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Question: 1

Which of the following barriers would interfere the most with achieving a goal of increased student achievement in math?

- A. A shortage of calculators
- B. A lack of community support
- C. The adoption of a new math textbook
- D. The unexpected resignation of a math teacher

Answer: D

Explanation:

Although each of these options could negatively impact the math performance goal, the loss of a math teacher directly impacts student learning and performance. Student performance in math is directly related to the quality of instruction that students receive in the classroom, meaning that the absence of a qualified math teacher for any length of time can be impactful. Additionally, the unexpected loss of a teacher can be a difficult obstacle to address in a timely manner. It is likely that losing a math teacher would negatively impact the goal.

Question: 2

The school leader has established the school goals for the school year and is developing a plan for assessing and monitoring progress. Which of the following strategies would be most effective for monitoring goal progress?

- A. Require leadership team members who have been delegated tasks to report on what they have accomplished each week.
- B. Review student academic performance data in preparation for quarterly community meetings.
- C. Establish time intervals for reviewing indicators of performance, such as monthly or according to grading periods.
- D. Purchase and implement an electronic data management platform that sends automatic notifications when data does not meet predetermined thresholds.

Answer: C

Explanation:

When monitoring goal progress, it is important to examine data, not just identify whether tasks were completed. School leaders should establish regular intervals for reviewing the data related to the goals that have been set. For example, academic performance data may be reviewed according to grading periods whereas attendance data may be reviewed monthly. Electronic data management systems can be helpful however, automatic notifications for not meeting thresholds may not be received in a timely

manner nor indicate whether goal progress is being met or exceeded unless the school leader intentionally reviews the data at regular intervals.

Question: 3

Which of the following should NOT be considered when a school principal observes teachers in their classrooms?

- A. The quality and rigor of assignments given to students.
- B. The implementation of strategies learned in professional development sessions.
- C. Classroom environment and culture.
- D. The teacher's tenure or contract status.

Answer: D

Explanation:

School principals should remain objective when observing teachers, regardless of their tenure or contract status. An evaluation rubric for teacher assessment should be used fairly and objectively for all teachers. A principal should observe what assignments the teacher gives the students, whether they are actively implementing new strategies, and the overall classroom environment and culture.

Question: 4

Challenges to school leaders for promoting student mental health include limited resources. Among such limitations, which is most related to federal accountability mandates?

- A. Ratios of school counselors to students.
- B. School counselor responsibility change.
- C. Inadequate support staff development.
- D. Districts' mental health staff budgeting.

Answer: B

Explanation:

Among resource limitations, inadequate school counselor-to-student ratios are attributable to funding and budget cuts, not accountability mandates. Inadequate in-service development for new support staff is attributable to various factors, including cultural influences stigmatizing mental health issues, lowering their priority in schools; leadership and organizational deficits; and funding deficits, ineffective resource allocation, etc.—not accountability mandates. Inadequate school district mental health budgeting is not federally mandated for accountability. Federal accountability requirements have changed school counselor responsibilities from addressing student mental health to addressing student academic achievement reducing professional support services.

Question: 5

Among guidelines for school leaders to embed standards-based professional development (PD) into teachers' jobs, which pair is described accurately?

- A. Effective PD is student centered; teachers are actively involved in learning processes.
- B. Job-embedded and school-based PD is on-site: teachers independently problem solve.
- C. PD is supported and ongoing: teachers must know practical applications, not theories.
- D. PD is part of district-supported systematic reform; it must cover new, unstudied trends.

Answer: A

Explanation:

Effective professional development (PD) is student centered, not teacher centered, and requires active teacher involvement in the learning process. Job-embedded, school-based PD can be outside the school if it emerges from and contributes to classroom practices and teachers perceive it as part of their daily work it requires teachers to collaboratively problem solve (b). PD must be supported and ongoing: teachers must know and understand both underlying theories and their practical applications (c). PD must be part of district-supported, systematic reform, but school leaders should not let it cover new trends or fads that are unstudied, hence unsupported (d).

Question: 6

Which of the following applies to both horizontal and vertical curriculum alignment?

- A. Teaching the same content across all classrooms on the same grade levels
- B. Teaching content aligned with state or district assessments and standards
- C. Teaching to minimize achievement gaps through standardizing education
- D. Teaching across successive grade levels including preparatory scaffolding

Answer: C

Explanation:

Teaching the same content across all classrooms at the same grade levels (a), and teaching content aligned with state and/or district assessments and standards (b) are characteristics of horizontal curriculum alignment. Teaching content that progresses through grade levels, incorporating scaffolding to prepare students for the next grade (d), is characteristic of vertical alignment. Teaching to minimize achievement gaps through standardizing education (c) is accomplished through both horizontal and vertical curriculum alignment.

Question: 7

Which of the following actions is NOT an example of a school leader functioning as an instrument of social justice?

- A. Writing a letter to the State Board of Education regarding education funding
- B. Participating in a community rally to protest the construction of a railroad through the neighborhood
- C. Becoming a paid member of an education organization for urban school leaders

D. Campaigning in the school cafeteria for a political candidate in an upcoming election

Answer: D

Explanation:

A school leader cannot use their professional influence or position to solicit votes for a candidate on campus. Public school educators have a right to engage in the political process outside of school, but these activities cannot interfere with their job duties or cause a conflict of interest.

Question: 8

To inform professional development methods, which of the following is the best format for adult learners, based on the principles of adult learning?

- A. Formal
- B. Directive
- C. Hands-on
- D. Theoretical

Answer: C

Explanation:

According to principles of adult learning, adults learn best in more informal formats rather than how children learn by following a formal curriculum. They prefer guidance and choices rather than directive instruction. Both children and adults learn by doing but active, hands-on participation is even more important for adult learning. Adults want to learn practical information they need and can use immediately in their work rather than theoretical concepts.

Question: 9

A school leader wants to help develop staff leadership skills that are going to support the school vision as a whole. Which tasks would be appropriate to bring staff members into to help develop an increased diversity of knowledge and skills school administration?

- A. Serve on school leadership teams, lead faculty study groups, help on school improvement projects, and lead curriculum planning committees.
- B. Help screen and interview job applicants, attend district meetings, work on less familiar projects, and help others work with challenging parents.
- C. Discuss reasons and ways that school leaders handled situations as opportunities to observe and reflect, and journal leader practice observations.
- D. Join and participate in professional organizations, mentor new employees, and present information to other members of the school staff

Answer: B

Explanation:

Of the options, choice B best describes activities that would put staff members into appropriate roles that would allow them to encounter new knowledge bases. Some of the other options listed include tasks that would be inappropriate to use as growing opportunities. For instance, choice A lists "lead curriculum planning committees," which would typically be reserved for a curriculum development specialist or potentially a department head. Secondly, choices C and D both involve activities that would not necessarily put the staff members into a position to learn new tasks, but only to ruminate on and practice information they already possess. The question asks for activities that would be particularly helpful for increasing the diversity of skill and knowledge bases, so the goal is to see a broader perspective on different aspects of the district and school. Participating in hiring screenings and interviews, attending district meetings, working on less-familiar projects, and helping other teachers with challenging parents all are likely to put a staff member into a place where they can glean new information about more aspects of the school.

Question: 10

Among standards informing effective professional development (PD) for teachers, which is/are most characteristic of strong school leaders?

- A. Valuing ongoing learning, promoting continuous improvement, and inquiry, collaboration, and problem-solving
- B. Realizing good PD's value, promoting teacher participation, and communicating PD benefits to stakeholders
- C. Human, financial, and temporal contributions; allocation coordination; and investment return assessments
- D. Rigorous analysis of varied, disaggregated student data for proficiency standards, learning gaps, and results

Answer: B

Explanation:

Realizing the value of good PD, promoting teacher participation, and communicating PD benefits to key stakeholders (b) are characteristics of strong school leaders. Valuing ongoing learning and promoting continuous improvement, inquiry, collaboration, and problem solving (a) are characteristics of vibrant learning communities as professional development (PD) contexts. Human, financial, and temporal contributions, and assessments of allocation coordination and investment returns (c), are characteristics of sufficient resources and their effective use. Analyzing student data to identify proficiency standards, learning gaps, and assessment and behavioral results (d) is characteristic of rigorous data analysis by schools and districts.

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