



TEXES | Texas Examinations of Educator Standards

Preparation Manual



o68 Principal

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PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that will delineate what the beginning educator should know and be able to do. These standards form the basis for new Texas Examinations of Educator Standards (TExES). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. Texas students, local educators, parents, and the general public will benefit from this standards-based system, which is focused on enhancing the quality of Texas educators and aligning the Texas system of education from kindergarten through college.

This manual is designed to help examinees prepare for the TExES Principal test. Its purpose is to familiarize examinees with the competencies to be assessed, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as principals or assistant principals.

Note: In fall 2000, new Principal and Superintendent ExCET tests were introduced. Although these two new tests represented the first stage of the new testing and certification program, the new program had not yet been renamed as TExES. As of fall 2002, these two tests have been designated as TExES tests to reflect this change; however, the content and structure of these tests have not changed.

KEY FEATURES OF THE MANUAL

LIST OF COMPETENCIES THAT WILL BE TESTED

STRATEGIES FOR ANSWERING TEST QUESTIONS

SAMPLE TEST ITEMS AND ANSWER KEY

If you have any questions after reading this preparation manual or you would like additional information about the new TExES tests or the educator standards, please visit the SBEC Web site at www.sbec.state.tx.us.

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SECTION I: THE NEW TExES TEST FOR TEXAS PRINCIPALS

As required by the Texas Education Code, §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. The TExES Principal test is criterion referenced. It is designed to measure the knowledge and skills delineated in the Principal test framework, which is based on the Principal standards that are listed in Texas Administrative Code Title 19, Part VII, Chapter 241.

The newly developed TExES Principal test is a selected-response, or multiple-choice, test designed to measure the requisite knowledge and skills that a beginning Texas principal must possess. This test includes both individual, or stand-alone, items and items that are arranged in clustered decision sets based on real-world situations faced by school principals and assistant principals in elementary, middle, or high school settings.

DEVELOPMENT OF THE TExES PRINCIPAL TEST

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, the business community, and parents. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical diversity. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES Principal test are described below.

1. **Develop Standards.** A Standards Development Committee was convened to recommend what the beginning principal should know and be able to do.
2. **Review Standards.** The committee reviewed and revised its draft standards. The revised draft standards were placed into draft rules and were posted in the Texas Register for public review and comment. The Principal standards were proposed by the SBEC, sent to the State Board of Education for its 90-day review, and finally adopted by the SBEC in January 1999.
3. **Develop Framework.** A Principal Test Framework Committee reviewed and revised a draft test framework that is based on the standards. The framework outlines the specific competencies to be measured in the new TExES Principal test.
4. **Conduct Content Validation Survey.** A representative sample of Texas educators who are practicing principals or who prepare individuals to become principals were surveyed to determine the relative job importance of each competency outlined in the test framework for that content area.
5. **Develop and Review New Test Items.** The test contractor developed items designed to measure the competencies described in the Principal test framework. An Item Review Committee scrutinized the newly developed test items for appropriateness of content and difficulty, clarity, alignment with the competencies, and potential ethnic, gender, and regional bias.

6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that were deemed acceptable by the Item Review Committee were administered to an appropriate sample of Texas educators.
7. **Review Pilot Test Data and Conduct Preliminary Standard Setting.** A Pilot Test Results Review Committee reviewed all the statistical data gathered from the pilot test to ensure that the test items are valid and free from bias. The committee also provided individual item judgments regarding a preliminary passing standard for the test.
8. **Administer New TExES Principal Test.** The new TExES Principal test has been constructed to reflect the competencies in the test framework. The test was administered to candidates for certification beginning in fall 2000. An interim passing standard was equated to that of the previous ExCET Principal test to maintain an equal level of difficulty for both tests.
9. **Set New Passing Standard.** A Standard Setting Committee was convened in October 2001 and recommended a passing score for the new test. This recommendation was presented at the March 2002 SBEC Board Meeting when SBEC established the final passing standard for the new test.

TAKING THE TExES TEST AND RECEIVING SCORES

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be sent a score report no later than four weeks after taking the Principal test.

- Your score report will indicate whether you have passed the test, were absent, or chose to cancel your score.
- Your score report will include a total test scaled score that is reported on a scale of 100–300. The minimum passing score is a scaled score of 240. This score represents the minimum level of competency required to be a principal in Texas public schools.
- Your report will also include scores of your performance in the various domains of the test and in the specific content competencies of the test. Domain and competency scores are not scaled and only reflect the raw number of items you answered correctly.
 - These scores provide valuable information for identifying the strengths and weaknesses in your content preparation.
 - This additional information can be used for further study or for preparing to retake the test.
- Additional information is included on the score report to help you interpret your results.

SECTION II: USING THE TEST FRAMEWORK

The Texas Examinations of Educator Standards (TEXES) Principal examination is a test of the content and professional knowledge required of an entry-level principal or assistant principal. This manual is designed to guide your preparation by helping you become familiar with the material that will be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

ORGANIZATION OF THE PRINCIPAL TEST FRAMEWORK

The test framework is based on the certification standards for principals.

The content covered by this test is organized into sets of related concepts called domains. Within each domain, the content is defined by a set of competencies. Each competency is composed of two major parts:

1. the *competency statement*, which broadly defines what an entry-level principal should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

Principal (Field 068)

COMPETENCIES FOR PRINCIPALS

Competency:

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

Descriptive Statements:

The principal knows how to:

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- ensure that parents and other members of the community are an integral part of the campus culture.
- implement strategies to ensure the development of collegial relationships and effective collaboration.
- respond appropriately to diverse needs in shaping the campus culture.
- use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- align financial, human, and material resources to support implementation of a campus vision.
- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

* "School Community" includes students, staff, parents/caregivers, and community members.

STUDYING FOR THE TExES

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). The nine competencies for the TExES Principal test are given equal emphasis, and each competency will receive the same amount of coverage on the test.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. When you have become familiar with the competencies, consider those competencies about which you feel you know the most and the least. You may wish to use this review of the competencies to set priorities for your study time.
3. Review pages 93–96 for possible resources to consult. Also compile key materials from your university coursework that are aligned with the competencies. You may also want to ask administrators currently working in successful schools to identify materials that have been key to their success.
4. Study this manual for approaches to taking the Principal examination.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES study material endorsed by the State Board for Educator Certification (SBEC). Other preparation materials may not accurately reflect the content of the test.

**TEST FRAMEWORK FOR PRINCIPAL
(FIELD 068)**

Domain I—School Community Leadership (approximately 33% of the test)

Domain II—Instructional Leadership (approximately 44% of the test)

Domain III—Administrative Leadership (approximately 22% of the test)

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP*

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- ensure that parents and other members of the community are an integral part of the campus culture.
- implement strategies to ensure the development of collegial relationships and effective collaboration.
- respond appropriately to diverse needs in shaping the campus culture.
- use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- align financial, human, and material resources to support implementation of a campus vision.
- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

* "School Community" includes students, staff, parents/caregivers, and community members.

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

- communicate effectively with families and other community members in varied educational contexts.
- apply skills for building consensus and managing conflict.
- implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- develop and implement strategies for effective internal and external communications.
- develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- apply knowledge of ethical issues affecting education.
- apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- apply laws, policies, and procedures in a fair and reasonable manner.
- articulate the importance of education in a free democratic society.
- serve as an advocate for all children.
- promote the continuous and appropriate development of all students.
- promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- analyze instructional needs and allocate resources effectively and equitably.
- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Competency 006

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007

The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

The principal knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III—ADMINISTRATIVE LEADERSHIP

Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop campus budgets.
- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- develop and implement plans for using technology and information systems to enhance school management.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

- implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

SECTION III: APPROACHES TO RESPONDING TO ITEMS

The purpose of this section is to describe test item formats that you will see on the Principal examination and to suggest possible ways to approach thinking about and answering the test items. The approaches described are meant as suggestions; you may want to try using them on the sample questions included in the next section. However, these approaches are not intended to replace test-taking strategies that work for you.

The items on the Principal test are designed to assess your knowledge of the content described in the test framework. On this examination, you will be expected to demonstrate more than just your ability to recall factual information; you may be asked to think critically about a situation, to analyze it, to consider it carefully, to compare it with other knowledge you have, or to make a judgment about it.

ITEM FORMATS

The TExES Principal test contains only selected-response, or multiple-choice, items. To answer an item, you must choose one of four answer choices labeled A, B, C, or D. When you are taking this test, it is better to guess than not to answer at all, even if you are uncertain about an answer. In the actual testing situation, you may write in your test booklet, **but your final response must be marked on the separate answer sheet provided.**

This test includes both individual items and items that are grouped into *decision sets* (sets of questions about a given situation). The following item is an example of an individual item.

INDIVIDUAL ITEM

Item 1: Example of an Individual Item

In an individual item, a problem is presented as a direct question or as an incomplete statement, and four answer choices appear below the question. The following item is an example of this type. It assesses knowledge of Principal competency 004: *The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.*

One goal of a campus curricular program is to produce strong student performance as demonstrated by standardized measures. Which of the following factors is likely to be the most accurate predictor of the program's effectiveness in meeting this goal?

- A. the degree of consistency across subject areas and grade levels of the instructional approaches used to present content
- B. the percent of the total campus budget that is devoted to supporting programs related to instruction in the core curriculum
- C. the extent of alignment among the content identified in curriculum documents, the content actually delivered, and the content assessed
- D. the percent of the total campus budget that is devoted to supporting innovative curricular programs such as the instructional use of technology and telecommunications

Suggested Approach

Read the item carefully and critically. Think about the situation it is describing and what it is asking. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

For example, as you read this question, consider the specified goal: producing strong student performance as demonstrated by standardized measures. The one factor that would be critical to achieving this goal would be the alignment of curriculum, instruction, and assessment. If, for example, the tests used did not measure what was actually taught in the classroom, students would be unlikely to perform well on the tests. Thus, such alignment would be an important predictor of effectiveness in meeting the stated goal (option C). Whether teachers campus wide use the same instructional approaches (option A) would not be a significant factor; the same content can be taught effectively in many different ways. With regard to the other two options, the percentage of the campus budget allocated either to programs supporting the core curriculum (option B) or to innovative programs (option D) would be largely irrelevant to student performance on standardized measures if curriculum, instruction, and assessment were not aligned.

DECISION SET: SAMPLE STIMULUS MATERIAL

The decision set format helps to simulate situations that school principals encounter and in which they must make decisions that affect staff, students, and the larger school community. Each decision set begins with *stimulus material*, which sets the scene and provides information to use in answering the questions that follow. In many decision sets, additional stimulus material is provided as needed. This stimulus material typically provides additional information that you will need in order to answer the items that follow.

The decision set stimulus material provides information essential to answering the questions that follow it. The stimulus may include the level of the school (elementary, middle, or high school); a description of the community served by the campus; information about the campus staff in general or one or more particular staff members; or data, such as survey or test results. Each decision set stimulus describes a situation that the school leader is facing. The following sample shows the first stimulus for a decision set about a middle school principal, Ms. James.

Ms. James, the new principal of Harmon Middle School, reviews the results of several batteries of standardized tests. She finds a wide discrepancy in the achievement levels of different student groups on the campus. She decides to investigate further by interviewing students, parents, and teachers and evaluating the campus climate.

The stimulus material presents essential information for the decision set. This stimulus indicates that Ms. James has recently become the principal of Harmon Middle School and that she has detected an important "red flag" in students' test data: a gap in achievement levels among different groups of students. The stimulus also indicates that Ms. James does not plan to take any immediate action but will first take steps to find out more about the situation.

In a decision set, the first stimulus is a critical scene-setter. As you consider the test questions that follow, check the stimulus as needed. As you progress through the decision set, additional stimuli may introduce new information. The decision set is often set up as a kind of story line that develops over time. You may find it helpful to skim all of the questions and stimulus materials in a decision set before answering any questions. Such a quick read-through may give you a richer understanding of the context for the questions. However, as you select your answer for each question, be sure to base your choice on only the information that has already been presented about the situation.

Regardless of the strategy you use, keep in mind that every piece of information in each stimulus and question is important. You should base your answers on the particular situation presented, not on similar situations you have encountered or studied. With each item, you should think about the knowledge and skills outlined in the test framework.

DECISION SET: ITEMS

Item 1: Example of a Single Item

In the single item format, a problem is presented as a direct question or as an incomplete statement, and four answer choices appear below the question. The following item is an example of this type. It assesses knowledge of Principal competency 005: *The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.*

To better understand the learning environment at Harmon, Ms. James observes students in a variety of school settings. The clearest indication that the needs of all students are not being met would be the observation that particular groups of students:

- A. are socializing primarily with peers from their cultural background.
- B. sometimes require modifications or support as part of their instructional plans.
- C. are adopting behaviors of schoolmates from other cultural groups.
- D. exhibit lack of confidence and motivation regarding schoolwork.

Suggested Approach

Read the item carefully and critically. Think about the situation it is describing and what it is asking. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

For example, as you read this question, think about the factors a principal must consider in assessing whether all members of a learning community have an equitable opportunity to achieve. As she observes students in her school, Ms. James must distinguish student behavior patterns that indicate normal preadolescent development from patterns that may indicate that the needs of some students are not being met. In a middle school setting, peer groups are particularly important in students' development. The fact that students of a particular cultural background tend to socialize together is natural; peer groups typically form because their members have something important in common (option A). It is expected that some students may require additional assistance or attention from teachers (option B). Also, students seeking to identify with a particular cultural group may well adopt some of that group's behaviors (option C). If, however, students from particular groups consistently show less confidence and motivation than other students, the principal should recognize that discrimination against those students might be the reason and that she should actively work to ensure that any such discrimination is eliminated. Therefore, option D is the correct response.

Item 2: Example of an Item with a Correct Response Set

An item with a correct response set includes a stimulus followed by a set of statements numbered with Roman numerals. Below the set of statements are the four response options (i.e., A, B, C, and D). Each Roman numeral statement may or may not be correct in the context provided, and it is quite possible that more than one Roman numeral statement will be correct. Thus, the response options offer various combinations to consider as a complete answer. **Though more than one of the Roman numeral statements may be correct, only one response option (A, B, C, or D) contains all of the correct statements and no incorrect statements.** This format is illustrated by the following item, which assesses Principal competency 005: *The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.*

During the past five years, the number of students at Harmon who are recent immigrants has increased. Ms. James wants to determine whether the needs of these students are being adequately addressed. Which of the following data about the students would provide the most useful information for helping her make this determination?

- I. the percentage of these students placed in special education
 - II. the number of these students in ESL programs
 - III. the number of these students participating in extracurricular activities sponsored by the school
 - IV. the percentage of these students enrolled in each of the school's elective courses
- A. I and II only
 - B. I and III only
 - C. II and IV only
 - D. III and IV only

The purpose of the item format illustrated in the example is to present a common, real-world situation in which a question or problem may have more than one good solution. This format permits you to select more than one correct statement.

Suggested Approach

The following steps outline one approach to answering an item with a correct response set, such as the one in the preceding example.

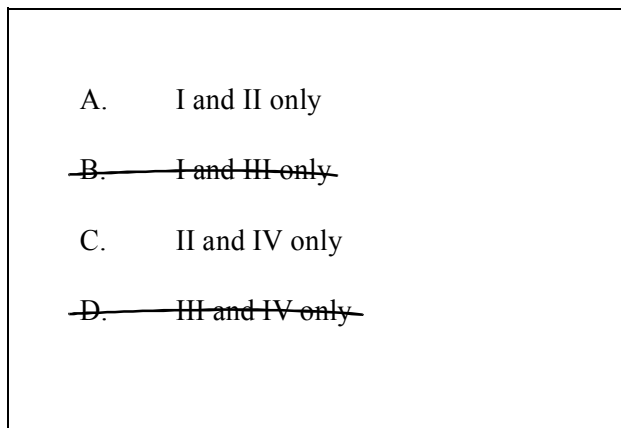
Step 1 *Read the question carefully.*

Step 2 *Read each Roman numeral statement, and if you are certain that the statement is CORRECT in the context provided, place a check mark next to it.* In the illustration below, statements I and II are checked to indicate that the examinee is certain that these statements are CORRECT. This item focuses on ensuring for all students an equitable opportunity to achieve. Ms. James is actively seeking to eliminate discrimination in the learning community when she analyzes data by disaggregating it for this group of students. She is aware that the percentages of students identified for special education from various cultural backgrounds should be similar to that of other groups (statement I). If a relatively high percentage of students from a particular cultural background is identified for special education services, that might indicate that the tests used for determining eligibility are inappropriate for the school's population. Since she has followed demographic changes in the community, Ms. James is aware that many students are recent immigrants to the United States, and she is sensitive to their need for instruction in English as a Second Language (statement II).

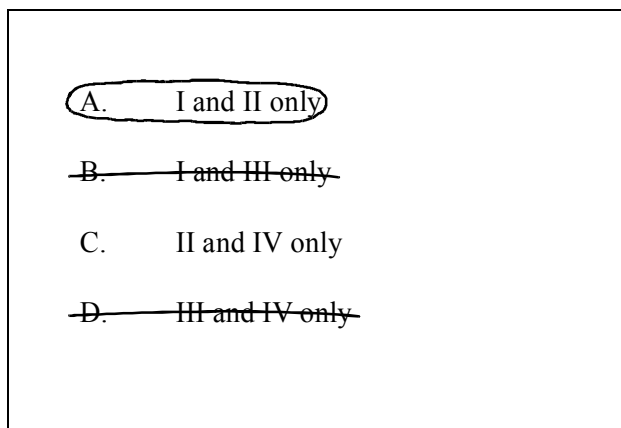
Step 3 *Place an X by each statement that you are certain is NOT CORRECT in the context provided.* In the illustration below, statement III is marked with an X to indicate that the examinee is certain it is INCORRECT because a variety of factors may influence students' interest and participation in school-sponsored extracurricular activities. Therefore, the number of students involved in these activities is not relevant to the learning needs of this group of students.

- | |
|---|
| <ul style="list-style-type: none">✓ I. the percentage of these students placed in special education✓ II. the number of these students in ESL programs✗ III. the number of these students participating in extracurricular activities sponsored by the schoolIV. the percentage of these students enrolled in each of the school's elective courses |
|---|

Step 4 Draw a line through every response option (A, B, C, and D) containing a Roman numeral that you have determined is incorrect. In the illustration below, a line has been drawn through answer choices B and D since they include Roman numeral III, which was marked incorrect by the examinee.



Step 5 Circle every response option that does NOT have a line through it and that contains Roman numeral statements that you are certain are correct. These are the options on which you should focus and among which you should decide. In the illustration below, A is circled because it does not have a line through it and it contains Roman numerals I and II, which were marked as correct.



In some cases this technique will result in the elimination of all incorrect answers. In other cases (as in this example) you will still have one or more options about which you are unsure. Usually, however, this technique will result in fewer options from which to choose.

Step 6 *Select the option that includes ALL statements that are correct.* In this illustration, the examinee is certain that Roman numerals I and II are correct statements, as explained earlier. The examinee is uncertain about whether Roman numeral IV is correct. However, if the examinee selects response C because it contains Roman numeral II, the item would be answered INCORRECTLY because it does not include Roman numeral I, which is also correct. The CORRECT response is A (I and II only) because only this answer choice includes ALL of the correct statements and NONE of the incorrect statements. (Roman numeral IV is incorrect because the percentage of students participating in a school's elective courses is determined primarily by students' own choices and scheduling constraints.)

DECISION SET: SECOND STIMULUS

The next five sample items in this section are a part of the same decision set. These five items follow a second stimulus. Each sample item is followed by a suggested approach to answering it.

Additional stimulus material is sometimes provided in a decision set to provide more information or to introduce a new development in a situation. In this case, the following stimulus supplies the conclusion Ms. James reaches after interviewing faculty members.

After talking with numerous faculty members, Ms. James concludes that many teachers are unsure about what they ought to be doing to meet the needs of the campus's diverse population. She decides to bring up this issue at a faculty meeting.

Item 3: Single Item

The following sample item tests knowledge of Principal competency 005: *The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.*

At one point in the meeting, many faculty members say they want to find practical ways to foster a strong sense of community among students in their classrooms. Which of the following would be the best instructional strategy for Ms. James to suggest?

- A. regularly calling on students to present their cultural or ethnic perspective on issues being studied in class
- B. developing a series of mini-units, each designed to highlight and celebrate one cultural group represented in the classroom
- C. regularly implementing classroom activities that involve small, culturally and ethnically mixed groups of students
- D. involving all students in a project to explore relationships among different cultural groups in their local community

To answer this question, you need to have an understanding of the kinds of activities that will help to build appreciation for diversity, an awareness of common needs, and the ability to work collaboratively toward common ends. Options A and B might result in students' viewing their own or others' groups as singled out or celebrated only at certain times. Involving all students in exploring relationships among cultures in the community (option D) may be a worthy project but could focus students' attention outside the school community. Building a sense of community among students, especially in a middle school setting, can best be facilitated if the students have regular, meaningful opportunities to collaborate on classroom activities. As students work together, they will discover similarities and shared values that may enhance their collaboration. Option C is the correct response.

Item 4: Single Item

The following sample item tests knowledge of Principal competency 002: *The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.*

Ms. James suggests that all students would have a better chance to succeed if teachers developed effective communication with the students' families. The teachers agree, but they point out that some families seem reluctant to talk to them. Which of the following steps should Ms. James suggest that teachers try *first* to facilitate communication with these families?

- A. telephoning each family to ask how the teacher can help make school/home communication more comfortable for them
- B. drafting a letter to distribute to all families explaining the importance of frequent interaction and communication between teachers and families
- C. examining their own interactions with families to determine whether they as teachers have been sensitive to cultural and language differences
- D. asking school counselors to meet with students from various cultural backgrounds to discover better ways to approach the students' families

This item focuses on a principal's responsibility for the flow of communication to various groups that make up the learning community and for ensuring that school staff are sensitive to the needs of those groups. Telephoning families to address the issue directly (option A) is an approach that some families may find intrusive or embarrassing. Drafting a letter to families (option B) is impersonal and sets the school up as authority rather than partner. Option D asks the counselors to take on a problem that needs to be addressed by the entire school community. Since all teachers communicate regularly with the families of the students in their classes, it is appropriate for the principal to suggest that teachers should first examine their prior communication efforts to determine which have been conducive to effective communication. Option C is the correct response.

Item 5: Single Item

The following sample item tests knowledge of Principal competency 001: *The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

Ms. James is concerned that a few teachers may "write off" some students each year. Which of the following should be Ms. James's *first* step in motivating these faculty members to begin addressing the needs of all students?

- A. asking faculty to submit ideas for staff development that could enhance teachers' abilities to address all students' needs
- B. distributing to faculty legal and ethical guidelines about educational equity for all students
- C. providing faculty with easy-to-implement strategies that could immediately improve instruction for all students
- D. encouraging faculty discussion that will lead to a campus-wide commitment to meet the needs of all students

This question requires a knowledge of strategies that a principal can use to guide the development of a vision that reflects students' needs for academic achievement and success in life. Before any specific strategies are implemented, the faculty must have an understood, shared commitment to meeting the needs of all students, which makes option D the correct response. Encouraging faculty to submit ideas about staff development activities (option A) is a good strategy, but it will not work without a shared commitment. Distributing legal and ethical guidelines (option B) before the faculty comes to a consensus might actually cause resentment, thereby exacerbating the problem. Providing the faculty with easy-to-implement strategies (option C) might give the impression that the problem can be solved easily or that solving it is optional. Working for a campus-wide commitment, the best option, shows strong leadership and is likely to lead to positive long-term change.

Item 6: Single Item

The following sample item tests knowledge of Principal competency 002: *The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.*

An article in the local paper about Harmon's intention to improve education for all students leads to public disagreement and animosity among constituencies who tend to have widely differing views about problems on campus and how to address them. Which of the following strategies used by Ms. James and her staff would probably best encourage more productive dialogue and a more positive attitude among these groups?

- A. inviting stakeholders with various viewpoints to meet and reach consensus on ways to address areas of disagreement
- B. disseminating to key members of each constituency important information about major areas of disagreement
- C. establishing a clearly defined set of procedures for resolving disagreements
- D. advising all constituencies that the students are the ones most likely to be hurt by their disagreements

This item centers on the school's role in reaching out to include the members of the larger community as partners with the learning community. Simply disseminating information about major areas of disagreement (option B) is not likely to move constituency groups closer to agreement. Establishing a set of procedures for resolving disagreements (option C) could communicate an unwillingness on the part of the school leader to invite open discussion. Advising some members of the learning community that their actions might hurt children (option D) is likely to create more animosity; the principal should keep in mind that most constituency groups' views are based on their own interests in children's education. The principal is responsible for communicating with various groups in the community and must also listen and encourage honest dialogue among groups, helping them to understand the learning community's vision and including them in the decision-making process. Inviting involvement of people representing different points of view will likely win community support. Option A is the correct response.

Item 7: Correct Response Set Item

The following sample item tests knowledge of Principal competency 002: *The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.*

Eventually, changes begin to be implemented at Harmon with generally strong support from faculty, students, and parents. So Ms. James is surprised when the local newspaper runs an editorial highly critical of changes that have occurred. Ms. James feels that the editorial seriously misrepresents what is going on at the campus. Ms. James's best *initial* responses would be to:

- I. invite the editor to tour the campus and discuss the changes that are taking place.
 - II. send the editor articles from professional journals and other sources that justify the changes at Harmon.
 - III. urge interested staff to submit letters to the editor complaining about the editorial.
 - IV. write a letter to the newspaper to clarify the learning community's mission and the rationale for the changes.
-
- A. I and III only
 - B. I and IV only
 - C. II and III only
 - D. II and IV only

This question addresses the role of the principal as an effective communicator of the learning community's vision. Recognizing the impact that mass media have in shaping opinions, the principal should proactively influence the media to enhance the mission of the learning community. Inviting the editor of the local newspaper to tour the campus (statement I) shows confidence in the school staff and the success of the changes they have implemented and communicates that confidence to the editor. The principal has the responsibility to define what is expected in order to accomplish the school's mission and to communicate this mission publicly. A direct response to the newspaper, such as a well-written guest editorial (statement IV), is an appropriate way for the principal to articulate that mission in a public forum and build support for the school in the larger community. Sending the editor journal articles (statement II) is a one-step-removed strategy: the principal needs to communicate the effectiveness of the changes at Harmon, not at other campuses. Urging other staff to respond to the editorial (statement III) could communicate an unwillingness on the part of the principal to do so herself. Option B, which includes statements I and IV, is the correct response.

SECTION IV: SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency statements will not appear on the actual test form. Space has been provided for you to make notes on each item.

An answer key on page 90 follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

Use the answer sheet on pages 91–92 to record your answers to the sample items, and then review your answers against the answer key.

The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual examination.

DECISION SET BEGINS HERE

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

Mr. Jefferson, the principal of Fuller High School, attends a workshop on gender inequities in mathematics and science education. At the workshop, he views a videotape showing examples of how teachers may unintentionally contribute to such gender inequities through their instructional practices or interactions with students. Mr. Jefferson wants to recommend to the site-based decision-making committee that the faculty participate in a series of seminars on gender inequities. He brings a copy of the videotape to a meeting of the committee, which is considering whether to offer the series of seminars to the faculty.

1. Which of the following questions is most important for the site-based decision-making committee to answer before going ahead with plans for the seminar series?
 - A. How are teachers' interpretations of the concepts presented in the seminars likely to differ?
 - B. What are the most likely outcomes of presenting a seminar on gender inequities to the faculty?
 - C. Are teachers likely to recognize the importance of improving their understanding of this topic?
 - D. Would the seminars be compatible with the campus's comprehensive professional development plan?

The item above measures competency 006:

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

2. For the professional development seminar to be effective, Mr. Jefferson and the site-based decision-making committee should ensure that it:
 - A. provides information that is pertinent to the experiences and needs of teachers and students at the campus.
 - B. includes regular opportunities for the principal to provide positive reinforcement to teachers.
 - C. is loosely structured and allows teachers to work independently to study in detail topics and subtopics of particular interest to them.
 - D. requires teachers to use critical thinking skills to explore in detail the problem under investigation.

The item above measures competency 006:

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

3. Mr. Jefferson suggests that the first seminar begin with a discussion of differences teachers perceive in the performance of males and females in their classes, followed by brainstorming about why teachers think such differences exist. He explains that he would like the teachers to discover for themselves that some of their own practices might be contributing to gender inequities. This is a good strategy for opening the seminar mainly because it:

- I. involves faculty as active participants rather than as passive observers.
 - II. communicates to faculty that their input and expertise is valued.
 - III. allows the principal to informally gauge faculty understanding of the topic.
 - IV. builds the faculty's skills at group problem solving in a meaningful context.
-
- A. I and II only
 - B. II and III only
 - C. I, II, and III only
 - D. II, III, and IV only

The item above measures competency 006:

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

4. After brainstorming a list of teaching practices that could contribute to gender inequities in mathematics and science instruction, teachers view the videotape Mr. Jefferson purchased. Faculty members take notes as they watch the video and then meet to share their impressions and observations. This strategy best demonstrates Mr. Jefferson's awareness that staff members:
 - A. will discuss weaknesses in their teaching more openly with other teachers than with campus administrators.
 - B. will enjoy professional development activities more if they involve group tasks rather than individual tasks.
 - C. can convince one another of the efficacy of new teaching methods by relaying testimonials of their success with those methods.
 - D. can increase their understanding by sharing with others ideas and insights into the nature and scope of a problem.

*The item above measures competency 007:
The principal knows how to apply organizational, decision-making, and
problem-solving skills to ensure an effective learning environment.*

5. Mr. Jefferson and the teachers at the seminar discuss strategies for reducing the potential for problems with gender inequity in mathematics and science instruction. Which of the following proposed strategies will most likely be effective?
- I. having students work regularly in small groups consisting of individuals of both genders who have similar ability levels
 - II. allowing boys and girls equal chances to participate in class activities such as posing and answering questions
 - III. providing opportunities for independent study to allow students to pursue topics of interest to them
 - IV. offering after-school support groups for girls who feel they need extra help in mathematics and science
- A. I and III only
 - B. I and IV only
 - C. II and III only
 - D. III and IV only

The item above measures competency 003:

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

6. By organizing this professional development seminar, Mr. Jefferson has demonstrated his awareness that an important role of a principal is to:
- A. eliminate barriers to success and ensure that all students have multiple opportunities to achieve excellence.
 - B. encourage teachers to be constructive risk takers and independent problem solvers in the classroom.
 - C. help teachers recognize that they are accountable for the success or failure of students in their classrooms.
 - D. create an open environment in which both students and teachers feel comfortable talking with administrators.

DECISION SET ENDS HERE

The item above measures competency 001:

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

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

Mr. Rodriguez has just been hired as the new principal of Henry B. Gonzales Elementary School. He wants to begin his new position on a positive note. To accomplish this, he develops the following plan.

STEPS

1. Hold a series of meetings with faculty at the beginning of the school year to encourage teachers to air their views regarding campus strengths and needs and possible strategies for improving the functioning of the campus.
2. Work with teachers to begin developing a vision statement for the future of the campus and to identify key goals linked to that vision.
3. Form teams of teachers who will develop a specific plan to achieve one of the goals agreed upon in Step 2.

7. Important benefits of the meetings described in Step 1 are most likely to include:
- I. giving Mr. Rodriguez a chance to define for staff his sense of mission for the learning community.
 - II. promoting a climate of trust between campus teachers and the administration.
 - III. prompting the teachers to reflect on their own current professional knowledge and skills.
 - IV. providing Mr. Rodriguez with a source of information for evaluating campus needs.
- A. I and II only
 - B. I and III only
 - C. II and IV only
 - D. III and IV only

The item above measures competency 001:

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

8. Which of the following criteria would be important to consider in evaluating the effectiveness of plans implemented as a result of Step 3?
- I. Milestones and a timetable for implementation of the plan are in place.
 - II. Data or anecdotal evidence is available to measure success.
 - III. The faculty has reached consensus about the plan's success.
 - IV. Learning community members who are implementing the plan have the resources and training they need.
- A. I and III only
 - B. I, II, and IV only
 - C. II and III only
 - D. II, III, and IV only

The item above measures competency 007:
The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

9. The greatest benefit of Step 3 is that it is likely to:
- A. encourage innovation and creative problem solving to achieve educational excellence.
 - B. facilitate the identification of faculty members to spearhead the implementation of specific action plans.
 - C. prompt staff to define and use agreed-upon criteria to self-assess their performance.
 - D. allow correlation of student learning with the use of specific teaching practices.

The item above measures competency 007:
The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

10. Mr. Rodriguez's plan could probably best be improved by:
- A. clarifying his own desired outcomes for the proposed changes.
 - B. delegating greater authority and control to the faculty.
 - C. formally assessing the effectiveness of group processes between steps.
 - D. involving parents, students, and other staff in the process.

The item above measures competency 002:

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

11. Mr. Rodriguez's plan is likely to be most effective in:
- A. challenging teachers to articulate standards they can use to evaluate their own instruction.
 - B. clarifying opportunities and challenges likely to arise.
 - C. fostering among teachers a sense that they share a common goal.
 - D. defining teachers' personal responsibilities in fulfilling the learning community's mission.

DECISION SET ENDS HERE

The item above measures competency 001:

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

DECISION SET BEGINS HERE

Ms. Mann, the principal of Driscoll Elementary School, meets with the 10-member Mathematics Curriculum Committee to discuss a report from Mike Harris, a mathematics teacher who recently attended a curriculum conference in Austin. He heard presentations about new approaches to mathematics instruction and has suggested that the Driscoll committee explore using some of these approaches. Even though a couple of the committee members are reluctant to "fix what ain't broke," most would like to move ahead with some modifications. They ask Ms. Mann to join them in examining the new methods, with the idea that any changes would be made slowly to avoid negatively affecting standardized test scores. They recall that the last time major changes were made to the mathematics curriculum, test scores dropped and negative publicity resulted in "howls of protest" from parents.

12. Ms. Mann wants to be sure the committee takes into account "Principles for a Positive Campus Climate," a set of guidelines developed for Driscoll by the site-based decision-making committee last year. She also recalls that some committee members have expressed reluctance to move ahead with curriculum modifications. In this situation, which of the following principles should Ms. Mann emphasize as the most important guidelines for the committee's work on the new mathematics curriculum?

I. "Assume responsibility for making learning the constant goal and daily business of everyone at the Driscoll Elementary School."

II. "Show respect at all times for our work, our students, the community of which we are a part, and one another."

III. "Support one another with advice, help, encouragement, and acknowledgment of excellence."

IV. "Take reasonable risks in working toward our goals and learn quickly from our mistakes."

A. I and II only

B. I and IV only

C. II and III only

D. III and IV only

The item above measures competency 001:

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

13. At the first meeting of the Mathematics Curriculum Committee, which of the following would be the most effective way for Ms. Mann to show leadership and to support the work of the committee?
- A. by gathering as much written material as she can about new developments in elementary mathematics education
 - B. by suggesting that the committee brainstorm a list of positive and negative elements of the current mathematics curriculum
 - C. by obtaining comments about the current mathematics curriculum from parents, community members, and students
 - D. by meeting with the committee to encourage its efforts and to help clarify its goals, guidelines, and procedures

The item above measures competency 004:

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

14. Ms. Mann and the Mathematics Curriculum Committee develop a set of questions to consider as they evaluate possible curriculum modifications. Which of the following questions would be most appropriate to include?
- I. Is the modification based on the characteristics and needs of the students at the Driscoll School?
 - II. Will the modification result in students' active engagement with mathematics content?
 - III. Is the modification compatible with the teaching style of most faculty members at the Driscoll School?
 - IV. What professional development will teachers need to implement the changes?
- A. I and II only
 - B. II and III only
 - C. I, II, and IV only
 - D. I, III, and IV only

The item above measures competency 004:

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

15. Over several months, the curriculum committee develops a new mathematics curriculum that is significantly different from the old one. Campus staff are now planning how to implement the new curriculum. As principal, Ms. Mann can best facilitate and support implementation of the new curriculum by:
- A. defining how changes in the mathematics curriculum will affect other curricular areas.
 - B. ensuring time for staff training and conferencing on curriculum issues.
 - C. evaluating and selecting instructional materials suitable for the new curriculum.
 - D. identifying benchmarks of student progress and achievement.

The item above measures competency 006:

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

After the committee has developed the new curriculum, Ms. Mann works with them to design a communication plan to build support for the curriculum. As part of the plan, Ms. Mann will hold a meeting with parents and community members to discuss the proposed goals, rationale, and features of the new curriculum and to gather input for potential revisions before the new curriculum is implemented.

16. Which two strategies are best for Ms. Mann to employ at the meeting to lay the groundwork for long-term support from families and community members?
- I. communicating the length of time it may take for favorable changes in student achievement to occur after the new curriculum is implemented
 - II. encouraging them to contact teachers and make arrangements to observe mathematics instruction in the classroom
 - III. assuring them that the curriculum is well designed and asking that they trust the teachers' judgment regarding mathematics instruction
 - IV. inviting them to submit in writing suggestions for modifying the proposed curriculum before it is finalized
- A. I and II only
 - B. II and III only
 - C. I and IV only
 - D. III and IV only

The item above measures competency 007:
The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

17. Halfway through the meeting, several parents voice strong objections to the proposed curriculum and say they see no reason to change. Ms. Mann could have minimized the likelihood of such opposition by using which of the following strategies to begin the meeting?
- A. describing the success of other elementary campuses in implementing new approaches to mathematics instruction
 - B. acknowledging that many parents may have misgivings about such fundamental changes in the mathematics curriculum
 - C. presenting data showing student weaknesses in mathematics and then relating proposed changes to those areas of need
 - D. explaining that parents would have an opportunity to share comments and questions after the presentation about the new curriculum

The item above measures competency 002:

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

18. Ms. Mann could best help ensure the success of the new curriculum by asking parents to:
- A. contact her or any of the curriculum committee members to share their thoughts and questions about the new curriculum.
 - B. educate themselves about trends in mathematics education so they can be informed partners with school staff in implementing the new curriculum.
 - C. help school staff assess the effectiveness of the new curriculum by monitoring their children's homework and reporting back to staff on their progress.
 - D. display a positive attitude about the new curriculum at home so that their children will accept the changes at the campus.

The item above measures competency 002:

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

19. When discussing modifications to the curriculum with parents and other groups, the principal should be aware that according to Texas law:
- A. citizens can block the implementation of a new curriculum if a formal complaint is submitted to the legislature.
 - B. district teaching professionals can cast ballots to determine whether a new curriculum is adopted.
 - C. a special referendum must be passed before a new curriculum can be implemented.
 - D. the curriculum must address grade-specific curricular content as defined by the State Board of Education.

DECISION SET ENDS HERE

The item above measures competency 004:

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Mr. Jones, a seventh-grade teacher, comes to Ms. Winston, the new principal at Raleigh Middle School, to discuss an issue that he says is of growing concern to classroom teachers. Mr. Jones says that Admission, Review, and Dismissal (ARD) committees are more frequently determining that students with special needs should receive services in regular classrooms and that many teachers believe that they are not prepared to provide appropriate instruction for these students. "Many of us believe that the special education teachers are the ones who should be mainly working with these kids," he says. "They're the ones who have the specialized training."

20. Ms. Winston believes that the larger issues raised by Mr. Jones must be addressed if students with special needs are to be served appropriately. Her encounter with Mr. Jones suggests that the school is in need of stronger leadership in the area of:
- A. establishing formal communication channels through which teachers' concerns can be addressed.
 - B. preparing and supporting teachers so they can meet the needs of all students.
 - C. providing increased opportunities for teachers to participate in school governance.
 - D. identifying more accurately the students who are in genuine need of special education services.

The item above measures competency 006:

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

21. Mr. Jones also brings up the subject of a student in his class who has a disability and receives special education services. This student is extremely disruptive and unruly. Mr. Jones urges Ms. Winston to consider transferring the student to an alternative education program (AEP). In this situation, Ms. Winston should be aware that:
- A. changes in the placement of a student who receives special education services may be made only by the action of an admission, review, and dismissal committee.
 - B. she must obtain the approval of the school's special-needs coordinator before making any change in the student's placement.
 - C. changes in the placement of a student who receives special education services must be initiated by a certified special education teacher.
 - D. Mr. Jones must document the reasons for his request before Ms. Winston can change the student's placement.

The item above measures competency 003:
The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

22. Which of the following would be the best *initial* step for Ms. Winston to take to ensure that students with special needs receive the services and support they require?
- A. Explore what relevant resources are available in the library media center's collection of professional books.
 - B. Review students' IEPs to determine what services teachers must be prepared to provide.
 - C. Investigate what professional development activities or programs are being provided to classroom teachers.
 - D. Resolve to increase the amount of funding for special education services in the next year's budget.

The item above measures competency 003:
The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

After her meeting with Mr. Jones, Ms. Winston begins a review of the school's special education services and programs.

23. During her review, Ms. Winston notes that each student's admission, review, and dismissal (ARD) committee includes a school administrator as required by law. This requirement is important for which of the following reasons?
- A. The ARD committee must include at least one member with experience in guiding groups of people with differing views and interests to reach consensus.
 - B. One member of the ARD committee must have the authority to commit district resources to provide services that the committee recommends for the student.
 - C. The ARD committee must include at least one member who knows what special services are available through the Regional Service Center.
 - D. One member of the ARD committee must have the experience to judge whether any suggested modification is likely to be successful.

The item above measures competency 003:
The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

24. In a folder of recent correspondence, Ms. Winston finds a letter from a parent complaining that a teacher is not administering tests orally to his child as required by the student's IEP. The principal's primary responsibility in regard to such complaints is to:
- A. help parents understand why it is not always possible for classroom teachers to adhere strictly to IEP specifications.
 - B. give teachers the opportunity to voice their objections pertaining to the instructional modifications that are specified in a student's IEP.
 - C. communicate to parents that they should deal directly with individual classroom teachers about specific issues of concern.
 - D. make it clear to all teachers that they are legally required to implement the instructional modifications specified in a student's IEP.

DECISION SET ENDS HERE

The item above measures competency 006:

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

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

Several parents have contacted a middle school principal with regard to a concern they have about the school's extracurricular program. The parents say that after-school activities sometimes end early, leaving students to wait for up to 45 minutes, usually unattended, until the late bus arrives.

25. Which of the following would be the most important *immediate* step for the principal to take in response to this issue?
- A. Appoint a staff member to gather more information and report back as soon as possible regarding the extent of the problem.
 - B. Temporarily suspend extracurricular activities until a task force is formed and is able to develop a permanent solution to the problem.
 - C. Arrange for a staff member to be responsible for supervising any students who remain after extracurricular activities end.
 - D. Assign each student a back-up activity to report to if their chosen activity ends early.

The item above measures competency 009:

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

26. One parent argues that extracurricular programs are not an integral part of a school's academic mission. The parent also charges that such programs are inherently unfair because not all students choose to, or are able to, participate. The best justification for the principal to offer in support of extracurricular programs is that they:
- A. generate revenues for the school through club-sponsored sales and event fees that help support essential student services.
 - B. help fulfill the school's mission of promoting students' development across a range of developmental domains.
 - C. contribute to the efficient use of resources by ensuring that school facilities are utilized for as many hours in a day as possible.
 - D. provide opportunities for teachers and students to interact in contexts other than the regular classroom setting.

DECISION SET ENDS HERE

The item above measures competency 005:

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

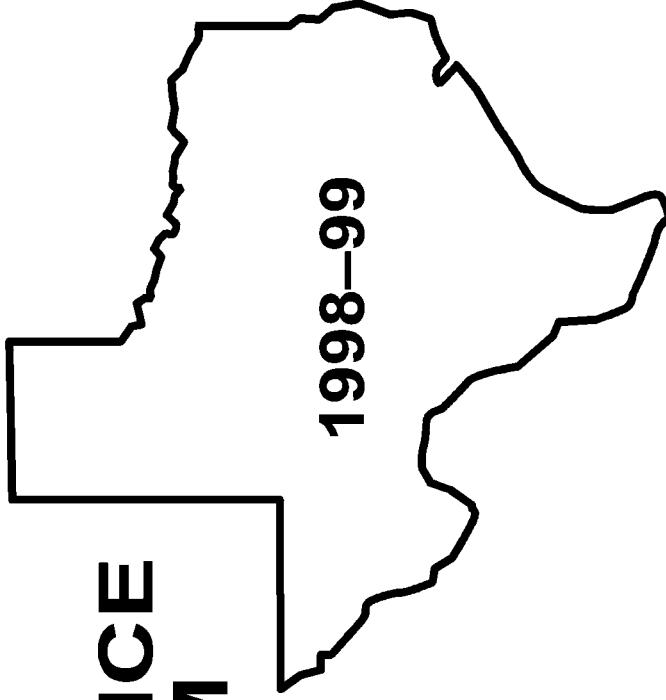


DECISION SET BEGINS HERE

Gloria Smith, the principal of Oak Elementary School, has been reviewing the school's Academic Excellence Indicator System (AEIS) campus report, which is printed on the following pages in its entirety. For the first time in its history, the school has received a "recognized" rating from the state. The principal praises the faculty for major improvements in instructional quality and dramatic gains in student performance. Ms. Smith plans to meet with Oak's curriculum committees and the site-based decision-making committee to analyze the AEIS data in greater detail.

NOTE: The sample AEIS data reports provided are intended to be representative only. The sample reports do not necessarily reflect current reporting formats.

ACADEMIC EXCELLENCE INDICATOR SYSTEM



Campus Report

CAMPUS NAME: Oak EI
DISTRICT NAME:
CAMPUS NUMBER:
ACCOUNTABILITY RATING: RECOGNIZED

T E X A S E D U C A T I O N A G E N C Y

Section I — Page 1

District Name: Oak El
Campus Name: Oak El
Campus #:

Academic Excellence Indicator System
1998–99 Campus Performance
Accountability Rating: Recognized

Total Enrollment: 743
Grade Span: EE – 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 3													
Reading	1999 79.5%	78.2%	79.4%	83.1%	80.0%	90.0%	83.3%	—	*	78.9%	86.3%	80.0%	50.0%
	1998 77.9%	78.1%	79.6%	76.5%	73.3%	83.3%	75.8%	n/i	n/i	75.7%	77.3%	72.0%	*
Math	1999 73.3%	65.4%	70.5%	70.3%	60.0%	80.0%	81.3%	—	*	64.1%	75.0%	60.0%	16.7%
	1998 63.0%	53.6%	65.0%	70.4%	56.7%	75.0%	78.8%	n/i	n/i	75.7%	65.9%	56.0%	*
All Tests	1999 67.4%	60.7%	63.4%	64.8%	55.6%	80.0%	71.9%	—	*	53.8%	73.1%	56.7%	28.6%
	1998 58.6%	50.2%	60.3%	65.4%	53.3%	75.0%	69.7%	n/i	n/i	70.3%	61.4%	52.0%	*
TAAS % Passing Grade 4													
Reading	1999 80.1%	76.5%	76.7%	89.6%	85.7%	85.7%	93.5%	—	100.0%	90.0%	89.1%	80.6%	75.0%
	1998 75.5%	78.0%	76.9%	70.6%	58.1%	77.8%	80.0%	n/i	n/i	67.4%	74.4%	65.5%	0.0%
Writing	1999 85.0%	82.9%	84.1%	94.6%	97.6%	75.0%	96.6%	—	100.0%	97.9%	91.1%	93.1%	100.0%
	1998 85.5%	85.4%	87.4%	88.2%	83.7%	88.9%	95.0%	n/i	n/i	82.2%	95.0%	83.3%	—
Math	1999 71.1%	66.0%	63.4%	88.5%	83.3%	92.9%	90.3%	—	100.0%	90.0%	87.0%	90.3%	50.0%
	1998 59.4%	56.8%	60.2%	58.8%	55.8%	55.6%	50.0%	n/i	n/i	60.9%	56.4%	51.7%	0.0%
All Tests	1999 64.1%	57.3%	55.0%	81.3%	76.2%	78.6%	83.9%	—	100.0%	80.0%	82.6%	74.2%	50.0%
	1998 54.8%	52.2%	54.9%	50.0%	44.2%	60.0%	45.0%	n/i	n/i	50.0%	50.0%	46.7%	0.0%
TAAS % Passing Grade 5													
Reading	1999 79.3%	80.7%	79.2%	82.8%	78.7%	69.2%	91.3%	*	100.0%	84.8%	81.1%	75.7%	58.3%
	1998 77.5%	79.1%	79.1%	79.5%	72.7%	81.8%	86.1%	n/i	n/i	82.6%	76.2%	72.0%	40.0%
Math	1999 72.6%	70.4%	72.8%	84.0%	77.1%	84.6%	91.3%	*	100.0%	87.2%	81.1%	81.1%	54.5%
	1998 62.6%	57.1%	64.3%	56.8%	39.4%	45.5%	69.4%	n/i	n/i	52.2%	61.9%	40.0%	*
All Tests	1999 66.8%	64.7%	63.7%	79.0%	72.9%	69.2%	87.0%	*	100.0%	80.9%	77.4%	70.3%	46.2%
	1998 58.7%	54.0%	59.5%	53.4%	39.4%	45.5%	63.9%	n/i	n/i	50.0%	57.1%	36.0%	0.0%

District Name:
Campus Name: Oak El
Campus #:

<u>Indicator:</u>	<u>State</u>	<u>District</u>	<u>Campus Group</u>	<u>Campus</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/Pac. Is.</u>	<u>Male</u>	<u>Female</u>	<u>Econ. Disadv.</u>	<u>Special Educ.</u>
TAAS % Passing Sum of 3–8 & 10													
Reading	1999 78.4%	79.0%	78.1%	85.2%	81.3%	81.1%	89.3%	*	100.0%	85.1%	85.3%	78.6%	61.5%
	1998 76.5%	78.8%	78.4%	75.6%	67.0%	81.3%	80.9%	n/i	n/i	75.2%	76.0%	69.6%	30.8%
Writing	1999 82.0%	78.4%	84.1%	94.6%	97.6%	75.0%	96.6%	—	100.0%	97.9%	91.1%	93.1%	100.0%
	1998 79.0%	79.7%	87.4%	88.2%	83.7%	88.9%	95.0%	n/i	n/i	82.2%	95.0%	83.3%	—
Math	1999 65.9%	59.3%	70.1%	81.2%	73.3%	86.5%	87.2%	*	96.2%	81.6%	80.8%	77.6%	44.0%
	1998 60.5%	54.3%	62.9%	61.8%	50.9%	59.4%	68.5%	n/i	n/i	62.0%	61.6%	49.4%	25.0%
All Tests	1999 60.7%	54.4%	63.5%	75.3%	68.1%	75.7%	80.2%	*	96.2%	72.8%	77.5%	67.3%	42.9%
	1998 55.6%	50.2%	57.9%	56.1%	45.3%	60.6%	61.8%	n/i	n/i	55.8%	56.3%	45.0%	14.3%
TAAS % Exempted Sum of 3–8 & 10													
Reading	1999 5.3%	0.9%	2.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP	(ARD) 7.3%	4.5%	9.9%	4.8%	5.8%	2.5%	5.8%	*	0.0%	6.9%	2.9%	7.0%	38.1%
Sp. Ed.	1999 5.2%	1.1%	1.7%	0.0%	0.0%	0.0%	0.0%	—	0.0%	0.0%	0.0%	0.0%	0.0%
	(ARD) 7.0%	4.9%	9.5%	4.6%	4.3%	6.3%	5.4%	—	0.0%	5.5%	3.8%	5.7%	41.7%
Math	1999 5.3%	0.9%	2.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP	(ARD) 6.9%	4.2%	8.6%	5.2%	6.4%	2.5%	5.8%	*	0.0%	5.7%	4.7%	6.1%	40.5%
Sp. Ed.													

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 1998–99 Campus Performance
 Accountability Rating: Recognized

Section I — Page 3
 Total Enrollment: 743
 Grade Span: EE – 05
 School Type: Elementary

District Name:
 Campus Name: Oak El
 Campus #:

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
	% Attendance												
1997/98	95.1%	95.8%	96.5%	97.7%	97.7%	97.4%	97.4%	*	98.7%	97.5%	97.8%	97.2%	96.3%
1996/97	94.9%	95.6%	96.4%	—	—	—	—	n/i	n/i	—	—	—	—

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 1998–99 Campus Profile

District Name:
 Campus Name: Oak EI
 Campus #:

STUDENT INFORMATION

	Count	Campus Percent	Campus Group	District	State
Total Students:	743	100.0%	51,599	27,394	3,670,196
Students by Grade:					
Early Childhood Education	27	3.6%	0.7%	0.6%	0.4%
Pre-Kindergarten	25	3.4%	5.2%	5.5%	3.0%
Kindergarten	125	16.8%	14.8%	9.2%	7.4%
Grade 1	96	12.9%	16.5%	9.4%	8.2%
Grade 2	124	16.7%	17.2%	9.1%	7.9%
Grade 3	111	14.9%	15.6%	8.6%	7.9%
Grade 4	110	14.8%	14.1%	7.8%	7.9%
Grade 5	125	16.8%	12.7%	7.9%	7.8%
Grade 6	0	0.0%	2.7%	7.5%	7.9%
Grade 7	0	0.0%	0.2%	7.3%	7.9%
Grade 8	0	0.0%	0.3%	6.8%	7.7%
Grade 9	0	0.0%	0.0%	6.0%	8.8%
Grade 10	0	0.0%	0.0%	5.5%	6.6%
Grade 11	0	0.0%	0.0%	4.7%	5.6%
Grade 12	0	0.0%	0.0%	4.4%	5.0%
Ethnic Distribution:					
African American (a)	287	38.6%	19.4%	36.8%	14.3%
Hispanic (a)	109	14.7%	35.1%	15.4%	36.1%
White	286	38.5%	42.7%	42.7%	47.1%
Asian/Pac. Islander (a)	54	7.3%	2.6%	4.7%	2.3%
Native American (a)	7	0.9%	0.3%	0.4%	0.2%
Mobility (1997–98) (a)	189	29.9%	21.1%	34.8%	21.8%
Economically Disadvantaged (a)	272	36.6%	55.1%	48.3%	46.3%
Limited English Proficient (LEP) (a)	28	3.8%	12.6%	3.2%	12.4%
Number of Students per Teacher	16.7	n/a	15.6	16.8	15.7

Special Education Rates

	Campus	District	State
Retention Rates by Grade:			
Kindergarten	0.0%	0.5%	0.7%
Grade 1	3.2%	7.0%	4.7%
Grade 2	0.0%	2.0%	1.7%
Grade 3	0.0%	1.1%	1.1%
Grade 4	2.0%	0.9%	0.9%
Grade 5	0.0%	0.7%	0.8%
Grade 6	—	4.9%	3.0%
Grade 7	—	1.8%	4.7%
Grade 8	—	9.4%	3.8%
	Campus Group	District	State
	0.6%	0.5%	0.7%
	4.6%	7.0%	4.7%
	1.3%	2.0%	1.7%
	0.9%	1.1%	1.1%
	0.8%	0.9%	0.9%
	0.7%	1.0%	0.8%
	—	4.9%	3.0%
	—	1.8%	4.7%
	—	9.4%	3.8%
	Campus Group	District	State
	2.6%	0.6%	3.6%
	9.0%	8.1%	9.0%
	1.9%	7.9%	2.5%
	1.7%	3.0%	1.4%
	0.9%	1.3%	0.9%
	0.6%	0.8%	1.1%
	—	6.3%	2.8%
	—	12.6%	4.3%
	20.0%	18.0%	3.5%

District Name:
Campus Name: Oak El
Campus #:

STAFF INFORMATION

	Count	Percent	Campus Group	District	State
Professional Staff:					
Teachers	50.3	70.0%	82.0%	58.2%	62.0%
Professional Support	44.5	61.9%	72.3%	48.2%	52.1%
Campus Administration	3.8	5.3%	6.5%	7.3%	6.5%
Educational Aides:	2.0	2.8%	3.3%	2.5%	2.5%
Total Staff:	21.5	30.0%	18.0%	16.0%	9.2%
Total Minority Staff:	71.9	100.0%	4,564.5	3,381.1	449,420.7
Total Minority Staff:	17.4	24.2%	24.1%	29.3%	34.8%
Teachers by Ethnicity and Sex:					
Females	43.5	97.8%	93.2%	80.3%	78.2%
Males	1.0	2.2%	6.8%	19.7%	21.8%
African-American	6.0	13.5%	8.4%	9.9%	8.2%
Hispanic	1.0	2.2%	11.2%	4.0%	14.6%
White	37.5	84.3%	80.0%	84.1%	76.6%
Asian/Pacific Islander	0.0	0.0%	0.3%	1.4%	0.4%
Native American	0.0	0.0%	0.1%	0.6%	0.2%
Teachers by Years of Experience:					
Beginning Teachers	6.0	13.5%	6.7%	10.9%	6.7%
1-5 Years Experience	19.5	43.8%	30.0%	32.9%	26.2%
6-10 Years Experience	8.0	18.0%	19.4%	20.3%	18.8%
11-20 Years Experience	8.0	18.0%	28.6%	24.6%	30.5%
Over 20 Years Experience	3.0	6.7%	15.3%	11.3%	17.8%
Average Years Experience of Teachers:					
Average Years Experience of Teachers with District:					
Average Teacher Salary by Years of Experience:					
Beginning Teachers		6.8 yrs.	10.7 yrs.	9.2 yrs.	11.5 yrs.
1-5 Years Experience		4.4 yrs.	7.2 yrs.	6.5 yrs.	7.8 yrs.
6-10 Years Experience					
11-20 Years Experience					
Over 20 Years Experience					
Average Actual Salaries (excluding supplements):					
Teachers		\$24,415	\$26,167	\$24,183	\$27,006
Professional Support		\$26,565	\$27,864	\$27,211	\$28,317
Campus Administration		\$33,400	\$32,735	\$33,605	\$33,189
		\$39,240	\$38,212	\$39,607	\$39,016
		\$42,050	\$42,128	\$43,977	\$43,769
Teachers		\$30,772	\$33,259	\$32,734	\$34,452
Professional Support		\$37,513	\$37,793	\$42,101	\$41,913
Campus Administration		\$50,583	\$50,861	\$51,097	\$52,690

27. Important benefits of the AEIS campus report include:
- I. providing parents with a convenient summary of student performance and other campus trends.
 - II. supplying individual campuses with the information used in the state's integrated accountability system.
 - III. helping school leaders monitor progress toward campus improvement goals.
 - IV. furnishing comparative data on student performance trends at the campus, district, and state level.
- A. I and II only
 - B. I, III, and IV only
 - C. II and III only
 - D. II, III, and IV only

The item above measures competency 004:

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

28. Based on the AEIS data, which of the following issues should be the principal's *highest priority* in regard to mathematics instruction at Oak Elementary School?
- A. Explore ways to strengthen the fifth-grade mathematics program.
 - B. Develop strategies to improve the mathematics achievement of economically disadvantaged students at all grade levels.
 - C. Explore ways to strengthen the third-grade mathematics program.
 - D. Develop strategies to improve the mathematics achievement of Hispanic students at all grade levels.

The item above measures competency 004:

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

29. Members of the school's language arts curriculum committee analyze the AEIS data and then meet with Ms. Smith. Which of the following additional sources of information would best help Ms. Smith and the curriculum committee determine how to improve the language arts program?
- I. needs assessments of students who are members of minority groups
 - II. disaggregated data detailing student performance on specific objectives of the TAAS reading and writing exams
 - III. a survey of community attitudes regarding the language arts curriculum
 - IV. summary data on student reading performance averaged across all grade levels
- A. I and II only
 - B. I and IV only
 - C. II and III only
 - D. III and IV only

The item above measures competency 004:

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

30. Ms. Smith studies the demographic data in the staff information section of the campus AEIS report. These data most strongly suggest a possible need to:
- A. adjust the percentage of administrative staff to match averages at the district and state levels.
 - B. develop strategies for recruiting new teachers.
 - C. increase the number of educational aides.
 - D. develop strategies for recruiting and retaining high-quality minority and male teachers.

The item above measures competency 008:
The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

31. Based on an analysis of the school's program information in the AEIS report, which of the following questions would be most important for Ms. Smith and members of the site-based decision-making committee to pursue?
- A. What are possible additional sources of funding that could be used to support the school's gifted and talented program?
 - B. What kinds of programs and other services are tried or considered before students are referred to a special education program?
 - C. What are possible ways to increase the number of teachers in the school who are involved in the compensatory education program?
 - D. What kinds of tests would better identify students for the school's gifted and talented program?

DECISION SET ENDS HERE

The item above measures competency 005:

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

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

An elementary school principal is working with the school community to implement a plan to integrate technology into the school's curriculum. The plan, which the principal developed with a technology committee composed of school staff and other stakeholders, ensures that all teachers and students have consistent, convenient access to technologies for enriching the campus curriculum. All teachers have received initial training in appropriate uses of these technologies. The teachers also have access to technical support services and relevant instructional resources, including descriptions of technology-based instructional activities that are aligned with the campus curriculum. Many teachers have already begun to integrate the technologies into classroom instruction.

32. The principal observes that some teachers are skeptical about the technology initiative and are reluctant to implement technology-based instruction in their classrooms. Which of the following responses from the principal would most likely be effective in engaging these teachers in the technology initiative?
- A. encouraging the reluctant teachers to participate in additional staff development sessions to strengthen their technology skills
 - B. meeting with the reluctant teachers to reiterate the benefits of integrating technology into the campus curriculum
 - C. arranging for teachers who are successfully using the new technologies to serve as models and mentors for the reluctant teachers
 - D. offering to support the reluctant teachers by personally observing their use of the new technologies and providing constructive feedback

The item above measures competency 004:

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

33. Several members of the technology committee express concern about the future of the technology plan, pointing out that the school's new technologies could become outmoded or obsolete within a few years. Which of the following responses from the principal would best address the committee's concern?
- A. directing the school's technical support staff to prepare a comprehensive analysis of trends in instructional technology
 - B. recommending that the committee periodically reevaluate the plan and revise it as needed to take advantage of new innovations and opportunities
 - C. expressing confidence that the committee has selected appropriate, durable technologies that will serve the school adequately for many years
 - D. suggesting that the committee develop and implement a new technology plan every two or three years if sufficient funds are available

DECISION SET ENDS HERE

The item above measures competency 004:

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

34. Over the past several years, the principal of a large middle school with a diverse staff and student population has helped institute numerous campus initiatives, including:

- providing staff with training in ways to communicate high expectations to all students, regardless of gender, ethnicity, or disability;
- using antibias guidelines when reviewing and updating curricula;
- holding seminars for students and staff on the causes, effects, and prevention of discrimination and stereotyping; and
- incorporating multicultural activities and themes into all of the school's regular traditions (e.g., homecoming, graduation, awards ceremonies).

These specific initiatives would be most effective toward fulfilling which of the following responsibilities of a principal?

- A. promoting the development of collegial relationships and teamwork among diverse staff members
- B. establishing a collaborative process for developing a shared vision of the school's mission
- C. ensuring that the school is in compliance with all state and federal antidiscrimination laws
- D. helping shape a campus culture that responds to the diverse needs of the school community

The item above measures competency 001:

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

35. The stakeholders at a school want to develop a new vision of learning for the school. Which of the following strategies would be most effective for the stakeholders to pursue *first* in developing the new school vision?
- A. developing a new mission statement that articulates the vision
 - B. gathering information about the school community's current strengths and needs
 - C. aligning financial, human, and material resources behind the vision
 - D. developing an implementation plan that is collaborative and inclusive

The item above measures competency 001:

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

36. An elementary school principal has been leading an initiative aimed at improving several key aspects of the campus. Throughout the process, the principal has used a variety of communication strategies with members of the school community (e.g., providing updates on the initiative's progress through school newsletters and the media; asking stakeholders to provide input, participate on committees, and review and respond to draft plans). These communication strategies are likely to be especially effective for:
- A. promoting a sense of stakeholder ownership of the changes that will ultimately be implemented.
 - B. ensuring that stakeholders will respect each other's perspectives regarding the changes.
 - C. eliminating the possibility that there will be disagreements among stakeholders about the changes.
 - D. ensuring that the planned changes reflect the will of the majority of stakeholders.

The item above measures competency 002:

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

37. The principal, the site-based decision-making committee, and other stakeholders at a middle school have been involved in the process of curriculum updating. Throughout the process, the principal has kept the larger school community informed of the updates and has received no negative feedback. However, now that the new curricula are about to be implemented, some teachers, parents, and community members have begun voicing concerns about some aspects of the curricula. Which of the following response strategies would best help the principal avoid potential conflicts and build consensus among stakeholders?
- A. Ask the stakeholders involved in the curricular updates to research the availability of less controversial curricula that might be used in place of the planned curricula.
 - B. Invite all stakeholders to a forum in which features of the curricula will be presented and participants will have the opportunity to discuss their concerns and provide input before the curricula are implemented.
 - C. Issue a statement to all local media announcing the new curricula and asking stakeholders to keep an open mind until the new programs have been implemented fully.
 - D. Meet with each of the concerned stakeholders one-on-one before the new curricula are implemented to provide them with additional information and to try to persuade them to support the new programs.

The item above measures competency 002:

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

38. Ms. Wyatt, a principal who has lived and worked mainly in culturally homogeneous communities, has been hired to lead an elementary school with a culturally diverse student population and teaching staff. Ms. Wyatt wants to ensure effective communication and collaboration with diverse groups in the school community. Her best strategy for achieving this goal would be to:
- A. develop a comprehensive program of community relations that will inform multiple constituencies, including diverse stakeholders, of the school's needs.
 - B. strive to reach a diverse audience when communicating her vision and her personal goals and expectations for the school by using a variety of media and communication formats.
 - C. develop procedures for applying laws and policies related to diversity that ensure that her interactions with all stakeholders are legal and appropriate.
 - D. strive to educate herself about the educational concerns and perspectives of diverse stakeholders and to solicit and respect their input and feedback.

The item above measures competency 002:

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

39. Which of the following would represent unethical behavior by a school principal?
- A. A student's parent informs the school principal that the student has made a suicide attempt, and the principal provides the information to the student's classroom teacher and guidance counselor.
 - B. After a school district announces plans to make budget cuts, a school's principal tries to influence district administrators to reconsider their plans.
 - C. A school principal denies a request by several faculty members to be relieved of occasional bus-monitoring duties.
 - D. At a social gathering, a teacher asks her school's principal about an acquaintance who interviewed for a teaching job, and the principal comments on the candidate's status.

The item above measures competency 003:

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

40. A high school junior and his parents have submitted a written request to the principal asking that a creative writing class be added to the English curriculum in the coming school year. The student is an avid writer who hopes to pursue a career in writing. His parents feel that taking such a course in high school will increase the student's chances of being accepted by the college of his choice, which has a strong creative writing program and very selective admissions criteria. Which of the following would be the most appropriate action for the principal to take in response to such a request?
- A. Explain to the parents that curricular decisions must be made in the interests of all students and that, unfortunately, the request must therefore be denied.
 - B. Determine whether any members of the English department are qualified and willing to teach such a course, and base the response on this information and staff availability.
 - C. Inform the parents that their request will be presented to a closed meeting of the district's Board of Trustees, which must make all final rulings on any significant curricular decisions.
 - D. Ask the curriculum committee to explore whether the level of student interest would make such a course feasible or whether an independent study should be created.

The item above measures competency 005:

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

41. The new principal of an elementary school that has a record of low student achievement believes that the school's instructional program must be improved significantly in order to make the campus academic vision a reality for all students. Which of the following would be the most appropriate *first* step for the principal to take to encourage the teaching staff to engage in a process of instructional improvement and change?
- A. Meet informally with individual teachers and remind them of the importance of participating in efforts to improve instruction at the school.
 - B. Arrange to provide a stipend or other financial incentives to teachers who plan and implement changes in their instructional programs.
 - C. Analyze student performance data with teachers and help them identify instructional areas that should be modified.
 - D. Ask teachers to develop campus goals for instructional improvement and criteria for evaluating whether the goals have been achieved.

The item above measures competency 005:

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

42. The student population at a school is becoming increasingly diverse with respect to factors such as students' home languages and cultural backgrounds. Which of the following responses to the school's changing student population would likely be most effective in creating an instructional program and campus culture conducive to all students' learning and achievement?
- A. developing an instructional program in which students with similar abilities and needs are challenged to achieve at the highest levels possible
 - B. initiating the development of a unit of instruction, to be used schoolwide at the beginning of each school year, that focuses on a multicultural theme and incorporates a variety of multicultural topics
 - C. reviewing the adequacy of current support systems and staff development plans in light of the new demographics and making modifications to meet the needs of all students
 - D. creating conditions within the instructional program, such as offering individuals exemptions from classroom tests, that allow all students to have primarily successful academic experiences

The item above measures competency 005:

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

43. Educators at a middle school have adopted and will soon begin implementing a new language arts curriculum. The principal and curriculum committee want to ensure that this change helps achieve campus goals for student improvement. Which of the following actions would best address this concern?
- A. Develop a comprehensive plan for monitoring student performance at selected points before and after implementation of the program and for making adjustments as needed.
 - B. Analyze whether the implementation of a new program is consistent with the campus culture and the campus mission.
 - C. Appoint a task force to identify any problem areas in the new curriculum before the initial implementation takes place and to eliminate or revise the problems as needed.
 - D. Investigate alternative curricular programs that could be used at the school in the event that the new one proves unsuccessful.

*The item above measures competency 007:
The principal knows how to apply organizational, decision-making, and
problem-solving skills to ensure an effective learning environment.*

44. A high school site-based decision-making committee is considering instituting an open-campus policy that would allow students to eat lunch off campus. The committee has developed a list of four options the school could adopt, ranging from the current closed-campus policy to an unrestricted open-campus policy. Which of the following steps would be most important for the committee to take next in the decision-making process?
- A. Have members of the committee select one of the options by majority vote and then use a variety of strategies to rally support for that option within the school community.
 - B. Arrange a series of open forums in which all members of the high school's student body are invited to share their opinions about which option they prefer.
 - C. Conduct a pilot test of each option for a brief period of time and then conduct a survey to determine which one best met student and faculty needs and preferences.
 - D. Gather information from comparable high schools with policies similar to the proposed options, including data on potential effects on student attendance, morale, and safety.

The item above measures competency 007:
The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

45. Which of the following budget management procedures would likely be most effective in helping ensure that campus expenditures do not exceed the limits of the approved campus budget?
- A. requiring vendors to submit competitive bids for any goods or services
 - B. reviewing current encumbrances against the relevant campus account before approving any purchase orders to that account
 - C. establishing a system for staff to use to keep accurate records of all textbooks, equipment, and supplies in their care
 - D. ensuring that the campus has received any goods or services before authorizing payments for those goods or services

The item above measures competency 008:
The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

46. The principal of a high school is reviewing operating costs for the building, which was built in the 1960s and is not energy efficient. Air conditioning costs, in particular, are extremely high. Which of the following would be the best *first* step for the principal to take in an effort to increase the building's energy efficiency?
- A. Encourage the use of fans and/or space heaters in classrooms.
 - B. Ask custodial staff to begin creating a list of areas of greatest energy loss in the school.
 - C. Recommend that the school receive a comprehensive energy audit.
 - D. Replace all incandescent lighting in the school with fluorescent lighting.

The item above measures competency 009:

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

47. A new bus company is awarded the transportation contract for a school district. After the first few weeks of school, an elementary school principal notices that the number of complaints from parents regarding disorderly behavior on the buses has risen substantially from the previous year. Which of the following steps should the principal take *first* in addressing this situation?
- A. Investigate how the bus drivers employed by the new bus company are trained regarding techniques for disciplining disruptive students and maintaining order on the bus.
 - B. Invite parents to ride the buses for a few days in order to observe the behavior of the students and the ability of the drivers to maintain order.
 - C. Suggest that parents who have complained about disorderly behavior document in writing the driver's reactions to specific incidents of student misbehavior.
 - D. Ask the district superintendent to make funds available to install cameras on all buses to monitor student behavior during the ride to and from school.

The item above measures competency 009:

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

48. Which of the following would be a school principal's *best* approach for monitoring routine custodial tasks?
- A. Meet with the head custodian at the end of each week and ask him or her to summarize the previous week's activities.
 - B. Conduct regular walk-throughs of the building using a checklist to note the status of all areas of the building.
 - C. Advise teachers to contact the principal immediately if classrooms and common rooms are not properly maintained.
 - D. Make frequent unannounced inspections of different sections of the building and grounds in the early weeks of each school term.

The item above measures competency 009:

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

49. Ms. Rogers, the principal of an elementary school, wants to arrange for community volunteers to spend a weekend cleaning up the playground, reseeding the soccer field, and building new climbing structures for the school's students. Which of the following steps would be most important for Ms. Rogers to take before implementing this plan?
- A. Review the school's insurance policy to make sure that all volunteers are covered in the event of injury.
 - B. Arrange for paid staff members to be present during the weekend to supervise the work of the volunteers.
 - C. Check the school custodian's contract to determine if the job description prohibits the use of volunteers in this manner.
 - D. Consult with appropriate district personnel about the extent of the school's liability in this situation.

The item above measures competency 009:

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

ANSWER KEY

ITEM NUMBER	CORRECT ANSWER	COMPETENCY
1	D	006
2	A	006
3	C	006
4	D	007
5	C	003
6	A	001
7	C	001
8	B	007
9	A	007
10	D	002
11	C	001
12	B	001
13	D	004
14	C	004
15	B	006
16	A	007
17	C	002
18	A	002
19	D	004
20	B	006
21	A	003
22	B	003
23	B	003
24	D	006

ITEM NUMBER	CORRECT ANSWER	COMPETENCY
25	C	009
26	B	005
27	D	004
28	C	004
29	A	004
30	D	008
31	B	005
32	C	004
33	B	004
34	D	001
35	B	001
36	A	002
37	B	002
38	D	002
39	D	003
40	D	005
41	C	005
42	C	005
43	A	007
44	D	007
45	B	008
46	C	009
47	A	009
48	B	009
49	D	009



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EXAMINATION FOR
THE CERTIFICATION OF
EDUCATORS IN TEXAS

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ANSWER SHEET A

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EXACTLY IN THIS AREA

You must sign your agreement here to the Rules of Test Participation before you begin, and you must write out the identity certification statement in order for your answer document to be scored.

I hereby agree to abide by the conditions set forth in the current TExES/ExCET Registration Bulletin, including the Rules of Test Participation.

PRINT NAME _____

SIGNATURE _____ DATE _____

IDENTITY CERTIFICATION STATEMENT

Write, in your normal handwriting style, the following statement in the space provided below.

"I certify that I am the person whose name and signature appear on this form."

DIRECTIONS FOR MARKING ANSWER SHEET

- Use black No. 2 lead pencil only.
- Do NOT use ink or ballpoint pen.
- Make heavy black marks that fill circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks on the answer sheet.



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4 (A) (B) (C) (D)	19 (A) (B) (C) (D)	34 (A) (B) (C) (D)	49 (A) (B) (C) (D)	64 (A) (B) (C) (D)	79 (A) (B) (C) (D)	94 (A) (B) (C) (D)
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| 107 (A) (B) (C) (D) | 128 (A) (B) (C) (D) | 149 (A) (B) (C) (D) | 170 (A) (B) (C) (D) | 191 (A) (B) (C) (D) | 212 (A) (B) (C) (D) | 233 (A) (B) (C) (D) |
| 108 (A) (B) (C) (D) | 129 (A) (B) (C) (D) | 150 (A) (B) (C) (D) | 171 (A) (B) (C) (D) | 192 (A) (B) (C) (D) | 213 (A) (B) (C) (D) | 234 (A) (B) (C) (D) |
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| 121 (A) (B) (C) (D) | 142 (A) (B) (C) (D) | 163 (A) (B) (C) (D) | 184 (A) (B) (C) (D) | 205 (A) (B) (C) (D) | 226 (A) (B) (C) (D) | 247 (A) (B) (C) (D) |
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| 123 (A) (B) (C) (D) | 144 (A) (B) (C) (D) | 165 (A) (B) (C) (D) | 186 (A) (B) (C) (D) | 207 (A) (B) (C) (D) | 228 (A) (B) (C) (D) | 249 (A) (B) (C) (D) |
| 124 (A) (B) (C) (D) | 145 (A) (B) (C) (D) | 166 (A) (B) (C) (D) | 187 (A) (B) (C) (D) | 208 (A) (B) (C) (D) | 229 (A) (B) (C) (D) | 250 (A) (B) (C) (D) |
| 125 (A) (B) (C) (D) | 146 (A) (B) (C) (D) | 167 (A) (B) (C) (D) | 188 (A) (B) (C) (D) | 209 (A) (B) (C) (D) | 230 (A) (B) (C) (D) | |
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SECTION V: PREPARATION RESOURCES

In addition to the specific resources listed below, you may wish to refer to the following.

- Publications from local, state, and national professional organizations
- College textbooks
- Class notes and other assignments

You may also wish to consult a representative from a Texas educator preparation program in your area regarding other potential resources specific to this field.

The following list of resources has been compiled to assist you in finding relevant materials as you prepare to take the Principal test. 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.

Keep in mind that the use of these materials does not guarantee successful performance on the test.

JOURNALS

These journals provide up-to-date information about the field. You may wish to use current issues to review certain topics that you have identified for study and review.

ASCD Update, Association for Supervision and Curriculum Development.

ASCD Yearbooks, Association for Supervision and Curriculum Development.

Communicator, National Association of Elementary School Principals.

Curriculum Update, Association for Supervision and Curriculum Development.

Educational Leadership, Association for Supervision and Curriculum Development.

INSIGHT, Texas Association of School Administrators.

Leadership News, American Association of School Administrators.

NASSP Newsletter, National Association of Secondary School Principals.

NASSP Tips for Principals, National Association of Secondary School Principals.

Phi Delta Kappan, Phi Delta Kappa.

Principal, National Association of Elementary School Principals.

TASSP News Highlights, Texas Association of Secondary School Principals.

TEPSA Journal, Texas Elementary Principals and Supervisors Association.

Texas Study, Texas Association of Secondary School Principals.

The Executive Educator, National School Boards Association.

OTHER SOURCES

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