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Question: 1

The Dean of Instruction of a 9th grade high school academy would like to monitor student progress for the grading period. Which of the following sources of data would best inform the dean of student progress?

- A. Student portfolios of work samples from previous and current marking periods.
- B. Benchmark scores from the previous and current marking periods.
- C. Anecdotal teacher notes.
- D. Report card grades for the marking period.

Answer: A

Explanation:

Data must be compared from one point in time to another to determine progress. Benchmark tests are typically used to assess objectives taught during a certain period and do not necessarily assess the same objectives from test to test; therefore, benchmark scores would not necessarily compare the same data to determine progress. Student portfolios from multiple marking periods would provide an assessment of authentic student performance over time and would be most helpful in determining student progress.

Question: 2

Which statement is accurate about why classroom management systems are effective?

- A. By making learning environments orderly, they enable student academic success.
- B. They control student behavior rather than helping emotional-social development.
- C. They work by increasing prosocial behavior rather than academic engagement.
- D. They work by providing individualized intensive interventions for all students.

Answer: A

Explanation:

Classroom management systems, e.g., tiered school-wide positive behavior support systems, make learning environments orderly, enabling students to learn more easily and succeed academically. Rather than only controlling student behavior, they foster and sustain appropriate classroom behavior while also promoting student emotional and social development. They are effective for increasing both prosocial behavior and academic engagement in students. By providing universal supports in the first-tier school-wide, they succeed for 80-85 percent of students, while individualized intensive interventions are reserved for the remaining 15-20 percent in the third tier.

Question: 3

A school leader is new to the community and attends a district school board meeting. In what way can attending this meeting best support the development of this school leader's beliefs about educational issues?

- A. By displaying the diverse issues and viewpoints across the unfamiliar school district
- B. By demonstrating the areas of disagreement within a school district
- C. By allowing the school leader the opportunity to learn how to run school board meetings
- D. By shedding light on differences between a school's vision and the district vision

Answer: A

Explanation:

When a school leader attends a district school board meeting in an unfamiliar community, he is likely to encounter issues that were not prevalent in his previous community. If he is receptive to change, he is likely to expand his understanding of issues and grow as a school leader by experiencing a variety of perspectives. Seeing areas of disagreement (b) and seeing differences between district and school vision(d) can be helpful in addressing conflict and working to unify a school or districts vision, but it does not necessarily help develop the school leader's perspectives. Learning to run school board meetings (c) does not help with developing beliefs about educational issues.

Question: 4

Which category of mental health obstacles to student learning and achievement includes the LEAST proportion of factors that can arise in and be addressed in schools?

- A. External stressors
- B. Educational problems
- C. Psychosocial problems
- D. Psychological disorders

Answer: D

Explanation:

External stressors (a) can exist in the home, community, and/or school. Educational problems (b) can originate within the individual student (e.g., learning disabilities [LD] and attention deficit hyperactivity disorder [ADHD]), family, community, and/or school. Psychosocial problems (c) can often be prevented or addressed in schools. However, psychological disorders (d) are LEAST likely to be caused or treated in schools, typically requiring psychotherapeutic treatment and often therapy plus medication.

Question: 5

A middle school is expecting a dramatic increase in the number of students requiring special education services for the upcoming school year. Which of the following should be the principal's primary concern?

- A. How this group of students will impact current student performance data
- B. The availability of human and fiscal resources needed to meet the needs of this group of students
- C. Community resources for this group of students
- D. The reason for the increase in the number of students requiring special education

Answer: B

Explanation:

Although the principal should be concerned with a variety of ways that this influx of students may impact the current instructional program, the primary concern should be how equipped the school is to provide this special population of students with an appropriate education. Human resources may include teachers and paraprofessionals. Fiscal resources may include furniture, equipment, technology, and other physical resources needed to support instruction.

Question: 6

Which of the following best describes shared leadership?

- A. Authoritarian leadership
- B. The delegation of authority and responsibility to other team members
- C. Consulting others before making decisions
- D. Publicly recognizing stakeholders that demonstrate leadership

Answer: B

Explanation:

A leader demonstrates shared leadership by assigning persons particular leadership responsibilities and granting them the authority to fulfill those leadership responsibilities. When sharing leadership, responsibilities are not dependent on job titles and can thus be delegated to any staff members who are capable of fulfilling the role. While sharing leadership can also involve including others in decision-making processes, shared leadership is best exemplified when a leader distributes power and authority to others.

Question: 7

Which of the following actions best exemplifies a focus on school-wide rigorous curriculum and standards-based instruction?

- A. Increase the number of advanced placement and dual credit courses offered on the master schedule.
- B. Increase the number of students taking college entrance exams.
- C. Evaluate campus-based assessments for alignment to the standards and curriculum and revise where appropriate.

D. Offer after-school tutorials for students who are falling behind.

Answer: C

Explanation:

Evaluating and revising campus-based assessments to ensure alignment to standards demonstrates a commitment to school-wide rigorous instruction. Assessments should accurately measure the standards. Increasing the offering of advanced placement and dual credit courses supports rigorous curriculum for some students who qualify, but does not impact rigor school wide. Similarly, increasing participation in college entrance exams does not raise the rigor of instruction on campus, but encourages students to seek and prepare for college admittance.

Question: 8

Which of the following best illustrates the connection between the school community and local employment trends?

- A. A school begins to offer health care courses and training in response to a need for more healthcare workers in the community.
- B. The school librarian partners with the neighborhood library to share resources.
- C. A school sets a goal to increase the graduation rate.
- D. A school increases the number of dual-credit college courses offered on campus.

Answer: A

Explanation:

The school provides education and training to students that will make them employable in the community workforce. As a result, the school can supplement or adjust school programming to respond to the needs of the community, such as training students in particular employment fields that are experiencing a shortage within the community. Many schools, especially secondary schools, partner with their local community colleges and community organizations to identify employment trends in order to support the local community and increase the likelihood that graduates can obtain employment.

Question: 9

What is the primary benefit of conducting teacher evaluations?

- A. Evaluations can provide feedback to staff members so that they can grow professionally.
- B. Evaluations are needed to determine who is not performing to expectations.
- C. Evaluations can help identify the professional development and coaching that teachers need.
- D. Evaluations can be used to remove an underperforming teacher from their position.

Answer: A

Explanation:

The primary benefit of evaluating staff members is to provide an opportunity for leaders to identify areas of strength and weakness among the staff and to provide constructive feedback to staff members so that they can grow professionally. Leaders can use these evaluations to determine what additional support and resources need to be provided to support or improve the performance of staff members.

Question: 10

A student reports to the principal that a teacher helped him with answers on the state standardized test. Which of the following should the principal do next?

- A. Investigate to find out if the student is telling the truth.
- B. Confront the teacher accused of cheating.
- C. Document the complaint in case the school is audited.
- D. Report the allegation to the district testing department.

Answer: D

Explanation:

Testing procedures may vary, but there are specific guidelines for reporting testing violations. The principal should report the alleged testing violation to the appropriate authorities so that it can be handled according to proper procedure. Confronting the accused teacher or attempting to investigate the allegation could impair the investigation. Documenting the complaint may be a step that the principal will need to take after the allegation has been reported per protocol.

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