervision and Curriculum Development), [http://www.ascd.org](http://www.ascd.org)


National Association of School Superintendents [http://nass.us/](http://nass.us/)
