



Preparation Manual

Principal as Instructional Leader (268)

Overview and Exam Framework

Sample Selected-Response Questions

Sample Selected-Response Answers and Rationales

Constructed-Response Questions

Preparation Manual

Section 3: Overview and Exam Framework Principal as Instructional Leader (268)

Exam Overview

Exam Name	Principal as Instructional Leader
Exam Code	268
Time	5 hours
Number of Questions	70 selected-response questions and 4 constructed-response questions
Format	Computer-administered test (CAT)

As the landscape of Texas schools has changed over time, so has the importance of instructional leadership in the principal's role. To better reflect these changes, the State Board of Educator Certification (SBEC) worked with stakeholders to draft the Texas Principal Certificate Standards. These standards were adopted in August 2016 and can be found in Texas Administrative Code §241.15 [🔗](#). To ensure alignment with the new standards, the Texas Education Agency has developed the TExES Principal as Instructional Leader examination (268).

The TExES Principal as Instructional Leader examination (268) is designed to assess whether a test taker has the requisite knowledge and skills that an effective entry-level principal or assistant principal in Texas public schools must possess.

Research shows that being an instructional leader is a hallmark of effective principals.¹ This assessment includes aspects of instructional leadership, such as data-driven decision making, the continuous improvement cycle, the observation and coaching cycle, change management, and issues related to educational equity.

The TExES Principal as Instructional Leader examination (268) includes 70 selected-response questions and 4 constructed-response questions based on the exam's domain and competency statements, with emphasis given to priority statements within each domain. The context of the questions will include early childhood, elementary, middle, and high school in rural, suburban, and urban settings.

The TExES Principal as Instructional Leader examination (268) is coupled with the Performance Assessment for School Leaders (PASL), which requires candidates to demonstrate application of key instructional leadership skills by completing authentic performance-based tasks and reflections.

¹*The Principal Perspective: Full Report*. Center for Public Education, 2012.

The Standards

The domains and competencies of the Principal as Instructional Leader examination (268) are aligned with the August 2016 update to the Texas Principal Certificate Standards found in Texas Administrative Code §241.15 [🔗](#).

241.15. Standards Required for the Principal Certificate.

Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

The Principal Certificate Standards include the following areas, with a breakdown of knowledge and skills within each standard.

- A. School Culture
- B. Leading Learning
- C. Human Capital
- D. Executive Leadership
- E. Strategic Operations
- F. Ethics, Equity, and Diversity

Domains and Competencies

Domain	Domain Title	Approx. Percentage of Selected-Response Questions	Approx. Percentage of Constructed-Response Questions	Approx. Percentage of Exam	Competencies Assessed
I	School Culture	12%	10%	22%	001–002
II	Leading Learning	17%	25%	42%	003–004
III	Human Capital	13%	5%	18%	005–006
IV	Executive Leadership	6%		6%	007–008
V	Strategic Operations	6%		6%	009–010
VI	Ethics, Equity, and Diversity	5%		5%	011
	Total	60%*	40%*		

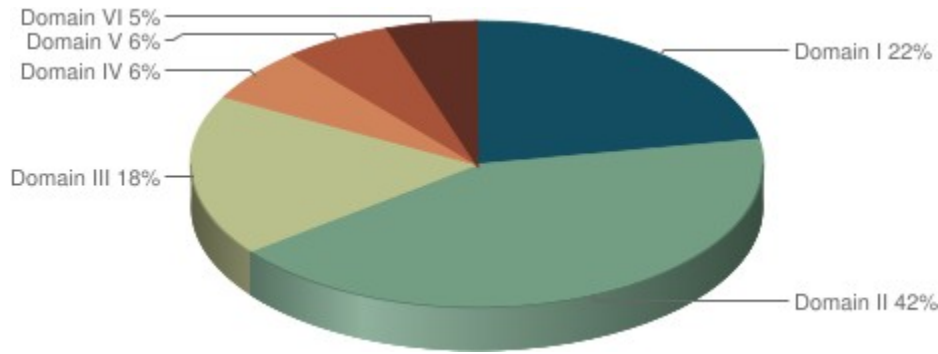
The Principal as Instructional Leader examination (268) includes six domains with varying weightings. The heavier weightings of Domains I, II, and III are a reflection of both the constructed-response and selected-response questions assessing content in those domains. Each of the four constructed-response questions on the assessment is weighted at 10% of the total exam.

*The weightings of the selected-response and constructed-response portions of the framework are approximate.

In addition to being assessed in Domain VI, ethics, equity, and diversity will be integrated throughout other domains. For example, see areas of the framework such as Competency 1A, 2B, 3B, 4D, 6C, 9C, and 10H.

The exam contains questions that do not count toward the score. The candidate's final scaled score will be based only on scored questions.

Approximate Domain Weightings of the Exam



The exam framework or content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the principal standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

- The **competency statement** broadly defines what an entry-level principal in this field in Texas public schools should know and be able to do.
- The **descriptive statements** describe in greater detail the knowledge and skills eligible for testing.
 - The **bolded priority statements** noted with an asterisk focus on the most critical aspects of school leadership that can influence student outcomes. Therefore, these priority statements will be assessed with greater frequency.

All descriptive statements will be assessed at both the theory and application levels.

The specific knowledge and skills from Domains I, II and III, which will be assessed using constructed-response questions, are provided in the Integration section of the framework.

Reflective Questions for Preparation Programs

How can you design learning experiences for your candidates so that they can practically apply the knowledge and skills described in the competencies and the priority statements?

How can you review the domains and competencies presented in practice questions through the lens of the day-to-day interactions of a school leader? Additionally, how can you apply the content to other contexts (e.g., rural and urban, low socioeconomic, large and small schools, and other grade levels)?

Reflective Questions for Candidates

How can you reference learning experiences you have already completed to identify best practices presented in the practice questions?

In what other contexts (e.g., rural and urban, low socioeconomic, large and small schools, and other grade levels) can best practices be applied?

How can you maximize the course assignments and learning experiences provided by your preparation program to deepen your skills in the areas of the framework for which you feel least prepared?

The Exam Framework (Knowledge and Skills Statements)

The content assessed by the TExES Principal as Instructional Leader examination (268) is provided below.

Domain I—School Culture (School and Community Leadership)

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

- A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals**
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment**
- H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture**
- I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students**
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002—The entry-level principal knows how to work with stakeholders as key partners to support student learning.

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning**
- D. *Ensures that parents and other members of the community are an integral part of the campus culture**

Domain II—Leading Learning (Instructional Leadership/Teaching and Learning)

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

- A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research**
- B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs**
- C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment**
- D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards**
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning**

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction**
- B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)**
- C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement**
- D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap**
- E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions**

Domain III—Human Capital (Human Resource Management)

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

- A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff**
- B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities**
- C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data**
- D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources**

- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- A. ***Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes**
- B. ***Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school**
- C. ***Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment**
- D. ***Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff**

Domain IV—Executive Leadership (Communication and Organizational Management)

Competency 007—The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

- A. ***Understands how to effectively communicate a message in different ways to meet the needs of various audiences**
- B. ***Develops and implements strategies for systematically communicating internally and externally**
- C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
- D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008—The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

- A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
- B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
- C. ***Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions**
- D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
- E. ***Uses effective planning, time management, and organization of work to support attainment of school district and campus goals**

Domain V—Strategic Operations (Alignment and Resource Allocation)

Competency 009—The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

- A. ***Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans**
- B. ***Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes**
- C. ***Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning**
- D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010—The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. ***Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan**
- C. ***Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)**
- D. ***Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants**
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. ***Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)**

Domain VI—Ethics, Equity, and Diversity

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. ***Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community**
- D. ***Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn**
- E. ***Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)**
- F. ***Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs**
- G. ***Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities**
- H. Articulates the importance of education in a free, democratic society

INTEGRATION (Constructed Response Only)

The entry-level principal:

- A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domain II and III)
- B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II)
- C. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)
- D. Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I)

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Section 4: Sample Selected-Response Questions Principal as Instructional Leader (268)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

The sample questions included are representative of all competencies, but not necessarily all descriptive statements. The sample questions can be used to establish rigor, alignment, and context expectations you can expect on the actual exam. However, the questions should not be considered all-inclusive of the content of the descriptive statements.

The sample questions should not be used to gauge the time it will take you to complete the exam because the questions are not representative of the total number of questions on an actual exam or weighted by domain or competency to reflect an actual exam.

Domain I—School Culture

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

1. The campus-improvement team in a low-performing school uses three questionnaires to gather data for making recommendations to the school leadership. One questionnaire asks students about their perception of their school experience. Another asks parents how effectively the school serves students. The third asks teachers what beliefs they hold about students. The responses in the questionnaires will be most valuable for helping the team to determine the

- A. factors that may be affecting student performance.
- B. school's reputation in the community.
- C. gaps in the school's communication methods.
- D. influence of family involvement on student motivation.

Answer _____

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

2. Roy, a middle school student with speech and motor delays, is regularly the target of derogatory comments by Jeremy, one of his classmates. One day, Roy tells Jeremy that he likes a girl in the class. That evening, Jeremy creates a fake social media account pretending to be the girl Roy likes. After multiple online messages, Jeremy posts Roy's comments for everyone to see, although they were intended for the girl. Roy is humiliated and refuses to go to school. Roy's parents reach out to the principal and request help.

In addition to investigating the situation, the principal plans to take several actions.

For each row, determine whether the action is appropriate or inappropriate.

Action	Appropriate	Inappropriate
Develop a response plan for Roy in collaboration with his parents		
Have Roy and Jeremy participate in peer mediation		
Provide Roy's parents with a list of the students who saw the social media posts		
Discuss strategies for monitoring the online activities of teens with the parents of students involved		
Provide schoolwide lessons on appropriate student-to-student interactions with peers		

Answer _____

Competency 002—The entry-level principal knows how to work with stakeholders as key partners to support student learning.

3. At the beginning of the school year, a high school principal and grade level chairperson plan a home visit to welcome and establish a relationship with a new student and the student's family, who are refugees.

Before the visit, the principal and chairperson explore the best ways to establish a relationship and shared understanding with the family.

For each row, determine whether the action is effective or ineffective in establishing a family-centered academic success plan for the student.

Action	Effective	Ineffective
Requesting information on the family's preferred language		
Focusing attention on the message that the families need to conform to school expectations in a short period of time		
Learning about the family's cultural and ethnic values to enhance the student's learning experience		
Providing the instructional approach the teachers most commonly use during classroom instruction		
Providing a list of school rules and requirements for the parents to sign acknowledging receipt		

Answer _____

Domain II—Leading Learning

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

4. An elementary principal observes a second-grade teacher for 30 minutes during a science lab. The principal sees the following information displayed on the board.

Today's Texas Essential Knowledge and Skills (TEKS) Objective:

2.5(A) Classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid.

As part of the standard observation protocol, the principal asks two students near the end of the lesson, "*What are you learning about today?*" and receives confused looks from both students.

The principal plans to work with the teacher to take steps to improve students' understanding of expectations for each lesson.

Place in order from first to last the steps the principal should have the teacher take when developing student-centered lesson objectives.

State the objective and have students reflect on their mastery level based on the completed learning activity.

Consider what students should know and be able to do based on the TEKS for that lesson.

Display on the board and discuss with students the lesson objective, such as "I can use a scale to measure and classify the mass of different objects."

Break down the skill and content in the TEKS into appropriate daily objectives, taking into consideration how to decrease the formal language and measure mastery.

First

Second

Third

Last

Answer _____

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

5. The principal of a rural elementary school completes an assessment of the school's prekindergarten class using the state-provided rubric. The principal and the prekindergarten teacher meet to review the data, identify strengths and areas for improvement, and make a plan of next steps.

Below is one component of the evaluation.

Prekindergarten Component: Instruction	Feedback on the Instructional Component
Concept and skill development	Concepts and skills are introduced and reinforced throughout the school day.
Daily class schedule	A daily and weekly schedule is posted but inconsistently followed.
Teaching strategies	There are several periods throughout the day when the teacher leads 45-minute whole-group instruction.
Teacher-student interactions	The teacher redirects and reinforces student behavior regularly during lessons.
Planning	The teacher plans with the kindergarten teacher once a week to engage in vertical planning meetings.

Based on the assessment, which of the following is the most appropriate question for the principal to ask to improve the teacher's instruction?

- A. Have you tried using an integrated thematic approach to instructional planning to support students' concept development?
- B. Have you considered scheduling at least 45 minutes a day on fine and gross motor development to curb student behavior problems?
- C. How do you plan for the structuring and grouping of lesson activities in a way that considers student's developmental capacity?
- D. What progress-monitoring tools do you use to gather data, inform intervention plans, and make student referral recommendations?

Answer _____

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

6. After reviewing the campus-wide needs assessment showing that many English learners struggle with reading comprehension due to their current level of vocabulary development, a middle school principal and teachers work collaboratively to implement an initiative to revise district curriculum to increase and improve vocabulary instruction.

Identify the THREE program elements for effective vocabulary instruction that the school should include in its curriculum revisions.

Embed vocabulary instruction in engaging text

Focus on a thorough understanding of a small set of high-utility academic words

Incorporate a structured writing process to assess and promote the use of target words

Study a multitude of words within a long text to increase breadth of understanding

Limit explicit word-learning strategies to advanced students studying challenging texts

Answer _____

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

7. A principal coaches a second-grade teacher who is struggling to determine whether the expectations and work products of a writing lesson taught the day before are at an appropriate level of rigor.

Place the following coaching actions in order from first to last to best help the teacher determine what adjustments may be needed.

Ensure the knowledge and skills needed to create an exemplar response are included in the lesson's activities.

Review the grade-level Texas Essential Knowledge and Skills (TEKS) the lesson is intended to address.

Create an exemplar that defines an ideal student response to exit ticket questions.

Determine whether exit ticket questions for the targeted TEKS lead to the rigor that is demonstrated in the state-mandated assessment questions for the next tested grade level.

First

Second

Third

Last

Answer _____

Domain III—Human Capital

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

8. Which of the following interview strategies should the principal use to best assess the instructional effectiveness of candidates being interviewed?

- A. Asking the candidate what skills he or she possesses to ensure the success of students at the school
- B. Providing the candidate with a lesson plan and asking how it could be improved
- C. Requiring the candidate to reflect on an instructional goal he or she has achieved in the last 3 years
- D. Having the candidate teach a sample lesson and then answer reflective questions about the lesson

Answer _____

Domain IV—Executive Leadership

Competency 007—The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

9. Ms. Sawyer, an elementary principal, develops a short survey for parents of third-, fourth-, and fifth-grade students to gather data on school-home communication trends. The responses are shown below.

Data from Survey	Percent of affirmative parent responses		
	Grade 3 (n=77)	Grade 4 (n=75)	Grade 5 (n=76)
My child's teacher communicates with me when:			
• there are upcoming events and trips	100%	100%	100%
• grade reports are finalized	100%	100%	100%
• my child is beginning to struggle in class	21%	33%	28%
• we need to work together on a plan for helping my child	19%	29%	26%
• my child has failed a class	100%	100%	100%
• my child has success or achievement in school	75%	73%	76%
• a behavior problem occurs in the classroom	73%	80%	89%
• homework has not been completed	91%	84%	71%
• a new topic is about to be taught	25%	27%	20%
• parents can take an active role in supporting learning at home	22%	28%	25%

Based on the survey data, Ms. Sawyer should

- A. implement a set of expectations for proactive home-school communication, including the frequency, formats, and content.
- B. acknowledge grade levels that communicate frequently with parents, while suggesting improvements for those who communicate less frequently.
- C. ask individual grade levels to develop a school-home communication policy that reflects the preferences of parents.
- D. create parent focus groups to discuss and prioritize what topics should represent the majority of communications initiated by teachers.

Answer _____

Competency 007—The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

10. A suburban high school in a wealthy area of town is launching a health science program that will include clinical rotations and certification preparation to ready students for roles in the medical field. Parents and community members were vastly in favor of the program until they found out that application to the program would be open to all students in the district, not just students in the high school's attendance zone. Parents are now expressing apprehension that bringing in outsiders will have a negative effect on the school's achievement results and overall reputation.

The principal will address the issue most effectively by taking which TWO of the following steps?

- A. Asking district officials to consider moving the health science program to a high school in a different part of the district
- B. Requesting that the Parent-Teacher Association (PTA) receive and respond to questions about the program from the parents and community
- C. Meeting with parents to discuss the program's purpose and to understand their ideas and concerns about the program and its expansion
- D. Allocating the majority of the openings in the health science program to students living in the attendance zone in order to address parents' concerns
- E. Discussing with stakeholders the value of having a diverse student population as the new program is implemented

Answer _____

Domain V—Strategic Operations

Competency 010—The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

11. Mischa is a first-grade student with an orthopedic impairment who has received special education services since kindergarten. After enrolling her in a new school, Mischa's parents contact the principal to request special transportation for her instead of having her use the transportation services for nondisabled students. Which of the following principal responses to the parents' request is most appropriate?

- A. Informing Mischa's parents that an Admission, Review and Dismissal (ARD) meeting will be scheduled to immediately discuss the most appropriate transportation service
- B. Asking the parents to provide written documentation from a licensed physician that explains Mischa's need for accommodated transportation
- C. Contacting the district transportation department to schedule bus service that accommodates Mischa's physical impairment

- D. Updating Mischa's Individualized Education Program (IEP) to reflect that specialized transportation services are required to meet the student's needs

Answer _____

Competency 010—The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

12. For the past three years, a high school has allocated state funds for resources and staff as part of a campus-based compensatory education program. When planning for the next school year, the principal and campus improvement committee must keep in mind that resources from the State Compensatory Education (SCE) program can be redirected in which of the following circumstances?

- A. Evaluations show that the school's program is unsuccessful in achieving desired outcomes for students who are at risk of dropping out.
- B. Expenditures for the school's program exceed \$500,000 or exceed expenditures for the regular education program, whichever is greater.
- C. The school is enrolling students in the program who have performed satisfactorily on readiness tests and state assessments.
- D. The school's site-based decision-making committee fails to include an extended-year program in the campus improvement plan.

Answer _____

Competency 010—The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

13. A principal joins the faculty of a high school with a high number of student suspensions, especially among African American and Hispanic males. The student discipline team shares with the principal that the former administration addressed the problem by instituting zero-tolerance policies and increasing the length and severity of disciplinary consequences. Despite being in place for two years, the new policies have failed to reduce the number of suspensions or the disproportionate number of suspensions among males in these two student groups. The team looks to the new principal for guidance in going forward. Which of the following is the best direction for the principal to recommend?

- A. Basing discipline policies on behavioral conditioning that reinforces desired behavior with rewards and eliminates misbehavior by removing rewards
- B. Shifting the focus of discipline from punishment and exclusion to practices that build students' ability to reflect, accept accountability, and take action to change
- C. Instituting a schoolwide respect-building program that incentivizes desired behavior with tokens students can use to earn privileges or redeem a reward
- D. Weighting infractions as minor or major, with prescribed action steps for addressing each before suspension is considered as a disciplinary consequence

Answer _____

Domain VI—Ethics, Equity, and Diversity

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

14. A superintendent reviews with principals district-wide data on allegations of abuse and sexual misconduct by staff members.

- 24% increase in allegations of staff members being involved in a sexual relationship with a minor
- 18% increase in reports that an educator's employment was terminated for sexual misconduct at another district, and the educator applied for employment in our district
- 11% increase in allegations of physical abuse by a staff member of a student

In response to the recent rise in alleged misconduct by staff, each principal focuses on ensuring the safety and well-being of all students.

For each row, determine if the principal's action appropriately or inappropriately responds to allegations of sexual misconduct or abuse by staff members.

Principal's Action	Appropriate	Inappropriate
Reporting incidents to the superintendent when a staff member resigns, is terminated, or is arrested for soliciting sexual contact with a minor		
Discontinuing the investigation into an allegation of a romantic relationship with a student when the employee resigns		
Refraining from including law enforcement, Child Protective Services, and the district human resources department in the investigation process until the allegation is confirmed		
Documenting the investigation in writing to assist with information being reported by the superintendent to the State Board for Educator Certification within 7 days		

Answer _____

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

15. Ms. Desiderio, an elementary school principal, observes Ms. Childs leading a reading lesson on common elements of notable American poems. During the lesson, Ms. Childs refers to a previous All About Me lesson during which Namiko, a student, shared about her love of writing haiku and senryu poems. Ms. Childs planned for and then led a class discussion on how poetic elements in Japanese poetry relate to those in poems being studied in class. Ms. Desiderio communicates positive feedback after the lesson. In which of the following ways did Ms. Childs support Namiko's learning?

- A. She established high expectations for learning and modified the curriculum to accommodate the student's current needs.
- B. She used language that is easily accessible to an English learner to ensure that the student understood what she was asking.
- C. She structured a learning environment that accommodated the student's interests so the student would feel safe and supported enough to take risks in the classroom.
- D. She acknowledged a student's lived experience and connected it to the material she was teaching to place student culture at the center of learning.

Answer _____

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

16. In order to support a strong school culture, a middle school principal proposes a counseling program that integrates career, character, and leadership education into classroom academic lessons. Implementing the program involves collaboration between teachers and school counselors to teach integrated lessons. After introducing the new initiative and its core principles, the teachers and counselors are ready to begin implementation. Which of the following is the principal's best next step?

- A. Preparing a schedule of team-teaching opportunities for teachers and counselors to begin teaching lessons and measuring student mastery
- B. Allowing time for counselors to observe classes to get a sense of each teacher's teaching style
- C. Providing the program's student-learning objectives with a list of selected academic classes and lessons for integration
- D. Having teachers and counselors review content standards and the program's student-learning objectives to determine appropriate lesson placement and sequence

Answer _____

Clustered Sets

Questions 17–20 refer to the following information.

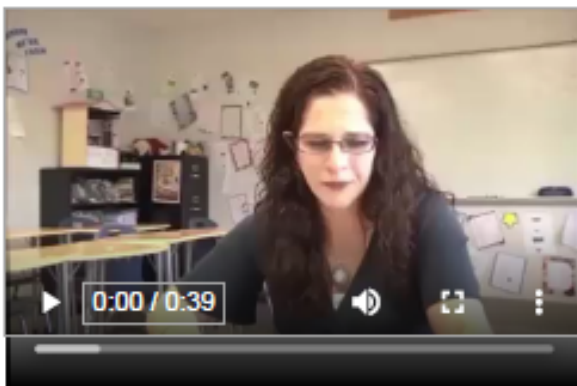
Review the question and the 1-minute video clip of a post-observation conference.

Mr. Ramirez is a principal in a 9–12 high school. A few days ago, he observed the eleventh-grade English literature class of Ms. O'Toole, an experienced teacher. The class had just concluded their study of the novel *Candide*, and Ms. O'Toole had planned an independent practice involving small groups of students discussing open-ended questions and drawing conclusions about the novel.


During the post-observation conference, Mr. Ramirez asks Ms. O'Toole to identify an aspect of the lesson that did not go as planned. Refer to the following video where Ms. O'Toole responds to the principal's question.

Video of the Teacher's Reflections During a Post-Observation Conference

Review the 1-minute video clip of a post-observation conference.



[Play video in new window](#)

[View a transcript of the video](#) 

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

17. Ms. O'Toole indicates that she is discouraged by the lack of understanding in the conclusions the students drew about the novel's main character. Which of the following is Mr. Ramirez' most appropriate initial response to Ms. O'Toole?

- A. "Discouragement builds perseverance and resilience; you should see this as an opportunity to reflect on the students' performance and range of ability levels."
- B. "Students at this grade level must assume considerable responsibility for the success of any assignment; this prepares them to succeed in higher education."
- C. "I hear you saying that you were unhappy with students' performance. We can work together to set rigorous instructional goals and identify strategies to reach those goals."
- D. "There will always be students who do not understand complex concepts; we can only try to develop their thinking skills and maintain rigorous standards."

Answer _____

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

18. Mr. Ramirez recommends action steps for Ms. O'Toole to follow to ensure that her independent practice meets her instructional goals. Place in the correct sequence the action steps Ms. O'Toole should take when planning and implementing independent practice.

Give students a targeted writing task to complete prior to the lesson

Monitor and cue students to reconsider incorrect perceptions or conclusions

Script out the ideal conclusions that students should draw

First

Third

Answer _____

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

19. Ms. O'Toole seeks advice from Mr. Ramirez about how to plan the lesson for the next day, considering that many students drew inaccurate conclusions about the novel's main character. Which of the following is the best strategy for Mr. Ramirez to recommend?

- A. Asking students to reconsider the previous day's discussion questions during a whole-class meeting
- B. Using direct instruction to point out evidence in the novel that supports the dynamic evolution of the main character
- C. Modeling a think-aloud for students that demonstrates how to cite the novel to support conclusions
- D. Providing students with a scholarly commentary about the roles of the different characters in the novel

Answer _____

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

20. Mr. Ramirez concludes that Ms. O'Toole will benefit from coaching on how to address the problem of students reinforcing misconceptions or misunderstandings when participating in independent practice. Which of the following is the best recommendation he can give Ms. O'Toole?

- A. Placing students in mixed-ability groups rather than same-ability groups
- B. Anticipating and preparing for errors that individual students or groups might make
- C. Differentiating the content and product rather than the instructional activity
- D. Providing less capable students with questions that require low-level thinking skills

Answer _____

Questions 21–24 refer to the following information.

Ms. Washington, a high school principal, is hired for a low-performing school and will lead a turnaround initiative. As part of the initiative, Ms. Washington screened all existing faculty and staff at the end of the previous school year against district-developed criteria for effective teachers and did not rehire 25 percent of the team.

Ms. Washington will work with an intervention team composed of campus leadership, teachers, and instructional specialists to ensure significant gains in student achievement within two years. Ms. Washington meets with the campus improvement committee members, who share that staff members are apprehensive about possible changes as a turnaround campus. In response, Ms. Washington prepares facilitation notes for the first faculty meeting and identifies four key points that she will present at the first faculty meeting.

Ms. Washington also sets aside time to review the previous principal's records that document student progress throughout the last school year.

Documents

1. Ms. Washington's Facilitation Notes for First Faculty Meeting
2. Campus Profile
3. STAAR Percent at Approaches Grade Level or Above
4. Previous Principal's Student Progress Monitoring Chart

Ms. Washington's Facilitation Notes for First Faculty Meeting

Our school has been designated as a low-performing school because our students have underperformed academically for two years. Many turnaround schools have challenges similar to ours in ensuring that all students achieve standards while closing the achievement gaps for students living in poverty, those from low-performing student groups, and students with disabilities.

School turnaround is a challenging undertaking, and studies indicate that strong leadership, professional learning opportunities, use of data for instructional decisions, and a collaborative school culture are successful practices. I intend to provide the strong leadership needed to place our school among those that return to satisfactory performance and look forward to working with you to make that happen.

Key Point 1

Important work needs to be done to improve the curriculum and instruction we are providing our students. Change is difficult. It will be critical that 100% of teachers are open to new collaborative structures and best practices. I will begin joining you at your weekly team meetings to start this work quickly.

Note to self: Those of you who have been here for many years may be resistant to this type of change.

Key Point 2

To begin addressing student performance issues, we must know our students and their needs, home challenges, and academic weaknesses through interim and summative assessments. We need to know each student's mastery, or lack of, after every lesson and concept has been taught. I know this approach is starkly different than what you are used to doing, as many of you have shared that you value your autonomy in planning and instruction, but we must open our doors and begin working together.

Key Point 3

We must stand together, taking risks to achieve our shared campus vision and goals. I will need your ideas, ingenuity, and leadership to develop a new plan that creates new possibilities for our students. Your commitment to these efforts is invaluable!

Key Point 4

We will be working on high-leverage actions that will bring about rapid, measurable progress in some key areas. I will also be implementing equally high-leverage and innovative methods for acknowledging progress toward meeting our academic goals.

Campus Profile

	Campus Count	Campus Percent	District	State
TOTAL STUDENTS	494	100%	1,786	5,284,252
ETHNIC DISTRIBUTION				
African American	5	1.0%	0.4%	12.6%
Hispanic	422	85.4%	85.0%	52.2%
White	65	13.2%	13.9%	28.5%
American Indian	0	0.0%	0.1%	0.4%
Asian	1	0.2%	0.2%	4.0%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	1	0.2%	0.4%	2.1%
Economically Disadvantaged	350	70.8%	70.4%	59.0%
Non-Educationally Disadvantaged	144	29.2%	29.6%	41.0%
English Language Learners (ELL)	19	3.9%	4.9%	18.5%
Students with Disciplinary Placements	16	3.1%	1.4%	1.5%
At-Risk	259	52.4%	53.8%	50.1%
Mobility	102	19.6%	16.6%	16.5%

STAAR Percent at Approaches Grade Level or Above

	State	District	Campus	African American	Hispanic	White	Special Ed	Econ Disadv	ELL
END OF COURSE									
English I	65%	42%	42%	*	40%	80%	28%	42%	*
English II	67%	49%	49%	*	48%	85%	*	49%	*
Algebra	78%	48%	46%	*	40%	80%	28%	43%	*
Biology	87%	75%	75%	*	73%	89%	47%	72%	*
U.S. History	91%	78%	78%	*	77%	88%	42%	70%	*

An asterisk (*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).

Previous Principal's Student Progress Monitoring Chart Percentage of Students Meeting Standard

	Goal	All Students		
		1 st 9 Weeks Benchmark**	2 nd 9 Weeks Benchmark	3 rd 9 Weeks Benchmark
English I	65%	50%	51%	53%
English II	67%	55%	58%	58%
Algebra	78%	40%	42%	44%
Biology	87%	65%	67%	68%
U.S. History	91%	65%	70%	72%

**"Benchmarks" refer to cumulative mock STAAR exams administered to students.

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

21. Given the characteristics of turnaround schools and the indicators of success, which of the following actions should the principal consider to best proactively address the resistant teachers mentioned in Key Point 1?

- A. Communicating nonnegotiable, goal-oriented expectations for committing to the schoolwide vision and establishing support structures to facilitate the change process
- B. Recruiting new staff in core content areas and special education to support the learning of at-risk students
- C. Planning a campus-wide incentive system to encourage resistant staff to actively promote and support campus change initiatives
- D. Encouraging teachers with the most years of teaching experience to mentor resistant teachers on effective instructional strategies

Answer _____

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

22. Which of the following is the primary outcome of systematically implementing and monitoring the instructional data described in Key Point 2 of the principal's facilitation notes?

- A. The school leadership team will have multiple data points about teachers and students to consider when forming action plans for the coming year.

- B. The district administration will have confirmation that the turnaround initiative is being implemented conscientiously.
- C. The review of data sources and facilitation of teacher discussions will identify gaps and improve instructional practices to better support student learning needs.
- D. The stakeholders will have information about progress being made toward moving the school from underperforming to performing satisfactorily.

Answer _____

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

23. When considering Key Point 3, the principal acknowledges that it will be difficult to sustain and inspire staff through the turnaround initiative. Which of the following actions most clearly demonstrates the principal's commitment to the change process?

- A. Waiting long enough to compile longitudinal evidence that implemented programs are showing positive results
- B. Creating a common purpose when conflicts arise from introducing strategies that may challenge existing district and school norms
- C. Identifying staff members with the leadership potential to continue the turnaround initiative over the long run
- D. Having ready alternate strategies to implement should staff members show resistance to the strategies identified by the school leadership team

Answer _____

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

24. Ms. Washington recognizes the need for an upgraded approach to assessing and documenting student progress. Which TWO of the following principal actions improve on the previous principal's approach to measuring student progress?

- A. Implementing interim assessments that evaluate what students have learned during each grading period
- B. Establishing and communicating more rigorous goals to students before they complete the benchmark assessments
- C. Disaggregating assessment data and assessment questions to determine an action plan for all student groups
- D. Including a side-by-side comparison of the school's benchmark assessment results and results from campus comparison groups
- E. Incorporating a diagnostic assessment and end-of-year assessment to capture a better range of student growth

Answer _____

Questions 25–29 refer to the following information.

Ms. Contreras, the principal of Oak Tree Middle School, which is located in an urban area, reviews the campus profile and results from the latest state-mandated assessment. Ms. Contreras observes that the achievement gap has widened between Hispanic and White students and resolves to work toward closing this gap. Ms. Contreras also reviews student and teacher demographics over the last ten years.

Ms. Contreras decides to give an open-ended questionnaire to collect data on teachers' perceptions of their responsiveness to shifting demographics. She discusses some of the most notable open-ended teacher responses during her weekly meeting with the lead teachers from each department.

Ms. Contreras and the department leads, as part of their effort to close achievement gaps, form a plan for helping teachers develop cross-cultural competence so that they are better able to learn and build on the varying cultural and community norms of students and their families. During weekly team meetings, she trains the department leads on how to promote a culturally responsive learning environment. As part of that training, she provides department leads with guidelines to take back to their teams.

Team Meeting Discussion Guidelines

- Stay actively engaged in the conversation.
- Accept that there will be some discomfort.
- Always speak truthfully and sincerely.
- Recognize that you may not have closure.

Documents

1. Campus Profile
2. STAAR Percent at Approaches Grade Level or Above–Current Year
3. Oak Tree Student and Teacher Demographics
4. Teacher Questionnaire

Campus Profile

	Campus Count	Campus Percent	District	State
STUDENTS' ETHNIC DISTRIBUTION				
African American	92	11.6%	10.1%	12.6%
Hispanic	306	38.5%	28.4%	52.2%
White	326	41.1%	44.5%	28.5%
American Indian	6	0.8%	0.5%	0.4%
Asian	36	4.5%	13.0%	4.0%
Pacific Islander	2	0.3%	0.1%	0.1%
Two or More Races	26	3.3%	3.4%	2.1%
Economically Disadvantaged	368	46.3%	32.6%	59.0%
Noneducationally Disadvantaged	426	53.7%	67.4%	41.0%
English Language Learners (ELL)	101	12.7%	15.5%	18.5%
Students with Disciplinary Placements	18	2.2%	1.4%	1.5%
At-Risk	420	52.9%	35.9%	50.1%
Mobility	55	6.8%	10.6%	16.5%

STAAR Percent at Approaches Grade Level or Above—Current Year

	State	District	Campus	African American	Hispanic	White	Two or More Races	Special Ed	Econ Disadv	ELL
GRADE 6										
Reading	69%	77%	63%	63%	53%	82%	*	40%	54%	57%
Mathematics	72%	79%	65%	67%	54%	83%	*	42%	53%	60%
GRADE 7										
Reading	71%	79%	64%	64%	54%	85%	*	41%	54%	47%
Mathematics	69%	68%	65%	68%	52%	86%	*	43%	53%	59%
Writing	69%	77%	67%	69%	50%	82%	*	39%	47%	49%
GRADE 8										
Reading	87%	92%	69%	71%	57%	89%	86%	43%	53%	65%
Mathematics	82%	87%	67%	69%	54%	85%	83%	44%	58%	62%
Science	75%	79%	65%	67%	53%	84%	82%	40%	52%	59%
Social Studies	63%	72%	63%	65%	52%	83%	80%	41%	49%	53%

An asterisk (*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).

Oak Tree Student Demographics

	10 Years Ago	5 Years Ago	Current Year
Hispanic	24%	32%	39%
White	65%	54%	41%
African American	8%	10%	12%
Asian	3%	4%	5%

Oak Tree Teacher Demographics

	10 Years Ago	5 Years Ago	Current Year
Hispanic	20%	21%	23%
White	75%	66%	62%
African American	5%	8%	11%
Asian	0%	5%	0%

Teacher Questionnaire
(65 teachers completed the questionnaire)

Question	Likert Scale Responses	Sample Teacher Responses
1. To what degree do you tailor instruction to address cultural diversity?	1. – Not at all (50%) 2. – Rarely tailor instruction (50%) 3. – Sometimes tailor instruction 4. – Often tailor instruction 5. – Always tailor instruction	<ul style="list-style-type: none"> • I try to look past any race or ethnicity differences when I teach a lesson. I don't want students to feel singled out. • I focus instructional improvement strictly on TEKS. • I promote inquiry and collaboration in my classroom, which meets all students' needs.
2. How comfortable are you with disaggregating assessment data and analyzing disparities in achievement between ethnic groups?	1. – Not comfortable (20%) 2. – Slightly comfortable (50%) 3. – Somewhat comfortable (30%) 4. – Moderately comfortable 5. – Extremely comfortable	<ul style="list-style-type: none"> • I think focusing on ethnicity can lead to unnecessarily lowering expectations for students. • I am comfortable disaggregating data, but I think we should only look at grouping the kids who did poorly on the benchmarks.
3. To what degree does a student's ethnicity affect his or her success in school?	1. – Not at all (60%) 2. – Slightly affects (40%) 3. – Somewhat affects 4. – Moderately affects 5. – Greatly affects	<ul style="list-style-type: none"> • I don't think ethnicity or race has an impact on students' ability to succeed in my class. • I am African American and grew up with a strict mother; if I made it through school without feeling I was being treated differently, then these kids should be able to also.
4. What do you think is the primary reason for the existing achievement gap at our school?	n/a	<ul style="list-style-type: none"> • Student effort is the primary reason. If students work hard, they can achieve. The students who are scoring low on tests are not putting the same effort in as the students who are doing well. • A lack of resource teachers is the primary reason. We need more teachers who can pull kids out for small-group interventions. • I believe that all students have had an equal opportunity to succeed at high

			levels. Some students are just naturally more inclined to succeed and others are not, regardless of how much support that I provide.
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Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

25. After receiving questions from the department leads about the new focus, Ms. Contreras should articulate that the primary goal of the initiative is to improve equity by

- A. celebrating the school as a hub of multiculturalism.
- B. recognizing students' cultures as assets to the learning process.
- C. promoting teachers' acceptance of diverse cultural norms.
- D. encouraging positive relationships among a range of cultural groups.

Answer _____

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

26. As Ms. Contreras uses the teacher questionnaire responses to guide an initial discussion with the department leads, she should primarily keep in mind that

- A. teachers will need support in overcoming personal blind spots in order to harness cultural differences to improve learning.
- B. teachers need to reassess curriculum and support processes to better ensure academic success for students in all cultural groups.
- C. teachers are culturally aware and culturally competent but need more direction in being advocates for the cultural proficiency of others.
- D. teachers may require intensive support to enhance their instructional strategies to remove inherent perceptions of the superiority of specific cultures.

Answer _____

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

27. As part of the department meetings, Ms. Contreras and the department leads review the questionnaire and decide to make the first question a key focus. As teams reflect and create collaborative goals for improvement, the primary focus should be on

- A. ensuring culturally relevant curricula are delivered in a way that addresses students' interests and learning styles.
- B. equipping all teachers with the tools necessary for communicating curriculum expectations to diverse families.
- C. fostering a culture of respect in classrooms through character education curricula that integrate schoolwide norms.
- D. confirming that the instructional focus is based on the results of interim assessments broken down by curriculum standards.

Answer _____

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

28. The department lead develops the following plan to begin working with the English teachers to address the achievement gap.

English Department Meeting 1:

- Review with teachers the meeting guidelines and the principal's expectations for student performance
- Discuss possible types of student learning data that can be reviewed to identify student-learning problems
- Develop a calendar of key assessments to review in conjunction with the assessment and student samples
- Review student performance by student group, including ethnicity

During meeting 1, several teachers are resistant to the expectation and do not see value in looking at student performance by student group. Teachers feel that some of their students are performing well and that other student groups need to put forth more effort.

Which of the following pieces of coaching advice should the principal provide to the department leader to help facilitate the change process?

- "Early in the data review process, you should try to refocus teachers on data review timelines and record the team's concerns as they are shared. Let's take a look at the assessment calendar the team developed and see if it is reasonable for teachers' busy schedules."
- "It is critical for you to allow a relaxed dialogue structure that encourages teachers to be active in dialogue if they are comfortable or gives them the option of joining the conversation later. Let's design some broad guiding questions that you can use to frame the discussions."
- "Issues of ethnicity and culture should be secondary when examining student performance data and engaging in collaborative inquiry to encourage teachers to delve into the data. Let's try to develop a template you can use to focus the conversations on open-ended questions the team can generate in response to the data."
- "Each individual's response to differences in ethnicity and culture deeply affects how he or she interprets data and has a profound impact on student learning. Let's develop a meeting protocol you can use to raise teachers' awareness of their own cultural proficiency and ensure that your team digs into the data and assessment questions."

Answer _____

Competency 009—The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

29. After Ms. Contreras works for a year to improve equity at the school, which TWO of the following pieces of data would quantify that important improvements have been made at the campus?

- An increase in mathematics STAAR results in the sixth and seventh grades
- A change in teacher demographics to more closely resemble student demographics
- A decrease in the number of English learners receiving services at the school
- A shift in results on the questionnaire to show that the majority of teachers do not think ethnicity affects student success

E. An increase in Hispanic student performance on STAAR reading at all three grade levels

Answer _____

Questions 30–33 refer to the following information.

Mr. Flores, an elementary principal, creates a schedule of activities at the beginning of the year and uses it weekly to ensure his time is used effectively to achieve school goals for student achievement. As part of his vision for a successful school, he develops a checklist that he uses as the foundation for collecting evidence during his scheduled classroom walk-throughs and provides the checklist to teachers after visiting classrooms.

On Monday, Wednesday, and Friday mornings, Mr. Flores meets with the administrative team to check in, discuss pertinent school issues, and clarify duties. He uses an agenda to guide these meetings and document the topics that were addressed.

In addition to conducting frequent meetings with the administrative team, Mr. Flores schedules time each week to lead collaborative grade-level teams. During these meetings, the grade-level chair records minutes and provides copies to all team members.

Documents

1. Mr. Flores' Weekly Schedule
2. Classroom Walk-Through Checklist
3. Administrative Team Meeting Agenda

Mr. Flores' Weekly Schedule

Time	Monday (8 walk-throughs)	Tuesday (6 walk-throughs)	Wednesday (5 walk-throughs)	Thursday (9 walk-throughs)	Friday (8 walk-throughs)
7:00 – 8:00	Help with bus and car drop-off	Monitor halls and greet staff	Help with bus and car drop-off	Monitor halls and greet staff	Help with bus and car drop-off
	Administrative team meeting		Administrative team meeting		Administrative team meeting
8:00 – 9:00	Walk-through- Pre-K Class 1	Walk-through- Pre-K Class 2	Walk-through- Pre-K Class 3	Walk-through- Pre-K Class 4	Walk-through- PE
	Walk-through- Kindergarten Class 1	Walk-through- Kindergarten Class 2	Walk-through- Kindergarten Class 3	Walk-through- Kindergarten Class 4	Walk-through- Kindergarten Class 5
9:00 – 10:00	Walk-through- First-grade Class 1	Walk-through- First-grade Class 2	Facilitate kindergarten team meeting	Walk-through- First-grade Class 3	Walk-through- Music
		PTA board meeting		Walk-through- First-grade Class 4	
10:00 –	Facilitate fifth-	Walk-through-	Facilitate	Walk-through-	Walk-through-

11:00	grade team meeting	Second-grade Class 1	fourth-grade team meeting	Second-grade Class 3	Special Education Resource
		Walk-through-Second-grade Class 2		Walk-through-Second-grade Class 4	Walk-through-Art
11:00 – 12:00	Walk-through-Third-grade Class 1	Facilitate third-grade team meeting	Walk-through-Third-grade Class 3	Walk-through-Third-grade Class 4	Facilitate second-grade team meeting
	Walk-through-Third-grade Class 2			Lunch and answer e-mails and return calls	Lunch and answer e-mails and return calls
12:00 – 1:00	Lunch and answer e-mails and return calls	Lunch and answer e-mails and return calls	Weekly district principals' meeting (off campus)	Lunch and answer e-mails and return calls	Lunch and answer e-mails and return calls
1:00 – 2:00	Walk-through-Fourth-grade Class 1	Facilitate first-grade team meeting		Walk-through-Fourth-grade Class 4	Walk-through-Fourth-grade Class 4
	Walk-through-Fourth-grade Class 2		Walk-through-Fourth-grade Class 3	Facilitate Pre-K team meeting	Walk-through-Fourth-grade Class 5
2:00 – 3:00	Walk-through-Fifth-grade Class 1	Walk-through-Fifth-grade Class 2	Walk-through-Fifth-grade Class 3	Walk-through-Fifth-grade Class 4	Walk-through-Fifth-grade Class 5
	Monitor dismissal	Monitor dismissal	Monitor dismissal	Monitor dismissal	Monitor dismissal
3:00 – 4:00	Site-based decision-making committee	Answer parent calls and respond to e-mails	Faculty meeting	Complete campus and district reports	Answer parent calls and respond to e-mails

Classroom Walk-Through Checklist

Expectation	Yes	No
Daily learning objectives are posted and easily seen.		
Word wall is present for each content area.		
Color-coded behavior management system is utilized.		
Labeled craft sticks are used to ensure equity in calling on students.		
Student desks are placed in groups of four or five.		
Students are engaged during lessons.		
Clear procedures are in place for independent work.		
Workstations and centers are organized and neat.		
Lesson plans are easily accessible in a binder.		

Administrative Team Meeting AGENDA		
Date: 9/18	Time: 7:30 AM	Location: Mr. Flores' office
Meeting called by	Mr. Flores	Attendees Ms. Markey (Assistant Principal) Ms. Thomas (Instructional Coach) Mr. Farrad (Magnet/GT/Title I Coordinator)
Type of meeting	Check in	
Facilitator	Mr. Flores	

Updates	Person responsible
Discipline data	Ms. Markey
Attendance data	Mr. Farrad
Instructional materials	Ms. Thomas

Action items	Person responsible	Deadline
Conduct training at the next faculty meeting on how to use the new schoolwide behavior management system.	Ms. Markey	2 weeks
Create a bulletin board graph that shows the school's increase in student attendance percentages.	Mr. Farrad	1 week
Complete inventory of all consumable and nonconsumable textbooks.	Ms. Thomas	2 weeks
In preparation for facilitating collaborative team meetings:		
Prepare agendas and materials for next week's collaborative team meetings.	Mr. Flores	1 week
Review progress monitoring protocols.	Mr. Flores	1 week
Analyze grade-level benchmark assessment data by standard.	Mr. Flores	1 week
Create a new lesson plan format that highlights aspects of the walk-through checklist.	Mr. Flores	1 week

Notes:

Competency 008—The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

30. After analyzing his schedule, Mr. Flores realizes that he has multiple areas for improvement. Which TWO of the following changes should Mr. Flores make to ensure effectiveness as an instructional leader?

- A. Scheduling time throughout the day to answer e-mails, address discipline referrals, and return calls
- B. Moving weekly administrative team meetings to the end of the instructional day
- C. Varying the times of day in which individual teachers are observed
- D. Reducing the number and duration of walk-throughs to incorporate coaching conferences
- E. Facilitating all collaborative team meetings on the same day of the week

Answer _____

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

31. Mr. Flores currently uses his checklist as the primary tool for documenting a teacher's performance during a walk-through. Which TWO of the following identify the significant drawbacks of relying on the checklist?

- A. There are no classroom management practices that contribute to an effective instructional environment.
- B. There is no continuum of performance expectations that accommodates teacher effectiveness and reflection.
- C. The schoolwide nonnegotiables cannot be feasibly implemented by either novice or experienced teachers.
- D. The limited range of instructional considerations do not help the observer document relevant evidence.
- E. The statements rely on judgments, which are subjective and prone to inconsistencies.

Answer _____

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

32. In order to more effectively utilize Ms. Markey, Mr. Farrad, and Ms. Thomas, the principal should first consider

- A. training them to take on instructional leadership roles and dividing coaching responsibilities based on teacher need and instructional expertise.
- B. encouraging them to develop their own action items and deadlines, based on the most critical needs of students and teachers.
- C. leveraging their expertise by asking them to facilitate the weekly grade-level collaborative teacher team meetings.
- D. using their knowledge of data systems to catalyze a schoolwide culture of collaborative inquiry and data analysis.

Answer _____

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

33. After evaluating the action items from the administrative team meeting, Mr. Flores should prioritize

- A. working with lead teachers to ensure that the increase in student attendance is maintained through the next grading period.
- B. creating a lesson plan format that aligns with the walk-through checklist that he uses daily in teachers' classrooms.
- C. building the leadership capacity of lead teachers by working with them to create a shared sense of ownership for their team meetings.

D. establishing consistent progress-monitoring protocols that teachers can use with their intervention groups.

Answer _____

Questions 34–38 refer to the following information.

Ms. Okeke is hired as principal of Maron Elementary, a pre-K–5 school in an urban district. Maron Elementary currently has three classrooms of four-year-old prekindergarten students, all of whom are taught by monolingual teachers with English as a Second Language certifications. Between 90% and 95% of the twelve English Learners (ELs) in prekindergarten classes speak Spanish as their first language.

Ms. Okeke establishes the following goals for the school's prekindergarten program:

1. Promote instruction that aligns with the Texas Prekindergarten Guidelines.
2. Ensure that 100% of prekindergarten students are kindergarten ready by the end of any given school year.
3. Close any existing achievement gaps between prekindergarten student groups.

After the first semester, Ms. Okeke examines data related to kindergarten readiness in order to target areas of need. She then reviews the prekindergarten guidelines and expected outcomes and uses them as a reference to conduct classroom observations of each prekindergarten class.

Documents

1. Skill-Specific Kindergarten Readiness Data for Current School Year
2. Anecdotal Records/Notes by a Prekindergarten Teacher, Mr. Auckland
3. Walk-through Form: Classroom Environment and Language and Communication

Skill-Specific Kindergarten Readiness Data for Current School Year

Domain Assessed	Percent of Students that Met the Beginning-of-Year Target	Percent of Students that Met the Middle-of-Year Target
<i>I. Emergent Literacy–Reading</i>		
Phonemic awareness: syllable segmenting	17%	41%
Phonemic awareness: initial sounds	18%	41%
Alphabet knowledge: letter names	20%	50%
Concepts of print: distinguishing print elements and direction	11%	45%
Comprehension of text read aloud	26%	42%
<i>II. Emergent Literacy–Writing</i>		

Writing conventions: first name	18%	30%
Writing conventions: letters	17%	30%
III. Language and Communication		
Follows single and multistep directions	20%	41%
Speech production (intelligible speech)	70%	76%
Expressive vocabulary	17%	23%
Receptive vocabulary	26%	30%
Uses common phrases and academic language	15%	23%
Speaks in complete sentences	20%	24%
IV. Mathematics		
Numeral identification	26%	52%
Verbal and tactile counting	20%	50%
Adding and subtracting	18%	23%
Geometry and spatial sense language	27%	48%
Comparison	14%	45%
V. Health and Wellness		
Gross motor skills	59%	61%
Fine motor skills	48%	64%
Self-care, self-awareness and self-regulation	41%	59%
Relationship skills	27%	56%
Communicates wishes, feelings, and needs	30%	50%
Motivation and engagement	55%	70%

Anecdotal Records/Notes by a Prekindergarten Teacher, Mr. Auckland

Activity:	Learning Centers
Date & Time:	9/15 9:25 a.m.
Focus of observation: Language	End of Prekindergarten Year Outcome: I.B.2.b Child can communicate basic emotions/feelings.
Student 1–	Teacher models in dramatic play center how to prepare a snack for a friend.

Sammy	Sammy becomes angry and throws the kitchen items into the sink saying, " <i>I don't need to help in the kitchen.</i> "
Student 2– Gabriella	Teacher tries to get Gabriella's attention after she hides under the table in the block center. Gabriella says, " <i>I was wistening to fend.</i> "
Student 3–Kieran	Kieran is working in the art center when another student asks to take the cup of red paint. Kieran says, " <i>Can we put it in the middle to share?</i> "
Student 4– Ignacio	Ignacio is working calmly in the science center sorting plastic animals. Another student comes and suggests sorting the animals by whether they walk or fly. Ignacio becomes angry and yells " <i>Tey are mine!</i> " before scooping up all of the animals.

Activity:	Learning Centers
Date & Time:	9/20 1:20 p.m.
Focus of observation: Behavior	End of Prekindergarten Year Outcome: I.B.1.b Child takes care of and manages classroom materials.
Student 1– Sammy	Sammy struggles with cleaning up his work in the art center. He asks another student, " <i>Can you help me?</i> "
Student 2– Gabriella	Gabriella works quietly in the puzzle center but seems to have taken apart five puzzles without putting any of them back together.
Student 3–Kieran	Kieran is organizing blocks by size. He says, "Blocks have to fit together on the shelf like a puzzle."
Student 4– Ignacio	Ignacio seems frustrated with the science center. He asks, " <i>I already seen these animals. Can I move to art?</i> "

Activity:	Learning Centers
Date & Time:	9/27 9:25 a.m.
Focus of observation: Vocabulary	End of Prekindergarten Year Outcome: II.D.1 Child uses a wide variety of words to label and describe people, places, things and actions.
Student 1– Sammy	Teacher talks with Sammy, who is having trouble naming objects related to the topic of clothing.
Student 2– Gabriella	Teacher puts on a sun hat in the dramatic play center and talks with Gabriella about wearing a hat on a hot day. Teacher asks Gabriella about clothing to wear on a cold day. Gabriella is not able to describe a type of clothing that you wear on a cold day.
Student 3–Kieran	Teacher asks Kieran to look at pictures of clothing and sort the pictures by type of clothing. Kieran says, " <i>How do I know which go together?</i> "
Student 4– Ignacio	Ignacio comes to the dramatic play center and calls every item "clothing" rather than by its appropriate name.

Walk-through Form: Classroom Environment and Language and Communication
Prekindergarten Teacher: Mr. Auckland Date: 9/27

Observation Criteria	Observed	Not Observed	Comments
Classroom Environment			
<i>Classroom space is organized into distinct learning centers.</i>	X		Eight learning centers in rotation; multiple materials in each related to the theme of clothing
<i>Daily schedule includes small group instruction.</i>	X		Observed Mr. Auckland meet with a small group for phonemic awareness instruction; he utilized appropriate prompting and questioning but provided no opportunity for student-to-student interaction.
<i>Teacher maximizes instructional time by using effective classroom routines, preparing materials ahead of time, and planning for transitions.</i>	X		
<i>Students have access to technology to support learning.</i>		X	Three student computers available, but not utilized as a center; lesson plans indicate weekly computer lab time for students to use for the digital early reading program.
Language and Communication			
<i>Teacher introduces new vocabulary.</i>	X		Mr. Auckland introduces twelve new vocabulary words about clothing (including "beret" and "blouse") and has an interactive game to have students learn about the different names of clothing.
<i>Back and forth conversation exchanges occur between teacher and students.</i>	X		
<i>Teacher names/labels various items, materials, and centers.</i>	X		
<i>Teacher scaffolds students' language and encourages conversation.</i>		X	
<i>Students' work samples are displayed.</i>	X		Work samples hanging on the walls included artwork and cut-and-paste activities
<i>A variety of age-appropriate books are available.</i>	X		Primarily fiction; a good range of culturally diverse fiction titles for read-alouds available

<i>Anecdotal records are frequently used to document student language and communication.</i>	X	Observed Mr. Auckland taking anecdotal records during the literacy centers; students seemed to struggle with using vocabulary to identify clothing and to describe items and pictures in the centers.
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Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

34. Concerned by trends shown in the kindergarten readiness data and the anecdotal records, Ms. Okeke resolves to work with teachers to identify how to better support students within Domain III: Language and Communication. Which THREE of the following strategies support the development and progress of student language and communication?

- A. Including authentic read-alouds daily to ensure exposure to a variety of words
- B. Pairing students with similar developmental language skills together for group activities
- C. Having students trace high-frequency and sight words with their fingers
- D. Facilitating ongoing conversations about activities that are taking place in the classroom
- E. Incorporating dramatic play organized around a carefully chosen theme

Answer _____

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

35. Ms. Okeke wants to ensure that there is a significant increase in the percentage of students achieving kindergarten readiness within Domain II: Emergent Literacy — Writing by the end of the current year. To most effectively work toward this goal, she wants to ensure that the prekindergarten team recognizes that students progress through developmental stages as they learn to write. Which of the following should the teachers identify as a critical prerequisite to the tested skills?

- A. Applying letter-sound correspondence consistently to monosyllabic words
- B. Recognizing that environmental print and other texts convey meaning
- C. Developing fine-motor skills that support legibility and stamina
- D. Using invented spelling to represent common words and phrases

Answer _____

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

36. Based on the Walk-through Form and Anecdotal Records, Ms. Okeke should suggest which THREE of the following improvements to Mr. Auckland's instructional approach?

- A. Gather information about students' prior knowledge before introducing new vocabulary

- B. Select developmentally appropriate content vocabulary
- C. Use a visual graphic organizer to help generalize new vocabulary
- D. Provide repeated exposure to new vocabulary in multiple contexts
- E. Create a word wall that includes every vocabulary word and its definition

Answer _____

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

37. After reviewing the anecdotal records, Ms. Okeke and Mr. Auckland discuss how to better support Ignacio as an English learner. Which TWO of the following strategies should Mr. Auckland implement to address the concerns noted about Ignacio?

- A. Partnering Ignacio with monolingual English-speaking classmates
- B. Allowing Ignacio to switch centers as needed when he experiences difficulty
- C. Using nonverbal cues to remind Ignacio and other students about center expectations
- D. Previewing instructional materials with Ignacio before he engages in a center
- E. Engaging in interactive play with Ignacio and other students during centers

Answer _____

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

38. During their discussion, Mr. Auckland shares that he does not feel confident in creating math centers to support student learning. He is concerned about the middle-of-the-year mathematics data and wants to develop centers that help students more effectively become kindergarten ready. Ms. Okeke schedules time to work with Mr. Auckland on creating a center that addresses the area of greatest need. Which of the following centers is most developmentally appropriate?

- A. Providing a foam die labeled from zero to five and having students roll the die to determine how many plastic animals to remove from a set and then how many are left in the set
- B. Providing a written practice sheet on basic mathematics sentences for numbers from one to five
- C. Providing egg cartons and plastic eggs and having students sort by color while they place each individual egg within the carton
- D. Providing containers of different shapes and sizes and having students fill them with sand or water to determine which containers hold more or less

Answer _____

Questions 39–43 refer to the following information.

Ms. Dawson is the principal of Junction Magnet Middle School (grades 6–8) in a suburban district. Junction Magnet MS specializes in providing a curriculum focused on science, technology, engineering, and mathematics (STEM) for the 450 students at the campus. While Junction Magnet MS accepts students by lottery from three other middle schools in the district, interest in the magnet program has not grown at the expected rate and a large portion of the school building is not being used. So, the district has decided to move Junction Magnet MS to the Riverside MS campus at the start of the next school year.

Mr. Kapoor is the principal of Riverside Middle School (grades 6–8), which currently serves 625 students. Riverside MS has also experienced under-enrollment for several years, and the school building being used is well under capacity.

In preparation for the merger, district leadership developed a transition plan to close Junction Magnet MS and move its students and magnet program to Riverside MS. The superintendent facilitated several meetings with Mr. Kapoor, Ms. Dawson, and other district leadership to determine the implications and factors to be considered for the merger. The team proposed the merger to the school board and gathered public input.

Ms. Dawson notified the district that she plans to retire at the end of the school year but will work with Mr. Kapoor during the spring to ensure a smooth transition of Junction Magnet MS students to Riverside MS.

In February, Ms. Dawson and Mr. Kapoor completed a meeting with the superintendent to discuss staff allocations and are now working to address the March events in the transition plan.

Documents

1. Student Demographic Information for Junction Magnet MS and Riverside MS
2. Initial Transition Plan from the Superintendent—Merger of Junction Magnet MS and Riverside MS
3. Student Survey Results and Summary of Parent Perceptions from Focus Groups
4. E-mail regarding Staff Allocations
5. Letter to Parents about the STEM Program

Student Demographic Information for Junction Magnet MS and Riverside MS

Junction Magnet Middle School—450 (school capacity of 1,500)

Ethnic Distribution	Campus Count	Campus Percent	District
African American	52	11.5%	23.9%
Hispanic	153	33.9%	62.1%
White	146	32.5%	8.7%

American Indian	3	0.6%	0.2%
Asian	75	16.7%	3.9%
Pacific Islander	0	0.0%	0.1%
Two or More Races	21	4.8%	1.1%
Economically Disadvantaged	117	26.1%	77.1%
Non-Educationally Disadvantaged	333	73.9%	22.9%
English Language Learners (ELL)	22	4.8%	31.8%
Students with Disciplinary Placements	0	0.0%	1.2%
At-Risk	77	17.2%	67.5%

Riverside Middle School—625 (school capacity of 1,500)

Ethnic Distribution	Campus Count	Campus Percent	District
African American	29	4.7%	23.9%
Hispanic	588	94.0%	62.1%
White	5	0.8%	8.7%
American Indian	0	0.0%	0.2%
Asian	3	0.4%	3.9%
Pacific Islander	0	0.0%	0.1%
Two or More Races	0	0.0%	1.1%
Economically Disadvantaged	580	92.8%	77.1%
Non-Educationally Disadvantaged	45	7.2%	22.9%
English Language Learners (ELL)	191	30.6%	31.8%
Students with Disciplinary Placements	11	1.8%	1.2%
At-Risk	427	68.3%	67.5%

Initial Transition Plan from the Superintendent—Merger of Junction Magnet MS and Riverside MS

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Date	Event
October	<ul style="list-style-type: none"> The superintendent notifies the board of a proposal to merge Junction Magnet MS and Riverside MS. The district notifies Junction Magnet MS parents that due to declining enrollment, the district is evaluating possible options for moving the magnet school.
November	<ul style="list-style-type: none"> The district will conduct public meetings regarding the proposed merger.
December	<ul style="list-style-type: none"> The board votes on the merger of the two middle schools. Ms. Dawson and Mr. Kapoor attend the school board meeting and provide information on the programs at each school. The superintendent schedules a public meeting at each school to announce the merger. The district notifies Junction Magnet MS parents that Ms. Dawson will be retiring at the end of the school year and Mr. Kapoor will remain principal at Riverside MS.
January	<ul style="list-style-type: none"> Principals will facilitate parent focus groups at each campus to gather information about the merger and hear their concerns. Principals will survey Junction Magnet MS and Riverside MS students.
February	<ul style="list-style-type: none"> The superintendent schedules a meeting with Ms. Dawson and Mr. Kapoor to discuss survey concerns. Principals will plan for staff allocations and a timeline for notifying staff.
March	<ul style="list-style-type: none"> Ms. Dawson and Mr. Kapoor meet to create a plan for staff selections and review results of the student survey and parent focus groups. Mr. Kapoor drafts the remaining portion of this transition plan (April–August). Plan communications will be sent to parents.

Student Survey Results

When the two middle schools merge, I expect that	Percent Agreeing or Strongly Agreeing	
	Students at Junction Magnet MS	Students at Riverside MS
1. my teachers will have high expectations for me.	55%	68%
2. my teachers will care about me and help me reach my goals.	68%	85%
3. I will study subjects that are challenging and interesting.	49%	51%
4. I can participate in the extracurricular clubs and sports that I enjoy.	49%	47%

5. I will make new friends.	40%	51%
6. I will feel safe and comfortable at school.	68%	75%

Summary of Parent Perceptions from Focus Groups	
<p>Junction Magnet Middle School (STEM Program)</p> <ul style="list-style-type: none"> It will be difficult for students from two schools to integrate as one student body. Junction Magnet MS parents will not be welcomed by Riverside MS parents. Junction Magnet MS parents and students will feel like latecomers. Some Junction Magnet MS parents will struggle to get their children to school because of the extra distance. 	<p>Riverside Middle School</p> <ul style="list-style-type: none"> The larger school population at Riverside MS will increase class size. It will be difficult for students from two schools to integrate as one student body. The quality of instruction will suffer. The larger student population may result in fewer or weaker services for English learners, gifted, and other special student populations.

E-mail regarding Staffing Allocations

To: Superintendent

From: Mr. Kapoor

Date: March 20

I wanted to update you regarding my plan for staff allocations, as discussed earlier this week. Per your request, I created a staffing chart based on the number of teachers we have at each school and the number of teachers I project that we will need after the schools merge. I checked the contracts for the teachers, and the majority of the teachers are on one-year term contracts. It appears that our current voluntary teacher transfer policy gives me discretion in determining which teachers are transferred at the end of a school year when an opening occurs at another campus. Since class sizes are smaller at Junction Magnet MS, I anticipate we will not need all the teachers from Junction Magnet MS to transfer to Riverside MS. I know that we generally have a seniority-based selection approach in the district, but I hope you will be able to provide me flexibility in ensuring that quality teachers are selected to fill the vacant positions.

	Junction Magnet MS	Riverside MS	Projected Need for the Merger	Notes
English Language Arts	3	4	7	One teacher retiring at Riverside MS who has gifted and talented certification
Mathematics*	4	4	8	
Science*	4	4	8	One teacher retiring at Junction Magnet MS who has experience in rocketry for STEM program

Foreign Languages	3	4	7	
Social Studies	3	4	7	
Fine Arts	3	4	7	
Physical Education/Health	2	2	4	One PE teacher who is also a basketball and track coach has applied for the high school coaching position.
Technology*	4	2	5	
Special Education	3	5	8	
Noninstructional Staff				
• Office staff	5	5	5	
• Instructional aids	2	2	3	
• Custodians	4	4	5	

*Consider specialized curriculum focus for STEM program

Letter to Parents about the STEM Program

Parents,

Due to the merging of Junction Magnet Middle School with Riverside Middle School, we will be making changes to the policies and procedures for participation in the STEM program currently operated at Junction Magnet MS. The program will be continued at Riverside MS, but the schoolwide lottery system used at Junction Magnet MS will be changed to an application-based system.

Using a matrix, teachers will assess each candidate's eligibility to participate based on academic grades and state-mandated test results from the previous school year before a campus committee selects candidates for the program. All participating students will be reevaluated each year. Please let me know if you have any questions about the new system.

Sincerely,

Mr. Kapoor and Ms. Dawson

Matrix for Selection for the Magnet Program

Academic grades (average for core classes only from previous school year)					POINTS
90–100 40 points	80–89 30 points	75–79 25 points	70–74 20 points	Below 70 0 points	
State-mandated test results from previous school year					
Reading	Masters Grade Level 30 points	Meets Grade Level 25 Points	Approaches Grade Level 20 points	Did not Meet Grade Level 0 points	
Mathematics	Masters Grade Level 30 points	Meets Grade Level 25 Points	Approaches Grade Level 20 points	Did not Meet Grade Level 0 points	

Considerations				
Teacher Recommendation	Student greatly benefits from program 30 points	Student benefits from some aspects of program 20 points	Student benefits from few aspects of program 10 points	Student does not benefit from program 0 points
Diversity in program participants	English learner (EL) (5 points) Economically Disadvantaged (5 points)			
				TOTAL POINTS

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

39. After reviewing the information for each school, which THREE of the following actions should Mr. Kapoor plan to implement to support a successful merger of Junction Magnet MS with Riverside MS?

- A. Visiting Junction Magnet MS regularly to interact with students and parents and have an opportunity to communicate with them
- B. Schedule multiple opportunities for Riverside MS and Junction Magnet MS students to participate in team-building activities at Riverside MS
- C. Create a new code of conduct to ensure consistent expectations for all students from Riverside MS and Junction Magnet MS
- D. Disaggregate student disciplinary data to determine which students to target for additional services once the merger is complete
- E. Meet with parent representatives from diverse groups to facilitate the creation of a combined parent-teacher organization

Answer _____

Competency 002—The entry-level principal knows how to work with stakeholders as key partners to support student learning.

40. Mr. Kapoor and the leadership team plan several activities to respond to the concerns of the parent focus groups. As the leadership team reflects on their plans, Mr. Kapoor considers which of the planned activities go beyond only responding to parent feedback to creating an opportunity for parents to be an integral part of the school culture and which activities do not.

For each row, determine if the planned activity only responds to parent feedback or goes beyond responding to parent feedback and helps parents become an integral part of the school culture.

Activities Planned in Response to Parent Feedback	Only Responds to Parent Feedback	Creates a Structure for Helping Parents Become an Integral Part of the School Culture
Coordinating an online sign-up sheet		

for Junction Magnet MS parents to form carpools to ease the burden of transportation to Riverside MS		
Hosting a day for Junction Magnet MS parents to visit Riverside MS classrooms, participate in parent-teacher-student panels to discuss key issues, and meet with the campus improvement committee to provide input into plans for the upcoming school year		
Facilitating a series of joint meetings with the boards of the parent-teacher associations at Junction Magnet MS and Riverside MS to begin creating a common vision and discuss ways to integrate programs and traditions		
Hosting a combined Junction MS and Riverside MS spring festival to provide information to parents and students on the curricular and extracurricular programs that will be offered after the merger		

Answer _____

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

41. Which of the following best supports Mr. Kapoor's request for choosing the teaching staff based on his staff projections for the merger?

- A. Relying on seniority interferes with the efficacy and motivation of first-year teachers.
- B. Eliminating seniority as the factor in determining which teachers are hired for positions strengthens communication with teachers.
- C. Reconsidering seniority preferences allows for student-performance factors to be used as a criteria in teacher selection.
- D. Ranking teachers solely by seniority when determining contract nonrenewal ensures transparency in decision making.

Answer _____

Competency 002—The entry-level principal knows how to work with stakeholders as key partners to support student learning.

42. Which THREE of the following actions should Mr. Kapoor take before sending out the letter regarding the changes to student selection for the STEM program?

- A. Ensuring the selection process includes a consideration for representation from Junction Magnet MS and Riverside MS student bodies

- B. Adding information to the letter regarding the rationale for the new application process when compared to the previous lottery process
- C. Removing any information regarding selection into the magnet program from the letter as this is confidential information
- D. Asking key parents involved in the Riverside MS parent-teacher organization to review the letter for feedback
- E. Forming a committee of representative stakeholders to review the criteria drafted for the application process

Answer _____

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

43. Once staff have been selected and Mr. Kapoor is ready to determine the remaining portion of the transition plan, which of the following is the most immediate action Mr. Kapoor should take?

- A. Gathering input from stakeholders about how to use the space at Junction Magnet MS effectively to best support district initiatives after the closure
- B. Selecting parent representatives from each campus who are willing to provide information to students about the merger
- C. Setting the tone for the combined school by planning staff engagement activities that include staff and student culture building and instructional planning
- D. Creating a school transition team of district administrators, school administrators, and teachers who participate in community-wide meetings

Answer _____

Questions 44–46 refer to the following information.

Ms. Garmon is principal of Alames School, a single-campus prekindergarten through twelfth-grade school. Alames is the only school in the rural district of Alames ISD and serves 250 students, with an average of 17 students in each grade level. Alames has been affected by many factors that make it difficult to recruit effective teachers, among them competition with large urban and suburban school districts and lack of employment opportunities for family members of prospective candidates. In response, Ms. Garmon spearheads a Grow-Your-Own (GYO) program with the following goals.

- Increase Alames' teacher candidate pool by generating student interest in the field of education.
- Offer hands-on teaching experiences for GYO participants.
- Use GYO participants as meaningful supports for current pre-K–12 teachers.

The program was offered to juniors and seniors the first year, but Ms. Garmon plans to eventually expand it to create a track for aspiring teachers as early as eighth grade. This year, four juniors and four seniors applied and were selected to participate. Two days a week, students take education classes with Ms. Idelbird, a high-performing, highly motivating teacher. Three days a week, they gain field experiences by participating in instructional tasks in other classrooms under the guidance of a strong mentor teacher. Students spend one semester focused on elementary education and the following semester on secondary education.

At the end of the year, Ms. Garmon collects input from participants to evaluate the program in its current form and plan for necessary adjustments.

Documents

1. Instructional Staff Teaching Core Subjects
2. Demographic Information for Current Year
3. Participant Feedback—Year 1

Staff Information—Instructional Staff Teaching Core Subjects

	3 Years Ago	2 Years Ago	1 Year Ago	Current Year
Elementary School Staff				
Prekindergarten	Permanent sub	Jones	Jones	Jones
Kindergarten	Devault	Devault	Lee (K/1 split; no teacher for K)	Lee (K/1 split; no teacher for K)
First Grade	Lee	Lee		
Second Grade	Ortega	Carr	Carr	Carr
Third Grade	Holter	Holter	Holter	Holter
Fourth Grade	SPED teacher temporary assignment	Bilaq	Bilaq	Bilaq (4/5 split; no teacher for 5th)
Fifth Grade	Parr	Parr	Parr	
Middle School Staff				
6–8 language arts courses	Cooper-Dodson	Cooper-Dodson	Cooper-Dodson	Cooper-Dodson
6–8 math courses	Rodrigo	Rodrigo	Neal	West
6–8 social studies courses	Eubank	Eubank	Eubank	Eubank
6–8 science courses	Batiste	Jelks	Coach Halwell—emergency cert.	Rickerson
High School Staff				
9–12 language arts courses	Medina	Medina	Medina	Medina
9–12 math courses	Ertel	SPED teacher temporary assignment	Blocker	Permanent sub
9–12 social studies courses	Kasimba	Kasimba	Idelbird	Idelbird
9–12 science courses	Castillo	Brown	Brown	Coach Halwell—emergency certification

Demographic Information for Current Year

	Number of Alames Staff Members	Number of Alames Students	Number of GYO Participants
African American	1	6	0
Hispanic	2	125	1
White	24	115	7
Asian	1	4	0
Male	5	127	0
Female	23	123	8

Participant Feedback—Year 1

Question (Number of Responses)	Sample Participant Comments
<p>Do you agree with how participants were chosen for the program?</p> <ul style="list-style-type: none"> Do not agree (0) Neutral (3) Agree (5) 	<p><i>"I know you have to have a 3.2 GPA to get picked. I'm pretty sure that's a main reason I was picked."</i></p> <p><i>"Ms. Cooper-Dodson recommended me because she said I was high-achieving and talented academically."</i></p> <p><i>"I think it was fair how we were picked for the program except I noticed all eight of us are girls."</i></p>
<p>Do you think you are receiving adequate preparation to pursue teaching as a career?</p> <ul style="list-style-type: none"> Not adequate (1) Somewhat adequate (4) Adequate (3) More than adequate (0) 	<p><i>"Ms. Lathan, the new career education teacher, taught us a lot about classroom management and planning good lessons. I would like to learn more about how kids learn. Working with the younger kids was really, really different from teaching the older students—I felt like I wasn't sure how to go from one to the other."</i></p>
<p>Do you believe that your classroom placement was appropriate each semester?</p> <ul style="list-style-type: none"> Not appropriate (1) Somewhat appropriate (4) Appropriate (2) Very appropriate (1) 	<p><i>"I enjoyed being in third grade a lot more last semester. This semester I was in high school social studies—I'm not really a history person."</i></p> <p><i>"I'm not sure why I was placed in Coach Halwell's class. I really wish I had gotten to stay in Ms. Carr's class."</i></p> <p><i>"I loved loved loved being in Ms. Jones' class! I learned a lot from her. Ms. Rickerson was good too, but she's new so she didn't know too much about our school."</i></p>
<p>Do you believe that your mentor teachers provided enough support to you?</p>	<p><i>"Ms. Rickerson was really supportive; she spent a lot of time giving me feedback on my lessons. She made me feel like I could actually become a teacher and make a</i></p>

<ul style="list-style-type: none"> • No support (0) • Minimal support (3) • Adequate support (3) • More than adequate support (2) 	<p><i>difference."</i></p> <p><i>"Mr. West made me feel like I was his co-teacher. I helped with a lot, like grading and prepping materials for lessons."</i></p> <p><i>"Coach Halwell really appreciated me tutoring so many kids this semester. I do wish I had gotten to teach some lessons to a whole class, though."</i></p>
<p>How likely are you to pursue the teaching profession?</p> <ul style="list-style-type: none"> • Not likely (1) • Somewhat likely (3) • Likely (3) • Very likely (1) 	<p><i>"I'm really excited about trying to become a teacher now!"</i></p> <p><i>"I wish this class was dual credit."</i></p> <p><i>"I hope I can get into a college that has a good education program."</i></p>

Competency 007—The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

44. As Ms. Garmon refines the direction of the GYO program, which THREE of the following additional goals should she prioritize?
- Increase the diversity of the GYO participant pool to support the long-term plan for making the school staff more diverse.
 - Incorporate a formal appraisal protocol as an integral component of prospective teacher preparation.
 - Partner with a higher education institution to provide a pathway for high school students interested in becoming certified teachers.
 - Designate a current pre-K–12 teacher as the GYO program coordinator as the initiative expands to ninth and tenth grades.
 - Recruit students who show an interest in the areas of secondary science and high school mathematics.

Answer _____

Competency 008—The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

45. Which of the following recruitment practices is likely to have the greatest impact on the GYO program?
- Utilizing teacher role models that reflect the demographics of the student population to encourage Hispanic students to participate in the program
 - Sharing a flyer including student testimonials to make the student population more aware of the details and benefits of the program
 - Having prospective participants write an essay explaining why they are a good fit for GYO
 - Giving primary consideration to prospective participants who express a desire to work at the secondary level

Answer _____

Competency 009—The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

46. To ensure that all participants benefit from their classroom placements, Ms. Garmon should primarily consider
- A. providing opportunities for participants to attend and contribute to board meetings and other school-related events.
 - B. selecting only mathematics and science teachers as mentors to guide participants toward hard-to-staff subject areas.
 - C. distributing participants equally across early childhood, upper elementary, middle, and high school classrooms.
 - D. pairing participants with highly effective teachers who have a demonstrated track record of academic success and of fostering a strong student culture.

Answer _____

Questions 47–51 refer to the following information.

Ms. Fripp is the new principal of Crimson School, a K–5 elementary school in a suburban school district with thirty-eight staff members who support the needs of 760 students. When Ms. Fripp joined the campus in the middle of the school year, she learned that Crimson has 76 students (10%) receiving special education services, which is similar to the district average.

Ms. Fripp forms a small team consisting of herself, the school diagnostician, a district-level special education area coordinator, and the campus special education coordinator to review each student's Individualized Education Program (IEP). Ms. Fripp also participates in Admission, Review and Dismissal (ARD) committee meetings to further familiarize herself with student needs and progress. The team finds that a high percentage of students are served only through a pull-out resource model. The remaining students qualifying for special education are served in inclusion classrooms, in which a special education teacher goes in to monitor the students for part of the instructional time. Crimson does not have any self-contained special education classroom support. The team concludes that broadening the range of special education services provided to students would better support their needs.

The team begins to develop a plan for expanding services for students qualifying for special education beginning the next school year. They conduct a needs assessment to inform the development of a campus professional development plan to support this transition. They decide to modify the school improvement plan to include action steps for improving the status of inclusive practices.

Documents

- 1. Students Receiving Special Education Services: Team Analysis of Student Placement
- 2. Teacher Needs Assessment Results: Students Receiving Special Education Services
- 3. Campus Professional Development Plan

Students Receiving Special Education Services: Team Analysis of Student Placement

		Current School Year		Recommendation for Upcoming School Year	
	Total Students	Number with full-day inclusion	Number with pull-out support	Number with full-day inclusion	Number with pull-out support

		placements (no pull-out support)		and/or co- teaching placements	
Students with Intellectual Disabilities	6	2	4	3	3
Students with Learning Disabilities	42	22	20	40	2
Students with Speech Disabilities	30	0	30	10	20
Students with Autism Spectrum Disorder	8	0	8	5	3
Students with Behavioral Disorders	8	4	4	7	1
Students with Multiple Disabilities	20	10	10	18	2

Students Receiving Special Education Services: Team Analysis of Student Placement

Statement	Percent Agreeing
1. General and special education teachers share responsibility for the success of all students in the school.	38%
2. Inclusive practices are communicated as the expectation at the school.	39%
3. Students qualifying for special education services participate in rigorous, aligned instruction that challenges them.	30%
4. Teachers understand that curriculum modifications are not used when instructional accommodations are sufficient.	35%
5. Special education teachers recognize that they may serve in multiple roles throughout the day on the basis of student needs.	33%
6. Ongoing professional-development opportunities are provided to the entire faculty to update and enhance instructional skills in working with diverse students.	45%
7. Special education teachers are members of grade-level or subject-area teams rather than members of separate departments.	42%
8. General education and special education teachers regularly plan together and use of this time is established and protected.	36%

9. My instructional practices are reflective of best practices and meet the needs of students qualifying for special education services.

61%

Campus Professional Development Plan

Campus Goal Addressed	Activities/Actions	Expected Outcome	Resources	Timeline
Advocate for the inclusion of students with disabilities in all aspects of school life.	Professional development focused on inclusion services and implementation through blended learning with face-to-face sessions and online modules.	Teachers will meet the instructional needs of all learners through multilevel instruction.	School leadership provides staff with time, resources, face-to-face and online training.	*Begins with summer professional development and continues during the first six weeks of the school year.
Train and support general and special education teachers to ensure the success of all students.	Provide instructional coaching and monitoring to practice a wider continuum of special education services (full inclusion, co-teaching, resource support).	Teachers will implement various co-teaching approaches to meet student needs.	School leadership provides staff with weekly coaching sessions and observation monitoring to implement inclusive practices.	Begins during the first six weeks of the school year and continues all year.

*The district's blended professional development program incorporates three 1.5-hour in-person seminars, one 8-hour in-person workshop, and four 30-minute online modules to be completed over the course of a month. The blended learning opportunities allow the flexibility of an online course while retaining the benefits of the face-to-face classroom experience.

Competency 009—The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

47. Ms. Fripp can determine that the highest priority action is helping general education teachers

- A. adjust the criteria for determining whether a student needs an instructional accommodation.
- B. use frequent assessments to inform changes to the content standards taught in order to scaffold student learning.
- C. understand how to work with paraprofessionals to monitor each student's progress toward academic IEP goals.
- D. make the general curriculum accessible by adapting instructional practices to meet students' academic or functional needs.

Answer _____

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

48. Ms. Fripp and the team want to monitor the implementation of learning from the campus professional development plan. Which of the following classroom practices best demonstrates evidence of progress toward the expected outcomes listed in the professional development plan?

- A. Students receiving special education services are using tablets for independent learning while the general education teacher delivers instruction to the rest of the class and the special education teacher monitors.
- B. The general education teacher delivers whole-group instruction and pairs struggling learners with non-struggling learners during independent practice, with the special education teacher reteaching as needed.
- C. The special education teacher provides the students receiving special education services with small-group instruction while the general education teacher delivers instruction to the rest of the class.
- D. The general education teacher and special education teacher split the class into two groups based on identified needs to teach the same thing simultaneously using specific instructional methods tailored for each group.

Answer _____

Competency 008—The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

49. Mr. Randolph, a third-grade teacher, has been partnered with Ms. Kirk, a special education teacher, to provide services to five students in Mr. Randolph's classroom. Mr. Randolph communicates to Ms. Kirk that he will provide her with weekly lesson plans so that she will be aware of what the students will be learning when she comes in to work with them. Ms. Kirk insists that they should collaborate and plan lessons together, but Mr. Randolph resists and indicates that he prefers to simply provide her with the plans. The principal, Ms. Fripp, meets with Mr. Randolph and learns that he questions the effectiveness of co-teaching to support the learning of all students. Which of the following strategies would be most effective in building Mr. Randolph's investment in co-teaching?

- A. Providing the teachers with a dedicated regular planning time to allow them to prepare lessons and activities collaboratively
- B. Arranging for Mr. Randolph to observe a successful co-teaching classroom at the school and debrief with Ms. Fripp regarding the impact on student learning
- C. Conferencing with both teachers together to discuss their personal beliefs regarding co-teaching practices to help them overcome barriers
- D. Reassigning Ms. Kirk to work with another general education teacher who is willing to fully implement the co-teaching model

Answer _____

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

50. After the first month of implementation, Ms. Fripp reviews several pieces of data that can help her evaluate the effectiveness of the professional development plan.

- Student work samples and lesson deliverables that show appropriate implementation of modifications and accommodations
- Co-teaching classroom observations and walk-throughs that show that a variety of co-teaching strategies are beginning to be implemented
- Coaching logs completed by teacher leaders and assistant principals that show weekly coaching sessions addressing implementation of instructional strategies that support inclusion and co-

teaching

- Completion of online modules showing 100% participation by teachers

Which of the following should Ms. Fripp add to her list to best ensure a comprehensive evaluation process?

- A. Evaluating the IEP for students receiving special education services for evidence of goal attainment
- B. Reviewing lesson plans for evidence of consistent implementation of parallel teaching strategies
- C. Surveying teachers for changes in knowledge and attitudes regarding inclusive practices Determining
- D. the value-added effects of collaboration between teachers in core content areas

Answer _____

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

51. During professional development, Ms. Fripp has teachers work in groups to discuss the characteristics and benefits of two co-teaching models in depth. To organize the benefits and purposes of each model, teachers create the table below. Determine whether each model is associated with the benefit/purpose, and for each row, select all that apply.

Benefits/Purposes	Station Teaching: Students rotate through three stations. Two stations are teacher-led and one is independent.	Alternative Teaching: One teacher teaches a larger group of students, while the other teacher teaches a modified lesson to a smaller group of students.
To allow for efficient use of time		
To facilitate multiple related instructional activities		
To target at-risk students		
To decrease student-to-teacher ratio		
To provide accelerated instruction		

Answer _____

Preparation Manual

Section 4: Sample Selected-Response Answers and Rationales Principal as Instructional Leader (268)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

The sample questions included are representative of all competencies, but not necessarily all descriptive statements. The sample questions can be used to establish rigor, alignment, and context expectations you can expect on the actual exam. However, the questions should not be considered all-inclusive of the content of the descriptive statements.

The sample questions should not be used to gauge the time it will take you to complete the exam because the questions are not representative of the total number of questions on an actual exam or weighted by domain or competency to reflect an actual exam.

Domain I—School Culture

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

1. The campus-improvement team in a low-performing school uses three questionnaires to gather data for making recommendations to the school leadership. One questionnaire asks students about their perception of their school experience. Another asks parents how effectively the school serves students. The third asks teachers what beliefs they hold about students. The responses in the questionnaires will be most valuable for helping the team to determine the

- A. factors that may be affecting student performance.
- B. school's reputation in the community.
- C. gaps in the school's communication methods.
- D. influence of family involvement on student motivation.

Answer

Option A is correct because the questionnaires provide multiple sources of data that will create a more complete picture and help school leadership determine the root cause behind current student performance. **Option B is incorrect** because the stakeholders being surveyed are both internal and external. Without intentional development of the questions to obtain valid information about the school's reputation, these surveys would not be most valuable for this purpose. **Option C is incorrect** because providing this data would not support any conclusion on the topic. **Option D is incorrect** because providing this data would not support any conclusion on the topic.

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

2. Roy, a middle school student with speech and motor delays, is regularly the target of derogatory comments by Jeremy, one of his classmates. One day, Roy tells Jeremy that he likes a girl in the class. That evening, Jeremy creates a fake social media account pretending to be the girl Roy likes. After multiple online messages, Jeremy posts Roy's comments for everyone to see, although they were intended for the girl. Roy is humiliated and refuses to go to school. Roy's parents reach out to the principal and request help.

In addition to investigating the situation, the principal plans to take several actions.

For each row, determine whether the action is appropriate or inappropriate.

Action	Appropriate	Inappropriate
Develop a response plan for Roy in collaboration with his parents		
Have Roy and Jeremy participate in peer mediation		
Provide Roy's parents with a list of the students who saw the social media posts		
Discuss strategies for monitoring the online activities of teens with the parents of students involved		
Provide schoolwide lessons on appropriate student-to-student interactions with peers		

Answer

Rows 1, 4, and 5 are appropriate because each action supports developing a strong culture of health and wellness support and develops an entire school culture that bullying is not permitted and all students are included and respected.

Row 2 is incorrect because conflict resolution and peer mediation are not effective interventions for bullying. Mediation can be very upsetting for the student being bullied and make the situation worse. **Row 3** is incorrect because Family Education Rights and Protection Act (FERPA) protects the names of students involved. Each student's parents can only receive information on their student.

Competency 002—The entry-level principal knows how to work with stakeholders as key partners to support student learning.

3. At the beginning of the school year, a high school principal and grade level chairperson plan a home visit to welcome and establish a relationship with a new student and the student's family, who are refugees.

Before the visit, the principal and chairperson explore the best ways to establish a relationship and shared understanding with the family.

For each row, determine whether the action is effective or ineffective in establishing a family-centered academic success plan for the student.

Action	Effective	Ineffective
Requesting information on the family's preferred language		
Focusing attention on the message that the families need to conform to school expectations in a short period of time		
Learning about the family's cultural and ethnic values to enhance the student's		

learning experience		
Providing the instructional approach the teachers most commonly use during classroom instruction		
Providing a list of school rules and requirements for the parents to sign acknowledging receipt		

Answer

Rows 1 and 3 are effective because home visits are a proactive approach to parent involvement and work to develop a family-centered action plan to increase student success. Elements of an effective home visit include preparing by reviewing records and family history, setting a positive tone and being a good listener, having specific goals and objectives for each visit, allowing family input and respecting cultural and ethnic values, and providing follow-up resources and information. The principal can respect cultural values by learning about the family's preferred language to enhance communication and learning more about the family's culture to better weave the student's experiences into instruction. **Row 2 is ineffective** because the family should be the focus of the visit. All family members should be encouraged to participate, share, and develop a family-centered plan to help the student be successful at the new school. The principal should not be the focus of the visit and require conformity; rather, the tone of the meeting should be collaborative and respectful. **Row 4 is ineffective** because the purpose of the visit is not to tell the family how to conform to a teacher's instructional approach, but to listen to their input and learn more about the natural learning styles, preferences, and learning needs of the student. **Row 5 is ineffective** because providing the list of rules to be signed provides little help when establishing a family-centered plan for the student.

Domain II—Leading Learning

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

4. An elementary principal observes a second-grade teacher for 30 minutes during a science lab. The principal sees the following information displayed on the board.

Today's Texas Essential Knowledge and Skills (TEKS) Objective:

2.5(A) Classify matter by physical properties, including shape, relative mass, relative temperature, texture, flexibility, and whether material is a solid or liquid.

As part of the standard observation protocol, the principal asks two students near the end of the lesson, *"What are you learning about today?"* and receives confused looks from both students.

The principal plans to work with the teacher to take steps to improve students' understanding of expectations for each lesson.

Place in order from first to last the steps the principal should have the teacher take when developing student-centered lesson objectives.

<p>State the objective and have students reflect on their mastery level based on the completed learning activity.</p>	<p>Consider what students should know and be able to do based on the TEKS for that lesson.</p>
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Display on the board and discuss with students the lesson objective, such as "I can use a scale to measure and classify the mass of different objects."

Break down the skill and content in the TEKS into appropriate daily objectives, taking into consideration how to decrease the formal language and measure mastery.

First

Second

Third

Last

Answer

The correct order for the steps is as follows. **First**, consider what students should know and be able to do based on the TEKS for that lesson. **Second**, break down the skill and content in the TEKS into appropriate daily objectives, taking into consideration how to decrease the formal language and measure mastery. **Third**, display on the board and discuss with students the lesson objective, such as "I can use a scale to measure and classify the mass of different objects." **Last**, state the objective and have students reflect on their mastery level based on the completed learning activity. An effective lesson is built on the foundation of knowing what students need to know and be able to do. The process of reviewing a content standard and breaking it down into prerequisite skills and the context for student performance is important to ensuring appropriate pacing, aligned activities, appropriate scaffolding, and aligned and rigorous assessment of learning. Once lesson objectives are determined, they should be displayed and discussed with students in age-appropriate, student-centered language to better ensure students achieve learning goals. Students will know clearly what the expectation is for the lesson, be empowered to achieve the goal, and have a common focus for learning.

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

5. The principal of a rural elementary school completes an assessment of the school's prekindergarten class using the state-provided rubric. The principal and the prekindergarten teacher meet to review the data, identify strengths and areas for improvement, and make a plan of next steps.

Below is one component of the evaluation.

Prekindergarten Component: Instruction	Feedback on the Instructional Component

Concept and skill development	Concepts and skills are introduced and reinforced throughout the school day.
Daily class schedule	A daily and weekly schedule is posted but inconsistently followed.
Teaching strategies	There are several periods throughout the day when the teacher leads 45-minute whole-group instruction.
Teacher-student interactions	The teacher redirects and reinforces student behavior regularly during lessons.
Planning	The teacher plans with the kindergarten teacher once a week to engage in vertical planning meetings.

Based on the assessment, which of the following is the most appropriate question for the principal to ask to improve the teacher's instruction?

- A. Have you tried using an integrated thematic approach to instructional planning to support students' concept development?
- B. Have you considered scheduling at least 45 minutes a day on fine and gross motor development to curb student behavior problems?
- C. How do you plan for the structuring and grouping of lesson activities in a way that considers student's developmental capacity?
- D. What progress-monitoring tools do you use to gather data, inform intervention plans, and make student referral recommendations?

Answer

Option C is correct because the assessment indicates that the teacher is spending 45 minutes on teacher-led whole-group instruction. Based on the average attention span of a prekindergarten student, this is far too long for direct instruction, even if the content is interesting for the students. The teacher should adjust instruction to shift between developmentally appropriate whole-group, small-group, and choice activities that are well suited for the children's attention spans. **Option A is incorrect** because using an integrated thematic approach to learning will not address the primary problem, which is teacher-led whole-group instruction and classroom management. **Option B is incorrect** because although it is best practice to allot this amount of time to gross and fine motor development, the purpose of these activities is not explicitly to address problem behaviors. **Option D is incorrect** because increasing the use of progress monitoring tools will not address the primary problem, which is teacher-led whole-group instruction and classroom management.

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

6. After reviewing the campus-wide needs assessment showing that many English learners struggle with reading comprehension due to their current level of vocabulary development, a middle school principal and teachers work collaboratively to implement an initiative to revise district curriculum to increase and improve vocabulary instruction.

Identify the THREE program elements for effective vocabulary instruction that the school should include in its curriculum revisions.

Embed vocabulary instruction in engaging text

Focus on a thorough understanding of a small set of high-utility academic words

Incorporate a structured writing process to assess and promote the use of target words

Study a multitude of words within a long text to increase breadth of understanding

Limit explicit word-learning strategies to advanced students studying challenging texts

Answer

The correct options are 1) embed vocabulary instruction in engaging text, **2)** focus on a thorough understanding of a small set of high-utility academic words, and **3)** incorporate a structured writing process to assess and promote the incorporation of target words. The research tells us that effective vocabulary instruction includes focusing on deep understanding of a relatively small number of words, their elements and related words in rich contexts. As well, selecting words carefully to make sure they are high utility in nature is more valuable than targeting low-frequency and relatively unimportant words. Last, a balanced direct teaching of words with teaching word-learning strategies is important to support using contextual cues and using one's morphological awareness skills.

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

7. A principal coaches a second-grade teacher who is struggling to determine whether the expectations and work products of a writing lesson taught the day before are at an appropriate level of rigor.

Place the following coaching actions in order from first to last to best help the teacher determine what adjustments may be needed.

Ensure the knowledge and skills needed to create an exemplar response are included in the lesson's activities.

Review the grade-level Texas Essential Knowledge and Skills (TEKS) the lesson is intended to address.

Create an exemplar that defines an ideal student response to exit ticket questions.

Determine whether exit ticket questions for the targeted TEKS lead to the rigor that is demonstrated in the state-mandated assessment questions for the next tested grade level.

First

Second

Third

Last

Answer

The correct order for the steps is as follows. **First**, review the grade-level Texas Essential Knowledge and Skills (TEKS) the lesson is intended to address. **Second**, determine whether exit ticket questions for the targeted TEKS lead to the rigor that is demonstrated in the state-mandated assessment questions for the next tested grade level. Since writing is not tested in second grade or third grade, the fourth-grade assessment should be reviewed to work backward and scaffold student learning in second and third grade to reach the desired level of rigor. **Third**, create an exemplar that defines an ideal student response to exit ticket questions. **Last**, ensure the knowledge and skills needed to create an exemplar response are included in the lesson's activities. To effectively determine whether the lesson is appropriately rigorous, the principal and teacher need to complete several steps. They should start with the TEKS the lesson is intended to support. By deconstructing the TEKS the teacher can see concepts being addressed in the lesson, what students are expected to know, and to what extent students understand the expectation. This allows the teacher to most effectively teach students the information and skills identified in the TEKS. Then, the teacher needs to review the assessment measuring mastery and determine whether the questions are at an appropriate level of rigor and will lead to the level of rigor tested on the next state-mandated assessment in fourth grade. The teacher should review released questions on the state-mandated assessment for the identified TEKS and look at released writing samples. Third, the teacher should draft an exemplar to define the desired level of mastery. This will set the level of expectation and allow the teacher to determine the characteristics of the exemplar. Last, the teacher should review the exemplar in detail and consider whether the knowledge and skills needed to create the exemplar response are included in the lesson's activities. Listing the knowledge and skills will help the teacher consider the activities of the lesson and make adjustments to ensure alignment between the activities and the product expected of students at the end of the lesson.

Domain III—Human Capital

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

8. Which of the following interview strategies should the principal use to best assess the instructional effectiveness of candidates being interviewed?
- A. Asking the candidate what skills he or she possesses to ensure the success of students at the school
 - B. Providing the candidate with a lesson plan and asking how it could be improved
 - C. Requiring the candidate to reflect on an instructional goal he or she has achieved in the last 3 years
 - D. Having the candidate teach a sample lesson and then answer reflective questions about the lesson

Answer

Option D is correct because seeing a teacher teach a sample lesson gives a more accurate picture of the candidate's teaching abilities. The reflection questions provide a sense of the candidate's growth mindset and ability to analyze his or her own practice. **Options A, B, and C are incorrect** because these interview strategies are not the most predictive measures of teacher performance and do not replicate the day-to-day tasks of a teacher.

Domain IV—Executive Leadership

Competency 007—The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

9. Ms. Sawyer, an elementary principal, develops a short survey for parents of third-, fourth-, and fifth-grade students to gather data on school-home communication trends. The responses are shown below.

Data from Survey	Percent of affirmative parent responses		
	Grade 3 (n=77)	Grade 4 (n=75)	Grade 5 (n=76)
My child's teacher communicates with me when:			
• there are upcoming events and trips	100%	100%	100%
• grade reports are finalized	100%	100%	100%
• my child is beginning to struggle in class	21%	33%	28%
• we need to work together on a plan for helping my child	19%	29%	26%
• my child has failed a class	100%	100%	100%
• my child has success or achievement in school	75%	73%	76%
• a behavior problem occurs in the classroom	73%	80%	89%
• homework has not been completed	91%	84%	71%
• a new topic is about to be taught	25%	27%	20%
• parents can take an active role in supporting learning at home	22%	28%	25%

Based on the survey data, Ms. Sawyer should

- implement a set of expectations for proactive home-school communication, including the frequency, formats, and content.
- acknowledge grade levels that communicate frequently with parents, while suggesting improvements for those who communicate less frequently.
- ask individual grade levels to develop a school-home communication policy that reflects the preferences of parents.
- create parent focus groups to discuss and prioritize what topics should represent the majority of communications initiated by teachers.

Answer

Option A is correct because the data show a need for greater consistency among grade levels for communication with families of students. They also show that grade levels tend to be more reactive in their communications and need to include proactive strategies like informing parents that students are beginning to struggle, contacting parents when a plan needs to be generated to support student learning, and informing parents of upcoming curriculum topics. **Option B is incorrect** because pointing out teachers who are doing better does not solve the problem of large gaps in external communication and might simply discourage those who are lacking. Ms. Sawyer should set clear expectations to ensure that everyone has a shared understanding of home-school communication expectations. **Option C is incorrect** because each team may develop its own policy, which does not address the schoolwide inconsistency. Having a schoolwide communication policy ensures that processes and procedures are followed by faculty, resulting in consistent, streamlined, and effective communication throughout all grade levels that work to improve student success. **Option D is incorrect** because the survey clearly indicates that communication needs to be more consistent and more proactive. Parent focus groups may confirm this need but will not effectively address the problem.

Competency 007—The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

10. A suburban high school in a wealthy area of town is launching a health science program that will include clinical rotations and certification preparation to ready students for roles in the medical field. Parents and community members were vastly in favor of the program until they found out that application to the program would be open to all students in the district, not just students in the high school's attendance zone. Parents are now expressing apprehension that bringing in outsiders will have a negative effect on the school's achievement results and overall reputation.

The principal will address the issue most effectively by taking which TWO of the following steps?

- A. Asking district officials to consider moving the health science program to a high school in a different part of the district
- B. Requesting that the Parent-Teacher Association (PTA) receive and respond to questions about the program from the parents and community
- C. Meeting with parents to discuss the program's purpose and to understand their ideas and concerns about the program and its expansion
- D. Allocating the majority of the openings in the health science program to students living in the attendance zone in order to address parents' concerns
- E. Discussing with stakeholders the value of having a diverse student population as the new program is implemented

Answer

Option C is correct because the principal has the opportunity to respond to the concerns of the community and better explain the benefits of the program. By talking with parents about their hopes for the program as well as their fears of its expansion, the principal will have enough information to better promote the expanded program. **Option E is correct** because expanding the program to include students outside the school's attendance zone can result in a more diverse student population. The principal should highlight the benefits of diversity in a program, including valuing representation that reflects the districtwide community, helping underrepresented student groups see these types of career fields as attainable, and promoting mutual understanding of student differences. **Option A is incorrect** because if the community members feel that they were able to get their way with this initiative, it will be even more difficult to garner support for the next one that they do not like. **Option B is incorrect** because the PTA may also be against the changes and will not effectively be able to garner support. **Option D is incorrect** because the students in the attendance zone may not be the best-qualified applicants, and there should be equity in access for the program.

Domain V—Strategic Operations

Competency 010—The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

11. Mischa is a first-grade student with an orthopedic impairment who has received special education services since kindergarten. After enrolling her in a new school, Mischa's parents contact the principal to request special transportation for her instead of having her use the transportation services for nondisabled students. Which of the following principal responses to the parents' request is most appropriate?

- A. Informing Mischa's parents that an Admission, Review and Dismissal (ARD) meeting will be scheduled to immediately discuss the most appropriate transportation service
- B. Asking the parents to provide written documentation from a licensed physician that explains Mischa's need for accommodated transportation
- C. Contacting the district transportation department to schedule bus service that accommodates Mischa's physical impairment
- D. Updating Mischa's Individualized Education Program (IEP) to reflect that specialized transportation services are required to meet the student's needs

Answer

Option A is correct because special transportation is an ARD decision. The ARD committee needs to convene and discuss providing this related service for the student. **Option B is incorrect** because although the student's physical needs will be discussed at the ARD meeting, it is inappropriate for the principal to ask the parents to provide written medical documentation outside of the context of the meeting. **Option C is incorrect** because the principal cannot make a special transportation decision without approval of the ARD committee. **Option D is incorrect** because the principal cannot update a student's IEP without approval of the ARD committee.

Competency 010—The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

12. For the past three years, a high school has allocated state funds for resources and staff as part of a campus-based compensatory education program. When planning for the next school year, the principal and campus improvement committee must keep in mind that resources from the State Compensatory Education (SCE) program can be redirected in which of the following circumstances?

- A. Evaluations show that the school's program is unsuccessful in achieving desired outcomes for students who are at risk of dropping out.
- B. Expenditures for the school's program exceed \$500,000 or exceed expenditures for the regular education program, whichever is greater.
- C. The school is enrolling students in the program who have performed satisfactorily on readiness tests and state assessments.
- D. The school's site-based decision-making committee fails to include an extended-year program in the campus improvement plan.

Answer

Option A is correct because SCE resources have to be redirected if programs and services are not effective in preventing at-risk students from dropping out. **Option B is incorrect** because schools are allowed to use more than \$500,000 of state compensatory funds. These schools must submit campus improvement plans to the TEA that include specific

interventions for students who are at risk of dropping out. **Option C is incorrect** because students may be considered at risk of dropping out of school even if they have been passing assessments. **Option D is incorrect** because the extended-year program is optional. Schools can meet requirements for SCE resource allocation without offering extended-year programs.

Competency 010—The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

13. A principal joins the faculty of a high school with a high number of student suspensions, especially among African American and Hispanic males. The student discipline team shares with the principal that the former administration addressed the problem by instituting zero-tolerance policies and increasing the length and severity of disciplinary consequences. Despite being in place for two years, the new policies have failed to reduce the number of suspensions or the disproportionate number of suspensions among males in these two student groups. The team looks to the new principal for guidance in going forward. Which of the following is the best direction for the principal to recommend?

- A. Basing discipline policies on behavioral conditioning that reinforces desired behavior with rewards and eliminates misbehavior by removing rewards
- B. Shifting the focus of discipline from punishment and exclusion to practices that build students' ability to reflect, accept accountability, and take action to change
- C. Instituting a schoolwide respect-building program that incentivizes desired behavior with tokens students can use to earn privileges or redeem a reward
- D. Weighting infractions as minor or major, with prescribed action steps for addressing each before suspension is considered as a disciplinary consequence

Answer

Option B is correct because the positive behavioral interventions and supports (PBIS) method, which is described, places a high value on the engagement of the student and is shown to be effective in reducing disciplinary referrals among all students, especially African American and Hispanic males. **Option A is incorrect** because using external rewards and consequences to create behavioral change fails to make students managers of their own behavior, does not work with all students, and fails to utilize the teaching of behavioral expectations and respect. **Option C is incorrect** because token economies do not provide a multidimensional, campus-wide approach that considers multiple aspects of student discipline, such as providing instruction on new skills as a replacement for problem behaviors, creating a high-quality learning environment to prevent undesirable behaviors, or establishing a person-centered approach that considers the needs of the youth and the families. The complexity of responding to serious misbehavior by at-risk student groups is unaddressed in a token economy. **Option D is incorrect** because there is likely already a weighted system for disciplinary infractions and this only changes the process, not the interventions used to address discipline.

Domain VI—Ethics, Equity, and Diversity

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

14. A superintendent reviews with principals district-wide data on allegations of abuse and sexual misconduct by staff members.
- 24% increase in allegations of staff members being involved in a sexual relationship with a minor
 - 18% increase in reports that an educator's employment was terminated for sexual misconduct at another district, and the educator applied for employment in our district

- 11% increase in allegations of physical abuse by a staff member of a student

In response to the recent rise in alleged misconduct by staff, each principal focuses on ensuring the safety and well-being of all students.

For each row, determine if the principal's action appropriately or inappropriately responds to allegations of sexual misconduct or abuse by staff members.

Principal's Action	Appropriate	Inappropriate
Reporting incidents to the superintendent when a staff member resigns, is terminated, or is arrested for soliciting sexual contact with a minor		
Discontinuing the investigation into an allegation of a romantic relationship with a student when the employee resigns		
Refraining from including law enforcement, Child Protective Services, and the district human resources department in the investigation process until the allegation is confirmed		
Documenting the investigation in writing to assist with information being reported by the superintendent to the State Board for Educator Certification within 7 days		

Answer

The correct answers are as follows. **Rows 1 and 4 are appropriate** responses to an allegation of abuse or sexual misconduct by a staff member. **Rows 2 and 3 are inappropriate** responses to an allegation of abuse or sexual misconduct by a staff member. According to Texas Family Code 261.101, Child Protective Services should be notified if there is cause to believe a child has been abused. Texas Education Code 21.006 requires the reporting of educator misconduct, including sexual conduct involving an educator and a student or minor. The statute requires the school district ensure an investigation is completed regarding the allegations. The investigation must be completed even if the employee resigns. Because the investigation can be hampered if the employee resigns early in the process or influences student witnesses, the principal should seek support from a third party to complete the investigation. The third party could include the district's legal counsel, human resources department, or law enforcement. As well, the statute requires the superintendent to report in writing within 7 days the termination or resignation of the educator due to the alleged misconduct covered by the statute.

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

15. Ms. Desiderio, an elementary school principal, observes Ms. Childs leading a reading lesson on common elements of notable American poems. During the lesson, Ms. Childs refers to a previous All About Me lesson during which Namiko, a student, shared about her love of writing haiku and senryu poems. Ms. Childs planned for and then led a class discussion on how poetic elements in Japanese poetry relate to those in poems being studied in class. Ms. Desiderio communicates positive feedback after the lesson. In which of the following ways did Ms. Childs support Namiko's learning?

- A. She established high expectations for learning and modified the curriculum to accommodate the student's current needs.
- B. She used language that is easily accessible to an English learner to ensure that the student understood what she was asking.

- C. She structured a learning environment that accommodated the student's interests so the student would feel safe and supported enough to take risks in the classroom.
- D. She acknowledged a student's lived experience and connected it to the material she was teaching to place student culture at the center of learning.

Answer

Option D is correct because culturally competent teaching shows respect for others and their unique cultural background. The teacher connected the student's lived experience (writing Japanese poetry) to the material being taught (American poems) to place student culture at the center of learning. **Option A is incorrect** because the teacher did not modify the curriculum; she accommodated the student's needs by making a cultural connection. **Option B is incorrect** because there is no evidence that the teacher used simplified language. **Option C is incorrect** because while it is appropriate to structure a lesson to ensure that students feel safe enough to take risks, there is no evidence in the scenario that the student was hesitant and the teacher was responsive in accommodating the student. Instead, the teacher is helping the student make connections to better comprehend the curriculum.

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

16. In order to support a strong school culture, a middle school principal proposes a counseling program that integrates career, character, and leadership education into classroom academic lessons. Implementing the program involves collaboration between teachers and school counselors to teach integrated lessons. After introducing the new initiative and its core principles, the teachers and counselors are ready to begin implementation. Which of the following is the principal's best next step?

- A. Preparing a schedule of team-teaching opportunities for teachers and counselors to begin teaching lessons and measuring student mastery
- B. Allowing time for counselors to observe classes to get a sense of each teacher's teaching style
- C. Providing the program's student-learning objectives with a list of selected academic classes and lessons for integration
- D. Having teachers and counselors review content standards and the program's student-learning objectives to determine appropriate lesson placement and sequence

Answer

Option D is correct because collaboration between school counselors and teachers will ensure a mutual understanding of state academic standards and the scope and sequence of the curriculum. This will lay the foundation for the entire initiative and allow counselors to gain an understanding of the academic scope and sequence to best determine where counseling lessons logically fit into academic lessons. **Option A is incorrect** because preparing a schedule of specific team-teaching opportunities for teachers and counselors would not be the next step in creating valuable lessons in which counseling concepts are blended with academics, since the foundation for the curriculum should be well understood before the lessons are scheduled. **Option B is incorrect** because allowing time for the counselors to observe each classroom and become familiar with various teaching styles is not the best next step in the task of creating lessons that blend counseling concepts with academics, since it is more pressing for there to be a foundation for understanding the academic standards and scope and sequence. **Option C is incorrect** because determining which counseling objectives will be infused in the academic lessons should be made by teachers and counselors when they work together. It is more important for the counselor to understand the academic standards and scope and sequence to determine how counseling objectives can be integrated.

Clustered Sets

Questions 17–20 refer to the following information.

Review the question and the 1-minute video clip of a post-observation conference.

Mr. Ramirez is a principal in a 9–12 high school. A few days ago, he observed the eleventh-grade English literature class of Ms. O'Toole, an experienced teacher. The class had just concluded their study of the novel *Candide*, and Ms. O'Toole had planned an independent practice involving small groups of students discussing open-ended questions and drawing conclusions about the novel.


During the post-observation conference, Mr. Ramirez asks Ms. O'Toole to identify an aspect of the lesson that did not go as planned. Refer to the following video where Ms. O'Toole responds to the principal's question.

Video of the Teacher's Reflections During a Post-Observation Conference

Review the 1-minute video clip of a post-observation conference.



[Play video in new window](#)

[View a transcript of the video](#) 

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

17. Ms. O'Toole indicates that she is discouraged by the lack of understanding in the conclusions the students drew about the novel's main character. Which of the following is Mr. Ramirez' most appropriate initial response to Ms. O'Toole?

- A. "Discouragement builds perseverance and resilience; you should see this as an opportunity to reflect on the students' performance and range of ability levels."
- B. "Students at this grade level must assume considerable responsibility for the success of any assignment; this prepares them to succeed in higher education."
- C. "I hear you saying that you were unhappy with students' performance. We can work together to set rigorous instructional goals and identify strategies to reach those goals."
- D. "There will always be students who do not understand complex concepts; we can only try to develop their thinking skills and maintain rigorous standards."

Answer

Option C is correct because it acknowledges Ms. O'Toole's response to the students' performance while offering support and guidance in setting goals to address the problem. **Option A is incorrect** because although encouraging, this response offers no support or guidance in addressing the problem. **Option B is incorrect** because it puts the responsibility of addressing the problem on the students rather than acknowledging Ms. O'Toole's role as a guide and source of support. **Option D is incorrect** because it advances tacit acceptance of the problem and absolves Ms. O'Toole from any role in addressing it.

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

18. Mr. Ramirez recommends action steps for Ms. O'Toole to follow to ensure that her independent practice meets her instructional goals. Place in the correct sequence the action steps Ms. O'Toole should take when planning and implementing independent practice.

- Give students a targeted writing task to complete prior to the lesson
- Monitor and cue students to reconsider incorrect perceptions or conclusions
- Script out the ideal conclusions that students should draw

First

Third

Answer

The correct order of options is 3, 1, 2. Ms. O'Toole should first clarify her parameters for acceptable answers by scripting the ideal conclusions the students should draw. This forms the basis for evaluating student performance. She should then prepare a targeted writing task or similar activity to help students focus on the content and skills to apply in their small-group discussion. Lastly, she should be prepared to circulate among the groups as they work so she can informally evaluate the groups' work and lead students to correct conclusions with brief comments.

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

19. Ms. O'Toole seeks advice from Mr. Ramirez about how to plan the lesson for the next day, considering that many students drew inaccurate conclusions about the novel's main character. Which of the following is the best strategy for Mr. Ramirez to recommend?

- A. Asking students to reconsider the previous day's discussion questions during a whole-class meeting
- B. Using direct instruction to point out evidence in the novel that supports the dynamic evolution of the main character
- C. Modeling a think-aloud for students that demonstrates how to cite the novel to support conclusions
- D. Providing students with a scholarly commentary about the roles of the different characters in the novel

Answer

Option C is correct because students have learned the content and interpretative skills to be able to draw valid conclusions in the lessons taught earlier in their novel study. Ms. O'Toole will help the students best by modeling an effective thinking process associated with using evidence from the novel to support conclusions. **Option A is incorrect** because the students are unlikely to reconsider their conclusions if they are not provided with additional guidance in activating and applying their prior knowledge. **Options B and D are incorrect** because neither using direct instruction nor providing a scholarly commentary allows students to apply their prior knowledge to reconsider their conclusions.

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

20. Mr. Ramirez concludes that Ms. O'Toole will benefit from coaching on how to address the problem of students reinforcing misconceptions or misunderstandings when participating in independent practice. Which of the following is the best recommendation he can give Ms. O'Toole?

- A. Placing students in mixed-ability groups rather than same-ability groups
- B. Anticipating and preparing for errors that individual students or groups might make
- C. Differentiating the content and product rather than the instructional activity
- D. Providing less capable students with questions that require low-level thinking skills

Answer

Option B is correct because a teacher who has taught a unit before can reasonably predict the common misunderstandings and errors that students will make as they learn the content or skills in a lesson. Anticipating and preparing for student errors will allow Ms. O'Toole to put appropriate scaffolding in place for helping students avoid likely misconceptions and misunderstandings. **Options A and C are incorrect** because neither action alone addresses the problem of students reinforcing misconceptions or misunderstandings. **Option D is incorrect** because providing students with activities requiring low-level thinking skills may reduce the occurrence of misconceptions and misunderstandings but serves no purpose in advancing their learning.

Questions 21–24 refer to the following information.

Ms. Washington, a high school principal, is hired for a low-performing school and will lead a turnaround initiative. As part of the initiative, Ms. Washington screened all existing faculty and staff at the end of the previous school year against district-developed criteria for effective teachers and did not rehire 25 percent of the team.

Ms. Washington will work with an intervention team composed of campus leadership, teachers, and instructional specialists to ensure significant gains in student achievement within two years. Ms. Washington meets with the campus improvement committee members, who share that staff members are apprehensive about possible changes as

a turnaround campus. In response, Ms. Washington prepares facilitation notes for the first faculty meeting and identifies four key points that she will present at the first faculty meeting.

Ms. Washington also sets aside time to review the previous principal's records that document student progress throughout the last school year.

Documents

1. Ms. Washington's Facilitation Notes for First Faculty Meeting
2. Campus Profile
3. STAAR Percent at Approaches Grade Level or Above
4. Previous Principal's Student Progress Monitoring Chart

Ms. Washington's Facilitation Notes for First Faculty Meeting

Our school has been designated as a low-performing school because our students have underperformed academically for two years. Many turnaround schools have challenges similar to ours in ensuring that all students achieve standards while closing the achievement gaps for students living in poverty, those from low-performing student groups, and students with disabilities.

School turnaround is a challenging undertaking, and studies indicate that strong leadership, professional learning opportunities, use of data for instructional decisions, and a collaborative school culture are successful practices. I intend to provide the strong leadership needed to place our school among those that return to satisfactory performance and look forward to working with you to make that happen.

Key Point 1

Important work needs to be done to improve the curriculum and instruction we are providing our students. Change is difficult. It will be critical that 100% of teachers are open to new collaborative structures and best practices. I will begin joining you at your weekly team meetings to start this work quickly.

Note to self: Those of you who have been here for many years may be resistant to this type of change.

Key Point 2

To begin addressing student performance issues, we must know our students and their needs, home challenges, and academic weaknesses through interim and summative assessments. We need to know each student's mastery, or lack of, after every lesson and concept has been taught. I know this approach is starkly different than what you are used to doing, as many of you have shared that you value your autonomy in planning and instruction, but we must open our doors and begin working together.

Key Point 3

We must stand together, taking risks to achieve our shared campus vision and goals. I will need your ideas, ingenuity, and leadership to develop a new plan that creates new possibilities for our students. Your commitment to these efforts is invaluable!

Key Point 4

We will be working on high-leverage actions that will bring about rapid, measurable progress in some key areas. I will also be implementing equally high-leverage and innovative methods for acknowledging progress toward meeting our academic goals.

Campus Profile

	Campus Count	Campus Percent	District	State
TOTAL STUDENTS	494	100%	1,786	5,284,252
ETHNIC DISTRIBUTION				
African American	5	1.0%	0.4%	12.6%
Hispanic	422	85.4%	85.0%	52.2%
White	65	13.2%	13.9%	28.5%
American Indian	0	0.0%	0.1%	0.4%
Asian	1	0.2%	0.2%	4.0%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	1	0.2%	0.4%	2.1%
Economically Disadvantaged	350	70.8%	70.4%	59.0%
Non-Educationally Disadvantaged	144	29.2%	29.6%	41.0%
English Language Learners (ELL)	19	3.9%	4.9%	18.5%
Students with Disciplinary Placements	16	3.1%	1.4%	1.5%
At-Risk	259	52.4%	53.8%	50.1%
Mobility	102	19.6%	16.6%	16.5%

STAAR Percent at Approaches Grade Level or Above

	State	District	Campus	African American	Hispanic	White	Special Ed	Econ Disadv	ELL
END OF COURSE									
English I	65%	42%	42%	*	40%	80%	28%	42%	*
English II	67%	49%	49%	*	48%	85%	*	49%	*
Algebra	78%	48%	46%	*	40%	80%	28%	43%	*
Biology	87%	75%	75%	*	73%	89%	47%	72%	*
U.S. History	91%	78%	78%	*	77%	88%	42%	70%	*

An asterisk (*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).

Previous Principal's Student Progress Monitoring Chart Percentage of Students Meeting Standard

	Goal	All Students		
		1 st 9 Weeks Benchmark**	2 nd 9 Weeks Benchmark	3 rd 9 Weeks Benchmark
English I	65%	50%	51%	53%
English II	67%	55%	58%	58%
Algebra	78%	40%	42%	44%
Biology	87%	65%	67%	68%
U.S. History	91%	65%	70%	72%

***"Benchmarks" refer to cumulative mock STAAR exams administered to students.

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

21. Given the characteristics of turnaround schools and the indicators of success, which of the following actions should the principal consider to best proactively address the resistant teachers mentioned in Key Point 1?

- A. Communicating nonnegotiable, goal-oriented expectations for committing to the schoolwide vision and establishing support structures to facilitate the change process
- B. Recruiting new staff in core content areas and special education to support the learning of at-risk students
- C. Planning a campus-wide incentive system to encourage resistant staff to actively promote and support campus change initiatives
- D. Encouraging teachers with the most years of teaching experience to mentor resistant teachers on effective instructional strategies

Answer

Option A is correct because change is necessary, not optional, at a turnaround school to improve student outcomes. Principals should communicate this expectation to staff and frame it in a goal-oriented way that connects them to the plan and motivates them to commit to change efforts. **Option B is incorrect** because the action described does not directly target resistant teachers. **Option C is incorrect** because research indicates that using large-group incentives to motivate teachers is not effective and can often have a negative effect on the intended outcome. The use of small-group incentives to get teachers to support a change initiative may be more effective than campus-wide incentives. However, the principal should pursue setting nonnegotiable high expectations and providing support structures to implement and monitor the change process. **Option D is incorrect** because the number of years of experience is not the most effective criteria to consider when selecting mentor teachers. The principal should consider other criteria when selecting teachers for a mentorship role. Ensuring teacher buy-in, regardless of years of teaching experience, has proven to be most effective. Ms. Washington should spend time working with appropriately selected teachers to pilot desired changes, discussing the implementation process with these teachers before making them mentors.

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

22. Which of the following is the primary outcome of systematically implementing and monitoring the instructional data described in Key Point 2 of the principal's facilitation notes?

- A. The school leadership team will have multiple data points about teachers and students to consider when forming action plans for the coming year.
- B. The district administration will have confirmation that the turnaround initiative is being implemented conscientiously.
- C. The review of data sources and facilitation of teacher discussions will identify gaps and improve instructional practices to better support student learning needs.
- D. The stakeholders will have information about progress being made toward moving the school from underperforming to performing satisfactorily.

Answer

Option C is correct because with all the needed improvements at a turnaround campus, it is essential to avoid wasting time and resources on actions that are not bringing success. By using data to focus efforts on effective strategies, the principal helps staff improve instructional practices to better support student needs. **Option A is incorrect** because while this may be a secondary benefit, changes to ineffectual practices need to happen as soon as possible, not at the end of the school year. **Option B is incorrect** because the primary goal is not to provide confirmation for district administration—this is a secondary benefit. **Option D is incorrect** because the primary purpose of gathering data is to refine effective instructional strategies, not to share with external stakeholders.

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

23. When considering Key Point 3, the principal acknowledges that it will be difficult to sustain and inspire staff through the turnaround initiative. Which of the following actions most clearly demonstrates the principal's commitment to the change process?

- A. Waiting long enough to compile longitudinal evidence that implemented programs are showing positive results
- B. Creating a common purpose when conflicts arise from introducing strategies that may challenge existing district and school norms
- C. Identifying staff members with the leadership potential to continue the turnaround initiative over the long run
- D. Having ready alternate strategies to implement should staff members show resistance to the strategies identified by the school leadership team

Answer

Option B is correct because the special circumstances involved with turnaround schools require leaders to innovate, move away from what has not worked in the past, and push to find what works. This process will involve managing the change process in a manner that creates a common understanding and purpose for their work. **Option A is incorrect** because in a turnaround school it is necessary to take action and monitor changes in other ways that provide data more quickly. **Option C is incorrect** because identifying and grooming potential teacher leaders is less effective than establishing a common purpose among all teachers as they work toward implementing change. Identifying leadership potential in teachers is helpful to kick-start the change process, but to show a long-term commitment to the change

process, the principal needs to combat burnout and develop a common purpose to maintain the persistence needed among teachers. **Option D is incorrect** because there should be evidence that strategies identified by the team are ineffective, as measured by missed benchmarks, before moving on to alternate strategies.

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

24. Ms. Washington recognizes the need for an upgraded approach to assessing and documenting student progress. Which TWO of the following principal actions improve on the previous principal's approach to measuring student progress?

- A. Implementing interim assessments that evaluate what students have learned during each grading period
- B. Establishing and communicating more rigorous goals to students before they complete the benchmark assessments
- C. Disaggregating assessment data and assessment questions to determine an action plan for all student groups
- D. Including a side-by-side comparison of the school's benchmark assessment results and results from campus comparison groups
- E. Incorporating a diagnostic assessment and end-of-year assessment to capture a better range of student growth

Answer

Option A is correct because the previous principal's approach of documenting results of a mock STAAR benchmark once every nine weeks is ineffective. This approach does not provide a good picture of student learning of concepts taught each nine weeks. Ms. Washington can improve on this by implementing interim assessments more often that are noncumulative and test students on material learned during a specific period of time. **Option C is correct** because the previous principal is only looking at the passing rates of all students. This approach does not provide insight into how specific student groups are performing or what content is problematic. Ms. Washington can disaggregate data to gain an idea of how various groups of students are performing (for example, students who are economically disadvantaged, Hispanic students, and students receiving special education services) and if any achievement gaps are present, as is present in STAAR performance data. Then she can work with teachers to develop a better understanding of why students are not performing well on content that has been taught and what action is needed. **Option B is incorrect** because communicating high expectations is important but will not be sufficient to raise scores. Additionally, the focus of the question is on documenting student progress in a more useful way, not on steps to directly improve student achievement on the tests. **Option D is incorrect** because schools in campus comparison groups will likely not utilize the same benchmarks. Campus comparison groups are utilized when comparing student results on the same exam (for example, STAAR or EOC). **Option E is incorrect** because adding a diagnostic and an end-of-year assessment is unlikely to have much of an impact, especially if they follow the same mock STAAR format.

Questions 25–29 refer to the following information.

Ms. Contreras, the principal of Oak Tree Middle School, which is located in an urban area, reviews the campus profile and results from the latest state-mandated assessment. Ms. Contreras observes that the achievement gap has widened between Hispanic and White students and resolves to work toward closing this gap. Ms. Contreras also reviews student and teacher demographics over the last ten years.

Ms. Contreras decides to give an open-ended questionnaire to collect data on teachers' perceptions of their responsiveness to shifting demographics. She discusses some of the most notable open-ended teacher responses during her weekly meeting with the lead teachers from each department.

Ms. Contreras and the department leads, as part of their effort to close achievement gaps, form a plan for helping teachers develop cross-cultural competence so that they are better able to learn and build on the varying cultural and community norms of students and their families. During weekly team meetings, she trains the department leads on how to promote a culturally responsive learning environment. As part of that training, she provides department leads with guidelines to take back to their teams.

Team Meeting Discussion Guidelines

- Stay actively engaged in the conversation.
- Accept that there will be some discomfort.
- Always speak truthfully and sincerely.
- Recognize that you may not have closure.

Documents

1. Campus Profile
2. STAAR Percent at Approaches Grade Level or Above–Current Year
3. Oak Tree Student and Teacher Demographics
4. Teacher Questionnaire

Campus Profile

	Campus Count	Campus Percent	District	State
STUDENTS' ETHNIC DISTRIBUTION				
African American	92	11.6%	10.1%	12.6%
Hispanic	306	38.5%	28.4%	52.2%
White	326	41.1%	44.5%	28.5%
American Indian	6	0.8%	0.5%	0.4%
Asian	36	4.5%	13.0%	4.0%
Pacific Islander	2	0.3%	0.1%	0.1%
Two or More Races	26	3.3%	3.4%	2.1%
Economically Disadvantaged	368	46.3%	32.6%	59.0%
Noneducationally Disadvantaged	426	53.7%	67.4%	41.0%
English Language Learners (ELL)	101	12.7%	15.5%	18.5%
Students with Disciplinary Placements	18	2.2%	1.4%	1.5%
At-Risk	420	52.9%	35.9%	50.1%
Mobility	55	6.8%	10.6%	16.5%

STAAR Percent at Approaches Grade Level or Above—Current Year

	State	District	Campus	African American	Hispanic	White	Two or More Races	Special Ed	Econ Disadv	ELL
GRADE 6										
Reading	69%	77%	63%	63%	53%	82%	*	40%	54%	57%
Mathematics	72%	79%	65%	67%	54%	83%	*	42%	53%	60%
GRADE 7										
Reading	71%	79%	64%	64%	54%	85%	*	41%	54%	47%
Mathematics	69%	68%	65%	68%	52%	86%	*	43%	53%	59%
Writing	69%	77%	67%	69%	50%	82%	*	39%	47%	49%
GRADE 8										
Reading	87%	92%	69%	71%	57%	89%	86%	43%	53%	65%
Mathematics	82%	87%	67%	69%	54%	85%	83%	44%	58%	62%
Science	75%	79%	65%	67%	53%	84%	82%	40%	52%	59%
Social Studies	63%	72%	63%	65%	52%	83%	80%	41%	49%	53%

An asterisk (*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).

Oak Tree Student Demographics

	10 Years Ago	5 Years Ago	Current Year
Hispanic	24%	32%	39%
White	65%	54%	41%
African American	8%	10%	12%
Asian	3%	4%	5%

Oak Tree Teacher Demographics

	10 Years Ago	5 Years Ago	Current Year
Hispanic	20%	21%	23%
White	75%	66%	62%
African American	5%	8%	11%
Asian	0%	5%	0%

Teacher Questionnaire
(65 teachers completed the questionnaire)

Question	Likert Scale Responses	Sample Teacher Responses
1. To what degree do you tailor instruction to address cultural diversity?	1. – Not at all (50%) 2. – Rarely tailor instruction (50%) 3. – Sometimes tailor instruction 4. – Often tailor instruction 5. – Always tailor instruction	<ul style="list-style-type: none"> • I try to look past any race or ethnicity differences when I teach a lesson. I don't want students to feel singled out. • I focus instructional improvement strictly on TEKS. • I promote inquiry and collaboration in my classroom, which meets all students' needs.
2. How comfortable are you with disaggregating assessment data and analyzing disparities in achievement between ethnic groups?	1. – Not comfortable (20%) 2. – Slightly comfortable (50%) 3. – Somewhat comfortable (30%) 4. – Moderately comfortable 5. – Extremely comfortable	<ul style="list-style-type: none"> • I think focusing on ethnicity can lead to unnecessarily lowering expectations for students. • I am comfortable disaggregating data, but I think we should only look at grouping the kids who did poorly on the benchmarks.
3. To what degree does a student's ethnicity affect his or her success in school?	1. – Not at all (60%) 2. – Slightly affects (40%) 3. – Somewhat affects 4. – Moderately affects 5. – Greatly affects	<ul style="list-style-type: none"> • I don't think ethnicity or race has an impact on students' ability to succeed in my class. • I am African American and grew up with a strict mother; if I made it through school without feeling I was being treated differently, then these kids should be able to also.
4. What do you think is the primary reason for the existing achievement gap at our school?	n/a	<ul style="list-style-type: none"> • Student effort is the primary reason. If students work hard, they can achieve. The students who are scoring low on tests are not putting the same effort in as the students who are doing well. • A lack of resource teachers is the primary reason. We need more teachers who can pull kids out for small-group interventions. • I believe that all students have had an equal opportunity to succeed at high levels. Some students are just naturally

more inclined to succeed and others are not, regardless of how much support that I provide.

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

25. After receiving questions from the department leads about the new focus, Ms. Contreras should articulate that the primary goal of the initiative is to improve equity by

- A. celebrating the school as a hub of multiculturalism.
- B. recognizing students' cultures as assets to the learning process.
- C. promoting teachers' acceptance of diverse cultural norms.
- D. encouraging positive relationships among a range of cultural groups.

Answer

Option B is correct because improving outcomes for underperforming student groups is a primary concern. Since demographics have shifted and an achievement gap exists, the school needs to examine how well it is serving students. In order to make progress toward equity, the school should work to include the perspectives from these different cultures in a way that strengthens the learning process. There is a growing body of research showing that valuing and learning about student culture and perspective broadens a teacher's ability to connect with students, overcome challenges, and align methods to better engage students and enhance students' cognitive performance. **Option A is incorrect** because celebrating diversity will not directly affect the achievement gap. Celebrating multiculturalism often takes the form of superficial or isolated gestures and events that lead to neither improved student learning nor a cohesive campus culture. **Option C is incorrect** because promoting tolerance or acceptance is a low expectation. The goal is for teachers to embrace cultural diversity and see students' differences as an asset and source of strength that can enhance student learning. Teachers must become knowledgeable about their students' distinctive cultural backgrounds so they can translate that knowledge into effective instruction and enriched curriculum. **Option D is incorrect** because improving relationships between students will not necessarily eliminate potentially harmful assumptions and low expectations that some teachers have about students and their ability to achieve.

Competency 011—The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

26. As Ms. Contreras uses the teacher questionnaire responses to guide an initial discussion with the department leads, she should primarily keep in mind that

- A. teachers will need support in overcoming personal blind spots in order to harness cultural differences to improve learning.
- B. teachers need to reassess curriculum and support processes to better ensure academic success for students in all cultural groups.
- C. teachers are culturally aware and culturally competent but need more direction in being advocates for the cultural proficiency of others.
- D. teachers may require intensive support to enhance their instructional strategies to remove inherent perceptions of the superiority of specific cultures.

Answer

Option A is correct because the sample of survey responses indicates that teachers do not have a keen awareness of cultural differences. The responses show that personal blind spots are interfering with teachers' ability to analyze factors that may be contributing to the achievement gap. **Option B is incorrect** because reassessing curriculum and support structures for all students is an important step that should be completed after addressing teacher perceptions. The principal must first establish a foundation for understanding cultural proficiency as a prerequisite for achieving equity. **Option C is incorrect** because the questionnaire responses indicate a general lack of awareness of cultural issues which would need to be addressed first. **Option D is incorrect** because the questionnaire does not support the conclusion that teachers believe that any culture is superior to another. Thus, providing intensive support about teachers' perceptions of the superiority of specific cultures would be ineffective.

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

27. As part of the department meetings, Ms. Contreras and the department leads review the questionnaire and decide to make the first question a key focus. As teams reflect and create collaborative goals for improvement, the primary focus should be on

- A. ensuring culturally relevant curricula are delivered in a way that addresses students' interests and learning styles.
- B. equipping all teachers with the tools necessary for communicating curriculum expectations to diverse families.
- C. fostering a culture of respect in classrooms through character education curricula that integrate schoolwide norms.
- D. confirming that the instructional focus is based on the results of interim assessments broken down by curriculum standards.

Answer

Option A is correct because the first question asks about teachers' ability to tailor instruction to meet the needs of culturally diverse learners. Ensuring that culturally relevant curricula address students' interests and learning styles can remove potential barriers and support students in accessing content, and ultimately increase student outcomes. **Option B is incorrect** because focusing on communication with families and communities does not connect well to the results about how teachers are tailoring instruction. **Option C is incorrect** because focusing on character education curricula, while useful, does not address the root issues around the curriculum and instruction being implemented that may be affecting student achievement among student groups. **Option D is incorrect** because developing an instructional focus based on interim assessments, while useful, will not ensure culturally relevant curricula are implemented. Additionally, breaking down interim assessment data by curriculum standards is not deep enough, since performance gaps are developing between student groups rather than across standards.

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

28. The department lead develops the following plan to begin working with the English teachers to address the achievement gap.

English Department Meeting 1:

- Review with teachers the meeting guidelines and the principal's expectations for student performance
- Discuss possible types of student learning data that can be reviewed to identify student-learning problems

- Develop a calendar of key assessments to review in conjunction with the assessment and student samples
- Review student performance by student group, including ethnicity

During meeting 1, several teachers are resistant to the expectation and do not see value in looking at student performance by student group. Teachers feel that some of their students are performing well and that other student groups need to put forth more effort.

Which of the following pieces of coaching advice should the principal provide to the department leader to help facilitate the change process?

- "Early in the data review process, you should try to refocus teachers on data review timelines and record the team's concerns as they are shared. Let's take a look at the assessment calendar the team developed and see if it is reasonable for teachers' busy schedules."
- "It is critical for you to allow a relaxed dialogue structure that encourages teachers to be active in dialogue if they are comfortable or gives them the option of joining the conversation later. Let's design some broad guiding questions that you can use to frame the discussions."
- "Issues of ethnicity and culture should be secondary when examining student performance data and engaging in collaborative inquiry to encourage teachers to delve into the data. Let's try to develop a template you can use to focus the conversations on open-ended questions the team can generate in response to the data."
- "Each individual's response to differences in ethnicity and culture deeply affects how he or she interprets data and has a profound impact on student learning. Let's develop a meeting protocol you can use to raise teachers' awareness of their own cultural proficiency and ensure that your team digs into the data and assessment questions."

Answer

Option D is correct because the department lead has not planned to take the time needed up front to establish the foundation needed for cultural competence when analyzing data. In addition to the principal's set of norms that can help the teachers engage in these difficult conversations, the department leader should establish a solid foundation of cultural proficiency and then look at student performance with assessment questions in hand. **Option A is incorrect** because there is no evidence that the teachers are unwilling to participate due to lack of time. **Option B is incorrect** because the principal has already provided guiding norms for discussions that the department lead should try to implement as part of the team meetings. **Option C is incorrect** because the team needs to address performance differences between student groups to become culturally proficient; questions about ethnicity and culture should be at the center of data discussions in order to improve results.

Competency 009—The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

29. After Ms. Contreras works for a year to improve equity at the school, which TWO of the following pieces of data would quantify that important improvements have been made at the campus?

- An increase in mathematics STAAR results in the sixth and seventh grades
- A change in teacher demographics to more closely resemble student demographics
- A decrease in the number of English learners receiving services at the school
- A shift in results on the questionnaire to show that the majority of teachers do not think ethnicity affects student success
- An increase in Hispanic student performance on STAAR reading at all three grade levels

Answer

Option B is correct because a change in teacher demographics to better reflect the diversity of the student body would signal that the school has made efforts to ensure that role models are present in the school for all student groups. Having positive role models, such as teachers of similar demographic backgrounds as students, can increase performance due to a greater sense of belonging, improve what students define as attainable, and encourage high expectations for all students. **Option E is correct** because Hispanic student performance on STAAR reading is below 60 percent for the sixth, seventh, and eighth grade at the beginning of this initiative, well below campus and district averages. An increase would show gains at all three levels and signify systemic improvements. **Option A is incorrect** because without seeing the breakdown in results by student population, the principal cannot see if gains were made by student groups that showed an achievement gap. **Option C is incorrect** because a decrease in the number of English learners receiving services would not be appropriate data to use to signify improvements in student equity. The number of EL students is determined by which students qualify for these services. **Option D is incorrect** because question three specifically addressed student success and shows that 60% of teachers respond that ethnicity does not affect student success. An increase would indicate that teachers do not understand that their personal bias of students' ethnicities can be a factor in students' success.

Questions 30–33 refer to the following information.

Mr. Flores, an elementary principal, creates a schedule of activities at the beginning of the year and uses it weekly to ensure his time is used effectively to achieve school goals for student achievement. As part of his vision for a successful school, he develops a checklist that he uses as the foundation for collecting evidence during his scheduled classroom walk-throughs and provides the checklist to teachers after visiting classrooms.

On Monday, Wednesday, and Friday mornings, Mr. Flores meets with the administrative team to check in, discuss pertinent school issues, and clarify duties. He uses an agenda to guide these meetings and document the topics that were addressed.

In addition to conducting frequent meetings with the administrative team, Mr. Flores schedules time each week to lead collaborative grade-level teams. During these meetings, the grade-level chair records minutes and provides copies to all team members.

Documents

1. Mr. Flores' Weekly Schedule
2. Classroom Walk-Through Checklist
3. Administrative Team Meeting Agenda

Mr. Flores' Weekly Schedule

Time	Monday (8 walk-throughs)	Tuesday (6 walk-throughs)	Wednesday (5 walk-throughs)	Thursday (9 walk-throughs)	Friday (8 walk-throughs)
7:00 – 8:00	Help with bus and car drop-off	Monitor halls and greet staff	Help with bus and car drop-off	Monitor halls and greet staff	Help with bus and car drop-off
	Administrative team meeting		Administrative team meeting		Administrative team meeting
8:00 –	Walk-through-	Walk-through-	Walk-through-	Walk-through-	Walk-through-

9:00	Pre-K Class 1	Pre-K Class 2	Pre-K Class 3	Pre-K Class 4	PE
	Walk-through-Kindergarten Class 1	Walk-through-Kindergarten Class 2	Walk-through-Kindergarten Class 3	Walk-through-Kindergarten Class 4	Walk-through-Kindergarten Class 5
9:00 – 10:00	Walk-through-First-grade Class 1	Walk-through-First-grade Class 2	Facilitate kindergarten team meeting	Walk-through-First-grade Class 3	Walk-through-Music
		PTA board meeting		Walk-through-First-grade Class 4	
10:00 – 11:00	Facilitate fifth-grade team meeting	Walk-through-Second-grade Class 1	Facilitate fourth-grade team meeting	Walk-through-Second-grade Class 3	Walk-through-Special Education Resource
		Walk-through-Second-grade Class 2		Walk-through-Second-grade Class 4	Walk-through-Art
11:00 – 12:00	Walk-through-Third-grade Class 1	Facilitate third-grade team meeting	Walk-through-Third-grade Class 3	Walk-through-Third-grade Class 4	Facilitate second-grade team meeting
	Walk-through-Third-grade Class 2				
12:00 – 1:00	Lunch and answer e-mails and return calls	Lunch and answer e-mails and return calls	Weekly district principals' meeting (off campus)	Lunch and answer e-mails and return calls	Lunch and answer e-mails and return calls
1:00 – 2:00	Walk-through-Fourth-grade Class 1	Facilitate first-grade team meeting			Walk-through-Fourth-grade Class 4
	Walk-through-Fourth-grade Class 2		Walk-through-Fourth-grade Class 3	Facilitate Pre-K team meeting	Walk-through-Fourth-grade Class 5
2:00 – 3:00	Walk-through-Fifth-grade Class 1	Walk-through-Fifth-grade Class 2	Walk-through-Fifth-grade Class 3	Walk-through-Fifth-grade Class 4	Walk-through-Fifth-grade Class 5
	Monitor dismissal	Monitor dismissal	Monitor dismissal	Monitor dismissal	Monitor dismissal
3:00 – 4:00	Site-based decision-making committee	Answer parent calls and respond to e-mails	Faculty meeting	Complete campus and district reports	Answer parent calls and respond to e-mails

Classroom Walk-Through Checklist

Expectation	Yes	No
Daily learning objectives are posted and easily seen.		
Word wall is present for each content area.		
Color-coded behavior management system is utilized.		
Labeled craft sticks are used to ensure equity in calling on students.		
Student desks are placed in groups of four or five.		
Students are engaged during lessons.		
Clear procedures are in place for independent work.		
Workstations and centers are organized and neat.		
Lesson plans are easily accessible in a binder.		

Administrative Team Meeting | AGENDA

Date: 9/18	Time: 7:30 AM	Location: Mr. Flores' office
Meeting called by	Mr. Flores	Attendees Ms. Markey (Assistant Principal) Ms. Thomas (Instructional Coach) Mr. Farrad (Magnet/GT/Title I Coordinator)
Type of meeting	Check in	
Facilitator	Mr. Flores	

Updates	Person responsible
Discipline data	Ms. Markey
Attendance data	Mr. Farrad
Instructional materials	Ms. Thomas

Action items	Person responsible	Deadline
Conduct training at the next faculty meeting on how to use the new schoolwide behavior management system.	Ms. Markey	2 weeks
Create a bulletin board graph that shows the school's increase in student attendance percentages.	Mr. Farrad	1 week
Complete inventory of all consumable and nonconsumable textbooks.	Ms. Thomas	2 weeks
In preparation for facilitating collaborative team meetings:		
Prepare agendas and materials for next week's collaborative team meetings.	Mr. Flores	1 week
Review progress monitoring protocols.	Mr. Flores	1 week
Analyze grade-level benchmark assessment data by standard.	Mr. Flores	1 week

Create a new lesson plan format that highlights aspects of the walk-through checklist.	Mr. Flores	1 week
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Notes:

Competency 008—The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

30. After analyzing his schedule, Mr. Flores realizes that he has multiple areas for improvement. Which TWO of the following changes should Mr. Flores make to ensure effectiveness as an instructional leader?

- A. Scheduling time throughout the day to answer e-mails, address discipline referrals, and return calls
- B. Moving weekly administrative team meetings to the end of the instructional day
- C. Varying the times of day in which individual teachers are observed
- D. Reducing the number and duration of walk-throughs to incorporate coaching conferences
- E. Facilitating all collaborative team meetings on the same day of the week

Answer

Option C is correct because given that the principal's current schedule is repeating, he is observing individual teachers at the same time of day each week. The time of day should be varied to capture a more accurate picture of what happens in the classroom at different points in the day and during different subjects. **Option D is correct** because the principal currently has scheduled many observations without planning time to meet with teachers to discuss feedback individually. The principal should adjust his practice to include an observation cycle that includes debriefs following individual observations. **Option A is incorrect** because while it is appropriate to block out time to answer e-mails, address discipline referrals, and make calls, doing so does not address the issue of completing effective observations as part of instructional leadership responsibilities. **Option B is incorrect** because moving the administrative team meetings to the end of the day instead of having them before school starts is unlikely to have any significant impact on the principal's efficacy. **Option E is incorrect** because it may not work to hold seven collaborative team meetings on the same day of the week. This would take up the entire school day for the principal, inhibiting him from observing classroom instruction across various times, contexts, and subjects.

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

31. Mr. Flores currently uses his checklist as the primary tool for documenting a teacher's performance during a walk-through. Which TWO of the following identify the significant drawbacks of relying on the checklist?

- A. There are no classroom management practices that contribute to an effective instructional environment.
- B. There is no continuum of performance expectations that accommodates teacher effectiveness and reflection.
- C. The schoolwide nonnegotiables cannot be feasibly implemented by either novice or experienced teachers.
- D. The limited range of instructional considerations do not help the observer document relevant evidence.
- E. The statements rely on judgments, which are subjective and prone to inconsistencies.

Answer

Option B is correct because a rubric contains a progressive continuum of performance expectations that better supports teacher reflection and development. **Option D is correct** because the checklist is overly simplistic and does not focus on student learning. It lists a series of nonnegotiable practices and environmental considerations, but it does not lend itself to collecting salient evidence about teaching and learning. **Option A is incorrect** because the checklist does include some classroom management practices that would help support an effective instructional environment (for example, a behavior management system or clear procedures). **Option C is incorrect** because the nonnegotiables on the checklist are reasonable. They could be feasibly implemented by both novice and experienced teachers. **Option E is incorrect** because the statements have been standardized. While the principal's use of the checklist may be somewhat subjective, the use of a simple "yes" or "no" limits the subjectivity.

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

32. In order to more effectively utilize Ms. Markey, Mr. Farrad, and Ms. Thomas, the principal should first consider
- A. training them to take on instructional leadership roles and dividing coaching responsibilities based on teacher need and instructional expertise.
 - B. encouraging them to develop their own action items and deadlines, based on the most critical needs of students and teachers.
 - C. leveraging their expertise by asking them to facilitate the weekly grade-level collaborative teacher team meetings.
 - D. using their knowledge of data systems to catalyze a schoolwide culture of collaborative inquiry and data analysis.

Answer

Option A is correct because based on the administrative team's meeting agenda, Ms. Markey, Mr. Farrad, and Ms. Thomas are not being utilized as instructional leaders. They are currently tasked more with managerial duties and other ancillary tasks. Although these tasks may be important, the principal should work to ensure each member of his team contributes to instructional improvement by creating structures and processes that encourage their involvement and develop their knowledge and skills in this area. **Option B is incorrect** because the team should collaborate on action items and deadlines. Although the principal needs to better leverage the team's leadership potential, it is not effective to simply assign them to create action items without any guidance. **Option C is incorrect** because although the principal does need to delegate leadership of the weekly grade-level meetings, it would be more effective to delegate leadership to the teachers themselves. **Option D is incorrect** because, although this may become a shared initiative that is appropriate for the school, the principal should first make sure that all members of the leadership team engage in instructional coaching to ensure that all teachers have instructional support.

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

33. After evaluating the action items from the administrative team meeting, Mr. Flores should prioritize
- A. working with lead teachers to ensure that the increase in student attendance is maintained through the next grading period.
 - B. creating a lesson plan format that aligns with the walk-through checklist that he uses daily in teachers' classrooms.
 - C. building the leadership capacity of lead teachers by working with them to create a shared sense of ownership for their team meetings.
 - D. establishing consistent progress-monitoring protocols that teachers can use with their intervention groups.

Answer

Option C is correct because the agenda shows that Mr. Flores is preparing agendas and materials for the next week's collaborative team meetings. Teacher leaders, rather than the principal, should be trained to facilitate these weekly meetings. It is an effective practice for increasing leadership capacity and building a shared sense of ownership of school vision and outcomes. **Option A is incorrect** because, while working with teachers to track progress toward attendance goals will be helpful, it is not the most impactful adjustment Mr. Flores can make in this situation. Giving priority to supporting the leadership capacity of lead teachers to plan and facilitate weekly team meetings is a more important practice that promotes teacher excellence and growth. **Option B is incorrect** because teachers' lesson plans should not align with the walk-through checklist, since the walk-through checklist is deficient and does not provide a continuum of teacher expectations for teachers to reflect on. **Option D is incorrect** because although teachers will need to plan for progress monitoring as part of implementing interventions, this task should be done by the teachers.

Questions 34–38 refer to the following information.

Ms. Okeke is hired as principal of Maron Elementary, a pre-K–5 school in an urban district. Maron Elementary currently has three classrooms of four-year-old prekindergarten students, all of whom are taught by monolingual teachers with English as a Second Language certifications. Between 90% and 95% of the twelve English Learners (ELs) in prekindergarten classes speak Spanish as their first language.

Ms. Okeke establishes the following goals for the school's prekindergarten program:

1. Promote instruction that aligns with the Texas Prekindergarten Guidelines.
2. Ensure that 100% of prekindergarten students are kindergarten ready by the end of any given school year.
3. Close any existing achievement gaps between prekindergarten student groups.

After the first semester, Ms. Okeke examines data related to kindergarten readiness in order to target areas of need. She then reviews the prekindergarten guidelines and expected outcomes and uses them as a reference to conduct classroom observations of each prekindergarten class.

Documents

1. Skill-Specific Kindergarten Readiness Data for Current School Year
2. Anecdotal Records/Notes by a Prekindergarten Teacher, Mr. Auckland
3. Walk-through Form: Classroom Environment and Language and Communication

Skill-Specific Kindergarten Readiness Data for Current School Year

Domain Assessed	Percent of Students that Met the Beginning-of-Year Target	Percent of Students that Met the Middle-of-Year Target
<i>I. Emergent Literacy–Reading</i>		
Phonemic awareness: syllable segmenting	17%	41%
Phonemic awareness: initial	18%	41%

sounds		
Alphabet knowledge: letter names	20%	50%
Concepts of print: distinguishing print elements and direction	11%	45%
Comprehension of text read aloud	26%	42%
II. Emergent Literacy–Writing		
Writing conventions: first name	18%	30%
Writing conventions: letters	17%	30%
III. Language and Communication		
Follows single and multistep directions	20%	41%
Speech production (intelligible speech)	70%	76%
Expressive vocabulary	17%	23%
Receptive vocabulary	26%	30%
Uses common phrases and academic language	15%	23%
Speaks in complete sentences	20%	24%
IV. Mathematics		
Numeral identification	26%	52%
Verbal and tactile counting	20%	50%
Adding and subtracting	18%	23%
Geometry and spatial sense language	27%	48%
Comparison	14%	45%
V. Health and Wellness		
Gross motor skills	59%	61%
Fine motor skills	48%	64%
Self-care, self-awareness and self-regulation	41%	59%
Relationship skills	27%	56%
Communicates wishes, feelings, and needs	30%	50%

Anecdotal Records/Notes by a Prekindergarten Teacher, Mr. Auckland

Activity:	Learning Centers
Date & Time:	9/15 9:25 a.m.
Focus of observation: Language	End of Prekindergarten Year Outcome: I.B.2.b Child can communicate basic emotions/feelings.
Student 1– Sammy	Teacher models in dramatic play center how to prepare a snack for a friend. Sammy becomes angry and throws the kitchen items into the sink saying, " <i>I don't need to help in the kitchen.</i> "
Student 2– Gabriella	Teacher tries to get Gabriella's attention after she hides under the table in the block center. Gabriella says, " <i>I was wistening to fend.</i> "
Student 3–Kieran	Kieran is working in the art center when another student asks to take the cup of red paint. Kieran says, " <i>Can we put it in the middle to share?</i> "
Student 4– Ignacio	Ignacio is working calmly in the science center sorting plastic animals. Another student comes and suggests sorting the animals by whether they walk or fly. Ignacio becomes angry and yells " <i>Tey are mine!</i> " before scooping up all of the animals.

Activity:	Learning Centers
Date & Time:	9/20 1:20 p.m.
Focus of observation: Behavior	End of Prekindergarten Year Outcome: I.B.1.b Child takes care of and manages classroom materials.
Student 1– Sammy	Sammy struggles with cleaning up his work in the art center. He asks another student, " <i>Can you help me?</i> "
Student 2– Gabriella	Gabriella works quietly in the puzzle center but seems to have taken apart five puzzles without putting any of them back together.
Student 3–Kieran	Kieran is organizing blocks by size. He says, "Blocks have to fit together on the shelf like a puzzle."
Student 4– Ignacio	Ignacio seems frustrated with the science center. He asks, " <i>I already seen these animals. Can I move to art?</i> "

Activity:	Learning Centers
Date & Time:	9/27 9:25 a.m.
Focus of observation: Vocabulary	End of Prekindergarten Year Outcome: II.D.1 Child uses a wide variety of words to label and describe people, places, things and actions.
Student 1– Sammy	Teacher talks with Sammy, who is having trouble naming objects related to the topic of clothing.

Student 2– Gabriella	Teacher puts on a sun hat in the dramatic play center and talks with Gabriella about wearing a hat on a hot day. Teacher asks Gabriella about clothing to wear on a cold day. Gabriella is not able to describe a type of clothing that you wear on a cold day.
Student 3–Kieran	Teacher asks Kieran to look at pictures of clothing and sort the pictures by type of clothing. Kieran says, "How do I know which go together?"
Student 4– Ignacio	Ignacio comes to the dramatic play center and calls every item "clothing" rather than by its appropriate name.

**Walk-through Form: Classroom Environment and Language and Communication
Prekindergarten Teacher: Mr. Auckland Date: 9/27**

Observation Criteria	Observed	Not Observed	Comments
Classroom Environment			
<i>Classroom space is organized into distinct learning centers.</i>	X		Eight learning centers in rotation; multiple materials in each related to the theme of clothing
<i>Daily schedule includes small group instruction.</i>	X		Observed Mr. Auckland meet with a small group for phonemic awareness instruction; he utilized appropriate prompting and questioning but provided no opportunity for student-to-student interaction.
<i>Teacher maximizes instructional time by using effective classroom routines, preparing materials ahead of time, and planning for transitions.</i>	X		
<i>Students have access to technology to support learning.</i>		X	Three student computers available, but not utilized as a center; lesson plans indicate weekly computer lab time for students to use for the digital early reading program.
Language and Communication			
<i>Teacher introduces new vocabulary.</i>	X		Mr. Auckland introduces twelve new vocabulary words about clothing (including "beret" and "blouse") and has an interactive game to have students learn about the different names of clothing.
<i>Back and forth conversation exchanges occur between teacher and students.</i>	X		

<i>Teacher names/labels various items, materials, and centers.</i>	X		
<i>Teacher scaffolds students' language and encourages conversation.</i>		X	
<i>Students' work samples are displayed.</i>	X		Work samples hanging on the walls included artwork and cut-and-paste activities
<i>A variety of age-appropriate books are available.</i>	X		Primarily fiction; a good range of culturally diverse fiction titles for read-alouds available
<i>Anecdotal records are frequently used to document student language and communication.</i>	X		Observed Mr. Auckland taking anecdotal records during the literacy centers; students seemed to struggle with using vocabulary to identify clothing and to describe items and pictures in the centers.

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

34. Concerned by trends shown in the kindergarten readiness data and the anecdotal records, Ms. Okeke resolves to work with teachers to identify how to better support students within Domain III: Language and Communication. Which THREE of the following strategies support the development and progress of student language and communication?

- A. Including authentic read-alouds daily to ensure exposure to a variety of words
- B. Pairing students with similar developmental language skills together for group activities
- C. Having students trace high-frequency and sight words with their fingers
- D. Facilitating ongoing conversations about activities that are taking place in the classroom
- E. Incorporating dramatic play organized around a carefully chosen theme

Answer

Options A, D, and E are correct because read-alouds that include explanations of targeted vocabulary can support word learning. The teacher should encourage conversations about activities that are taking place in the classroom in order to expose students to language associated with the immediate context. Dramatic play organized around a carefully chosen theme can support word learning by encouraging students to utilize new and situational vocabulary in authentic ways.

Option B is incorrect because student groups should be heterogeneously mixed to better promote richer language and communication interactions among students as they learn through conversing. Offering students opportunities to engage with other students at higher levels of communication will advance the skills of all students within the groups. **Option C is incorrect** because tracing high-frequency and sight words promotes tactile and fine-motor learning, not expressive language.

Competency 003—The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

35. Ms. Okeke wants to ensure that there is a significant increase in the percentage of students achieving kindergarten readiness within Domain II: Emergent Literacy — Writing by the end of the current year. To most effectively work toward this goal, she wants to ensure that the prekindergarten team recognizes that students progress through developmental stages as they learn to write. Which of the following should the teachers identify as a critical prerequisite to the tested skills?

- A. Applying letter-sound correspondence consistently to monosyllabic words
- B. Recognizing that environmental print and other texts convey meaning
- C. Developing fine-motor skills that support legibility and stamina
- D. Using invented spelling to represent common words and phrases

Answer

Option B is correct because recognizing that environmental print (words that appear in everyday life, e.g., signs, labels, logos) conveys meaning is a foundational understanding for emergent writers. Before students can communicate an understandable written message to others, they must first comprehend that written words carry meaning. **Option A is incorrect** because prekindergarten students are not expected to consistently apply letter-sound correspondence. **Option C is incorrect** because fine-motor skills will develop over time; prekindergarten students are not expected to have refined motor skills yet. **Option D is incorrect** because although some prekindergarten students will experiment with invented spelling, this is not a prerequisite skill for writing.

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

36. Based on the Walk-through Form and Anecdotal Records, Ms. Okeke should suggest which THREE of the following improvements to Mr. Auckland's instructional approach?

- A. Gather information about students' prior knowledge before introducing new vocabulary
- B. Select developmentally appropriate content vocabulary
- C. Use a visual graphic organizer to help generalize new vocabulary
- D. Provide repeated exposure to new vocabulary in multiple contexts
- E. Create a word wall that includes every vocabulary word and its definition

Answer

Option B is correct because Mr. Auckland introduced the students to twelve vocabulary words, including "beret," which was not a developmentally appropriate word that students in prekindergarten needed to know. **Option C is correct** because the use of graphic organizers visually shows the connections between the meanings of words or phrases and helps students to categorize words and see relationships between concepts. **Option D is correct** because Mr. Auckland introduced twelve new vocabulary words related to clothing which he then expected students to apply during centers. Students need multiple repetitions of words to achieve understanding and mastery. **Option A is incorrect** because gathering information about students' prior knowledge will not address the problems documented in the Walk-through Form and Anecdotal Records regarding using content-relevant vocabulary words and providing multiple repetitions. **Option E is incorrect** because best practice would focus the word wall on targeted, relevant vocabulary words displayed in a child-friendly manner.

Competency 004—The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

37. After reviewing the anecdotal records, Ms. Okeke and Mr. Auckland discuss how to better support Ignacio as an English learner. Which TWO of the following strategies should Mr. Auckland implement to address the concerns noted about Ignacio?

- A. Partnering Ignacio with monolingual English-speaking classmates
- B. Allowing Ignacio to switch centers as needed when he experiences difficulty
- C. Using nonverbal cues to remind Ignacio and other students about center expectations
- D. Previewing instructional materials with Ignacio before he engages in a center
- E. Engaging in interactive play with Ignacio and other students during centers

Answer

Option D is correct because Mr. Auckland can preview instructional materials with Ignacio before he engages in a center to provide instruction on vocabulary and clarify misconceptions. This action will better ensure that Ignacio engages effectively in the center activities. **Option E is correct** because Mr. Auckland can engage in interactive play to model appropriate language to use in peer-to-peer interactions to better support Ignacio's expressive language development. **Option A is incorrect** because all prekindergarten students are developing their language and communication skills. While partnering Ignacio with a monolingual classmate is a common practice, it does not support Ignacio's language and communication development as effectively as intentional scaffolding and modeling by the teacher. **Option B is incorrect** because the center activities are likely at or above his frustration level of development in expressive language skills. So, allowing Ignacio to switch centers when he is frustrated does not address the root cause of his frustration. **Option C is incorrect** because Mr. Auckland needs to model appropriate expressive language skills in addition to using nonverbal cues as scaffolds to support Ignacio's expressive language development.

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

38. During their discussion, Mr. Auckland shares that he does not feel confident in creating math centers to support student learning. He is concerned about the middle-of-the-year mathematics data and wants to develop centers that help students more effectively become kindergarten ready. Ms. Okeke schedules time to work with Mr. Auckland on creating a center that addresses the area of greatest need. Which of the following centers is most developmentally appropriate?

- A. Providing a foam die labeled from zero to five and having students roll the die to determine how many plastic animals to remove from a set and then how many are left in the set
- B. Providing a written practice sheet on basic mathematics sentences for numbers from one to five
- C. Providing egg cartons and plastic eggs and having students sort by color while they place each individual egg within the carton
- D. Providing containers of different shapes and sizes and having students fill them with sand or water to determine which containers hold more or less

Answer

Option A is correct because this activity is developmentally appropriate and provides a hands-on independent option for students to practice subtraction, which addresses one component of the area of greatest need. **Option B is incorrect** because asking students to complete a written practice sheet would be developmentally inappropriate. **Option C is incorrect** because sorting by colors is a classifying skill. **Option D is incorrect** because students are demonstrating comparison skills.

Ms. Dawson is the principal of Junction Magnet Middle School (grades 6–8) in a suburban district. Junction Magnet MS specializes in providing a curriculum focused on science, technology, engineering, and mathematics (STEM) for the 450 students at the campus. While Junction Magnet MS accepts students by lottery from three other middle schools in the district, interest in the magnet program has not grown at the expected rate and a large portion of the school building is not being used. So, the district has decided to move Junction Magnet MS to the Riverside MS campus at the start of the next school year.

Mr. Kapoor is the principal of Riverside Middle School (grades 6–8), which currently serves 625 students. Riverside MS has also experienced under-enrollment for several years, and the school building being used is well under capacity.

In preparation for the merger, district leadership developed a transition plan to close Junction Magnet MS and move its students and magnet program to Riverside MS. The superintendent facilitated several meetings with Mr. Kapoor, Ms. Dawson, and other district leadership to determine the implications and factors to be considered for the merger. The team proposed the merger to the school board and gathered public input.

Ms. Dawson notified the district that she plans to retire at the end of the school year but will work with Mr. Kapoor during the spring to ensure a smooth transition of Junction Magnet MS students to Riverside MS.

In February, Ms. Dawson and Mr. Kapoor completed a meeting with the superintendent to discuss staff allocations and are now working to address the March events in the transition plan.

Documents

1. Student Demographic Information for Junction Magnet MS and Riverside MS
2. Initial Transition Plan from the Superintendent—Merger of Junction Magnet MS and Riverside MS
3. Student Survey Results and Summary of Parent Perceptions from Focus Groups
4. E-mail regarding Staff Allocations
5. Letter to Parents about the STEM Program

Student Demographic Information for Junction Magnet MS and Riverside MS

Junction Magnet Middle School—450 (school capacity of 1,500)

Ethnic Distribution	Campus Count	Campus Percent	District
African American	52	11.5%	23.9%
Hispanic	153	33.9%	62.1%
White	146	32.5%	8.7%
American Indian	3	0.6%	0.2%
Asian	75	16.7%	3.9%
Pacific Islander	0	0.0%	0.1%
Two or More Races	21	4.8%	1.1%
Economically Disadvantaged	117	26.1%	77.1%
Non-Educationally Disadvantaged	333	73.9%	22.9%
English Language Learners (ELL)	22	4.8%	31.8%

Students with Disciplinary Placements	0	0.0%	1.2%
At-Risk	77	17.2%	67.5%

Riverside Middle School—625 (school capacity of 1,500)

Ethnic Distribution	Campus Count	Campus Percent	District
African American	29	4.7%	23.9%
Hispanic	588	94.0%	62.1%
White	5	0.8%	8.7%
American Indian	0	0.0%	0.2%
Asian	3	0.4%	3.9%
Pacific Islander	0	0.0%	0.1%
Two or More Races	0	0.0%	1.1%
Economically Disadvantaged	580	92.8%	77.1%
Non-Educationally Disadvantaged	45	7.2%	22.9%
English Language Learners (ELL)	191	30.6%	31.8%
Students with Disciplinary Placements	11	1.8%	1.2%
At-Risk	427	68.3%	67.5%

Initial Transition Plan from the Superintendent—Merger of Junction Magnet MS and Riverside MS

Date	Event
October	<ul style="list-style-type: none"> The superintendent notifies the board of a proposal to merge Junction Magnet MS and Riverside MS. The district notifies Junction Magnet MS parents that due to declining enrollment, the district is evaluating possible options for moving the magnet school.
November	<ul style="list-style-type: none"> The district will conduct public meetings regarding the proposed merger.
December	<ul style="list-style-type: none"> The board votes on the merger of the two middle schools. Ms. Dawson and Mr. Kapoor attend the school board meeting and provide information on the programs at each school.

	<ul style="list-style-type: none"> The superintendent schedules a public meeting at each school to announce the merger. The district notifies Junction Magnet MS parents that Ms. Dawson will be retiring at the end of the school year and Mr. Kapoor will remain principal at Riverside MS.
January	<ul style="list-style-type: none"> Principals will facilitate parent focus groups at each campus to gather information about the merger and hear their concerns. Principals will survey Junction Magnet MS and Riverside MS students.
February	<ul style="list-style-type: none"> The superintendent schedules a meeting with Ms. Dawson and Mr. Kapoor to discuss survey concerns. Principals will plan for staff allocations and a timeline for notifying staff.
March	<ul style="list-style-type: none"> Ms. Dawson and Mr. Kapoor meet to create a plan for staff selections and review results of the student survey and parent focus groups. Mr. Kapoor drafts the remaining portion of this transition plan (April–August). Plan communications will be sent to parents.

Student Survey Results

When the two middle schools merge, I expect that	Percent Agreeing or Strongly Agreeing	
	Students at Junction Magnet MS	Students at Riverside MS
1. my teachers will have high expectations for me.	55%	68%
2. my teachers will care about me and help me reach my goals.	68%	85%
3. I will study subjects that are challenging and interesting.	49%	51%
4. I can participate in the extracurricular clubs and sports that I enjoy.	49%	47%
5. I will make new friends.	40%	51%
6. I will feel safe and comfortable at school.	68%	75%

Summary of Parent Perceptions from Focus Groups

Junction Magnet Middle School (STEM Program)

- It will be difficult for students from two schools to integrate as one student body.
- Junction Magnet MS parents will not be welcomed by Riverside MS parents.
- Junction Magnet MS parents and students will feel like latecomers.

Riverside Middle School

- The larger school population at Riverside MS will increase class size.
- It will be difficult for students from two schools to integrate as one student body.
- The quality of instruction will suffer.
- The larger student population may result in fewer or weaker services for English

- Some Junction Magnet MS parents will struggle to get their children to school because of the extra distance.

learners, gifted, and other special student populations.

E-mail regarding Staffing Allocations

To: Superintendent

From: Mr. Kapoor

Date: March 20

I wanted to update you regarding my plan for staff allocations, as discussed earlier this week. Per your request, I created a staffing chart based on the number of teachers we have at each school and the number of teachers I project that we will need after the schools merge. I checked the contracts for the teachers, and the majority of the teachers are on one-year term contracts. It appears that our current voluntary teacher transfer policy gives me discretion in determining which teachers are transferred at the end of a school year when an opening occurs at another campus. Since class sizes are smaller at Junction Magnet MS, I anticipate we will not need all the teachers from Junction Magnet MS to transfer to Riverside MS. I know that we generally have a seniority-based selection approach in the district, but I hope you will be able to provide me flexibility in ensuring that quality teachers are selected to fill the vacant positions.

	Junction Magnet MS	Riverside MS	Projected Need for the Merger	Notes
English Language Arts	3	4	7	One teacher retiring at Riverside MS who has gifted and talented certification
Mathematics*	4	4	8	
Science*	4	4	8	One teacher retiring at Junction Magnet MS who has experience in rocketry for STEM program
Foreign Languages	3	4	7	
Social Studies	3	4	7	
Fine Arts	3	4	7	
Physical Education/Health	2	2	4	One PE teacher who is also a basketball and track coach has applied for the high school coaching position.
Technology*	4	2	5	
Special Education	3	5	8	

Noninstructional Staff	5	5	5	
	2	2	3	
• Office staff	4	4	5	
• Instructional aids				
• Custodians				

*Consider specialized curriculum focus for STEM program

Letter to Parents about the STEM Program

Parents,

Due to the merging of Junction Magnet Middle School with Riverside Middle School, we will be making changes to the policies and procedures for participation in the STEM program currently operated at Junction Magnet MS. The program will be continued at Riverside MS, but the schoolwide lottery system used at Junction Magnet MS will be changed to an application-based system.

Using a matrix, teachers will assess each candidate's eligibility to participate based on academic grades and state-mandated test results from the previous school year before a campus committee selects candidates for the program. All participating students will be reevaluated each year. Please let me know if you have any questions about the new system.

Sincerely,

Mr. Kapoor and Ms. Dawson

Matrix for Selection for the Magnet Program

Academic grades (average for core classes only from previous school year)					POINTS
90–100 40 points	80–89 30 points	75–79 25 points	70–74 20 points	Below 70 0 points	
State-mandated test results from previous school year					
Reading	Masters Grade Level 30 points	Meets Grade Level 25 Points	Approaches Grade Level 20 points	Did not Meet Grade Level 0 points	
Mathematics	Masters Grade Level 30 points	Meets Grade Level 25 Points	Approaches Grade Level 20 points	Did not Meet Grade Level 0 points	
Considerations					
Teacher Recommendation	Student greatly benefits from program 30 points	Student benefits from some aspects of program 20 points	Student benefits from few aspects of program 10 points	Student does not benefit from program 0 points	
Diversity in program participants	English learner (EL) (5 points) Economically Disadvantaged (5 points)				
TOTAL POINTS					

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

39. After reviewing the information for each school, which THREE of the following actions should Mr. Kapoor plan to implement to support a successful merger of Junction Magnet MS with Riverside MS?

- A. Visiting Junction Magnet MS regularly to interact with students and parents and have an opportunity to communicate with them
- B. Schedule multiple opportunities for Riverside MS and Junction Magnet MS students to participate in team-building activities at Riverside MS
- C. Create a new code of conduct to ensure consistent expectations for all students from Riverside MS and Junction Magnet MS
- D. Disaggregate student disciplinary data to determine which students to target for additional services once the merger is complete
- E. Meet with parent representatives from diverse groups to facilitate the creation of a combined parent-teacher organization

Answer

Option A is correct because visiting Junction Magnet MS school allows Mr. Kapoor to begin to build relationships with students and parents in the Junction Magnet MS community. **Option B is correct** because it is a best practice for Riverside MS to provide opportunities for students to socialize and participate in purposeful team-building activities to get to know one another and see commonalities among themselves. **Option E is correct** because Mr. Kapoor needs to gain the trust of parents in order to create a new cohesive parent-teacher organization. **Option C is incorrect** because the current code of conduct at Riverside MS should not be discarded just because of the merger or the demographics of both schools. **Option D is incorrect** because the data for both schools (Junction Magnet MS 0% and Riverside MS 1.8%) show a very small percentage of students needing disciplinary action, so this would not be a focus of merger activities.

Competency 002—The entry-level principal knows how to work with stakeholders as key partners to support student learning.

40. Mr. Kapoor and the leadership team plan several activities to respond to the concerns of the parent focus groups. As the leadership team reflects on their plans, Mr. Kapoor considers which of the planned activities go beyond only responding to parent feedback to creating an opportunity for parents to be an integral part of the school culture and which activities do not.

For each row, determine if the planned activity only responds to parent feedback or goes beyond responding to parent feedback and helps parents become an integral part of the school culture.

Activities Planned in Response to Parent Feedback	Only Responds to Parent Feedback	Creates a Structure for Helping Parents Become an Integral Part of the School Culture
Coordinating an online sign-up sheet for Junction Magnet MS parents to form carpools to ease the burden of transportation to Riverside MS		
Hosting a day for Junction Magnet		

MS parents to visit Riverside MS classrooms, participate in parent-teacher-student panels to discuss key issues, and meet with the campus improvement committee to provide input into plans for the upcoming school year		
Facilitating a series of joint meetings with the boards of the parent-teacher associations at Junction Magnet MS and Riverside MS to begin creating a common vision and discuss ways to integrate programs and traditions		
Hosting a combined Junction MS and Riverside MS spring festival to provide information to parents and students on the curricular and extracurricular programs that will be offered after the merger		

Answer

The activities in rows 1 and 4 only respond to parent feedback but do not create structures where parents can be a part of meaningful collaborative activities that are important to the school culture because of the inherent nature of one-way communication. **The activities in rows 2 and 3** go beyond just responding to parent feedback and create a structure for making parents an integral part of the school culture. The actions provide more effective and meaningful two-way communication, including an opportunity for parents to experience the school from the students' perspective and provide input on issues that are being discussed by teachers and students. They also provide a structure for parents to become more involved in programs and events, and to voice their concerns.

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

41. Which of the following best supports Mr. Kapoor's request for choosing the teaching staff based on his staff projections for the merger?

- A. Relying on seniority interferes with the efficacy and motivation of first-year teachers.
- B. Eliminating seniority as the factor in determining which teachers are hired for positions strengthens communication with teachers.
- C. Reconsidering seniority preferences allows for student-performance factors to be used as a criteria in teacher selection.
- D. Ranking teachers solely by seniority when determining contract nonrenewal ensures transparency in decision making.

Answer

Option C is correct because adding student performance factors as a criterion in deciding which teachers to hire for the positions provides the principal with flexibility to consider teacher performance and better ensure the teachers who transfer to the school better meet program needs. **Option A is incorrect** because the principal's primary concern is not the

impact of seniority-based selection practices on first-year teachers. Rather, he is requesting the flexibility to consider quality factors like teacher performance and student outcomes and not seniority alone. This would allow him to select quality teachers regardless of their years of experience. **Option B is incorrect** because simply eliminating seniority will not ensure an improvement in communication with teachers. **Option D is incorrect** because the decision-making process would be transparent but should take into account multiple factors to ensure quality teachers are kept at the school, including teacher performance and student outcomes.

Competency 002—The entry-level principal knows how to work with stakeholders as key partners to support student learning.

42. Which THREE of the following actions should Mr. Kapoor take before sending out the letter regarding the changes to student selection for the STEM program?

- A. Ensuring the selection process includes a consideration for representation from Junction Magnet MS and Riverside MS student bodies
- B. Adding information to the letter regarding the rationale for the new application process when compared to the previous lottery process
- C. Removing any information regarding selection into the magnet program from the letter as this is confidential information
- D. Asking key parents involved in the Riverside MS parent-teacher organization to review the letter for feedback
- E. Forming a committee of representative stakeholders to review the criteria drafted for the application process

Answer

Options A, B, and E are correct because these actions allow for consideration of multiple perspectives throughout the process, which fosters buy-in and investment among stakeholders. An application system can provide an opportunity to ensure the program includes representation of the diversity of the campus, and ensures opportunities are provided to all students. Because there is no evidence that the principal included parents or staff in the development of the new selection process, forming a committee of stakeholders to review the drafted selection criteria allows for consideration of multiple perspectives. Additionally, any communication to parents regarding the new selection criteria should include information on the value of the new application process to help parents better understand the change. **Option C is incorrect** because sharing the general criteria for the application process helps parents and students understand how students will be selected for the magnet program. Not sharing this criteria would limit transparency regarding the change. **Option D is incorrect** because the goal of the merger is to integrate both communities, and choosing parents from only one middle school would not align.

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

43. Once staff have been selected and Mr. Kapoor is ready to determine the remaining portion of the transition plan, which of the following is the most immediate action Mr. Kapoor should take?

- A. Gathering input from stakeholders about how to use the space at Junction Magnet MS effectively to best support district initiatives after the closure
- B. Selecting parent representatives from each campus who are willing to provide information to students about the merger
- C. Setting the tone for the combined school by planning staff engagement activities that include staff and student culture building and instructional planning
- D. Creating a school transition team of district administrators, school administrators, and teachers who participate in community-wide meetings

Answer

Option C is correct because staff have been excluded from all initiative activities and planning. Staff engagement is important to the success of the merger. Many research theories on change management emphasize the importance of building awareness to better engage participants and gain investment in a successful transition. The principal should provide rationale along with the intended goals for the change process to help teachers understand how their individual participation contributes to the collective success of the school merger. **Option A is incorrect** because the district would be responsible for deciding what to do with the facility, and this would likely have been a part of early transition activities. **Option B is incorrect** because the school needs to provide information to students about the merger through classroom and school discussions. **Option D is incorrect** because district and school administrators have already been participating in community-wide meetings. School transition teams should include parents, students, and community members.

Questions 44–46 refer to the following information.

Ms. Garmon is principal of Alames School, a single-campus prekindergarten through twelfth-grade school. Alames is the only school in the rural district of Alames ISD and serves 250 students, with an average of 17 students in each grade level. Alames has been affected by many factors that make it difficult to recruit effective teachers, among them competition with large urban and suburban school districts and lack of employment opportunities for family members of prospective candidates. In response, Ms. Garmon spearheads a Grow-Your-Own (GYO) program with the following goals.

- Increase Alames' teacher candidate pool by generating student interest in the field of education.
- Offer hands-on teaching experiences for GYO participants.
- Use GYO participants as meaningful supports for current pre-K–12 teachers.

The program was offered to juniors and seniors the first year, but Ms. Garmon plans to eventually expand it to create a track for aspiring teachers as early as eighth grade. This year, four juniors and four seniors applied and were selected to participate. Two days a week, students take education classes with Ms. Idelbird, a high-performing, highly motivating teacher. Three days a week, they gain field experiences by participating in instructional tasks in other classrooms under the guidance of a strong mentor teacher. Students spend one semester focused on elementary education and the following semester on secondary education.

At the end of the year, Ms. Garmon collects input from participants to evaluate the program in its current form and plan for necessary adjustments.

Documents

1. Instructional Staff Teaching Core Subjects
2. Demographic Information for Current Year
3. Participant Feedback—Year 1

Staff Information—Instructional Staff Teaching Core Subjects

	3 Years Ago	2 Years Ago	1 Year Ago	Current Year
Elementary School Staff				
Prekindergarten	Permanent sub	Jones	Jones	Jones
Kindergarten	Devault	Devault	Lee (K/1 split; no teacher for K)	Lee (K/1 split; no teacher for K)

First Grade	Lee	Lee		
Second Grade	Ortega	Carr	Carr	Carr
Third Grade	Holter	Holter	Holter	Holter
Fourth Grade	SPED teacher temporary assignment	Bilaq	Bilaq	Bilaq (4/5 split; no teacher for 5th)
Fifth Grade	Parr	Parr	Parr	
Middle School Staff				
6–8 language arts courses	Cooper-Dodson	Cooper-Dodson	Cooper-Dodson	Cooper-Dodson
6–8 math courses	Rodrigo	Rodrigo	Neal	West
6–8 social studies courses	Eubank	Eubank	Eubank	Eubank
6–8 science courses	Batiste	Jelks	Coach Halwell— emergency cert.	Rickerson
High School Staff				
9–12 language arts courses	Medina	Medina	Medina	Medina
9–12 math courses	Ertel	SPED teacher temporary assignment	Blocker	Permanent sub
9–12 social studies courses	Kasimba	Kasimba	Idelbird	Idelbird
9–12 science courses	Castillo	Brown	Brown	Coach Halwell— emergency certification

Demographic Information for Current Year

	Number of Alames Staff Members	Number of Alames Students	Number of GYO Participants
African American	1	6	0
Hispanic	2	125	1
White	24	115	7
Asian	1	4	0

Male	5	127	0
Female	23	123	8

Participant Feedback—Year 1

Question (Number of Responses)	Sample Participant Comments
<p>Do you agree with how participants were chosen for the program?</p> <ul style="list-style-type: none"> • Do not agree (0) • Neutral (3) • Agree (5) 	<p><i>"I know you have to have a 3.2 GPA to get picked. I'm pretty sure that's a main reason I was picked."</i></p> <p><i>"Ms. Cooper-Dodson recommended me because she said I was high-achieving and talented academically."</i></p> <p><i>"I think it was fair how we were picked for the program except I noticed all eight of us are girls."</i></p>
<p>Do you think you are receiving adequate preparation to pursue teaching as a career?</p> <ul style="list-style-type: none"> • Not adequate (1) • Somewhat adequate (4) • Adequate (3) • More than adequate (0) 	<p><i>"Ms. Lathan, the new career education teacher, taught us a lot about classroom management and planning good lessons. I would like to learn more about how kids learn. Working with the younger kids was really, really different from teaching the older students—I felt like I wasn't sure how to go from one to the other."</i></p>
<p>Do you believe that your classroom placement was appropriate each semester?</p> <ul style="list-style-type: none"> • Not appropriate (1) • Somewhat appropriate (4) • Appropriate (2) • Very appropriate (1) 	<p><i>"I enjoyed being in third grade a lot more last semester. This semester I was in high school social studies—I'm not really a history person."</i></p> <p><i>"I'm not sure why I was placed in Coach Halwell's class. I really wish I had gotten to stay in Ms. Carr's class."</i></p> <p><i>"I loved loved loved being in Ms. Jones' class! I learned a lot from her. Ms. Rickerson was good too, but she's new so she didn't know too much about our school."</i></p>
<p>Do you believe that your mentor teachers provided enough support to you?</p> <ul style="list-style-type: none"> • No support (0) • Minimal support (3) • Adequate support (3) • More than adequate support (2) 	<p><i>"Ms. Rickerson was really supportive; she spent a lot of time giving me feedback on my lessons. She made me feel like I could actually become a teacher and make a difference."</i></p> <p><i>"Mr. West made me feel like I was his co-teacher. I helped with a lot, like grading and prepping materials for lessons."</i></p> <p><i>"Coach Halwell really appreciated me tutoring so many kids this semester. I do wish I had gotten to teach some lessons to a whole class, though."</i></p>
<p>How likely are you to pursue the teaching profession?</p>	<p><i>"I'm really excited about trying to become a teacher now!"</i></p>

- Not likely (1)
- Somewhat likely (3)
- Likely (3)
- Very likely (1)

"I wish this class was dual credit."

"I hope I can get into a college that has a good education program."

Competency 007—The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

44. As Ms. Garmon refines the direction of the GYO program, which THREE of the following additional goals should she prioritize?

- A. Increase the diversity of the GYO participant pool to support the long-term plan for making the school staff more diverse.
- B. Incorporate a formal appraisal protocol as an integral component of prospective teacher preparation.
- C. Partner with a higher education institution to provide a pathway for high school students interested in becoming certified teachers.
- D. Designate a current pre-K–12 teacher as the GYO program coordinator as the initiative expands to ninth and tenth grades.
- E. Recruit students who show an interest in the areas of secondary science and high school mathematics.

Answer

Option A is correct because increasing the quality, along with the gender and ethnic diversity of the participant pool, is an appropriate goal to support a long-term plan for ensuring that the school staff become more representative of the student population. **Option C is correct** because it seems as if the program does not currently offer a clear connection to postsecondary opportunities for participating students. One student even mentions that she hopes she can get into a good education program. Exemplar grow-your-own programs are characterized by strong partnerships with colleges and universities that establish clear pathways to the profession. **Option E is correct** because staffing is a concern at the middle school and high school level in science and mathematics, as evidenced by the use of permanent substitutes and emergency certifications. It is an appropriate goal to encourage more students to pursue teaching experiences in math and science in order to expand the pool of future teacher candidates in these areas. **Option B is incorrect** because it is inappropriate to implement formal teacher appraisal processes for high school students participating in this program. **Option D is incorrect** because while establishing teachers in leadership roles builds capacity, it is not the highest-leverage action in this situation because Ms. Garmon already serves as the career education teacher, coordinating to some extent.

Competency 008—The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

45. Which of the following recruitment practices is likely to have the greatest impact on the GYO program?

- A. Utilizing teacher role models that reflect the demographics of the student population to encourage Hispanic students to participate in the program
- B. Sharing a flyer including student testimonials to make the student population more aware of the details and benefits of the program
- C. Having prospective participants write an essay explaining why they are a good fit for GYO

- D. Giving primary consideration to prospective participants who express a desire to work at the secondary level

Answer

Option A is correct because there is a mismatch between the demographics of the school as a whole and the demographics of GYO participants. Only one Hispanic student currently participates. Utilizing Hispanic teacher role models in the recruitment process can increase Hispanic students' sense of belonging, receptivity, and interest in the program. **Option B is incorrect** because distributing a flyer is not as effective an influence as positive role models. **Option C is incorrect** because having students write essays to determine who will participate in GYO will not improve recruitment. **Option D is incorrect** because the staffing chart shows that both elementary and secondary teachers are needed.

Competency 009—The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

46. To ensure that all participants benefit from their classroom placements, Ms. Garmon should primarily consider
- A. providing opportunities for participants to attend and contribute to board meetings and other school-related events.
 - B. selecting only mathematics and science teachers as mentors to guide participants toward hard-to-staff subject areas.
 - C. distributing participants equally across early childhood, upper elementary, middle, and high school classrooms.
 - D. pairing participants with highly effective teachers who have a demonstrated track record of academic success and of fostering a strong student culture.

Answer

Option D is correct because many of the current mentor teachers appear to be new to the school, potentially inexperienced in their assigned content area, or not providing an adequate level of support. **Option A is incorrect** because attending board and other meetings is unrelated to participant placement. **Option B is incorrect** because participants may have abilities and interests in other content areas, and these should be considered to promote a good fit between participant and assignment. **Option C is incorrect** because participants have expressed preferences for certain grade levels, which should be honored when appropriate.

Questions 47–51 refer to the following information.

Ms. Fripp is the new principal of Crimson School, a K–5 elementary school in a suburban school district with thirty-eight staff members who support the needs of 760 students. When Ms. Fripp joined the campus in the middle of the school year, she learned that Crimson has 76 students (10%) receiving special education services, which is similar to the district average.

Ms. Fripp forms a small team consisting of herself, the school diagnostician, a district-level special education area coordinator, and the campus special education coordinator to review each student's Individualized Education Program (IEP). Ms. Fripp also participates in Admission, Review and Dismissal (ARD) committee meetings to further familiarize herself with student needs and progress. The team finds that a high percentage of students are served only through a pull-out resource model. The remaining students qualifying for special education are served in inclusion classrooms, in which a special education teacher goes in to monitor the students for part of the instructional time. Crimson does not have any self-contained special education classroom support. The team concludes that broadening the range of special education services provided to students would better support their needs.

The team begins to develop a plan for expanding services for students qualifying for special education beginning the next school year. They conduct a needs assessment to inform the development of a campus professional development plan to support this transition. They decide to modify the school improvement plan to include action steps for improving the status of inclusive practices.

Documents

1. Students Receiving Special Education Services: Team Analysis of Student Placement
2. Teacher Needs Assessment Results: Students Receiving Special Education Services
3. Campus Professional Development Plan

Students Receiving Special Education Services: Team Analysis of Student Placement

	Total Students	Current School Year		Recommendation for Upcoming School Year	
		Number with full-day inclusion placements (no pull-out support)	Number with pull-out support	Number with full-day inclusion and/or co-teaching placements	Number with pull-out support
Students with Intellectual Disabilities	6	2	4	3	3
Students with Learning Disabilities	42	22	20	40	2
Students with Speech Disabilities	30	0	30	10	20
Students with Autism Spectrum Disorder	8	0	8	5	3
Students with Behavioral Disorders	8	4	4	7	1
Students with Multiple Disabilities	20	10	10	18	2

Students Receiving Special Education Services: Team Analysis of Student Placement

Statement	Percent Agreeing
1. General and special education teachers share responsibility for the success of all students in the school.	38%

2. Inclusive practices are communicated as the expectation at the school.	39%
3. Students qualifying for special education services participate in rigorous, aligned instruction that challenges them.	30%
4. Teachers understand that curriculum modifications are not used when instructional accommodations are sufficient.	35%
5. Special education teachers recognize that they may serve in multiple roles throughout the day on the basis of student needs.	33%
6. Ongoing professional-development opportunities are provided to the entire faculty to update and enhance instructional skills in working with diverse students.	45%
7. Special education teachers are members of grade-level or subject-area teams rather than members of separate departments.	42%
8. General education and special education teachers regularly plan together and use of this time is established and protected.	36%
9. My instructional practices are reflective of best practices and meet the needs of students qualifying for special education services.	61%

Campus Professional Development Plan

Campus Goal Addressed	Activities/Actions	Expected Outcome	Resources	Timeline
Advocate for the inclusion of students with disabilities in all aspects of school life.	Professional development focused on inclusion services and implementation through blended learning with face-to-face sessions and online modules.	Teachers will meet the instructional needs of all learners through multilevel instruction.	School leadership provides staff with time, resources, face-to-face and online training.	*Begins with summer professional development and continues during the first six weeks of the school year.
Train and support general and special education teachers to ensure the success of all students.	Provide instructional coaching and monitoring to practice a wider continuum of special education services (full inclusion, co-teaching, resource support).	Teachers will implement various co-teaching approaches to meet student needs.	School leadership provides staff with weekly coaching sessions and observation monitoring to implement inclusive practices.	Begins during the first six weeks of the school year and continues all year.

*The district's blended professional development program incorporates three 1.5-hour in-person seminars, one 8-hour in-person workshop, and four 30-minute online modules to be completed over the course of a month. The blended learning opportunities allow the flexibility of an online course while retaining the benefits of the face-to-face classroom experience.

Competency 009—The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

47. Ms. Fripp can determine that the highest priority action is helping general education teachers
- A. adjust the criteria for determining whether a student needs an instructional accommodation.
 - B. use frequent assessments to inform changes to the content standards taught in order to scaffold student learning.
 - C. understand how to work with paraprofessionals to monitor each student's progress toward academic IEP goals.
 - D. make the general curriculum accessible by adapting instructional practices to meet students' academic or functional needs.

Answer

Option D is correct because the needs assessment shows from statement 3 that teachers are currently not providing rigorous, aligned instruction to all students receiving special education services. Statement 4 also shows that teachers are confused about when to use modifications and accommodations. **Option A is incorrect** because accommodations are determined by each student's Admission, Review and Dismissal (ARD) committee based on the student's needs. Accommodations change how a student accesses the information and demonstrates learning, and they are made to provide a student with equal access to on-grade level learning. **Option B is incorrect** because, while a few students may need to receive modifications to the content standards taught, generally, this is a very small percentage of students receiving special education services. Based on recommendations for student placements in the upcoming year, a large majority of students will receive special education services in inclusion and co-teaching classrooms. Assessments should be used to identify content standards that are mastered and to identify gaps in student learning. Teachers should focus on learning effective strategies for making grade level curriculum accessible to meet student learning needs. **Option C is incorrect** because the survey did not directly address teachers' understanding of how paraprofessionals are used in the classroom.

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

48. Ms. Fripp and the team want to monitor the implementation of learning from the campus professional development plan. Which of the following classroom practices best demonstrates evidence of progress toward the expected outcomes listed in the professional development plan?

- A. Students receiving special education services are using tablets for independent learning while the general education teacher delivers instruction to the rest of the class and the special education teacher monitors.
- B. The general education teacher delivers whole-group instruction and pairs struggling learners with non-struggling learners during independent practice, with the special education teacher reteaching as needed.
- C. The special education teacher provides the students receiving special education services with small-group instruction while the general education teacher delivers instruction to the rest of the class.
- D. The general education teacher and special education teacher split the class into two groups based on identified needs to teach the same thing simultaneously using specific instructional methods tailored for each group.

Answer

Option D is correct because the special education teacher and general education teacher are using a parallel co-teaching strategy. **Option A is incorrect** because the students with special needs should be integrated with other students who participate in independent learning, not grouped together based on their category of services. **Option B is**

incorrect because this model is lacking individualized instruction that addresses the needs of students receiving special education services. **Option C is incorrect** because the professional development plan seeks to implement inclusive practices. Research shows that inclusive heterogeneous grouping strategies, including peer tutoring and cooperative learning groups, have shown to be beneficial to all learners. It is more effective to use data to differentiate instruction based on student learning needs specific to the lesson's instructional objective.

Competency 008—The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

49. Mr. Randolph, a third-grade teacher, has been partnered with Ms. Kirk, a special education teacher, to provide services to five students in Mr. Randolph's classroom. Mr. Randolph communicates to Ms. Kirk that he will provide her with weekly lesson plans so that she will be aware of what the students will be learning when she comes in to work with them. Ms. Kirk insists that they should collaborate and plan lessons together, but Mr. Randolph resists and indicates that he prefers to simply provide her with the plans. The principal, Ms. Fripp, meets with Mr. Randolph and learns that he questions the effectiveness of co-teaching to support the learning of all students. Which of the following strategies would be most effective in building Mr. Randolph's investment in co-teaching?

- A. Providing the teachers with a dedicated regular planning time to allow them to prepare lessons and activities collaboratively
- B. Arranging for Mr. Randolph to observe a successful co-teaching classroom at the school and debrief with Ms. Fripp regarding the impact on student learning
- C. Conferencing with both teachers together to discuss their personal beliefs regarding co-teaching practices to help them overcome barriers
- D. Reassigning Ms. Kirk to work with another general education teacher who is willing to fully implement the co-teaching model

Answer

Option B is correct because Ms. Fripp can build Mr. Randolph's investment in co-teaching by having Mr. Randolph observe a successful co-teaching classroom and then discuss his observations of what characteristics helped create the successful classroom. **Option A is incorrect** because a regular planning time may not be used successfully if the teachers do not share a common vision. **Option C is incorrect** because conferencing with the teachers together about their beliefs may create more divisiveness in the relationship. **Option D is incorrect** because reassigning the special education teacher is not appropriate; it's more appropriate to address the conflict between the two teachers and facilitate problem solving.

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

50. After the first month of implementation, Ms. Fripp reviews several pieces of data that can help her evaluate the effectiveness of the professional development plan.

- Student work samples and lesson deliverables that show appropriate implementation of modifications and accommodations
- Co-teaching classroom observations and walk-throughs that show that a variety of co-teaching strategies are beginning to be implemented
- Coaching logs completed by teacher leaders and assistant principals that show weekly coaching sessions addressing implementation of instructional strategies that support inclusion and co-

teaching

- Completion of online modules showing 100% participation by teachers

Which of the following should Ms. Fripp add to her list to best ensure a comprehensive evaluation process?

- A. Evaluating the IEP for students receiving special education services for evidence of goal attainment
- B. Reviewing lesson plans for evidence of consistent implementation of parallel teaching strategies
- C. Surveying teachers for changes in knowledge and attitudes regarding inclusive practices
- D. Determining the value-added effects of collaboration between teachers in core content areas

Answer

Option C is correct because gauging participants' reactions through a survey in order to determine if their knowledge and attitudes have changed is the most effective action after the first month of professional development. **Option A is incorrect** because the purpose of the professional development is to move teachers' practices toward inclusive practices, which may or may not have had an impact on students' IEPs after a month of implementation. **Option B is incorrect** because while all the teachers should be showing evidence of inclusive teaching practices in their lesson plans, only the co-teaching classrooms would have evidence of strategies such as parallel teaching in their lesson plans. **Option D is incorrect** because collaboration between the general education and special education teachers is one of the primary purposes of the professional development, not collaboration between core content area teachers.

Competency 005—The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

51. During professional development, Ms. Fripp has teachers work in groups to discuss the characteristics and benefits of two co-teaching models in depth. To organize the benefits and purposes of each model, teachers create the table below. Determine whether each model is associated with the benefit/purpose, and for each row, select all that apply.

Benefits/Purposes	Station Teaching: Students rotate through three stations. Two stations are teacher-led and one is independent.	Alternative Teaching: One teacher teaches a larger group of students, while the other teacher teaches a modified lesson to a smaller group of students.
To allow for efficient use of time		
To facilitate multiple related instructional activities		
To target at-risk students		
To decrease student-to-teacher ratio		
To provide accelerated instruction		

Answer

- Row 1:** Station teaching and alternative teaching are correct because both models allow for efficient use of time by dividing students up.
- Row 2:** Station teaching is correct because three instructional activities are offered in this model.

Row 3: Alternative teaching is correct because the modified lesson supports at-risk students.

Row 4: Station teaching and alternative teaching are correct because both models allow for dividing up the class to decrease student-to-teacher ratio.

Row 5: Alternative teaching is correct because while a modified lesson is delivered to a small group, the rest of the class receives accelerated instruction.

Preparation Manual

Section 5: Constructed-Response Questions Principal as Instructional Leader (268)

The exam includes four constructed-response questions. Unlike the selected-response questions, the constructed-response questions require candidates to demonstrate their integrated knowledge in an area by providing in-depth written responses.

Constructed-response questions are included on the exam because this item type can assess knowledge and skills too complex to be measured effectively with selected-response questions. To effectively assess some content, candidates need to be able to do more than discriminate between correct and incorrect statements.

When given a relevant and contextually rich scenario, constructed-response questions allow candidates to provide a well-reasoned written response that includes detailed and logical steps to take to address an educational leadership situation and provide a strong justification or rationale for the actions.

Content of Constructed-Response Questions

The constructed-response questions on this exam are designed to assess candidates' knowledge of the content described in the exam framework from Domains I, II, and III, as shown below.

Integration (Constructed Response Only)



- A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domains II & III)
- B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career-readiness (Domain II)
- C. Supports staff to effectively use instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)
- D. Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I)

The constructed-response question addressing Integration, A, noted above, will include a video. The testing center will provide candidates with headphones.

Format of the Constructed-Response Questions

The four constructed-response questions are stand-alone, document-based case studies. Document-based case studies consist of three or more documents that relate to the scenario. Documents might include, but are not limited to, lesson plans, assignments, student work, notes from the principal, or student performance data.

The actual question to be asked will be presented with multiple parts. The information needed to answer the questions is provided within the scenario and supporting documents. There will be enough information included for candidates to draft a complete response with specific evidence from the documents and scenario.

The parts of the question will be noted with lettering such as A, B, and C. The parts of each question will likely be related to each other and may build on one another. Candidates should take care to think through the parts of the question and ensure their entire response shows complete alignment in their understanding of the educational leadership scenario presented.

Scoring of Constructed-Response Questions

The approach for scoring the constructed-response questions will be holistic, based on a set of guidelines called a rubric. The rubric tells the scorer what features of the response to focus on and how to decide to award a score to the response. In holistic scoring, the scorer reads the response and assigns a score based on the overall quality of the response.

A holistic scoring rubric usually contains statements describing the attributes of a typical response at each score level. During training, scorers will calibrate on the score levels by using exemplars—actual responses written by test takers that exemplify the attributes of each score point.

For each constructed-response question in this preparation manual, a sample response for each score point is provided. A rationale for the score given to each sample response is provided to help candidates understand the rubric and how it is applied to responses.

The Scoring Rubric for Constructed-Response Questions

Readers will assign scores based on the following scoring rubric.

A Description of each portion of the rubric.

- ① Each column of the scoring rubric provides the score point available, from highest score to lowest score.
- ② The performance description provides the overall qualities of each score point.
- ③ This section of the scoring rubric provides the performance indicators for completeness. Candidates should take care to respond to all parts of the prompt fully.
- ④ This is the first attribute in the quality section of the rubric. It describes the characteristics needed for each score point for any part of a constructed-response question that asks for instructional practices. Notice how the quality descriptors change from "detailed and specific" to "generally appropriate" to "limited or flawed" to "weak or ineffective."

- ⑤ This attribute describes the characteristics for each score point when a question asks for actions to be taken in response to an identified need.
- ⑥ This attribute describes the characteristics for each score point when a question asks for evidence to show an understanding of the issues presented.
- ⑦ This attribute describes the characteristics for each score point when a questions asks for an explanation, rationale, or justification.
- ⑧ This attribute describes the characteristics for each score point when alignment is needed between the different parts of a response. Candidates can identify the parts of their response needing alignment by reviewing the lettering (A, B, C) of the question.

	①	Score of 4	Score of 3	Score of 2	Score of 1
Performance Description	②	A score of 4 demonstrates a <i>thorough</i> understanding of the information in the scenario and supporting documents.	A score of 3 demonstrates a <i>general</i> understanding of the information in the scenario and supporting documents.	A score of 2 demonstrates a <i>limited</i> understanding of the scenario and supporting documents.	A score of 1 demonstrates <i>little or no</i> understanding of the scenario and supporting documents.
COMPLETE	③	<ul style="list-style-type: none"> • Responds fully to all parts of the question 	<ul style="list-style-type: none"> • Responds generally to the parts of the question 	<ul style="list-style-type: none"> • Responds partially to some parts of the question 	<ul style="list-style-type: none"> • Fails to respond to most parts of the question
QUALITY	④	<ul style="list-style-type: none"> • Identifies detailed and specific educational leadership strategies that will be highly effective in addressing the situation to demonstrate an overall in-depth understanding of the situation 	<ul style="list-style-type: none"> • Identifies generally appropriate educational leadership strategies that may contain minor errors to demonstrate an overall general understanding of the situation 	<ul style="list-style-type: none"> • Identifies limited or flawed educational leadership strategies that may contain misconceptions to demonstrate an overall limited understanding of the situation 	<ul style="list-style-type: none"> • Identifies weak or ineffective educational leadership strategies that contain serious misconceptions to demonstrate an overall weak understanding of the situation

	⑤	<ul style="list-style-type: none"> When required, provides detailed and/or prioritized actions to be taken in response to an identified area of need that are appropriate, significant, and clearly demonstrate a thorough understanding of the situation 	<ul style="list-style-type: none"> When required, provides actions to be taken in response to an identified area of need that are mostly appropriate and demonstrate a general understanding of the situation 	<ul style="list-style-type: none"> When required, provides actions to be taken in response to an identified area of need that are partially accurate and demonstrate gaps or misconceptions in overall understanding of the situation 	<ul style="list-style-type: none"> When required, fails to provide actions to be taken in response to an identified area of need or provides actions that are inappropriate and that demonstrate little or no understanding of the situation
	⑥	<ul style="list-style-type: none"> Provides specific and convincing evidence, including a specific citation of the document(s) provided to show a thorough understanding of the issues presented in the materials 	<ul style="list-style-type: none"> Provides basic evidence that generally references the document(s) to show a reasonable understanding of the issues presented in the materials 	<ul style="list-style-type: none"> Provides limited evidence that may vaguely reference the document(s) to show a flawed understanding of the issues presented in the materials 	<ul style="list-style-type: none"> Provides inappropriate evidence or little or no evidence to show weak understanding of the issues presented in the materials
	⑦	<ul style="list-style-type: none"> Provides a detailed and insightful explanation, rationale, and/or justification for the response 	<ul style="list-style-type: none"> Provides a general explanation, rationale, and/or justification for the response 	<ul style="list-style-type: none"> Provides a simplistic explanation, rationale, and/or justification for the response 	<ul style="list-style-type: none"> Provides little or no explanation, rationale, and/or justification for the response that may contain serious misconceptions
	⑧	<ul style="list-style-type: none"> Shows complete alignment within the response to 	<ul style="list-style-type: none"> Shows general alignment within the response to different parts 	<ul style="list-style-type: none"> Shows partial alignment within the response to different parts of the question 	<ul style="list-style-type: none"> Shows misalignment within the response to different parts of the question

		different parts of the question	of the question	
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Responding to Constructed-Response Questions

The constructed-response questions are primarily an assessment of candidates' understanding of the targeted content from the framework, not candidates' ability to write a polished essay. So, the scoring rubric does not contain attributes that specifically address grammar or format requirements. Scorers will use the attributes (bullets) of the scoring rubric to determine the score of each response. Candidates should strive to respond to each question completely and in a clear and detailed manner with evidence from the scenario to support the response.

Responses are not required to use labels, such as A, B, and C, that align with the parts of the question. However, candidates' responses should be written as clearly as possible so that they can be understood. While using these labels is optional and not part of the scoring rubric, labeling the parts of the response to align with the parts of the question can enhance clarity for the reader.

Each constructed-response question requires the candidates to provide a written response that includes descriptive and analytic writing.

Features of Descriptive Writing	Features of Analytic Writing
<p>Gives information</p> <p>Identifies or states something</p> <p>Identifies concepts or strategies and describes them accurately, clearly, and in a logical manner</p> <p>Writes in a manner that allows the reader to see as the writer sees</p>	<p>Provides evaluation, justification, and explanation supported by evidence</p> <p>Reveals thought processes used to arrive at conclusions</p> <p>Provides interpretation of the evidence in the scenario</p>

To provide strong evidence when completing analytic writing, candidates should consider the following.

- Ensure the evidence referenced is directly related to the conclusion being made
- Ensure the evidence is appropriate for its intended purpose
- Reference evidence that provides the reader with a clear picture or proof of the concept, strategy, or area being addressed in the response

Reflective Questions for Written Responses by Candidates
<p>Have you addressed all parts of the question?</p> <p>Have you written your response so that it is clear and understandable?</p> <p>Have you included evidence from the scenario documents to clearly support your conclusions?</p> <p>Have you checked your response against the scoring rubric?</p> <p>Have you highlighted the evidence present in your response against the qualities in the scoring rubric and sample responses for each score point?</p>

Preparing for the Constructed-Response Questions

When preparing for the constructed-response questions, candidates should read the sample questions and scoring rubric carefully. Candidates may wish to draft a response to each sample question by reading the question and planning, writing, and revising their essay. Then candidates should check their essay against the scoring rubric and sample responses. Candidates should use the reflective questions provided to enhance their understanding of each question and the scoring rubric.

No reference materials will be available during the exam, so candidates should refrain from using a dictionary, thesaurus, or textbooks while writing practice responses.

During the actual exam, candidates will be able to take notes. However, candidates should be mindful of time when taking notes and planning an outline for their response. A candidate's response is a draft response and will be scored based on the scoring rubric only.

Candidates will have 5 hours to complete 70 selected-response questions and 4 constructed-response questions. While each candidate will use a different amount of time to respond to each constructed-response question, it is estimated that candidates can allocate about 25–35 minutes for each constructed-response question to complete a 300–400 word response.

Suggested Approach

When candidates plan how to use the estimated 25–35 minutes for each constructed-response question, they should consider the following cognitive process strategies and test-taking strategies.

Cognitive Process Questions for Candidates

- What **knowledge** and **skills** does the question intend to assess?
- What is the **context** of the question?
- What is the primary **decision** or **issue** to be addressed?
- How can you **apply** your knowledge of **best practices** to answer this question?
- How does **evidence** from the **scenario** support your conclusion?

When responding to a constructed-response question, candidates should consider the following test-taking strategies.

Test-Taking Strategies for Candidates

- How can you pace yourself so that you finish within the suggested time frame?**
- How can you **rephrase** the question in your **own words** to ensure you **understand it** completely?
- What are the **key phrases** presented in the question?
- What is the **important scenario information** provided to support the question?

What would a brief plan or sketch of your response points look like?

For example:

Point ONE

Justification

Evidence

Evidence

Explanation

Point TWO

Justification

Evidence

Evidence

Explanation

After reviewing the scenario and documents, **what evidence** can you **identify** to **support** the **areas** you plan to **address**?

How can you **write** your **response concisely and completely**?

How can you ensure your **response is clear and understandable** from the **reader's perspective**?

How should you **approach** your **testing time**?

Constructed-Response Question 1

The first constructed-response question illustrates a type of question found on the exam. It is not, however, representative of the entire scope of the exam in either content or difficulty. Sample answers with rationales for the score points follow the question.

This question assesses the following knowledge and skills.

The entry-level principal routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domains II and III).

General Directions

Candidates should read the constructed-response question carefully before beginning to write a response to ensure they understand all the parts of the question to be addressed. Candidates should think about how to organize their response before they begin writing.

Each response should conform to the conventions of standard written English. Each response should be original work, written in the candidate's own words, and not copied or paraphrased from some other work. Candidates may, however, use citations when appropriate.

Sample Question

Review the documents provided, review the question, and then review the eight-minute video clip of the lesson.

A principal plans to observe Ms. Herrera, a third-grade teacher, who is in her fifth year of teaching. The teacher plans to review the elements of poetry and teach a lesson on inferencing and drawing conclusions from the text. The principal reviews

the teacher's lesson plan and observes the poetry lesson. After the observation, the principal plans to meet with the teacher to provide instructional coaching.

In preparation for coaching, the principal reviews the teacher-created exemplar and student responses to the exit ticket given at the end of the lesson.

Documents

1. The Teacher's Lesson Plan
2. Exit Ticket, a Teacher-Created Exemplar, and Sample Student Responses
3. Video of Clips from the Lesson Observed by the Principal

The principal plans to provide the teacher with feedback during the post-observational coaching session.

Question

Develop a coaching plan to address a high-leverage instructional practice that the teacher should accomplish more effectively. The coaching plan should include the following.

- A. Identify ONE high-leverage instructional practice needing improvement. Justify your selection.
- B. Identify ONE high-leverage action step that can be implemented by the teacher to address the instructional practice needing improvement.
- C. Provide ONE guiding question for the principal to ask the teacher to address the instructional practice needing improvement.
- D. Explain how the action step and question will work together to improve the teacher's practice and support student learning.

Be specific in your answers and cite evidence from the documents and video provided.

The Teacher's Lesson Plan

Texas Essential Knowledge and Skills (TEKS), Grade 3

3.6 Reading/Comprehension of Literary Text/Poetry.

Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding.

(A) Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

Fig.19.D Students make inferences about text and use textual evidence to support understanding (literary nonfiction, poetry).

Learning Objectives

1. Students will identify elements of humorous poetry.
2. Students will make inferences and draw conclusions from humorous poems, including citing textual evidence.

Assessment

Check for understanding during each portion of the lesson.

Exit ticket with state-mandated assessment aligned questions assessing the targeted TEKS

Resources, Materials, Technology

Question cards for the "Everybody Knows" game

Poems

1. "My Brother Has a Habit" by Jack Prelutsky
2. "Sick" by Shel Silverstein
3. "Saw My Teacher on a Saturday" by Dave Crawley

Guided Practice and Independent Practice Worksheet

Lesson Structure and Procedures

Activating Prior Knowledge (5–7 minutes)

Review the elements of poetry studied the week before playing "Everybody Knows" game in groups. Students will be asked level 1 questions on elements of poetry.

Sample Game Questions:

What is a stanza? How many stanzas do you see on this poem?

What are sensory details? What is an example of a sensory detail?

What does visualization mean? Why is visualization an important reading strategy?

Model/Teach

Have students move to the carpet and show them the humorous poem "My Brother Has a Habit" on chart paper.

Ask: What is a humorous poem?

Read the poem and model a think-aloud showing how to process the text (wear my pink "thinking hat").

After reading the poem, model what can be inferred and what conclusions can be drawn from the poem.

Highlight the textual evidence to support my inferences and conclusions.

1. How old do you think the brother is?
2. How does the sister feel toward her brother?
3. Can you conclude that the brother will discontinue his habit?

Write the response in sentence form and include text evidence in the written response.

Check for understanding of elements of a poem by asking about the stanzas, lines, rhyme, title, and author.

Guided Practice

Here is a new poem, "Sick", by Shel Silverstein to learn about together.

Explain directions and student groupings.

1. Read the poem silently.
2. Discuss what you think the poem is about in your small group. Complete question 1 by identifying the elements of the poem (title, author, stanzas, lines, example of rhyme).
3. Answer question 2 in their group: What makes Line 15 funny? Talk in your group. Ask a student to share his/her response. Discuss with the class.
4. Answer question 3 in their group: What is the speaker trying to say in Line 26?

Check student understanding by asking students to share their responses and correct any misconceptions for each question.

Independent Practice

Complete questions 4–6 on your own. While students work, rotate around the room and monitor their work. The first time look for students' conclusions. The second time look for their text evidence to support their response.

Ask 1–2 students to share their responses. Discuss.

Exit Ticket

Differentiation/Adaptations

Provide additional guidance for students in special education.

Provide definitions for targeted words for English learners to support their vocabulary development and comprehension.

Exit Ticket, a Teacher-Created Exemplar, and Sample Student Responses

<p>Exit Ticket Question 1</p> <p>1. Which of these lines from the poem rhyme?</p> <ul style="list-style-type: none">A. Lines 2 and 4B. Lines 5 and 7C. Lines 11 and 12D. Lines 23 and 24	<p style="text-align: center;">Saw My Teacher on a Saturday By Dave Crawley</p> <p style="text-align: center;">Saw my teacher on a Saturday! I can't believe it's true! I saw her buying groceries, Like normal people do! (4)</p> <p style="text-align: center;">She reached for bread and turned around, And then she caught my eye. She gave me a smile and said, "Hello," I thought that I would die! (8)</p> <p style="text-align: center;">"Oh, hi...hello, Miss Appleton," I mumbled like a fool. I guess I thought that teacher types Spend all their time at school. (12)</p> <p style="text-align: center;">To make the situation worse, My mom was at my side. So many rows of jars and cans So little room to hide. (16)</p> <p style="text-align: center;">Oh, please, I thought, don't tell my mom What I did yesterday! I closed my eyes and held my breath And hoped she'd go away. (20)</p> <p style="text-align: center;">Some people think it's fine to let Our teachers walk about, But when it comes to Saturdays, They shouldn't let them out! (24)</p>
<p>TEKS for Question 1</p> <p>3.6 (A) Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).</p>	
<p>Item Analysis</p> <p>Option A–100% (Answer Key) Option B–0% Option C–0% Option D–0%</p>	
<p>Exit Ticket Question 2</p> <p>2. Why does the poet use exclamation points in the first stanza?</p> <ul style="list-style-type: none">A. To express the speaker's joy	

- B. To describe the speaker's thoughts
- C. To show the speaker's fear
- D. To emphasize the speaker's surprise

TEKS for Question 2 & 3

3.6 Fig.19.D Make inferences about text and use textual evidence to support understanding (literary nonfiction, poetry).

Item Analysis

Option A–13%
Option B–13%
Option C–13%
Option D–61% (Answer Key)

Exit Ticket Question 3

3. Part A

In line 8 of the poem, what does the author want to communicate about the speaker? Explain.

Part B

Do you think something happened at school recently? How do you know?

Provide evidence in the text to support your answer.

Item Analysis for Ms. Herrera's Class

Sample Student Responses for Question 3

Question 3, Part A

Teacher-Created Exemplar before the Lesson

In line 8, the author uses exaggeration to show embarrassment and dread that the speaker feels about seeing his/her teacher at the grocery store. This strong language helps make the poem funny to the reader.

High-end responses:

- The speaker wasn't happy to see the teacher.
- The boy doesn't want to see the teacher.

Mid-level responses:

- It wants to say that the kids was really surprised.
- She wants to say the speakers nervous.
- The speaker was worried.

Low-level responses:

- It said "I thought that it said that I was to die. I was knew that I wanted to die."
- He is trying to say his teacher is in big big trouble.

Question 3, Part B

Teacher-Created Exemplar before the Lesson

Yes, I think something happened at school recently because lines 17–18 state "don't tell my mom what I did yesterday". This tells the reader that the student did something at school the previous day, and he doesn't want his mom to know about it.

High-end responses:

- I think he did something bad because he was very sced and fritin that the teacher will tell his mom he was bad at school yesterday in the text.
- I khow that he did something at school because it said oh please I thought don't tll my mom what happend on yesterday.
- I think the kid got in trouble because it is in line 18 and 17.

Mid-level responses:

- I think her teacher embarrassed her because she get very nervous around her.
- I think that he probley did something bad at school or something embrassing

Low-level responses:

- He/she saw his teacher at the store and probably she'd die.
- I don't think something happened at school. I just think that the kid was surprised to see the teacher.
- I think he/she was afraid at the teachers and he/she doesn't want the teachers to have break.

Video of Clips from the Lesson

Review the eight-minute video clip of a teacher presenting a lesson.

During the video, the video clip will jump ahead to a future portion of the lesson occasionally. When the video skips ahead, it will be indicated by both an audible tone and a visual fade of the video.

The video presents a teacher instructing students on a poetry lesson. Students are seated at desks positioned in groups of 2–4 students. At the start of the video, the teacher is at the front of the class ready to begin the lesson.



Play video in new window

View a transcript of the video 

Suggested Approach

Candidates can apply the cognitive process questions and test-taking strategies provided earlier to this constructed-response question as follows.

Cognitive Process Questions for Candidates

What knowledge and skills does the question intend to assess?

- Domain VII, Integration A, assesses a portion of Domains II and III—The entry-level principal routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction.

What is the context of the question?

- An elementary school principal is preparing to provide instructional coaching to a third-grade teacher.
- The principal reviews the teacher-created exemplar and student responses to the exit ticket after observing the lesson to gain a better understanding of student performance at the completion of the lesson.

What is the primary decision or issue to be addressed?

- You need to identify one high-leverage instructional practice needing improvement, identify one high-leverage action step that can be implemented by the teacher, and a guiding question to ask the teacher to address the practice needing improvement.

How can you apply your knowledge of best practices to answer this question?

- You can consider the actions the teacher took during the video of the lesson and how they impact student learning.
- You can consider the instructional data (lesson plan, exemplar, exit ticket responses, and the video) to help determine the effectiveness of the teacher's instructional practice.
- You can use the key terms listed in this manual to consider the characteristics of a high-leverage instructional practice and apply that definition to this teacher's lesson.

- You can consider a possible high-leverage action step that can best improve the teacher's instructional practice and why you would select that action.
- You can consider a guiding question that best addresses the teacher's instructional need and aligns with the action step, then explain why you would select the question.

How does evidence from the scenario support your conclusion?

- You should ensure the instructional practice you identify is directly supported by specific pieces of evidence in the video and/or documents that will convince the reader of the importance of the instructional practice needing improvement.
- You should reference and/or quote evidence from the scenario, video, and documents to help convince the reader that the action and guiding question you recommend are best practices to effectively and efficiently address the instructional practice you have identified for improvement.

Test-Taking Strategies for Candidates

How can you pace yourself so that you finish within the suggested time frame?

- You can note the time when you begin and when you finish your response.
- You can chunk your time for reviewing the scenario, planning your response, and drafting your response.
- You can consider ways to streamline your process after you complete your response.

How can you rephrase the question in your own words to ensure you understand it?

- The question has four parts: A, B, C and D.
- Part A asks you to identify ONE high-leverage instructional practice that needs improvement and to cite specific evidence from the documents and video provided in order to justify your selection.
- Part B asks you to identify ONE high-leverage action step that the teacher could implement to address the identified practice needing improvement.
- Part C asks you to provide one guiding question for the principal to ask the teacher to address the instructional practice needing improvement.
- Part D asks you to explain how the action step and question will work together to improve the teacher's practice and support student learning.

What are the key phrases presented in the question?

- *"One high-leverage instructional practice . . . justify"*
- *"One high-leverage action step . . . to address the instructional practice"*
- *"One guiding question. . .to address the instructional practice"*
- *"How the actions will improve . . . practice and support student learning"*

What is the important scenario information provided to support the question?

- Teacher's lesson plan
- Teacher-created exemplar
- Item analysis for the exit ticket responses
- Sample student responses to the open-ended exit ticket questions
- Video clips from the lesson

What would a brief plan or sketch of your response points look like?

High-leverage practice

Evidence

Evidence

High-leverage action

Guiding question

Explanation of both the action and the question

After reviewing the scenario and documents, what evidence can you identify to support the areas you plan to address?

- You can confirm that you have selected strong points with convincing evidence to support your justification and explanation.

How can you write your response concisely and completely?

- You can answer all parts of the question.
- You can base your response on the scenario and documents.
- You can cite evidence from the scenario and documents to support your response.

How can you ensure your response is clear and understandable from the reader's perspective?

- Although not required, you can use bullets or lettering for the parts of your response.
- You can make sure your response clearly communicates your intended message in clear language.
- You do not need to have a perfectly written essay to earn a high score. You should focus on the content you write and the accuracy of the evidence and explanations or justifications you provide.
- You can compare your response to the attributes of the scoring rubric.

How should you approach your testing time?

- As an estimate, you can allocate about 25-35 minutes for this constructed-response question.
- You can consider how much of the estimated time you are using to complete your response.
- If you are completing your response at the upper end of the time range, it is suggested to look for opportunities to streamline your process to help move your time closer to the lower end of the time range.

Sample Responses and Rationales for Question 1

During preparation, candidates should review the following sample responses using the criteria provided in the scoring rubric. The scoring rubric is divided into two sections: 1) completeness and 2) quality. Candidates should consider the extent to which the response exhibits the attributes provided in each bulleted section of the scoring rubric.

Candidates should consider the extent to which each response answers all parts of the question: A) identifies and justifies one high-leverage instructional practice needing improvement; B) identifies one high-leverage action step to address the instructional practice needing improvement; C) provides a guiding question that addresses the instructional practice needing improvement; and D) explains how the action step and question will work together to improve the teacher's practice and support student learning.

Sample Response Earning a Score of 4

The instructional practice needing improvement is to more explicitly teach students how to prove their conclusions and inferences using textual evidence in a written response, as stated in the lesson plan objective. In the video Ms. Herrera did model, when she highlighted how she supported her conclusion about whether the boy would continue to stick French fries up his nose. However, during the guided practice portion of the lesson, students had difficulty citing evidence that supported their conclusions. As she monitored the students' responses on question 5, she consistently had to ask "what can the reader conclude? Use text evidence. . .". The exit ticket results for both parts of question 3 also show that many students gave mid- and low-level responses without text evidence to support their conclusions. So, although Ms. Herrera did model the process in the video, it was not explicit enough for the students to successfully follow during guided and independent practice.

The action step, that I would recommend for Ms. Herrera, would be to structure the modeling and guided practice sections of the lesson to ensure the activities align with the level of rigor of the objective and the exit ticket. During modeling the teacher should explicitly demonstrate each step of the process using the same vocabulary as the objective and the exit ticket. Additionally, if the exemplars include line numbers with the contextual evidence, then she should model this as well. Ms. Herrera could further support this action by using an anchor chart with the specific steps for students to cite text evidence and follow as she models. Then the guided practice should help the students apply those same specific steps in order to perform successfully during independent practice and on the exit ticket. Also, the students can repeatedly use the anchor chart as a reference throughout the year.

To help the teacher improve her instructional practice in explicitly teaching students to cite evidence to support conclusions, the principal could ask, "How do you determine if students fully understand what they are expected to do in each section of your lesson, before you move on to the exit ticket?"

The guiding question is intended to help Ms. Herrera reflect on how she can implement the action step to make the lesson more effective and acknowledge that Ms. Herrera has been teaching for five years and is not a novice. The question and the action step work together by bringing the focus on how Ms. Herrera can implement the action to ensure her students will be practicing, mastering and applying the specific skills they will need to demonstrate on the exit ticket. This will also support their reading comprehension in general.

Rationale for the Score of 4 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 4 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 4	Annotation for Score of 4 Sample Response
Responds fully to all parts of the question	The response provides a complete response to each part of the question. A) identifies and justifies one high-leverage instructional practice needing improvement; B) identifies one high-leverage action step to address the instructional practice needing improvement; C) provides one guiding question for the principal to ask the teacher to address the instructional practice needing improvement; and D) explains how the action and the guiding question will improve the teacher's practice and support student learning.
Identifies detailed and specific educational leadership strategies that will be highly effective in	The high-leverage instructional practice needing improvement identified is <i>"to more explicitly teach students how to prove their conclusions and inferences using textual evidence in a written response as stated in the lesson plan objective."</i>

<p>addressing the situation to demonstrate an overall in-depth understanding of the situation</p> <p>Provides specific and convincing evidence, including a specific citation of the document(s) provided to show a thorough understanding of the issues presented in the materials</p>	<p>The response fully justifies this high-leverage area in need of improvement by specifically citing evidence from the documents and video such as <i>"exit ticket results for both parts of question 3 show that many students gave mid- and low-level responses without text evidence. . .question 5," ". . . during her modeling . . . it was not explicit enough for students to successfully follow," and ". . . During guided practice, students had difficulty citing evidence to support their conclusions."</i></p>
<p>When required, provides detailed and/or prioritized actions to be taken in response to an identified area of need that are appropriate, significant, and clearly demonstrate a thorough understanding of the situation</p> <p>Provides a detailed and insightful explanation, rationale, or justification for the response</p>	<p>The response then provides one detailed, high-leverage action step that can be implemented to address the identified practice needing improvement.</p> <p><i>"structure the modeling and guided practice to ensure the activities align with the level of rigor of the objective." ". . . students collaboratively engage in rigorous activities assessed by the exit ticket." ". . .explicitly demonstrate each step. . .using same vocabulary. . .exit ticket." "Ms. Herrera could further support this action by using an anchor chart. . .as she models."</i></p> <p>Finally, the response provides a detailed and insightful explanation for how both the action and the guided question will improve the teacher's practice and support student learning.</p> <p><i>"help the students apply those same specific steps in order to perform successfully during independent practice and on the exit ticket.." ". . .anchor chart can be used as a reference students' can refer to repeatedly throughout the year." "The guiding question. . .help Ms. Herrera reflect. . .action step to make lesson more effective. . ." "Ms. Herrera has been teaching for five years and is not a novice. . ."</i></p>
<p>Shows complete alignment within the response to different parts of the question</p>	<p>This response appropriately identified the need <i>"to more explicitly teach students how to prove their conclusions and inferences using textual evidence in a written response as stated in the lesson objective"</i> as the instructional practice needing improvement. Then the response provides one action to be implemented and one guiding question to help the teacher improve the instructional practice with a specific explanation that directly aligns to the identified area of need.</p>

Overall, the response demonstrates a thorough understanding of how to routinely monitor instruction through classroom observations and attend teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction. The response receives a score of 4 because overall the response demonstrates a thorough understanding of the information in the scenario and supporting documents.

Reflection Questions for the Score of 4 Sample Response
<p>Based on the video and documents provided, what makes the instructional practice identified high-leverage, detailed, and specific?</p>
<p>Based on the scoring rubric, why is the action identified by this candidate high-leverage?</p>
<p>How is the guiding question aligned with the identified area of need and the high-leverage action?</p>

How does this response maintain complete alignment between each part of the question to demonstrate a thorough understanding of the information presented in the scenario?

Sample Response Earning a Score of 3

The high-leverage, instructional practice that needs to be improved in this situation is the amount of time that the teacher spent on identifying the elements of poetry compared to the time that she spent on the more rigorous skill of making inferences and drawing conclusions. It appeared that the students had already mastered the identification of the elements of poetry. Yet, when the teacher moved to the instructional part of the lesson, she didn't take into account that the students had already demonstrated mastery of this skill. Rather, she went ahead as planned and spent too much time on the first skill, which reduced the time she could spend on the more difficult skill that needed instruction. Kids like the elements of poetry so that might be why the teacher focused on this—for fun with the kids. Again, although it is fun, it wasn't the most difficult skill to spend that much time on.

The action step that should be implemented by the teacher to address this instructional practice needing improvement is as follows:

When lesson planning, the teacher needs to take into account the skills that have been previously taught. It would appear that the TEKS objective regarding the elements of poetry had been taught and mastered when covering other types of poetry, such as narrative poetry. Then the teacher needs to be able to adjust her plan for instruction during the lesson as well. It was evident that she was going to stick to her lesson plan regardless of how the lesson was going. It was clear that they had not fully grasped the skills and steps needed. She needs to analyze the lesson at various points, such as after activating prior knowledge or modeling. By doing this in the future, she will be able to adjust her lesson plan and instruction as the lesson progresses and therefore concentrate her efforts in the area that needs the most attention.

The principal could ask the teacher how she sets the pace of the lesson and how she chooses the activities. This question and action step will allow the teacher, in future lesson planning, to allocate her instructional time more appropriately and concentrate her instruction on the rigorous skill or skills that need the most time. By doing this she will support the students by providing more opportunities to develop their mastery of the skills needed for the exit ticket.

Rationale for the Score of 3 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 3 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 3	Annotation for Score of 3 Sample Response
Responds generally to the parts of the question	The response provides a general response to each part of the question. A) identifies and generally justifies one high-leverage instructional practice needing improvement; B) identifies one high-leverage action step to address the instructional practice needing improvement; C) provides one guiding question for the principal to ask the teacher to address the instructional practice needing improvement; and D) explains how the action and the guiding question will improve the teacher's practice and support student learning.
Identifies generally	The high-leverage instructional practice needing improvement identified is ". . . <i>the amount</i>

<p>appropriate educational leadership strategies that may contain minor errors to demonstrate an overall general understanding of the situation</p> <p>Provides basic evidence that generally references the document(s) to show a reasonable understanding of the issues presented in the materials</p>	<p><i>of time that the teacher spent on identifying the elements of poetry compared to the time that she spent on the more rigorous skill of making inferences and drawing conclusions."</i></p> <p>The response generally justifies this high-leverage area in need of improvement by citing evidence from the documents and video such as <i>"It appeared that the students had already mastered the identification of the elements of poetry. Yet when the teacher moved to the instructional part of the lesson, she didn't take into account that the students had already demonstrated mastery of this skill. Rather, she went ahead as planned and spent too much time on the first skill, which reduced the time she could spend on the more difficult skill that needed instruction."</i></p> <p>The justification is considered to be general because it generally references the video, but does not identify the specific evidence that lets the reader know the students had already mastered the elements of poetry. As well, the response does not cite other evidence in the documents to justify the response.</p>
<p>When required, provides actions to be taken in response to an identified area of need that are mostly appropriate and demonstrate a general understanding of the situation</p> <p>Provides a general explanation, rationale, and/or justification for the response</p>	<p>The response then provides a general action that can be implemented to address the identified practice needing improvement.</p> <p>1) <i>"When lesson planning, the teacher needs to take into account skills that have been previously taught."</i></p> <p>2) <i>"The teacher needs to be able to adjust her plan for instruction during the lesson."</i></p> <p>Finally, the response provides a general explanation for how both the action and the guiding question will improve the teacher's practice and support student learning.</p> <p>1) <i>"If the teacher does this in future lesson planning, it will allow her to allocate her instructional time more appropriately and concentrate her instruction on the skill or skills that need the most time."</i></p> <p>2) <i>"...she will be able to allocate her instructional time more appropriately and concentrate her instruction on the rigorous skill or skills that need the most time."</i></p> <p>3) <i>"By doing this she will support the students by providing more opportunities to develop their mastery of the skills needed for the exit ticket."</i></p>
<p>Shows general alignment within the response to different parts of the question</p>	<p>This response appropriately identifies <i>". . . the amount of time that the teacher spent on identifying the elements of poetry compared to the time that she spent on the more rigorous skill of making inferences and drawing conclusions"</i> as the instructional practice needing improvement.</p> <p>The section of the response addressing how <i>"Kids like the elements of poetry so that might be why . . ."</i> is outside of the evidence presented in the scenario.</p> <p>So, there is general alignment between the identified area, the action to be implemented, the guiding question and the specific explanation.</p>

Overall, the response demonstrates a general understanding of how to routinely monitor instruction through classroom observations and attend teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction. The response receives a score of 3 because overall the response demonstrates a general understanding of the information in the scenario and supporting documents.

Reflection Questions for the Score of 3 Sample Response

Based on the video and documents provided, how could the one identified high-leverage practice be improved to make it more detailed and specific?

What additional evidence from the video or documents could be cited to improve the justification of the selection of the high-leverage practice and make it more detailed and specific?

How could the high-leverage action that can be implemented by the teacher and the guiding question to address the instructional practice needing improvement be presented to make the action more detailed and appropriate?

Sample Response Earning a Score of 2

Upon viewing the lesson and examining the documents provided, there are a number of instructional practices needing improvement. Right away, I noticed that it seemed like some students were dominating the conversation. Ms. Herrera needs to develop some structures for student sharing during group work so that all students can be involved in the lesson. Next, there were way too many worksheets being used during this lesson. If Ms. Herrera is going to improve her instructional practice she will need to make instruction more authentic and engaging for all her students, again helping them to stay focused and being active participants in the lesson.

In order to improve Ms. Herrera's professional practice the principal should require her to visit some of her peers to really see how these areas can be addressed. She needs to get more students involved and encourage other students to become more active. The principal should really think about not including teachers who the teacher is really close to, as that wouldn't help. The principal can ask, "Do you make sure that all students are participating?"

After her visits, the principal should meet with her and discuss what she learned and direct her to do a better job. Kids need her and rely on her. After all, she is the instructional expert.

The principal can then do some walk-throughs to see if the teacher is actually getting more students to engage. The principal should also recommend no more than one worksheet be given to students per lesson. Copies of any worksheets given to students should be submitted with lesson plans so that the principal can determine if they are necessary or if some activity might be better to help engage students.

These actions and the question will help get more students engaged and involved in Ms. Herrera's lessons in the future.

Rationale for the Score of 2 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 2 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 2	Annotation for Score of 2 Sample Response
Responds partially to some parts of the question	The response provides a partial response to some parts of the question. A) identifies and weakly justifies an instructional practice needing improvement; B) identifies a vague action step to address the instructional practices needing improvement; C) asks a closed-ended guiding question; and D) briefly explains how the actions will improve the teacher's practice and support student learning.

<p>Identifies limited or flawed educational leadership strategies that may contain misconceptions that detract from the demonstration of an overall limited understanding of the situation</p> <p>Provides limited evidence that may vaguely reference the document(s) to show a flawed understanding of the issues presented in the materials</p>	<p>The response fails to identify one high-leverage instructional practice needing improvement, but rather identifies two lower-priority instructional practices, ". . . <i>some students were dominating the conversation,</i>" and "<i>make instruction more authentic and engaging...</i>"</p> <p>The response weakly justifies the area in need of improvement by citing evidence from the documents and video such as ". . . <i>I noticed that it seemed like some students were dominating the conversation . . .</i>" and ". . . <i>there were way too many worksheets being used during this lesson.</i>"</p>
<p>When required, provides actions to be taken in response to an identified area of need that are partially accurate and demonstrate gaps or misconceptions in overall understanding of the situation</p> <p>Provides a simplistic explanation, rationale, and/or justification for the response</p>	<p>The response then provides several actions, some weak, which can be implemented to address the identified practices needing improvement.</p> <ol style="list-style-type: none"> 1) ". . . <i>require her to visit some of her peers . . .</i>" 2) ". . . <i>the principal should meet with her and discuss what she learned and direct her to do a better job.</i>" 3) ". . . <i>do some walk-throughs . . .</i>" 4) ". . . <i>recommend no more than one worksheet . . . submitted ... [to] the principal ...</i>" <p>The question is narrow and closed-ended, "<i>Do you make sure all students are participating?</i>"</p> <p>Finally, the response provides a simplistic explanation for how the action and the guiding question will improve the teacher's practice and support student learning: "<i>These actions and question will help get more students engaged and involved in Ms. Herrera's lessons in the future.</i>"</p>
<p>Shows partial alignment within the response to different parts of the question</p>	<p>This response identified multiple areas in need of improvement. The response provided some text that is outside of the scenario and the response's focus, like ". . . <i>really think about not including teachers who . . . really close to . . .</i>" and "<i>Kids ... rely on her.</i>"</p> <p>There is partial alignment between the identified areas, the action to be implemented, the guiding question, and the explanation.</p>

Overall, the response demonstrates a limited understanding of how to routinely monitor instruction through classroom observations and attend teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction. The response receives a score of 2 because overall the response demonstrates a limited understanding of the information in the scenario and supporting documents.

Reflection Questions for the Score of 2 Sample Response

Why is the area identified in this response not considered to be high-leverage instructional practice in need of improvement?

What high-leverage instructional practice would you have identified as an area in need of improvement?

How would you have justified your selection of a high-leverage instructional practice in need of improvement?

How would you focus on a high-leverage instructional action to ensure it is clear and appropriate to improve student learning?

What guided question would you have suggested to focus on instructional practice?

How would you develop a detailed and insightful explanation?

Sample Response Earning a Score of 1

I would begin by giving Mr. Herrera kudos on modeling the highlighting of evidence during the video because this is very helpful to students learning to use evidence to support their conclusions.

One high-leverage instructional practice that needs to improve is making sure that Ms. Herrera can create an exit ticket that more appropriately reflects the level of her students' skills. The exit ticket created by Ms. Herrera was more rigorous than the students seemed ready for. On all three questions, the students really seemed to struggle. When students struggle they are unable to stay focused and motivated to learn.

Ms. Herrera should be directed to create some new exit tickets that her students have a better chance to be successful with.

Teachers can be very supportive of each other and are usually willing to assist fellow teachers who need help. Ms. Herrera can check with other teachers to see if they have some exit tickets that they have created that their students were more successful with.

Doing this will help Ms. Herrera build a better assortment of exit tickets that her students will be more successful with as well. Getting higher scores on the exit tickets will also make students feel more successful and motivated in Ms. Herrera's class. This will be key to improving students learning and addressing the difficulties that Ms. Herrera had during this lesson.

Rationale for the Score of 1 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 1 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 1	Annotation for Score of 1 Sample Response
Fails to respond to most parts of the question	The response fails to respond to most parts of the question. A) fails to identify and justify one high-leverage instructional practice needing improvement; B) fails to identify one high-leverage action step to address the instructional practice needing improvement; C) fails to provide a guiding question to address the instructional practice needing improvement; and D) fails to explain how the actions will improve the teacher's practice and support student learning.
Identifies weak or	The response identifies an inappropriate instructional practice needing improvement: ". . .

<p>ineffective educational leadership strategies that contain serious misconceptions to demonstrate an overall weak understanding of the situation</p> <p>Provides inappropriate evidence or little or no evidence to show weak understanding of the issues presented in the materials</p>	<p><i>making sure that Ms. Herrera can create exit tickets that more appropriately reflects the level of her students' skills."</i></p> <p>While the response attempts to cite evidence from the video and documents, the statements provided to justify the identified area are inaccurate and demonstrate serious misconceptions.</p> <p>The text "<i>... modeling the highlighting of evidence . . . is very helpful</i>" does not relate to the identified area in need of improvement.</p>
<p>When required, fails to provide an action to be taken or a guiding question in response to an identified area of need or provides an action and guiding question that are inappropriate and that demonstrate little or no understanding of the situation</p> <p>Provides little or no explanation, rationale, and/or justification for the response that may contain serious misconceptions</p>	<p>Instead of one high-leverage action, the response then provides weak actions that can be implemented to address the identified practices needing improvement.</p> <p>1) <i>"Ms. Herrera should be directed to create some new exit tickets that her students have a better chance to be successful with."</i></p> <p>2) <i>"Ms. Herrera can check with other teachers to see if they have some exit tickets that they have created that their students were more successful with."</i></p> <p>The response then provides an inappropriate explanation for how these actions will improve the teacher's practice and support student learning when it states, <i>"Doing this will help Ms. Herrera build a better assortment of exit tickets that her students will be more successful with as well. Getting higher scores on the exit tickets will also make students feel more successful and motivated in Ms. Herrera's class."</i></p>
<p>Shows misalignment within the response to different parts of the question</p>	<p>This response demonstrates misalignment between the instructional practice needing improvement, the evidence provided, the action to be implemented by the teacher to address the practice, and the explanation. There is no guiding question. The identified practice is not appropriate for improving the teacher's practice or supporting student learning.</p>

Overall, the response demonstrates little or no understanding of how to routinely monitor instruction through classroom observations and attend teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction. The response receives a score of 1 because overall the response demonstrates little or no understanding of the information in the scenario and supporting documents.

Reflection Questions for the Score of 1 Sample Response

Based on the video and documents provided, why would, ". . . creat[ing] an exit ticket that more appropriately reflects the level of her students' skills" not be considered an appropriate instructional practice needing improvement?

Based on the video and documents provided, what would be a more appropriate high-leverage instructional practice needing improvement?

What high-leverage guiding question would you choose?

What specific evidence from the video and documents could be cited that would support your selection as a high-leverage instructional practice needing improvement?

Constructed-Response Question 2

The second constructed-response question illustrates a type of question found on the exam. It is not, however, representative of the entire scope of the exam in either content or difficulty. Sample answers with rationales for the score points follow the question.

This question assesses the following knowledge and skills.

The entry-level principal facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II).

General Directions

Candidates should read the constructed-response question carefully before beginning to write a response to ensure they understand all the parts of the question to be addressed. Candidates should think about how to organize their response before they begin writing.

Each response should conform to the conventions of standard written English. Each response should be original work, written in the candidate's own words, and not copied or paraphrased from some other work. Candidates may, however, use citations when appropriate.

Sample Question

Refer to the documents provided and respond to the question below.

Ms. Franz, a middle school principal, plans to meet with the new eighth-grade math teachers before the school year begins. Together, they plan to review a mathematics unit on equations and inequalities. The team of new teachers have been developing the unit for use in their classrooms. They have pulled resources from various locations to create the unit. The teachers want to determine whether any improvements are needed in the unit so they can make adjustments to ensure student mastery of the covered content.

Documents

1. Excerpt from the Eighth-Grade Mathematics Unit Plan
2. Side-by-Side Comparison of the Day 7 Exit Ticket and Released State-Mandated Assessment Questions

Question

In preparation for Ms. Franz's meeting with the eighth-grade teachers, she plans to review the mathematics unit and associated documents so she is ready to provide input and guide the teachers during the meeting.

- A. Identify the TWO most important areas of the unit plan needing improvement. (Document 1 of 2). Justify why you selected each area of focus.
- B. Create an exemplar that can be used to demonstrate a high-quality example of ONE of the identified areas needing improvement.

*An exemplar is an example or model that has the characteristics of a high-quality response. An exemplar is a concrete illustration of the evidence needed to meet a desired standard.

C. Explain how Ms. Franz should use the exemplar to coach the teachers in the area needing improvement.

Be specific in your answers and cite evidence from the documents provided.

Excerpt from the Eighth-Grade Mathematics Unit Plan

Unit 3	Vocabulary	Texas Essential Knowledge and Skills Readiness Standards (TEKS)
<p>Equations and Inequalities (7 days)</p>	<p>Equation</p> <p>Inequality</p> <p>Variable</p> <p>Rational number</p> <p>Coefficients</p> <p>Constants</p> <p>Solution set</p>	<p>(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:</p> <p>8.8(A) Write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants.</p> <p>8.8(C) Model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants.</p>
<p>Instructional Objectives</p>	<p><u>Students will be able to do the following.</u></p> <p>Write one-variable equations or inequalities with variables on both sides</p> <p>Model and solve one-variable equations with variables on both sides of the equal sign</p>	<p>Days 1–3: Solve one-variable equations with variables on both sides.</p> <p>Day 4: Solve one-variable inequalities with variables on both sides.</p> <p>Day 5: Solve one-variable equations and inequalities with variables on both sides.</p> <p>Day 6: Solve real-world problems when given a one-variable equation or inequality with variables on both sides.</p>

		Day 7: Model and solve one-variable equations and inequalities with variables on both sides.
Assessment	Pre-assessment before the unit Exit ticket on days 2, 4, and 7 (Day 7 exit ticket provided in Document 2) End-of-unit test	

Side-by-Side Comparison of the Day 7 Exit Ticket and Released State-Mandated Assessment Questions

Day 7 Exit Ticket	Released State-Mandated Assessment Questions
<p>TEKS 8.8(A)</p> <p>1. Two students are selling tickets to the school dance. The tickets are \$5.00 each. Stacy makes \$250 selling tickets. Kali makes \$175 selling tickets. Which equation shows how many more tickets Stacy sold than Kali?</p> <p>A. $250 - 175 = 5t$ B. $5t + 5t = 250 + 175$ C. $250 - 5t = 175 - 5t$ D. $250 - 175 - 5t = t$</p> <p>2. Solve the equation. $35t - 17 = 50 + 3$ What value of t makes the equation true? Show your work.</p> <p>3. Selina is ordering doughnuts for a class celebration. Bakery A charges \$5.00 for the first dozen and \$0.60 for each doughnut after a dozen. Bakery B charges \$6.50 for the first dozen and \$0.50 for each doughnut after a dozen. Write an equation that can be used to find d, the number of doughnuts that can be bought after a dozen are purchased so the cost is the same for each bakery.</p> <p>4. Solve the equation. $25t - 23 = 177$ What value of t makes the equation true? Show your work and record your answer and fill in the bubbles on your answer document. Be</p>	<p>TEKS 8.8(A) Write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants.</p> <p>15. Two eighth-grade classes are selling raffle tickets to raise money.</p> <ul style="list-style-type: none"> • One class is selling tickets for \$2.50 each and has already raised \$350. • The other class is selling tickets for \$3.00 each and has already raised \$225. <p>Which equation can be used to find t, the number of tickets each class needs to sell so that the total amount raised is the same for both classes?</p> <p>A. $3t + 350 = 2.50t + 225$ B. $350t + 2.50 = 225t + 3$ C. $2.5t + 350 = 3t + 225$ D. Not here</p> <p>TEKS 8.8(A)</p> <p>52. Veronica is ordering trophies for her school. Company P charges \$3.50 for each trophy and a one-time engraving fee of \$25. Company R charges \$7.50 for each trophy and a one-time engraving fee of \$17. Which inequality can be used to find x, the minimum number of trophies that can be ordered so that the total charge at Company P is less than the total charge at Company R?</p> <p>A. $3.5 + 25x < 7.5 + 17x$</p>

sure to use the correct place value.

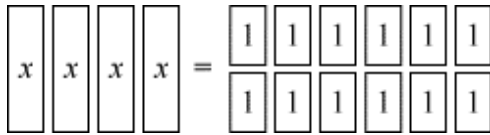
B. $3.5 + 25x > 7.5 + 17x$

C. $3.5x + 25 < 7.5x + 17$

D. $3.5x + 25 > 7.5x + 17$

TEKS 8.8(C)

5. The model represents an equation.



What value of x makes the equation true?

- A. 3
- B. 4
- C. 6
- D. 12

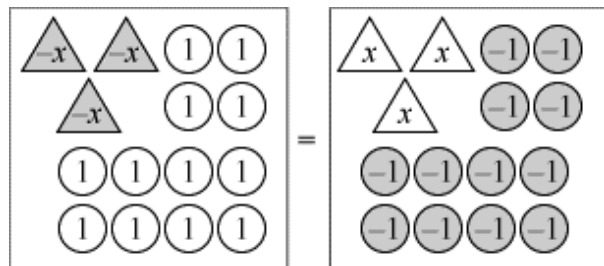
TEKS 8.8(C) Model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants.

23. A rectangle's perimeter and its area have the same numerical value. The width of the rectangle is 3 units. What is the length of the rectangle in units?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

TEKS 8.8(C)

31. The model represents an equation.



What value of x makes the equation true?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

Suggested Approach

When responding to a constructed-response question, consider the following cognitive process strategies.

Cognitive Process Questions for Candidates

What knowledge and skills does the question intend to assess?

- Domain VII, Integration B (assesses a portion of Domain II)—The entry-level principal facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career-readiness.

What is the context of the question?

- A middle school principal is working with eighth-grade mathematics teachers.
- They plan to review a teacher-developed unit on equations and inequalities.

What is the primary decision or issue to be addressed?

- You need to identify two important areas of the unit plan that need improvement so you can create an exemplar for one area and coach the teacher using the exemplar.

How can you apply your knowledge of best practices to answer this question?

- You can consider best practices with curriculum design and development.
- You can consider the aspects of curriculum unit development that are most important to ensure student mastery in the targeted knowledge and skills.
- You can consider the aspects of curriculum unit development that are less important.
- You can consider the characteristics of an exemplar and how it would look in this situation.
- You can consider the purpose of an exemplar and how it can be used to coach teachers in this and other situations.
- You can consider best practices in coaching teachers and the highly effective actions instructional coaches take during a coaching session.

How does evidence from the scenario support your conclusions?

- You should ensure the identified specific pieces of evidence can convince the reader of the area you identify as needing improvement.
- You should specifically reference the evidence from the scenario by document and quotation, if helpful to the reader.

When responding to a constructed-response question, candidates should consider the following test-taking strategies.

Test-Taking Strategies for Candidates

How can you pace yourself so that you finish within the suggested time frame?

- You can note the time when you begin and when you finish your response.
- You should consider ways to streamline your process.

How can you rephrase the question in your own words to ensure you understand it?

- The question has three parts: A, B, and C.
- Part A asks you to find TWO important areas of the unit plan that need to be improved and find evidence within the documents to justify the areas selected for improvement. The directions require a specific citation of evidence from the documents.
- Part B asks you to create an exemplar to demonstrate one of the areas needing improvement.
- Part C asks you to explain how to use the exemplar to coach the teachers to improve in the identified area related to the exemplar.

What are the key phrases presented in the question?

- *"areas of the unit plan needing improvement"*
- *"exemplar . . . of ONE of the identified areas needing improvement"*
- *"use the exemplar to coach the teachers"*

What is the important scenario information provided to support the question?

- An excerpt from the unit plan is provided.
- The questions from an exit ticket in the unit plan and sample state-mandated questions are provided.

What would a brief plan or sketch of your response points look like?

Important area 1

Justification

Evidence

Evidence

Important area 2

Justification

Evidence

Evidence

Exemplar for area 1 or 2

Explanation of how to use the exemplar

After reviewing the scenario and documents, what evidence can you identify to support the areas you plan to address?

- You can confirm that you have selected strong points with convincing evidence to support your justification and explanation.

How can you write your response concisely and completely?

- You can answer all parts of the question.
- You can base your response on the scenario and documents.
- You can cite evidence from the scenario and documents to support your response.

How can you ensure your response is clear and understandable from the reader's perspective?

- Although not required, you can use bullets or lettering for the parts of your response.
- You can make sure your response clearly communicates your intended message in clear language.
- You do not need to have a perfectly written essay to earn a high score. You should focus on the content you write and the accuracy of the evidence and explanations or justifications you provide.
- You can compare your response to the attributes of the scoring rubric.

How should you approach your testing time?

- As an estimate, you can allocate about 25–35 minutes for this constructed-response question.
- You can consider how much of the estimated time you are using to complete your response.
- If you are completing your response at the upper end of the time range, it is suggested to look for opportunities to streamline your process to help move your time closer to the lower end of the time range.

Sample Responses and Rationales for Question 2

During preparation, candidates should review these sample responses using the criteria provided in the scoring rubric. The scoring rubric is divided into two sections: 1) completeness and 2) quality. Candidates should consider the extent to which the response exhibits the attributes provided in each bulleted section of the scoring rubric. To help candidates complete their review, they can consider the following analysis of the response.

This candidate responds fully to all parts of the question: A) identifies the two most important areas of the unit plan needing improvement; B) creates an exemplar for one of the identified areas; C) explains how to use the exemplar to coach the teacher in the area needing improvement.

Sample Response Earning a Score of 4

The first important area of the unit plan needing improvement is the pacing of the instructional objectives to provide more time for the more difficult concepts. Day 1–3 of the unit plan are spent on the lowest level of TEKS objective 8.8(A) and then only 1 day of instruction is spent on the more difficult parts of 8.8(A). Only 2 days of instruction are spent on TEKS objective 8.8(C), which requires students to both solve and model real-world problems with one-variable equations and inequalities with variable on both sides.

The second important area needing improvement is the rigor and alignment of the exit ticket questions for objective 8.8(A) to match the released state-mandated assessment questions. Both of the state-mandated questions are word problems with equations or inequalities having variables on both sides. However, Day 7 exit ticket questions 2 and 4 have students "solve the equation" with one a variable on one side and none are inequalities—less rigorous than the TEKS.

An exemplar of a rigorously aligned 8.8(A) question:

Ron is ordering water bottles. Company A charges \$2.50 for each bottle and a one-time engraving fee of \$20. Company B charges \$6.50 for each bottle and a one-time engraving fee of \$12. Which inequality can be used to find x , the minimum number of bottles that can be ordered so that the total charge at Company A is less than the total charge at Company B?

- A. $2.5 + 20x < 6.5 + 12x$
- B. $2.5 + 20x > 6.5 + 12x$
- C. $2.5x + 20 < 6.5x + 12$
- D. $2.5x + 20 > 6.5x + 12$

Which option is correct? _____

Explain why each of the other options is incorrect.

Ms. Franz should ask the teachers to break down the TEKS to identify content and context. Then look at how the release questions establish how that TEKS is being assessed and identify the characteristics they see. Then look at the exit ticket questions and identify aspects of the TEKS that are and are not being assessed. Then introduce the exemplar question as a possible replacement for #2 or 4 and discuss the qualities of this question. Last, have the teachers write their own replacement exit ticket questions using the state examples and her exemplar as a model.

Rationale for the Score of 4 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 4 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 4	Annotation for Score of 4 Sample Response
Responds fully to all parts of the question	The response provides a complete response to each part of the question. A) identifies the two most important areas of the unit plan needing improvement; B) creates

	<p>an exemplar for one of the identified areas; C) explains how to use the exemplar to coach the teacher in the area needing improvement.</p>
<p>Identifies detailed and specific educational leadership strategies that will be highly effective in addressing the situation to demonstrate an overall in-depth understanding of the situation</p>	<p>The first important area of the unit plan needing improvement identified is "<i>spacing of the instructional objectives.</i>" The response then fully justifies this appropriate and significant area in need of improvement by specifically citing evidence from the documents such as "<i>Day 1–3 of the unit plan are spent on the lowest level of TEKS objective 8.8(A) and then only 1 day of instruction is spent on the more difficult parts of 8.8(A). Only 2 days of instruction are spent on TEKS objective 8.8(C), which requires students to both solve and model real-world problems with one-variable equations and inequalities with variable on both sides.</i>"</p>
<p>Provides specific and convincing evidence, including a specific citation of the document(s) provided to show a thorough understanding of the issues presented in the materials</p>	<p>The second important area of the unit plan needing improvement identified is "<i>the rigor and alignment of the exit ticket questions for objective 8.8(A) to match the released state-mandated assessment questions.</i>" The response fully justifies this appropriate and significant area in need of improvement by citing specific evidence from the documents, "<i>Both of the state-mandated questions are word problems..... However, Day 7 exit ticket questions 2 and 4 have students 'solve the equation' with one a variable on one side and none are inequalities... "</i></p>
<p>When required, provides detailed and/or prioritized actions to be taken in response to an identified area of need that are appropriate, significant, and clearly demonstrate a thorough understanding of the situation</p> <p>Provides a detailed and insightful explanation, rationale, or justification for the response</p>	<p>The response then presents a detailed and specific exemplar, a model that can be used to enhance teacher understanding during a coaching session. The exemplar can be used to demonstrate a high-quality example of an exit ticket question that is a word problem that assesses inequalities with a variable on both sides and is aligned to TEKS objective 8.8(A). The exemplar has students explain their thinking and defend their answer, which will be highly effective in pushing their understanding.</p> <p><i>"Ron is ordering water bottles. Company A charges \$2.50 for each bottle and a one-time engraving fee of \$20. Company B charges \$6.50 for each bottle and a one-time engraving fee of \$12. Which inequality can be used to find x, the minimum number of bottles that can be ordered so that the total charge at Company A is less than the total charge at Company B?</i></p> <p>A. $2.5 + 20x < 6.5 + 12x$ B. $2.5 + 20x > 6.5 + 12x$ C. $2.5x + 20 < 6.5x + 12$ D. $2.5x + 20 > 6.5x + 12$</p> <p><i>Which option is correct? blank line</i> <i>Explain why each of the other options is incorrect.</i></p> <p>Finally, the response explains how the principal could use the exemplar to coach the teacher in the area needing improvement by stating, ". . . ask the teachers to break down the TEKS to identify content and context. Then look at how the release questions establish how that TEKS is being assessed and identify the characteristics they see. Then look at the exit ticket questions and identify aspects of the TEKS that are and are not being assessed. Then introduce the exemplar question as a possible replacement for #2 or 4 and discuss the qualities of this question. Last, have the teachers write their own replacement exit ticket questions..."</p>

Shows **complete alignment** within the response to different parts of the question

Of the two important areas of improvement identified, the response selected "*the rigor and alignment of the exit ticket questions*" to create an exemplar. There is complete alignment between the selected area in need of improvement, the exemplar, and the detailed and specific explanation.

Overall, the response demonstrates a thorough understanding of how to facilitate the development of and implementation of a rigorous curriculum that aligns with state standards. The response receives a score of 4 because overall the response demonstrates a thorough understanding of the information in the scenario and supporting documents.

Reflection Questions for the Score of 4 Sample Response

How does the candidate use citations to justify the two important areas of improvement?

What makes the exemplar provided a high-quality example of the selected area needing improvement?

How does the response maintain complete alignment between each part of the question to demonstrate a thorough understanding of the information presented in the scenario?

Sample Response Earning a Score of 3

- Two Important Areas Needing Improvement

1. Exit Tickets and TEKS are not well aligned, nor do they match up well in rigor. In two of the Exit Ticket samples provided, students are only asked to solve the equation, however TEKS requires students to not only solve equations, but to model real world problems.
2. Pacing of objectives of the Teacher-Created Unit does not reflect rigor of the skills presented. Looking at the scope and sequence you quickly notice that the introductory skill of one-variable equations with variables on both sides was going to be the focus for the first 3 days and the progressively more difficult skills that followed were only given a day each. While it is critical to provide students with a solid foundation from which to build it is clear that a restructuring of the pacing guide is necessary to more accurately reflect the rigor of the skill being presented.

B – High Quality Exemplar to address pacing

Day 1: Solve one-variable equations with variables on both sides.

Day 2: Solve one-variable inequalities with variables on both sides.

Day 3: Solve one-variable equations and inequalities with variables on both sides.

Day 4–5: Solve real-world problems that represent one-variable equations and inequalities with variables on both sides.

Day 6–7: Model and solve one-variable equations and inequalities with variables on both sides.

C – Plan to coach the teacher using the exemplar

Ms. Franz can have the teachers analyze the rigor of the daily objectives compared to the number of days of instruction. She can then use his exemplar as a model to help them create more appropriate unit pacing in the future.

Rationale for the Score of 3 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 3 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 3	Annotation for Score of 3 Sample Response
Responds generally to the parts of the question	<p>The response provides a general response to each part of the question.</p> <p>A) identifies the two most important areas of the unit plan needing improvement; B) creates an exemplar for one of the identified areas; C) explains how to use the exemplar to coach the teacher in the area needing improvement.</p>
<p>Identifies generally appropriate educational leadership strategies that may contain minor errors to demonstrate an overall general understanding of the situation</p> <p>Provides basic evidence that generally references the document(s) to show a reasonable understanding of the issues presented in the materials</p>	<p>The first important area needing improvement identified in this response is <i>"Exit Tickets and TEKS are not well aligned, nor do they match up well in rigor."</i> The response provides a justification for this area when it states, <i>"In two of the Exit Ticket samples provided, students are only asked to solve the equation, however TEKS requires students to not only solve equations, but to model real world problems."</i></p> <p>The second important area needing improvement identified in this response is <i>"Pacing of objectives of the Teacher-Created Unit does not reflect rigor of the skills presented."</i> The response provides a specific justification for this area when it states, <i>"Looking at the scope and sequence . . . the introductory skill of one-variable equations with variables on both sides was going to be the focus for the first 3 days and the progressively more difficult skills that followed were only given a day each."</i></p> <p>The first justification is general because the response fails to cite specific evidence from the documents to support this area. The second justification is stronger because it provides more specific evidence from the documents.</p>
<p>When required, provides actions to be taken in response to an identified area of need that are mostly appropriate and demonstrate a general understanding of the situation</p> <p>Provides a general explanation, rationale, and/or justification for the response</p>	<p>The response then provides a specific exemplar that can be used to provide a high-quality example of an appropriate pacing of objectives.</p> <p><i>"Day 1: Solve one-variable equations with variables on both sides.</i> <i>Day 2: Solve one-variable inequalities with variables on both sides.</i> <i>Day 3: Solve one-variable equations and inequalities with variables on both sides.</i> <i>Day 4–5: Solve real-world problems that represent one-variable equations and inequalities with variables on both sides.</i> <i>Day 6–7: Model and solve one-variable equations and inequalities with variables on both sides."</i></p> <p>The response provides a general explanation of how the exemplar could be used to coach the teacher in the area needing improvement when it states, <i>"Ms. Franz can have the teachers analyze the rigor of the daily objectives compared to the number of days of instruction. She can then use his exemplar as a model to help them create more appropriate unit pacing in the future."</i> However, the explanation lacks sufficient detail to determine specifically how the exemplar will be used to help address the area needing improvement.</p>
Shows general alignment within the response to different parts of the question	Of the two important areas of improvement identified, the response selected <i>"Pacing of objectives of the Teacher-Created Unit does not reflect rigor of the skills presented"</i> to create an exemplar. There is general alignment between the selected area in need of improvement, the exemplar, and the less than detailed and specific explanation.

Overall, the response demonstrates a general understanding of how to facilitate the development of and implementation of a rigorous curriculum that aligns with state standards. The response receives a score of 3 because overall the response demonstrates a general understanding of the information in the scenario and supporting documents.

Reflection Questions for the Score of 3 Sample Response

What evidence is presented in the scenario and documents that would provide more specific evidence to justify the two areas identified as needing improvement in the unit plan?

What makes the exemplar in this response a high-quality example of the identified area needing improvement?

How could the explanation be improved to provide a detailed and insightful explanation of how the exemplar could be used to coach the teacher in the area needing improvement?

Sample Response Earning a Score of 2

A

1. The days that the exit tickets are being administered to students are not appropriate. Exit tickets should assess new learning that has been presented to students. This exit ticket schedule does not match the skills being covered and teachers won't know if reteaching needs to be done until they have already moved on to other skills.
2. The pacing of the scope and sequence provided in the Teacher-Created Mathematics Unit is not appropriate for the skills being taught. The least difficult skill being covered is taking three times as long to teach than the more difficult skills the follow.

B—The assessment portion of the unit plan needs to be rewritten so that exit tickets occur at the end of each lesson. The unit plan should clearly indicate that the schedule of exit ticket assessments are done each day so that student mastery of the daily objectives can be assessed. These exit tickets should be developed so that they provide a true assessment as to whether or not the students mastered the skill. Otherwise, how would the teacher know whether or not the class was ready to move on to the next skill or which students needed remediation on that skill.

C—Ms. Franz should model the example of her daily lesson exit ticket schedule, so her teachers know what her expectations are. She could also ensure that professional development is provided to her teachers on how to create appropriate daily lesson exit tickets. In addition, Ms. Franz should require all teachers to include exit tickets in their lesson plans and provide copies for her inspection periodically.

Rationale for the Score of 2 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 2 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 2	Annotation for Score of 2 Sample Response
Responds partially to some parts of the question	The response provides a partial response to some parts of the question. A) identifies the two areas of the unit plan needing improvement; B) partially creates an

	<p>exemplar for one of the identified areas; C) fails to explain how to use the exemplar to coach the teacher in the area needing improvement.</p>
<p>Identifies limited or flawed educational leadership strategies that may contain misconceptions that detract from the demonstration of an overall limited understanding of the situation</p> <p>Provides limited evidence that may vaguely reference the document(s) to show a flawed understanding of the issues presented in the materials</p>	<p>The first area of the unit plan needing improvement identified in this response is <i>"The days that the exit tickets are being administered to students are not appropriate."</i> While the response identifies this as an area needing improvement, it lacks the detail and specificity needed to determine what exactly needs to be improved. The response weakly justifies this area by stating, <i>"This exit ticket schedule does not match the skills being covered and teachers won't know if reteaching needs to be done until they have already moved on to other skills."</i> However, the response does not specifically cite evidence from the documents to justify this area.</p> <p>The second area identified as needing improvement is <i>"The pacing of the scope and sequence provided in the Teacher-Created Mathematics Unit is not appropriate for the skills being taught."</i> Again, this identified area lacks the detail and specificity needed to determine what exactly needs to be improved. The response then weakly justifies this area by stating, <i>"The least difficult skill being covered is taking three times as long to teach than the more difficult skills the follow."</i> Again, the response does not specifically cite evidence from the documents to justify this area.</p> <p>Both areas needing improvement, as identified by the response, are low-priority areas and show a limited understanding. The response does not address the most important areas needing improvement to ensure a rigorous curriculum that aligns with state standards, as assessed on the state-mandated assessment.</p>
<p>When required, provides actions to be taken in response to an identified area of need that are partially accurate and demonstrate gaps or misconceptions in overall understanding of the situation</p> <p>Provides a simplistic explanation, rationale, and/or justification for the response</p>	<p>This response fails to provide a detailed and specific exemplar that can be used to demonstrate a high-quality example of an identified area in need of improvement. Rather the response only provides a description of an exemplar when it states, <i>"The assessment portion of the unit plan needs to be rewritten so that exit tickets occur at the end of each lesson. The unit plan should clearly indicate that the schedule of exit ticket assessments are done each day so that student mastery of the daily objectives can be assessed."</i> The remainder of the exemplar provided in the response does not address the exit ticket schedule, but rather addresses the development of appropriate exit tickets.</p> <p>The response concludes by providing a weak explanation for how the exemplar could be used to coach the teacher in the area needing improvement when it states, <i>"Ms. Franz should model the example of her daily lesson exit ticket schedule, so her teachers know what her expectations are."</i> The response then goes on to state, <i>"She could also ensure that professional development is provided to her teachers on how to create appropriate daily lesson exit tickets. In addition, Ms. Franz should require all teachers to include exit tickets in their lesson plans and provide copies for her inspection periodically."</i> However, these two statements are not an appropriate explanation for how the exemplar of the exit ticket schedule could be used to coach the teacher. Rather they are addressing the development of appropriate exit tickets.</p> <p>Overall, the rationales provided are simplistic because the response does not address any high-priority area that would focus on improving the alignment of the unit to the TEKS and the rigor shown in the state-mandated assessments.</p>

Shows partial alignment within the response to different parts of the question	Of the two important areas of improvement identified, the response selected " <i>The days that the exit tickets are being administered to students are not appropriate</i> " to create an exemplar. While the selected area in need of improvement, the exemplar, and the explanation are related to each other, the alignment is partial because both the exemplar and the explanation demonstrate some misalignment between the components by focusing on expectations and how to create exit tickets.
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Overall, the response demonstrates a limited understanding of how to facilitate the development of and implementation of a rigorous curriculum that aligns with state standards. The response receives a score of 2 because overall the response demonstrates a limited understanding of the information in the scenario and supporting documents.

Reflection Questions for the Score of 2 Sample Response
What evidence is presented in the scenario and documents that would provide more specific evidence to justify the two areas identified as needing improvement in the unit plan? Are there other more important areas needing improvement?
What would be an exemplar that could be used to demonstrate a high-quality example of the unit plan assessment schedule?
What would be an appropriate explanation for how an assessment schedule exemplar could be used to coach the teacher?

Sample Response Earning a Score of 1

Area 1 needing improvement — When I look at the unit plan, I am not sure that the pacing provided is appropriate for the skills being taught and whether or not ample time for instruction is planned so that the students will be able to master the TEKS skills being taught. It might help if the pacing portion of the plan included activities that the teachers could use in each lesson.

Area 2 needing improvement — The other thing that I notice when I look at the unit plan is that the state questions have 2 questions on objective A and 2 questions on objective B. However, the exit ticket looks like it has 4 questions on objective A and only 1 question on objective B. This shows a lack of alignment that needs to be addressed.

Ms. Franz should work with the new teachers on how to write lesson plans and create lessons that include rigorous activities that are aligned with the TEKS objectives and the exit tickets. These exemplar lesson plans would provide the teachers with a model that they could use to create quality plans that would serve to guide their daily instruction and help to ensure student mastery on a consistent basis.

Rationale for the Score of 1 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 1 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 1	Annotation for Score of 1 Sample Response

<p>Fails to respond to most parts of the question</p>	<p>The response fails to respond to most parts of the question. A) fails to identify the two most important areas of the unit plan needing improvement; B) fails to create an exemplar for one of the identified areas; C) fails to explain how to use the exemplar to coach the teacher in the area needing improvement.</p>
<p>Identifies weak or ineffective educational leadership strategies that contain serious misconceptions to demonstrate an overall weak understanding of the situation</p> <p>Provides inappropriate evidence or little or no evidence to show weak understanding of the issues presented in the materials</p>	<p>The first area of the unit plan needing improvement identified in this response is <i>"I am not sure that the pacing provided is appropriate for the skills being taught and whether or not ample time for instruction is planned so that the students will be able to master the TEKS skills being taught."</i> However, the response fails to cite any evidence from the documents provided to justify this area as required by the prompt.</p> <p>The second area of the unit plan needing improvement identified in this response is <i>". . . the state questions have 2 questions on objective A and 2 questions on objective B. However, the exit ticket looks like it has 4 questions on objective A and only 1 question on objective B. This shows a lack of alignment that needs to be addressed."</i> While the response identifies this as an area needing improvement, it shows little or no understanding of how to develop and implement a rigorous curriculum that aligns with state standards. The response provides a weak justification for the area in need of improvement because it only compares the number of questions from the exit ticket to the state assessment.</p>
<p>When required, fails to provide actions to be taken in response to an identified area of need or provides actions that are inappropriate and that demonstrate little or no understanding of the situation</p> <p>Provides little or no explanation, rationale, and/or justification for the response that may contain serious misconceptions</p>	<p>The response then states that <i>"Ms. Franz should work with the new teachers on how to write lesson plans and create lessons that include rigorous activities that are aligned with the TEKS objectives and the exit tickets."</i> This description of an activity is not an exemplar, and it is not appropriate for either of the identified areas in need of improvement.</p> <p>The response concludes by attempting to explain how the <i>"exemplar[s]"</i> could be used to coach the teacher in the area needing improvement when it states, <i>"These exemplar lesson plans would provide the teachers with a model that they could use to create quality plans that would serve to guide their daily instruction and help to ensure student mastery on a consistent basis."</i> However, since the response does not provide an exemplar of an important area needing improvement, the explanation has little or no merit regarding how the exemplar could be used to coach the teacher.</p>
<p>Shows misalignment within the response to different parts of the question</p>	<p>This response demonstrates a misalignment between the areas identified as needing improvement, the exemplar referenced, and the explanation because it is unclear which of the areas needing improvement the exemplar represents and is followed by a vague explanation about a different topic.</p>

Overall, the response demonstrates little or no understanding of how to facilitate the development of and implementation of a rigorous curriculum that aligns with state standards. The response receives a score of 1 because overall the response demonstrates little or no understanding of the information in the scenario and supporting documents.

Reflection Questions for the Score of 1 Sample Response

Based on the scenario and documents provided, what two important areas of the unit plan would you identify as needing

improvement? What justification would you cite from the documents provided?

What would be an appropriate exemplar that you could use to demonstrate a high-quality example of one of the areas you identify as needing improvement?

What would be an appropriate explanation for how the exemplar could be used to coach the teacher in the area needing improvement?

Constructed-Response Question 3

The third constructed-response question illustrates a type of question found on the exam. It is not, however, representative of the entire scope of the exam in either content or difficulty. Sample answers with rationales for the score points follow the question.

This question assesses the following knowledge and skills.

The entry-level principal supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II).

Preparing for this Item Type and Content

During preparation for the assessment, candidates should enhance their knowledge, skills, and mind-set around analyzing teacher assessments for rigor, aligning teacher assessment to unit and lesson plans, modeling and consistently engaging teachers in analyzing data to inform instruction, and building teachers' capacity to provide data-driven instruction.

General Directions

Candidates should read the constructed-response question carefully before beginning to write a response to ensure they understand all the parts of the question to be addressed. Candidates should think about how to organize their response before they begin writing.

Each response should conform to the conventions of standard written English. Each response should be original work, written in the candidate's own words, and not copied or paraphrased from some other work. Candidates may, however, use citations when appropriate.

Sample Question

Refer to the documents provided and respond to the question below.

Ms. Aguilar, a middle school principal, regularly meets one-on-one with teachers to complete data analysis. Tomorrow, Ms. Aguilar will meet with a sixth-grade reading teacher, Ms. Xang, to review student performance on a recent exit ticket.

Ms. Xang has been working with students on various aspects of understanding fiction by reading the novel *The Wanderer* by Sharon Creech. At the end of chapter 2, Ms. Xang administers an exit ticket to measure student understanding. To ensure a well-aligned and appropriate assessment, she uses some questions that were used on a recent state-mandated assessment.

After reviewing the results, Ms. Xang states that students are just making careless errors, and they really know the material better than the exit ticket results show. So, Ms. Aguilar considers how to help Ms. Xang continue to develop her understanding of data analysis to inform instruction.

To prepare for the meeting, Ms. Aguilar reviews the exit ticket results. Ms. Aguilar's goal is to work with Ms. Xang on ensuring the data analysis is used to inform the planning and delivery of upcoming lessons.

Documents

1. Exit ticket results including Texas Essential Knowledge and Skills (TEKS) and Ms. Xang's analysis and plan based on the results

Question

Ms. Aguilar wants to work with Ms. Xang to enhance her use of the data to improve instruction and student performance.

- A. What are TWO high-leverage questions that Ms. Aguilar should ask Ms. Xang to help improve her analysis of the data in order to improve her current plan?
- B. Explain how each question can be used to help inform Ms. Xang's instructional practice and improve student learning.

Be specific in your answers and cite evidence from the documents provided.

Exit Ticket Questions and Ms. Xang's Analysis & Plan

Exit Ticket Question 1

Read this sentence from the story.

He is a sweet man with a honey tongue and he is a teller of tales.

1. Why does the author include this description of Bompie?
 - A. To show that Sophie knows only what she has been told about her grandfather
 - B. To explain why Sophie's grandfather decided to move away
 - C. To convey why Sophie is eager to see her grandfather (Answer Key)
 - D. To explain that Sophie does not trust what her grandfather says

TEKS for Question 1

6.8 Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

Item Analysis for Ms. Xang's Class

Option A—25%
Option B—0%
Option C—75% (Answer key)
Option D—0%

Teacher's Analysis of Students' Misconceptions

Students choosing option A are making a more literal interpretation of the text and not thinking about what it means to have a "honey tongue" or be a "teller of tales."

The underlying concept that students need more experience with is the author's use of theme to communicate meaning. If students understood what "a honey tongue" and being a "teller of tales" means, they would see that these are positive traits that would make Sophie eager to see her grandfather.

Teacher's Plan

I will teach the whole class a lesson on literary elements like similes, metaphors, and alliteration.

If my entire class can have a deeper understanding of these elements, they will better be able to get this type of question correct.

Exit Ticket Question 2

2. Who in the story do you think Sophie is most like and why? Use evidence from the text to support your position.

TEKS for Question 2

6.8 Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

Item Analysis for Ms. Xang's Class

20% of students receive a score of 2 with an idea supported with strong text evidence.

50% of students receive a score of 1 because they have an appropriate idea but lack text evidence to support their position.

20% of students receive a score of 0 because they did not have a plausible idea or text evidence.

10% of students did not attempt to respond to the question.

Sample Student Responses for Question 2

Sample Student Response, Score of 2: Most kids are like one or the other of there parents, for obvious genetic reasons. You know, the "apple doesn't fall far from the tree." But Sophie's likeness goes even further because she is most like her grandfather. They both like sailing and living life through free adventures to the point she can be "hardheaded and impulsive." Sophie is adamant about sailing

with her uncles, despite their attempts to dissuade her "mule-self begged a place aboard a forty-five foot sailboat." Like Bompie, her grandpa who will let "Nothing . . . stop him" when he was back to England "he made his mind and that was that." So, both Sophie and Bompie are very determined and make their dreams come true.

Sample Student Response, Score of 1: Sophie has several different sides to her personality, but I think she is most like her grandfather. Sophie is adamant about sailing across the ocean. This shows that she is determined and adventurous like her grandfather "Bompie." So, Sophie and Bompie are alike in their courageous and adventurous spirit.

Sample Student Response, Score of 0: I don't think Sophie is like her parints. She is 13 and they are adults so they don't really like the same things.

Scoring Rubric for Question 2

Score of 0	Score of 1	Score of 2
<ul style="list-style-type: none"> • The idea is not an answer to the question • No idea is present • Idea is too general or vague to determine whether it is reasonable • The idea is not based on the text • Hard to read because of errors in spelling, punctuation, or grammar 	<ul style="list-style-type: none"> • The idea answers the question • The idea is reasonable but no text evidence is present • An idea is present but text evidence is flawed • The idea is only a literal reading of the text • Readable, but with some errors in spelling, punctuation 	<ul style="list-style-type: none"> • The idea answers the question and goes beyond literal reading of the text • The response provides specific, appropriate textual evidence to support the idea • The idea and text evidence are clearly linked based on the text • Easy to read and understand, attention to spelling, punctuation and grammar

Teacher's Analysis of Students' Misconceptions

This type of open-ended question is really hard for students. I only had a few that could present an idea and then support it with text. 50% had an appropriate idea, but no text evidence.

I have worked on this by giving students a general statement about a character and asking them to support or refute it by providing specific statements from the text. My goal is that this activity will make them more aware of the ways an author builds characterization using descriptions and actions.

Teacher's Plan

I will go over this question with the class and have students highlight the main ideas in the text that address Sophie's personality.

We will do this again for text in chapters 3 and 4 as well to reinforce the concept.

Suggested Approach

When responding to a constructed-response question, consider the following cognitive process strategies.

Cognitive Process Questions for Candidates

What knowledge and skills does the question intend to assess?

- Domain VII, Integration C, assesses a portion of Domain II—The principal supports staff to effectively use instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions.

What is the context of the question?

- A middle school principal meets with a sixth-grade reading teacher.
- The principal plans to help a teacher continue to develop the teacher's understanding of analysis of exit ticket data to inform instruction.

What is the primary decision or issue to be addressed?

- After analyzing the exit ticket results, you need to identify two high-leverage questions the principal should ask the teacher to improve the teacher's analysis of the data and to help inform the teacher's instructional practice and improve student learning.

How can you apply your knowledge of best practices to answer this question?

- You can consider best practices in data analysis, including reviewing item analysis, identifying student misconceptions, and looking for trends in student performance.
- You can consider how to analyze a knowledge and skill statement to determine what is being assessed and what the level of expectation is for student mastery.
- You can consider how to review student sample responses for performance levels and common characteristics and misconceptions.
- You can consider best practices for addressing student misconception and determining appropriate interventions.
- You can consider the characteristics of a high-leverage coaching question and how to craft the question to meet an intended purpose.
- You can consider the purpose of the high-leverage question(s) and how they can be used to help the teacher in this and other situations.

How does evidence from the scenario support your conclusion?

- You should ensure the identified specific pieces of evidence can convince the reader of the importance of the high-leverage questions identified.
- You should ensure you have specifically referenced the evidence from the scenario by document and quotation, if helpful to the reader.

Test-Taking Strategies for Candidates

How can you pace yourself so that you finish within the suggested time frame?

- You will note the time when you begin and when you finish your response.
- You will consider ways to streamline your process.

How can you rephrase the question in your own words to ensure you understand it?

- The question has two parts: A and B.
- Part A asks you to identify two important coaching questions that the principal can ask the teacher to make the teacher's interpretation and conclusions from the data stronger so that the teacher's plan is more effective. The directions require you to cite specific evidence from the documents.
- Part B asks you to explain how each question will help the teacher improve her teaching practices and enhance student learning.

What are the key phrases presented in the question?

- *"To ensure a well-aligned and appropriate assessment, she uses some questions that were... recent state-mandated assessment."*
- *"Two high-leverage questions ... improve her analysis of the data"*
- *"used to help inform ... instructional practice and improve student learning"*

What is the important scenario information provided to support the question?

- The exit ticket results are provided, which include the TEKS, the teacher's analysis, and the plan based on the results.

What would a brief plan or sketch of your response points look like?

High-leverage question 1

Evidence

Evidence

Explanation for question 1

High-leverage question 2

Evidence

Evidence

Explanation for question 2

After reviewing the scenario and documents, what evidence can you identify to support the areas you plan to address?

- You can confirm that you have selected strong points with convincing evidence to support your justification and explanation.

How can you write your response concisely and completely?

- You can answer all parts of the question.
- You can base your response on the scenario and documents.
- You can cite evidence from the scenario and documents to support your response.

How can you ensure your response is clear and understandable from the reader's perspective?

- Although not required, you can use bullets or lettering for the parts of your response.
- You can make ensure your response clearly communicates your intended message in clear language. You do
- not need to have a perfectly written essay to earn a high score. You should focus on the content you write and the accuracy of the evidence and explanations or justifications you provide.
- You can compare your response to the attributes of the scoring rubric.

How should you approach your testing time?

- As an estimate, you can allocate about 25–35 minutes for this constructed-response question.
- You can consider how much of the estimated time you are using to complete your response.
- If you are completing your response at the upper end of the time range, it is suggested to look for opportunities to streamline your process to help move your time closer to the lower end of the time range.

Sample Responses and Rationales for Question 3

During preparation, candidates should review the following sample responses using the criteria provided in the scoring rubric. The scoring rubric is divided into two sections: 1) completeness and 2) quality. Candidates should consider the extent to which the response exhibits the attributes provided in each bulleted section of the scoring rubric.

Candidates should consider the extent to which each response answers all parts of the question: A) two high-leverage questions to help improve the teacher's plan; and B) an explanation of how each question helps inform the teacher's instructional practice and improves student learning.

Sample Response Earning a Score of 4

How did you use the data for question 1 to determine the content students didn't understand and use that to inform your plan?

This question seeks to help the teacher see that 75% of the class got this question correct, so small-group instruction may be more appropriate. 25% of the students chose option A, a response that doesn't show they understand what the specific language in this question ("Honey tongue," "teller of tales") means. So the use of literary elements to communicate meaning to the reader is something that the student who chose option A need more instruction in, not theme, as noted by the teacher in her analysis. By targeting her reteach to the correct group of students, and by focusing on literary elements, the reteach will target the appropriate students and the content that the students are struggling with for question 1. The process of looking at item analysis data in this way will help the teacher develop the practice of data-driven analysis that can make each lesson more impactful for learning.

On question 2, how well do you think students demonstrated the ability to use textual evidence to support their claim, and how could you improve your plan to highlight the main ideas in the text to address this area of need?

This question will help the teacher share that the data shows that 50% of the class didn't go back to the text to find information that directly reinforces what they want to say. This coaching question helps the teacher understand that question 2 requires students to draw inferences from sensory language, and then use text evidence to support their thinking. The sample score of 1 shows only a direct quote of "Bompie", the grandfather's name which doesn't appropriately support the response. This half of the class would benefit from instruction on identifying, quoting, and paraphrasing text evidence to support a claim, rather than highlighting the main ideas in the text that address Sophie's personality. Ms. Xang should focus on other high-leverage strategies for textual evidence.

Helping the teacher gain knowledge of what students don't understand from question 1 and 2, improves her planning by using the data to better understand student learning. Tailoring her instruction to those areas, will make her reteach more effective and improve student learning.

Rationale for the Score of 4 Sample Response

Portion of the Scoring	Annotation for Score of 4 Sample Response
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Rubric Score of 4	
Responds fully to all parts of the question	<p>The response provides a complete response to each part of the question. A) two high-leverage questions to help improve the teacher's plan; and B) an explanation of how each question helps inform the teacher's instructional practice and improve student learning.</p>
Identifies detailed and specific educational leadership strategies that will be highly effective in addressing the situation to demonstrate an overall in-depth understanding of the situation	<p>This response identifies two high-leverage questions. The first high-leverage question is <i>"How did you use the data for question 1 to determine the content students didn't understand and use that to inform your plan?"</i> The second high-leverage question is <i>"On question 2, how well do you think students demonstrated the ability to use textual evidence to support their claim, and how could you improve your plan to highlight the main ideas in the text to address this area of need?"</i></p>
<p>Provides specific and convincing evidence, including a specific citation of the document(s) provided to show a thorough understanding of the issues presented in the materials</p> <p>Provides a detailed and insightful explanation, rationale, and/or justification for the response</p>	<p>The response fully justifies the first question by citing specific evidence from the documents, <i>"... 75% of the class got this question correct, so small-group instruction may be more appropriate. 25% of the students chose option A, a response that doesn't show they understand what the specific language ... means. So the use of literary elements to communicate meaning to the reader is something that the student who chose option A need more instruction in, not theme, as noted ..."</i></p> <p>The response fully justifies the second question by also citing specific evidence from the documents, <i>"... 50% of the class didn't go back to the text to find information that directly reinforces what they want to say."</i></p> <p>The response explains how the principal can use the first question to help inform the teacher's instructional practice and improve student learning by stating, <i>"By targeting her reteach ... and by focusing on literary elements, the reteach will target the appropriate students and the content that the students are struggling with for question 1. The process of looking at item analysis data in this way will help the teacher develop the practice of data-driven analysis ..."</i></p> <p>The response explains how the principal can use the second question to help inform the teacher's instructional practice and improve student learning by stating, <i>"... helps the teacher understand that question 2 requires students to draw inferences from sensory language, and then use text evidence ... The sample score of 1 shows only a direct quote of "Bompie", the grandfather's name which doesn't appropriately support the response. This half of the class would benefit from instruction on identifying, quoting, and paraphrasing text evidence to support a claim, rather than highlighting the main ideas ... Ms. Xang should focus on other high-leverage strategies for textual evidence."</i></p> <p>The response goes on to provide additional explanation for both questions in the final paragraph when it states, <i>"Helping the teacher gain knowledge of what students don't understand from question 1 and 2, improves her planning by using the data to better understand student learning. Tailoring her instruction to those areas, will make her reteach more effective and improve student learning."</i></p>

Shows **complete alignment** within the response to different parts of the question

There is complete alignment between the two high-leverage questions identified, the clear evidence provided to support each of the questions, and the detailed and specific explanations for how both questions will be used to help inform the teacher's instructional practice and improve student learning.

Overall, the response demonstrates a thorough understanding of how to support staff to effectively use instructional data, including formative and summative assessment data, to inform effective instructional practices and intervention. The response receives a score of 4 because overall the response demonstrates a thorough understanding of the information in the scenario and supporting documents.

Candidates should note that the second attribute of the scoring rubric is not used in the scoring of this question. This attribute, which was not used, begins with "when required, provides actions ...". This attribute of the scoring rubric is not required for this particular question.

Reflection Questions for the Score of 4 Sample Response

Based on the scenario and documents provided, what makes the two questions in this response high-leverage, detailed, and specific?

Based on the scoring rubric, how does this candidate provide an accurate and high-quality response?

How does this response maintain complete alignment between each part of the question to demonstrate a thorough understanding of the information presented in the scenario?

Sample Response Earning a Score of 3

Ms. Aguilar could ask Ms. Xang, "Why do you think that few students chose the correct option in the first exit ticket question and what is your rationale for reteaching the lesson to the whole class?"

Depending on the teacher's response I would probe the effectiveness of reteaching literary elements to the entire class when many answered the question indicating that they understood the concept of sensory language and were able to move beyond a literal interpretation of the text.

As a result of my questioning the teacher could develop different instructional strategies for the portion of her students who need to develop a deeper understand beyond the literal interpretation of text. These strategies will help them to make inferences and draw conclusions about how theme may be used to communicate meaning. I would move on to making sure the teacher planning is also effective.

For the second question I would ask, "Why do you think so few students were able to respond to Exit Ticket Question 2 correctly?"

The majority of the students were unable to write a short answer that fully responded to the rubric and that demonstrated their understanding of the text beyond the literal level. The teacher should first do an individual analysis of each student's written responses to identify the errors and/or omissions. Based on this analysis plans should be developed for individual intervention, as needed.

Rationale for the Score of 3 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 3 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 3	Annotation for Score of 3 Sample Response
Responds generally to the parts of the question	<p>The response provides a general response to each part of the question.</p> <p>A) two high-leverage questions to help improve the teacher's plan; and B) an explanation of how each question helps inform the teacher's instructional practice and improve student learning.</p>
Identifies generally appropriate educational leadership strategies that may contain minor errors that detract from the demonstration of an overall general understanding of the situation	<p>This response identifies two high-leverage questions. The first high-leverage question is <i>"Why do you think that few students chose the correct option in the first exit ticket question and what is your rationale for reteaching the lesson to the whole class?"</i> The second high-leverage question is <i>"Why do you think so few students were able to respond to Exit Ticket Question 2 correctly?"</i></p>
<p>Provides basic evidence that generally references the document(s) to show a reasonable understanding of the issues presented in the materials</p> <p>Provides a general explanation, rationale, and/or justification for the response</p>	<p>The response provides a basic justification for the first question by generally referencing the documents, <i>"... many answered the question indicating that they understood the concept of sensory language ..."</i></p> <p>The response provides a basic justification for the second question by also citing evidence from the documents, <i>"The majority of the students were unable to write a short answer that fully responded to the rubric and that demonstrated their understanding of the text beyond the literal level."</i></p> <p>The response provides an explanation for how the principal can use the first question to help inform the teacher's instructional practice and improve student learning by stating, <i>"... the teacher could develop different instructional strategies for the portion of her students who need to develop a deeper understand beyond the literal interpretation of text. These strategies will help them to make inferences and draw conclusions about how theme may be used to communicate meaning."</i></p> <p>The response provides a more general explanation for how the principal can use the second question to help inform the teacher's instructional practice and improve student learning, <i>"The teacher should first do an individual analysis of each student's written responses to identify the errors and/or omissions. Based on this analysis plans should be developed for individual intervention, as needed."</i></p>
Shows general alignment within the response to different parts of the question	<p>The response states that the principal would <i>"move on to making sure the teacher planning is also effective,"</i> which is vague and does not support the two targeted questions or their intended purpose.</p> <p>So, there is general alignment between the two high-leverage questions identified, the evidence provided to support each of the questions, and the general explanations for how</p>

both questions will be used to help inform the teacher's instructional practice and improve student learning.

Overall, the response demonstrates a general understanding of how to support staff to effectively use instructional data, including formative and summative assessment data, to inform effective instructional practices and intervention. The response receives a score of 3 because overall the response demonstrates a general understanding of the information in the scenario and supporting documents.

Candidates should note that the second attribute of the scoring rubric is not used in the scoring of this question. This attribute, which was not used in scoring, begins with "when required, provides actions ..." This attribute is not required for this question.

Reflection Questions for the Score of 3 Sample Response

What additional evidence is provided in the scenario and documents that would provide more specific and convincing evidence to support the two high-leverage questions identified?

What makes the two questions identified in this response high-leverage questions?

How could the two explanation paragraphs of this response be improved in order to provide a more detailed explanation for how the questions would help improve the teacher's instructional practice and improve student learning?

Sample Response Earning a Score of 2

First, I would ask the teacher, "Why are you planning to reteach to the whole class when only 25% of the class answered the question incorrectly?" The exit ticket analysis shows that the class isn't having trouble with this question really, they're getting to 75%, the desired level by choosing the correct answer.

Second, I would ask the teacher, "Do you think that your students are having difficulty going beyond a literal interpretation of the text?" I think the students are making a more literal interpretation of the text and this is causing them learning difficulties.

I would support the teacher's plan to do a whole class reteach on the importance of theme and how some authors present this in their writing. I would also suggest some additional activities to help students understand inference so they can go beyond a literal interpretation of an author's work.

In addition, I would suggest the teacher provide examples of open-ended responses to text that focus on understanding theme and sensory language.

Rationale for the Score of 2 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 2 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 2	Annotation for Score of 2 Sample Response
Responds partially to	The response provides a partial response to some parts of the question.

<p>some parts of the question</p>	<p>A) two questions to help improve the teacher's plan; and B) a general explanation of how each question helps inform the teacher's instructional practice and improve student learning.</p>
<p>Identifies limited or flawed educational leadership strategies that may contain misconceptions to demonstrate an overall limited understanding of the situation</p>	<p>This response identifies two general questions, one being a closed-ended question. The first question identified is <i>"Why are you planning to reteach to the whole class when only 25% of the class answered the question incorrectly?"</i></p> <p>The second question identified is <i>"Do you think that your students are having difficulty going beyond a literal interpretation of the text?"</i></p>
<p>Provides limited evidence that may vaguely reference the document(s) to show a flawed understanding of the issues presented in the materials</p> <p>Provides a simplistic explanation, rationale, and/or justification for the response</p>	<p>The response provides a limited justification for the first question by vaguely referencing evidence from the documents, <i>"The exit ticket analysis shows that the class isn't having trouble with this question really, they're getting to 75%, the desired level by choosing the correct answer."</i></p> <p>The response also provides a basic justification for the second question by restating the text from the documents, which is used to compose the question being asked, <i>"... the students are making a more literal interpretation of the text ..."</i></p> <p>The response provides a limited explanation for how the principal can use both questions to help inform the teacher's instructional practice and improve student learning by providing the following simplistic suggestions, <i>"I would also suggest some additional activities to help students understand inference so they can go beyond a literal interpretation of an author's work. In addition, I would suggest the teacher provide examples of open-ended responses to text that focus on understanding theme and sensory language,"</i> which the teacher has already included on the exit ticket.</p> <p>The statement that the principal would <i>"... support the teacher's plan to do a whole class reteach on the importance of theme ..."</i> is considered to be inappropriate and demonstrates a flawed understanding since theme is not the underlying concept being misunderstood by the students.</p>
<p>Shows partial alignment within the response to different parts of the question</p>	<p>The response provides a partial alignment between the two general questions identified, the evidence provided to support the questions, and the limited explanation for how both questions will be used to help inform the teacher's instructional practice and improve student learning. The explanatory statement that the principal would support the teacher's plan to do a whole class reteach is misaligned with the identified questions.</p>

Overall, the response demonstrates a limited understanding of how to support staff to effectively use instructional data, including formative and summative assessment data, to inform effective instructional practices and intervention. The response receives a score of 2 because overall the response demonstrates a limited understanding of the information in the scenario and supporting documents.

Candidates should note that the second attribute of the scoring rubric is not used in the scoring of this question. This attribute, which is not used in scoring, begins with "when required, provides actions ..." This attribute is not required for this question.

Reflection Questions for the Score of 2 Sample Response

Based on the scenario and documents provided, how could the two identified questions be improved to make them more detailed and specific?

What additional evidence from the scenario and documents provided could be cited to justify the appropriateness of the two questions?

How could the final paragraph of the response be improved in order to provide a more detailed and insightful explanation for how the questions will help inform the teacher's instructional practice and improve student learning?

Sample Response Earning a Score of 1

It is important to open a coaching session with kudos to the teacher. This teacher is going a nice job making sure she uses summative assessment to guide student learning and should be commended for this work.

The open-ended question is excellent and will advance student learning. These comments will start the session off on a positive note.

Question 1 –

After looking at the students' responses to the exit ticket questions, how do you believe the students could improve their understanding of literary elements and characterization?

Question 2 –

Why did you choose the novel, *The Wanderer* to read since it was obviously too difficult for the students to understand?

These two questions will give the teacher time to reflect on her exit ticket questions and also determine whether or not there is a more appropriate novel that could be used to better teach this lesson.

Rationale for the Score of 1 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 1 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 1	Annotation for Score of 1 Sample Response
Fails to respond to most parts of the question	The response fails to respond to most parts of the question. A) two questions to help improve the teacher's plan, but the response fails to cite any evidence from the documents provided; and B) little explanation of how each question helps inform the teacher's instructional practice and improve student learning.
Identifies weak or ineffective educational leadership strategies that contain serious misconceptions to demonstrate an overall	The response identifies two questions, one general and one inappropriate. The first question identified is considered to be general, " <i>After looking at the students' responses to the exit ticket questions, how do you believe the students could improve their understanding of literary elements and characterization?</i> "

<p>weak understanding of the situation</p>	<p>The second question identified, <i>"Why did you choose the novel, The Wanderer to read since it was obviously too difficult for the students to understand?"</i> is considered to be inappropriate since there is no evidence cited in the documents that would indicate that the novel is too difficult for the students.</p>
<p>Provides inappropriate evidence or little or no evidence to show weak understanding of the issues presented in the materials</p> <p>Provides little or no explanation, rationale, and/or justification for the response that may contain serious misconceptions</p>	<p>The response fails to cite any evidence from the documents to justify the appropriateness of the two identified questions.</p> <p>The response provides little explanation for both identified questions when it states, <i>"These two questions will give the teacher time to reflect on her exit ticket questions..."</i></p> <p>However, the response provides an inappropriate explanation when it states, <i>"... determine whether or not there is a more appropriate novel that could be used to better teach this lesson."</i></p>
<p>Shows misalignment within the response to different parts of the question</p>	<p>The responses starts with information on opening the coaching session that is unrelated to the questions asked and introduces a misconception that an exit ticket is a <i>"summative assessment to guide student learning ..."</i></p> <p>This response shows partial alignment between the first identified question and explanation. The second question and explanation is considered to be misaligned because there is no information in the documents that indicate that the novel is too difficult for the students.</p>

Overall, the response demonstrates little or no understanding of how to support staff to effectively use instructional data, including formative and summative assessment data, to inform effective instructional practices and intervention. The response receives a score of 1 because overall the response demonstrates little or no understanding of the information in the scenario and supporting documents.

Candidates should note that the second attribute of the scoring rubric is not used in the scoring of this question. This attribute, which is not used in scoring, begins with "when required, provides actions ..." This attribute is not required for this question.

Reflection Questions for the Score of 1 Sample Response

Based on the scenario and documents provided, why would the question "Why did you choose the novel, "The Wanderer" to read since ...?" not be considered an appropriate question for the principal to ask the teacher?

Based on the scenario and documents provided, what would be a more appropriate question for the principal to ask the teacher in order to help improve the teacher's analysis of the data? How could this be used to improve the teacher's current plan?

What specific evidence from the scenario and documents provided could be cited to support the first identified question?

Constructed-Response Question 4

The fourth constructed-response question illustrates a type of question found on the exam. It is not, however, representative of the entire scope of the exam in either content or difficulty. Sample answers with rationales for the score points follow the question.

This question assesses the following knowledge and skills.

The entry-level principal creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I).

General Directions

Candidates should read the constructed-response question carefully before beginning to write a response to ensure they understand all the parts of the question to be addressed. Candidates should think about how to organize their response before they begin writing.

Each response should conform to the conventions of standard written English. Each response should be original work, written in the candidate's own words, and not copied or paraphrased from some other work. Candidates may, however, use citations when appropriate.

Sample Question

Refer to the documents provided and respond to the question.

Ms. Davis is preparing to begin her new position as the principal of Colson Elementary School. Colson is located in an urban setting and currently enrolls 562 students from kindergarten through grade 5. The campus has a culturally diverse student population, which is representative of the greater community. The student population is approximately 21 percent African American, 41 percent Hispanic, and 23 percent White. Approximately 9 percent of the student population is distributed across other demographic groups. Approximately 8 percent of students receive special education services, 74 percent qualify as economically disadvantaged, and 16 percent are English learners. Colson has struggled to keep pace with state averages on the STAAR assessments. Parent/guardian and community involvement is low.

During her orientation, Ms. Davis learns that historically, Colson's performance on reading assessments has been well below state averages. The school purchased a new, research-based reading program at the end of the previous school year, and the superintendent communicates the expectation that the new program should be implemented this year. To better understand this issue and the overall culture of Colson, Ms. Davis reads a message from her predecessor, reviews reading assessment results, and considers the results of faculty and parent/guardian surveys.

Documents

1. E-mail from previous principal
2. Campus STAAR performance data: Reading
3. Reading skill diagnostic results, grades K–2
4. Faculty survey
5. Parent/guardian survey

Question

Ms. Davis wants to ensure that all students are valued and given the support that they need to achieve academic success at Colson Elementary School. She considers the conditions that contribute to a positive school culture, the barriers that might exist to establishing and maintaining a positive school culture, and the actions that can overcome such barriers.

- A. Based on the information provided and your understanding of school culture, what is the most pressing, immediate need to address in this scenario? Justify your selection.
- B. Describe a multistep plan Ms. Davis should implement to address this need.
- C. Explain why this plan would be effective for creating a positive culture to achieve the school's mission.

Be very specific in your answer and cite evidence from the documents provided.

E-mail from Previous Principal

Dear Ms. Davis,

Welcome to Colson Elementary School! I think you will enjoy working at this campus. Overall the staff is highly committed to student learning, and we have wonderful children and families. I have tried to leave everything in order for you. I've left notes in files describing the work being done on various projects.

I did want to bring to your attention an issue around our reading program. As you will see, our school has performed well below state averages in reading for several years. Last fall, I convened a committee that included our most forward-looking teachers, parents/guardians, and a district curriculum specialist to look at our instructional resources for reading. The committee recommended purchasing a new reading program, and the leadership team spent the spring working with the district to identify a program and allocate the needed funding. I'm happy to report that this work is complete. The new program reflects the current research on reading instruction, with an emphasis on explicit instruction in phonological/phonemic awareness and phonics in early grades, as well as rich, leveled reading materials across grades and content areas. The strategic plan calls for the new program to be implemented this year.

However, some of our teachers were very upset at the decision to purchase this program. These teachers are typically proponents of a whole-language approach to reading instruction. I heard numerous complaints about the program's emphasis on phonics, which was perceived as forcing remediation into their classrooms. I wanted you to be aware of this, because a few teachers insisted that they would not teach the phonics portions of the program.

I do not want to present a negative picture of our campus. As I said, overall Colson is a good school. The one significant problem that I can think of is this reading instruction issue. I am confident you can work with the faculty to earn everyone's commitment to the new program.

Best of luck!

Campus STAAR Performance Data: Reading
Percentage at Approaches Grade Level or Above (previous year)

Student Groups	Grade 3		Grade 4		Grade 5	
	State	School	State	School	State	School
All	77%	63%	73%	63%	84%	66%
African American	66%	53%	61%	52%	75%	58%
Hispanic	74%	64%	68%	61%	81%	65%
White	87%	69%	84%	74%	91%	73%
Special Education	73%	48%	46%	46%	55%	41%

Economically Disadvantaged	71%	65%	65%	60%	79%	59%
English Learner	52%	47%	66%	50%	80%	52%

**Campus STAAR Performance Data: Reading
Percentage at Meets Grade Level or Above (previous year)**

Student Groups	Grade 3		Grade 4		Grade 5	
	State	School	State	School	State	School
All	43%	35%	46%	33%	54%	29%
African American	30%	25%	34%	24%	41%	18%
Hispanic	37%	34%	39%	31%	47%	27%
White	57%	42%	59%	42%	67%	38%
Special Education	28%	17%	29%	17%	30%	14%
Economically Disadvantaged	33%	30%	35%	27%	43%	23%
English Learner	35%	27%	37%	26%	46%	23%

Reading Skill Diagnostic Results, Grades K–2 (previous year)
(Table displays average percentile rank of campus students as compared to state)

Reading Skill	Average Percentile Rank by Grade		
	Kindergarten	Grade 1	Grade 2
Phonological / Phonemic Awareness	44	41	Not Assessed
Phonics: Word Recognition	38	36	35
Text Comprehension: Listening	52	49	Not Assessed
Text Comprehension: Reading	Not Assessed	40	38
Fluency	Not Assessed	41	38
Vocabulary	36	35	32

Faculty Survey (previous year)
(93.8% responding)

Statements	Percent Agreeing or Strongly Agreeing
1. My school has a well-defined mission that drives all decisions.	82.2%
2. My school is a safe place for teaching and learning.	88.8%

3. I feel supported by my colleagues at school.	73.3%
4. Communication between administration and faculty is open, timely, and informative.	68.8%
5. Teachers at this school collaborate regularly to plan curriculum and share instructional practices.	62.2%
6. Faculty at this school agree on curriculum decisions, instructional practices, and teaching resources.	51.1%
7. Professional development at this school is relevant and directly impacts my teaching.	60%
8. Teachers at this school hold all students to high academic and behavior standards.	84.4%
9. Teachers at this school have the resources that they need to teach the curriculum.	86.6%
10. Parents/guardians at this school support their child's academic progress.	71.1%

Views expressed by 3 or more respondents in the open-ended comment section of the survey:

- *I don't agree with the purchase of our new reading materials.*
- *It's frustrating that some of my colleagues do not keep up with research. Old ways of teaching may work for some kids, but they do not work for a lot of our students.*
- *Children learn to read best by exposure to leveled text, not being drilled on phonics.*
- *I'd like to see the faculty come together on our philosophy for teaching reading.*

Parent/Guardian Survey (previous year)

(administered in English and Spanish; 56% of households responding)

Statements	Percent Agreeing or Strongly Agreeing
1. My child enjoys going to school.	80%

2. My child is safe at school.	83%
3. My child's teachers care about my child and understand my child's learning needs.	68%
4. My child receives high-quality instruction at this school.	71%
5. My child's teachers hold all students to high academic and behavior standards.	72%
6. It is easy to communicate with my child's teacher.	67%
7. I feel well informed about the curriculum and about school events and procedures.	64%
8. Teachers and school administration listen when I have a question or concern.	69%
9. Rules at this school are clear and fair.	83%
10. I feel welcome at my child's school.	84%

Views expressed by 5 or more respondents in the open-ended comment section of the survey:

- *I like my child's school, but my child appears to be struggling with reading.*
- *I'd like my child's teachers to focus more on teaching the basics.*
- *The teachers mostly do a good job communicating. I am often too busy to talk much with my child's teachers.*
- *I have so little time to help my child at home. I wish the school would help me make the most of the time I have.*

Suggested Approach

When responding to a constructed-response question, candidates should consider the following cognitive process strategies.

Cognitive Process Questions for Candidates

What knowledge and skills does the question intend to assess?

- Domain VII, Integration D, assesses a portion of Domain I—The principal creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals.

What is the context of the question?

- A superintendent communicates the expectation that a new reading program should be implemented this year.
- The new principal plans to review various sources of data to better understand the needs and the overall culture of the school.

What is the primary decision or issue to be addressed?

- You should identify the most pressing, immediate need so that you can create a multistep plan to address the need and explain how the plan is effective in creating a positive culture to achieve the school's mission.

How can you apply your knowledge of best practices to answer this question?

- You can consider best practices of understanding and creating positive school cultures.
- You can consider the types of information and data that are most important to assist in identifying and addressing immediate needs.
- You can consider the types of information and data that are less important.
- You can consider the characteristics of a multistep plan that could be implemented to effectively address an identified need.
- You can consider the relationship between the steps in a plan that would help the principal address the need.

How does evidence from the scenario support your conclusion?

- You should ensure the identified specific pieces of evidence can convince the reader that the identified need must be addressed in this scenario.
- You should specifically reference the evidence from the scenario by document and quotation, if helpful to the reader.

Test-Taking Strategies for Candidates

How can you pace yourself so that you finish within the suggested time frame?

- You will note the time when you begin and when you finish your response.
- You will consider ways to streamline your process.

How can you rephrase the question in your own words to ensure you understand it?

- The question has three parts: A, B, and C.
- Part A asks you to identify the most pressing immediate need that would need to be effectively addressed at the school. The directions require that the identified need be justified with a specific citation of evidence from the documents.
- Part B asks you to describe a multistep plan to address the identified need.
- Part C asks you to explain how the plan would be effective for creating a positive culture to achieve the school's mission.

What are the key phrases presented in the question?

- *"Identify the most pressing immediate need ... Justify your selection"*
- *"Multistep plan ... to address the identified need"*
- *"How the plan is effective ... creating positive culture...school's mission"*

What is the important scenario information provided to support the question?

- E-mail from previous principal
- Campus STAAR performance data: Reading
- Reading skill diagnostic results, grades K–2
- Faculty survey
- Parent/guardian survey

What would a brief plan or sketch of your response points look like?

Most pressing need

Evidence

Evidence

Evidence

Multistep plan to address the need

Step 1

Step 2

Step 3

Explanation of how the plan would be effective in creating a positive school culture

After reviewing the scenario and documents, what evidence can you identify to support the areas you plan to address?

- You can confirm that you have selected strong points with convincing evidence to support your justification and explanation.

How can you write your response concisely and completely?

- You can answer all parts of the question.
- You can base your response on the scenario and documents.
- You can cite evidence from the scenario and documents to support your response.

How can you ensure your response is clear and understandable from the reader's perspective?

- Although not required, you can use bullets or lettering for the parts of your response.
- You can make sure your response clearly communicates your intended message in clear language.
- You do not need to have a perfectly written essay to earn a high score. You should focus on the content you write and the accuracy of the evidence and explanations or justifications you provide.
- You can compare your response to the attributes of the scoring rubric.

How should you approach your testing time?

- As an estimate, you can allocate about 25–35 minutes for this constructed-response question.
- You can consider how much of the estimated time you are using to complete your response.
- If you are completing your response at the upper end of the time range, it is suggested to look for opportunities to streamline your process to help move your time closer to the lower end of the time range.

Sample Responses and Rationales for Question 4

During preparation, candidates should review the following sample responses using the criteria provided in the scoring rubric. The scoring rubric is divided into two sections: 1) completeness and 2) quality. Candidates should consider the extent to which the response exhibits the attributes provided in each bulleted section of the scoring rubric.

Candidates should consider the extent to which each response answers all parts of the question: A) identifies the most pressing barrier to the change process and a justification for the barrier; B) describes a multistep plan to address the barrier; C) explains how the plan helps achieve the goal(s) of the strategic plan.

Sample Response Earning a Score of 4

The most pressing, immediate need to address is reading instruction. The Campus STAAR data indicates that the school is well below the State average in "Approaching Grade Level" and "Meets Grade Level" for all grades and demographics. The Reading Skills Inventory (K–2) also indicates below state performance in all categories.

Ms. Davis will need to develop a multi-step plan that includes the following steps:

1. Complete a needs assessment to determine the conditions that contribute to a positive school culture and identify the barriers that currently exist. This is important so Ms. Davis can prioritize the most important areas to address in the short and long term. The Faculty Survey provides relevant information as 93.8% of the staff responded. Some areas to consider are the teacher's attitudes regarding the implementation of the new curriculum, the use of peer collaboration and planning, professional development opportunities, and the sense of or lack of school community. 82.2% of the faculty agree that the school has a well-defined mission, while only 62.2% agree that teachers collaborate regularly.
2. Focus on the components of change management and provide support to teachers such as instructional coaching and professional development in professional learning communities and data-driven instruction. To address teacher resistance and overall discomfort with the change of curriculum, especially as she is the new principal, Ms. Davis should build relationships with her staff, students and parents. The Faculty Survey comment section indicates not all teachers were included in the committee, and only 51.1% agreed with their decision. Conducting crucial conversations, uncovering the root cause of resistance, and coaching through the levels of change will help to create buy-in and commitment.
3. Create an implementation timeline to ensure key actions (PLC meetings, benchmarks, and data analysis) are taking place and progress checks are conducted systematically. This timeline can improve communication systems and their effectiveness, as only 68.8% of staff feel communication from admin is timely and on the Parent Survey, only 64% of parents felt well informed. Including the teachers in the development of the timeline will create ownership and help them implement the new reading curriculum with fidelity.

By focusing on the steps of this plan, Ms. Davis will effectively address the campus-wide need for improvement in reading. Additionally, this plan will help develop a culture, aligned with the mission, where all teachers and students are valued and given the support needed to achieve academic success.

Rationale for the Score of 4 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 4 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring	Annotation for Score of 4 Sample Response
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Rubric Score of 4	
<p>Responds fully to all parts of the question</p>	<p>The response provides a complete response to each part of the question. A) identifies the most pressing, immediate need in the scenario; B) describes a multistep plan to address the identified need; and C) explains why this plan would be effective for creating a positive culture to achieve the school's mission.</p>
<p>Identifies detailed and specific educational leadership strategies that will be highly effective in addressing the situation to demonstrate an overall in-depth understanding of the situation</p> <p>Provides specific and convincing evidence, including a specific citation of the document(s) provided, to show a thorough understanding of the issues presented in the materials</p>	<p>This response begins by identifying <i>"reading instruction"</i> as the most pressing immediate need. The response then fully justifies why this is a high-priority need by providing specific and convincing evidence found in the scenario and supporting documents stating, <i>"... the Campus STAAR data indicates...well below the State average...for all grades and demographics."</i> <i>"...Reading Skills Inventory (K–2) also indicates below state performance in all categories"</i>.</p> <p>The response further demonstrates an overall in-depth understanding of the situation by identifying potential barriers that may be contributing to the low reading performance. <i>"Faculty Survey comment section indicates that ...only 51% agreed with their decision..."</i> <i>"...only 62.2% agree that teachers collaborate regularly."</i> <i>"68.8% of staff...communication from admin is timely..."</i> <i>"...Parent survey...64% of parents felt...well-informed."</i></p> <p>The response identifies educational leadership strategies that will be highly effective in addressing the situation, such as: <i>"provide...professional development in professional learning communities and data-driven instruction."</i> <i>"...as she is the new principal...build relationships with her staff."</i> <i>"Conducting crucial conversations...and coaching..."</i> <i>"Create an implementation timeline...key actions...progress checks."</i> <i>"Complete a needs assessment...prioritize the most important areas to address in the short and long term."</i></p>
<p>When required, provides detailed and/or prioritized actions to be taken in response to an identified area of need that are appropriate, significant, and clearly demonstrate a thorough understanding of the situation</p> <p>Provides a detailed and insightful explanation, rationale, and/or justification for the response</p>	<p>The response then provides a detailed, multistep plan that is appropriate, significant, and clearly demonstrates a thorough understanding of how to address the identified need (<i>"reading instruction"</i>).</p> <p>The first step describes conducting a needs assessment, <i>"...to determine the conditions that contribute to a positive school culture and identify the barriers that currently exist."</i> Then the response identifies relevant areas to consider, <i>"...teacher's attitudes...new curriculum..."</i> <i>"...use of peer collaboration and planning..."</i> <i>"...sense of or lack of school community."</i></p> <p>The second step focuses on the <i>"components of change management and provid[ing] support to teachers."</i> Then provides insightful examples, <i>"...instructional coaching and professional development in professional learning communities and data-driven instruction."</i> <i>"...crucial conversations...coaching through...levels of change...help to create buy-in and commitment."</i></p> <p>The third step includes the <i>"implementation of a timeline to ensure key actions (PLC</i></p>

	<p><i>meetings, benchmarks, and data analysis) are taking place..." "progress checks...conducted systematically." The response connects other key elements such as "communication from admin is timely" and "...[i]ncluding the teachers in the development of the timeline will create ownership..."</i></p> <p>Each part of the three-step plan is appropriately aligned to the identified need and provides significant actions to meet the need and develop a positive school culture.</p> <p>In addition, the response ends by generally stating that the plan, <i>"will effectively address the campus-wide need for improvement in reading... this plan will help develop a culture, aligned with the mission...given the support needed to achieve academic success."</i></p>
<p>Shows complete alignment within the response to different parts of the question</p>	<p>There is complete alignment between the identified need, the action plan, and the explanation. The response identifies <i>"[t]he most pressing, immediate need to address is reading instruction,"</i> identifies specific and convincing evidence to support this need, provides a multistep plan to address the need, and explains how the plan would be effective for creating a positive culture to achieve the school's mission.</p>

This response receives a score of 4 because, overall, the response demonstrates a thorough understanding of the information in the scenario and supporting documents

Reflection Questions for the Score of 4 Sample Response
<p>Based on the scoring rubric, how does the candidate provide an accurate and quality response?</p> <p>How does the response provide specific and convincing evidence to support the need?</p> <p>How does the response maintain complete alignment between each part of the question to demonstrate a thorough understanding of the information presented in the scenario?</p>

Sample Response Earning a Score of 3

The most pressing, immediate need is putting the new reading program into practice. Assessment data indicates that the students in every grade level are performing below the state average. There are some potential barriers such as teacher resistance and lack of effective communication with staff and parents that negatively impact the culture and could impact the effectiveness of the new reading program.

Ms. Davis needs to create a multi-step plan to address the barriers and the implementation of the new reading curriculum. She should follow the steps listed below:

1. Ms. Davis needs to set the expectation that this is a school-wide initiative and all the teachers need to be committed to using the new reading curriculum. She can communicate with groups, individuals, in writing, at faculty meetings etc. It is important that all staff have buy-in and understand that the school community will need to be on board as well.
2. Ms. Davis should meet with the teachers to build relationships and to create time for collaboration and professional development. This is a new curriculum, so the teachers will need to be provided training prior to the launch. They could use PLC's or team meetings to further collaborate and share resources.
3. The parents need to be a part of this community and communication needs to address their needs. Notifications need to be sent out and meetings planned when the majority of parents can attend. Teachers also need to help parents

understand how they can help their students at home.

By following the steps in the plan, Ms. Davis and the staff at Colson Elementary will begin to build a community and positive culture, aligned with the school mission, and focused on student achievement. The teachers will be able to collaborate and plan together to focus on student achievement. Parents and Guardians will now have more opportunity to participate and be kept informed about the events of the school, the reading initiative and how they can support their children.

Rationale for the Score of 3 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 3 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 3	Annotation for Score of 3 Sample Response
Responds generally to the parts of the question	<p>The response provides a general response to each part of the question.</p> <p>A) identifies the most pressing, immediate need that needs to be addressed; B) describes a multistep plan to address the identified need; and C) explains how the plan will be effective for creating a positive culture to achieve the school's mission.</p>
<p>Identifies generally appropriate educational leadership strategies that may contain minor errors that detract from the demonstration of an overall general understanding of the situation</p> <p>Provides basic evidence that generally references the document(s) to show a reasonable understanding of the issues presented in the materials</p>	<p>This response begins by identifying a high-priority need. <i>"...most pressing, immediate need is putting the new reading program into practice."</i></p> <p>The response then generally justifies this need by providing evidence in the scenario and supporting documents when it states that, <i>"Assessment data indicates that the students in every grade level are performing below the state average."</i> <i>"There are some barriers such as teacher resistance and lack of effective communication... that negatively impact the culture and ... the new reading program."</i></p> <p>However, the response fails to identify specific and convincing evidence by including specific citations to justify the identified barrier.</p>
<p>When required, provides actions to be taken in response to an identified area of need that are mostly appropriate and demonstrate a general understanding of the situation</p>	<p>The response then provides a general multistep action plan that addresses the identified need. The steps in the plan can be found in the following phrases and sentences.</p> <p>In step one, the response includes <i>"set the expectation that this is a school-wide initiative..., communicate with groups, individuals, in writing, at faculty meetings..., and school community needs to be on board."</i></p> <p>In step two, the response includes <i>"...meet with the teachers to build relationships" "...the teachers will need to be provided training..." "...use PLC's or team meetings to further collaborate and share resources."</i></p>

<p>Provides a general explanation, rationale, and/or justification for the response</p>	<p>In step three, the response includes <i>"The parents need to be a part of this community and communication needs to address their needs. Notifications need to be sent out and meetings planned when the majority of parents can attend."</i></p> <p>This action plan is generally appropriate, but the steps in the plan are not detailed enough to ensure that the plan will thoroughly address the identified need and the culture as presented in the scenario and documents.</p> <p>In this response, the explanation of how the action plan helps achieve the goal(s) of the strategic plan is found within the action plan itself and in the closing paragraph. <i>"By following the steps listed in the plan, Ms. Davis and the staff at Colson Elementary will begin to build a community and positive culture, aligned with the school mission, and focused on student achievement." "...teachers will ... collaborate and plan together to focus on student achievement." "Parents and Guardians ... more opportunity to participate ... be kept informed ... events of the school, ...reading initiative ...support their children."</i></p>
<p>Shows general alignment within the response to different parts of the question</p>	<p>The response provides a general alignment between the identified barrier, the action plan, and the explanation.</p> <p>The response identifies <i>"... putting the reading program into practice,"</i> identifies general evidence that supports this pressing, immediate need, provides a multistep plan to address the need, and provides a general explanation of how each step in the plan will be effective for creating a positive culture to achieve the school's mission.</p>

Overall, this response demonstrates a general understanding of how to create a positive culture to achieve the school's mission. This response receives a score of 3 because the overall response demonstrates a general understanding of the information in the scenario and supporting documents.

The constructed-response questions on the test are primarily an assessment of candidate understanding of the targeted content from the framework, not candidates' ability to write a polished essay. Therefore, the scoring rubric does not contain attributes that specifically address grammar or format requirements.

However, each candidate response should be written as clearly as possible so that it can be understood. This response is a good example to note that, while this response does contain a couple of spelling and grammar errors, the mistakes are minor and do not limit the reader's ability to understand the response.

Reflection Questions for the Score of 3 Sample Response

What evidence is presented in the scenario and documents that would provide specific and convincing evidence to support the need presented in this response?

Is there evidence of other aspects of the school culture affecting the success of the reading program?

How would including specific citations from the supporting documents help in demonstrating thorough understanding of the situation?

Sample Response Earning a Score of 2

The most pressing issue is to implement the new reading curriculum this year. For many years the students have been struggling in reading and this needs to end now. The superintendent has also stated his expectation that the new reading program be used this year. Additionally, Ms. Davis needs to make it clear to all the teachers that this is not optional. Studies show that it is important for the school leader to model expectations and allowing staff to resist will send the wrong message.

A multi-step plan Ms. Davis can follow includes:

1. Ms. Davis should begin by addressing those teachers who do not agree with the decision that the committee made to purchase the new reading curriculum. They need to know that this is non-negotiable. She should cover her bases by adding this expectation to the faculty meeting agenda and direct team leaders to add this expectation to their agendas as well. It needs to be in the forefront so the goal can be achieved.
2. Ms. Davis and the rest of the leadership team should observe and conduct walkthroughs and provide feedback for the teachers who are not providing the best for the new reading curriculum. By showing the staff that the focus will be on what they are doing in the classrooms, it will help teachers stay on track and help them ensure that they are meeting the students' needs.
3. Family Night events should be planned for the parents and community. Family nights are great activities to welcome parents and community members to the school. They will view school as a fun, welcoming place. Posters and flyers can be created and posted on the homepage, in the halls and around the neighborhood.

This plan allows Ms. Davis to demonstrate her leadership and her ability to hold teachers accountable. It helps the teachers improve their instruction and to ensure that all the teachers are using the new reading curriculum. Then it provides some fun activities to share with the community after all the teachers and students' hard work.

Rationale for the Score of 2 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 2 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 2	Annotation for Score of 2 Sample Response
Responds partially to some parts of the question	The response provides a partial response to some parts of the question. A) identifies one pressing need to address; B) describes a general multistep plan to address the identified need; and C) weakly explains how the plan will be effective for creating a positive culture to achieve the school's mission.
Identifies limited or flawed educational leadership strategies that may contain misconceptions to demonstrate an overall limited understanding of the situation Provides limited evidence that may vaguely reference	This response begins by identifying " <i>the new reading curriculum</i> " as a pressing issue to address in this scenario. The response provides a general justification of this need by citing " <i>For many years the students have been struggling in reading...</i> " " <i>The superintendent[s] expectation that the new reading program be used...</i> " However, the response fails to specifically identify what document(s) the evidence is found in to justify the identified need.

<p>the document(s) to show a flawed understanding of the issues presented in the materials</p>	<p>In addition, while the response states that "<i>[s]tudies show...school leader to model expectations...allowing staff to resist...wrong message.</i>" There is no evidence in the scenario and documents that supports this statement.</p>
<p>When required, provides actions to be taken in response to an identified area of need that are partially accurate and demonstrate gaps or misconceptions in overall understanding of the situation</p> <p>Provides a simplistic explanation, rationale, and/or justification for the response</p>	<p>The response then provides a general multistep plan to address the need that includes addressing "<i>teachers who do not agree with the decision...to purchase the new curriculum,</i>" "<i>observe and conduct walkthroughs,</i>" and then describes planning Family Night events "<i>...great activities to welcome parents and community members to the school.</i>" This third step is somewhat misaligned and demonstrates some misconception in understanding the overall situation.</p> <p>The descriptions of the leadership actions are limited and somewhat flawed, "<i>She should cover her bases by adding this expectation to the faculty meeting agenda and direct team leaders to add this expectation to their agendas as well. It needs to be in the forefront so the goal can be achieved.</i>" There is no explanation of why this will help the goal be achieved. "<i>...view school as a fun and welcoming place..</i>" does not connect this to high expectations or academic achievement.</p> <p>The response concludes by providing a weak explanation of how the plan will be effective for creating a positive culture to achieve the school's mission. "<i>This plan allows Ms. Davis to demonstrate her leadership and her ability to hold teachers accountable.</i>" "<i>It helps...teachers improve their instruction...ensure that all the teachers are using the new reading curriculum.</i>" "<i>...provides some fun activities to share with the community...</i>"</p>
<p>Shows partial alignment within the response to different parts of the question</p>	<p>The response provides a partial alignment between the identified need, the action plan, and the explanation.</p> <p>Although the response begins with a pressing need, the action steps do not fully address the need and the third step does not include rationale for how it is connected to improving the need.</p>

Overall, this response demonstrates a limited understanding of how to create a positive culture to achieve the school's mission and to address the most pressing need. This response receives a score of 2 because the overall response demonstrates a limited understanding of the information in the scenario and supporting documents.

Candidate responses are not required to use labels, such as A, B, and C, that align with the parts of the question. However, each response should be written as clearly as possible so that it can be understood by the reader. While using these labels is optional and not part of the scoring rubric, labeling the parts of the response to align with the parts of the question can enhance clarity for the reader.

<p style="text-align: center;">Reflection Questions for the Score of 2 Sample Response</p>
<p>Based on the scenario and documents provided, what other evidence could be provided to support the identified need?</p> <p>How could the steps in the plan be more specific to provide convincing evidence that the plan would thoroughly address the need?</p> <p>What other high leverage leadership strategies could be used?</p>

How could the final paragraph of the response be improved to provide a detailed and insightful explanation of how the plan helps create a positive culture to achieve the school's mission?

Sample Response Earning a Score of 1

It is evident from the faculty surveys that teachers at Colson Elementary have divergent philosophies regarding reading instruction. Since the school has been struggling to provide successful reading instruction for quite some time, this is an issue that requires immediate attention. Without a common ground in the philosophy of how to teach students to read, the students will continue to have failing grades. Although they have not come to an agreement on how to teach students to read, the teachers do feel that the school is following the mission and they value the students. This is good news, because these strengths can be built on to improve reading performance.

The first step in the plan that Ms. Davis should take, is to decide on the one reading instruction philosophy for the campus. Perhaps Ms. Davis could bring the teachers together and come to consensus on the way reading should be taught. This will allow all philosophies to be heard and help to pick one for the campus to focus on. It is important for teachers to be heard as they are the ones in the classroom making it happen.

The second step is to understand that teachers should decide on what they are teaching. There were some teachers who were a part of the committee that chose the new reading program and they would be great assets in providing professional development. The teachers who had to change their philosophy could watch them model some lessons and meet with them to choose the best activities to share with students during lessons. This will make sure that each teacher is deciding what they teach.

By bringing the teachers together to create one universal philosophy for reading instruction and then using teachers to lead other teachers by modeling lessons, a positive attitude will be created about the new reading curriculum and the students will benefit academically. Ultimately this will result in high reading performance.

Rationale for the Score of 1 Sample Response

The annotation provided below is shown side-by-side with the attributes of a score of 1 from the scoring rubric to help candidates make connections between the scoring rubric and the text in the response that demonstrates the attributes of the score point.

Portion of the Scoring Rubric Score of 1	Annotation for Score of 1 Sample Response
Fails to respond to most parts of the question	The response fails to respond to most parts of the question. A) fails to identify the most pressing, immediate need that needs to be addressed; B) fails to describe a multistep plan to address the identified need; and C) fails to explain why this plan would be effective for creating a positive culture to achieve the school's mission.
Identifies weak or ineffective educational leadership strategies that contain serious misconceptions to demonstrate an overall	This response begins by weakly identifying a need, " <i>[w]ithout a common ground in the philosophy of how to teach students to read...continue to have failing grades.</i> " The response provides little to no evidence, only one reference to the faculty surveys, from the scenario or supporting documents. The response missed the information that the new reading curriculum had already been purchased. The majority of the response focuses on improving teacher's attitudes using limited and

<p>weak understanding of the situation</p> <p>Provides inappropriate evidence or little or no evidence to show weak understanding of the issues presented in the materials</p>	<p>somewhat flawed educational leadership strategies. "...decide on the one reading instruction philosophy for the campus." "allow all philosophies to be heard and help to pick one for the campus to focus on." "...understand that teachers should decide on what they are teaching."</p> <p>The response then contains some misconceptions that demonstrate an overall weak understanding of the situation. "...using teachers to lead other teachers by modelling lessons...positive attitude will be created about the new reading curriculum...students will benefit academically."</p>
<p>When required, fails to provide actions to be taken in response to an identified area of need or provides actions that are inappropriate and that demonstrate little or no understanding of the situation</p> <p>Provides little or no explanation, rationale, and/or justification for the response that may contain serious misconceptions</p>	<p>The response then states that "<i>Perhaps Ms. Davis could bring the teachers together and come to consensus on the way reading should be taught.</i>"</p> <p>However, the next step refers to teachers deciding on what they should teach and provides an action using "<i>teachers who were a part of the committee that chose the new reading program</i>" to model lessons for the other teachers. The response justifies this action, "<i>This will make sure that each teacher is deciding what they teach.</i>"</p> <p>The response fails to provide an explanation or details of how or why this action would be effective for improving student performance.</p> <p>Additionally, the response does not include an explanation of why this plan would be effective for creating a positive culture to achieve the school's mission.</p>
<p>Shows misalignment within the response to different parts of the question</p>	<p>The response demonstrates a misalignment between the identified need, the action plan, and the explanation.</p> <p>The response begins with coming to consensus on the campus philosophy for teaching reading. Then, however, it addresses teacher choice in reading activities and creating positive attitudes resulting in misalignment.</p>

Overall, this response demonstrates little or no understanding of identifying and addressing the most pressing, immediate need to be addressed in the scenario. Addition the response demonstrates little or no understanding of creating a positive culture to achieve the school's mission. This response receives a score of 1 because the overall response demonstrates little or no understanding of the information in the scenario and supporting documents.

Reflection Questions for the Score of 1 Sample Response
<p>What specific evidence from the scenario and documents can you identify to help you select a pressing, immediate need to address at this campus?</p> <p>How does identifying the evidence and noting citations help you analyze and synthesize the information to develop a plan?</p> <p>How can you describe steps in the plan to demonstrate a stronger understanding of the situation affecting the school?</p> <p>How would you explain how the plan helps meet the need and contributes to creating a positive culture to achieve the school's mission?</p>