

The SLS Study Companion

# School Leaders Licensure Assessment

6011



# Welcome to the SLS Study Companion

## Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking an SLS test.

Using the SLS Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the SLS tests
- Specific information on the SLS test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your educational leadership career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

Each state or agency that uses the SLS tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at [www.ets.org/sls/states](http://www.ets.org/sls/states).

### How are the SLS tests given?

SLS tests are given on computer. Other formats are available for test takers approved for accommodations (see page 50).

### **What should I expect when taking the test on computer?**

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

### **Where and when are the SLS tests offered?**

You can select the test center that is most convenient for you. The SLS tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the SLS web site for more detailed test registration information at [www.ets.org/sls/register](http://www.ets.org/sls/register).

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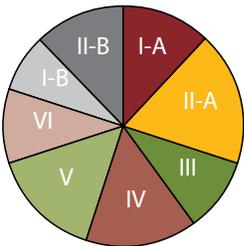
*The SLS Study Companion guides you through the steps to success*

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# 1. Learn About Your Test

*Learn about the specific test you will be taking*

## School Leaders Licensure Assessment (6011)

Test at a Glance			
<b>Test Name</b>	School Leaders Licensure Assessment		
<b>Test Code</b>	6011		
<b>Time</b>	4 hours		
<b>Number of Questions</b>	Section I: 100 selected-response questions; Section II: 7 constructed-response questions		
<b>Format</b>	Selected-response and constructed-response questions		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	<i>Section I (selected response)</i>		
	I-A. Vision and Goals	18	12%
	II-A. Teaching and Learning	25	18%
	III. Managing Organizational Systems and Safety	15	10%
	IV. Collaborating with Key Stakeholders	21	15%
	V. Ethics and Integrity	21	15%
	<i>Section II (constructed response)</i>		
	VI. The Education System	2	10%
	I-B. Vision and Goals	2	8%
II-B. Teaching and Learning	3	12%	

### About This Test

The School Leaders Licensure Assessment measures whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. The content of the assessment was defined by a National Advisory Committee of expert practitioners and preparation faculty and confirmed by a national survey of the field. The content is aligned with the *Educational Leadership Policy Standards: ISLLC 2008*.

The four-hour assessment is divided into separately timed sections:

**Section I** (2 hours and 20 minutes) – 100 selected-response questions

**Section II** (1 hour and 40 minutes) – Seven constructed-response questions calling for written answers based on scenarios and sets of documents that an education leader might encounter. Each of the seven constructed-response questions in the test focuses on a specific content area related to the standards addressed in *ISLLC 2008*. In answering the questions, candidates are required to analyze situations and data, to propose appropriate courses of action, and to provide rationales for their proposals.

The seven constructed-response questions will focus on the following content areas:

Standard 1 – Vision and Goals	Standard 2 – Teaching and Learning	Standard 6 – The Educational System
<ul style="list-style-type: none"> <li>• Implementation of Vision and Goals</li> <li>• Data Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Culture</li> <li>• Curriculum and Instruction</li> <li>• Assessment and Accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Advocacy</li> <li>• External Advocacy</li> </ul>

The three constructed-response questions for Standard 2 are presented as a part of a case study. More information about the constructed-responses questions is available on page 25.

## Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 37.

### I. Vision and Goals

#### A. Vision and goals for teaching and learning

An education leader:

1. Analyzes multiple sources of information and data about current practice prior to developing/revising a vision and goals
  - a. selects the appropriate school goal based on data
  - b. analyzes data to write a school goal or determines if vision and goals are appropriate
2. Implements a vision and goals with high, measurable expectations for all students and educators
  - a. develops a plan for implementing vision and goals
  - b. determines if expectations are measurable, rigorous, and connected to vision and goals
  - c. discriminates between vision and goals that are measurable and non-measurable for all students
3. Assures alignment of the vision and goals to school, local, state, and federal policies

4. Discusses and asks critical questions of key stakeholders about the purposes of education
  - a. formulates appropriate critical questions to ask about the vision and goals
  - b. polls key stakeholders (i.e., students, teachers, aides, parents, school board members, central office administration, superintendent) about the purposes of education (i.e., develop lifelong learners, develop strong citizens) in relation to vision and goals

#### B. Shared commitments to implement the vision and goals

An education leader:

1. Engages staff and community members with diverse perspectives to implement the vision and achieve goals
  - a. identifies individuals with diverse perspectives from the internal and external communities
  - b. identifies strategies to engage internal and external communities with diverse perspectives to implement the vision and goals
2. Develops shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies toward the vision and goals
  - a. builds consensus
  - b. develops a plan for distributing responsibilities

3. Determines and implements effective strategies to assess and monitor progress toward the vision and goals
4. Communicates the shared vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act on them
  - a. selects the appropriate communication strategies for particular stakeholders
  - b. assesses the effectiveness of communication strategies
5. Implements the shared vision and goals consistently

**C. Continuous improvement toward the vision and goals**

An education leader:

1. Uses a data system and multiple sources of data to conduct a needs analysis to identify unique strengths, needs, gaps, and areas of improvement for students and teachers
2. Uses data-driven decision making, research, and best practices to shape and monitor plans, programs, and activities to achieve the vision and goals
3. Identifies and addresses barriers to achieving the vision and goals
4. Implements effective strategies to facilitate needed change
5. Engages staff and community stakeholders in planning and carrying out programs and activities
6. Aligns planning, change strategies, and instructional programs with the vision and goals
  - a. outlines a process and criteria to show how planning, change strategies, and instructional programs support the vision and goals
7. Aligns all resources, including technology, to achieve the vision and goals
  - a. outlines a process and criteria to demonstrate how resources support achievement of the vision and goals
8. Monitors evidence about progress systematically and revises plans, programs, and activities as needed
  - a. develops a process that systematically monitors progress toward the vision and goals

**II. Teaching and Learning**

**A. Building a professional culture**

An education leader:

1. Develops a shared understanding of and commitment to high standards for all students and closing achievement gaps
  - a. creates a culture of high expectations for all students
  - b. identifies achievement gaps
  - c. develops plans to reduce gaps
2. Guides and supports job-embedded, standards-based professional development that meets the learning needs of all students and staff
  - a. develops processes to support teachers' growth and interests to support student learning
  - b. analyzes situations and recommends appropriate teaching and learning practices
3. Models openness to change and collaborative processes
  - a. collaborates with all stakeholders to discuss the need for change
  - b. demonstrates a willingness to change own position on an issue
4. Creates structures, procedures, and relationships that provide time and resources for a collaborative teaching and learning community
  - a. promotes mutual benefits and distribution of responsibility and accountability among the teaching and learning community
  - b. promotes collaborative teaching and learning opportunities
  - c. involves students as appropriate in school improvement teams and processes
5. Creates opportunities and a safe environment in which the staff can examine their own beliefs, values, and practices about teaching and learning
  - a. provides a safe environment for teachers to express their beliefs and ideas
  - b. provides opportunities for teachers to take appropriate risks for improving teaching and learning

6. Provides ongoing feedback to teachers using data and evaluation methods that improve practice and student learning
  - a. develops a process to provide feedback (e.g., co-teaching, peer coaching, classroom walk-throughs) to increase teacher effectiveness and student performance
  - b. participates in collaborative data analysis (e.g., evaluates student work, disaggregates test scores) to increase teacher effectiveness and student performance
7. Guides and monitors individual teacher professional development plans and progress for continuous improvement of teaching and learning

## **B. Rigorous curriculum and instruction**

An education leader:

1. Develops a shared understanding of rigorous curriculum and standards-based instructional programs
  - a. creates a culture supporting rigor and relevance in curriculum and instruction for all stakeholders
  - b. ensures school-wide practices and programs focus on a rigorous curriculum and standards-based instruction
  - c. collaborates with teachers to develop and maintain an instructional program that ensures the standards-based curriculum is delivered
2. Works with teams, including teachers and other instructional staff, to analyze student work and monitor student progress
3. Reviews and monitors curricular and instructional programs to ensure student needs are met
  - a. identifies student needs
  - b. develops plans to meet and monitor identified needs through appropriate curricular and instructional practices
4. Provides coherent, effective guidance of rigorous curriculum and instruction
  - a. engages actively in appropriate cross-disciplinary efforts to horizontally and vertically align curriculum and instruction
5. Assures alignment of curriculum and instruction, student assessments, program evaluation methods, and professional development to content standards
  - a. Analyzes school improvement documents to ensure these elements are met and linked together systemically

6. Assists teachers with differentiated teaching strategies, curricular materials, educational technologies, and other resources
7. Ensures diverse needs of each student are addressed
  - a. uses data to determine student needs
  - b. identifies and accesses resources that are available and needed by involving all stakeholders
8. Provides all students with preparation for and access to a challenging curriculum
  - a. monitors instructional practices and student progress to assure that all students are prepared for and have access to a challenging curriculum
9. Identifies and uses rigorous research- and data-based strategies and practices in ways that close opportunity and achievement gaps
  - a. leads staff in implementing strategies and monitoring effectiveness to close opportunity and achievement gaps
10. Conducts frequent classroom and school visits and observations to provide constructive and meaningful feedback to faculty and staff
  - a. develops a plan for frequent classroom and school visits to provide meaningful feedback

## **C. Assessment and accountability**

An education leader:

1. Uses assessment and accountability systems to improve the quality of teaching and learning
  - a. guides ongoing analyses of data about all students and subgroups to improve instructional programs
2. Analyzes multiple sources of data, including formative and summative assessments, to evaluate student learning, effective teaching, and program quality
3. Interprets and communicates data about progress toward vision and goals to the school community and other stakeholders
4. Supports teachers in the development of classroom assessments that are frequent, rigorous, and aligned with the school's curriculum, and provides meaningful feedback for instructional purposes
  - a. develops a plan that provides opportunities for collaboration and feedback about classroom assessments

### III. Managing Organizational Systems and Safety

#### A. Managing operational systems

An education leader:

1. Develops short-term and long-range strategic plans and processes to improve the operational system
2. Develops a process to ensure compliance with local, state, and federal physical plant safety regulations
3. Facilitates communication and provides for data systems that ensure the timely exchange of information
4. Acquires equipment and technology and monitors its maintenance and appropriate use
  - a. develops a plan for acquisition and maintenance of equipment and technology
  - b. creates an appropriate use policy and monitors compliance

#### B. Aligning and obtaining fiscal and human resources

An education leader:

1. Allocates funds based on student needs within the framework of local, state, and federal regulations
  - a. develops and monitors a budget process that involves appropriate stakeholders
2. Implements effective strategies to recruit and retain highly qualified personnel
3. Assigns personnel to address student needs, legal requirements, and equity goals
4. Conducts personnel evaluations that enhance professional practice in accordance with local, state, and federal policies
5. Seeks additional resources needed to accomplish the vision

#### C. Protecting the welfare and safety of students and staff

An education leader:

1. Ensures a safe environment by proactively addressing challenges to the physical and emotional safety and security of students and staff
  - a. develops and implements a plan that involves appropriate stakeholders to ensure a safe teaching and learning environment
  - b. conducts ongoing reviews of the plan

2. Advocates for and oversees counseling and health referral systems that support student learning and welfare
  - a. identifies counseling and health needs of students to support student learning and welfare
  - b. takes steps to meet the identified needs
3. Involves teachers, students, and parents in developing, implementing, and monitoring guidelines and norms of behavior
4. Develops with appropriate stakeholders a comprehensive safety and security plan
  - a. conducts ongoing reviews of the plan
5. Identifies key emergency support personnel in and outside of the school
  - a. identifies and documents key emergency support personnel in and outside of the school
  - b. communicates the information about key emergency support and school personnel to appropriate parties
6. Communicates with staff, students, and parents on a regular basis to discuss safety expectations
  - a. documents communication of safety expectations to staff, students, and parents

### IV. Collaborating with Key Stakeholders

#### A. Collaborate with families and other community members

An education leader:

1. Accesses and utilizes resources of the school, family members, and community to affect student and adult learning, with a focus on removing barriers to learning
  - a. collaborates with key stakeholders to utilize resources and assure barriers to learning are removed
  - b. integrates a variety of programs and services, fully engaging the school and the entire community
2. Involves families in decision making about their children's education
3. Uses effective public information strategies to communicate with families and community members (e.g., email, night meetings, multiple languages)
  - a. understands and models the need for two-way communication

4. Applies communication and collaboration strategies to develop positive family and local community partnerships, including recognizing and celebrating educational success
  - a. organizes internal and external venues and practices to celebrate the school and student success
5. Utilizes appropriate strategies for communicating effectively with the media
  - a. uses a communication plan shared with key stakeholders
  - b. demonstrates an ability to communicate with the media

### **B. Community interests and needs**

An education leader:

1. Identifies key stakeholders within the school community, including individuals and groups with competing perspectives
2. Engages with the local community in a proactive manner
  - a. participates, actively and regularly, in a variety of community events as a school community representative
  - b. advocates for the school within the community
3. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community dynamics
  - a. accesses a variety of information sources to continuously learn more about the community and to develop an awareness of trends
4. Utilizes diversity representatives of the community to strengthen educational programs and planning
  - a. involves members of diverse community groups in all school planning and improvement efforts
5. Demonstrates cultural sensitivity and competence by engaging communities in shared responsibilities that improve education and achievement of all students

### **C. Maximizing community resources**

An education leader:

1. Collaborates with community agencies that provide health, social, and other services to families and children
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share both school and community resources such as buildings, playing fields, parks, and medical clinics
  - a. identifies and documents the relationships and ensures equitable and open access to all groups in all venues as required or legally permissible
3. Uses resources from the community appropriately and effectively to support student learning
  - a. Evaluates the effective use of current community resources in support of student learning
4. Seeks community support to sustain existing resources and identifies additional resources as needed
  - a. provides information to the community about the benefit of existing and needed resources
  - b. identifies and solicits community resources to support student learning

### **V. Ethics and Integrity**

#### **A. Ethics and legal behavior**

An education leader:

1. Models personal and professional ethics, integrity, justice, and fairness, and expects the same of others
  - a. behaves in a trustworthy manner
  - b. recognizes when ethics have been breached and takes appropriate action
  - c. holds self and others accountable for ethical behavior
2. Ensures and monitors the use of appropriate systems and procedures to protect the rights and confidentiality of all students and staff
3. Uses the influence of the position to enhance education and the common good (e.g., social justice)

4. Reinforces transparent (open) decision-making practices by making data and rationales explicit
  - a. communicates reasons for decisions as appropriate
  - b. develops a plan to facilitate an open decision-making process
  - c. disseminates data in a transparent or open manner within legal constraints

**B. Personal values and beliefs**

An education leader:

1. Demonstrates respect for the inherent dignity and worth of each individual
2. Models respect for diversity and treating others equitably
3. Establishes and maintains an open and inclusive school community
4. Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with the school’s vision and goals
  - a. assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact teaching and learning
5. Challenges assumptions and beliefs respectfully as they may adversely affect students and adults
  - a. recognizes factors that may adversely affect students and adults and takes appropriate action
  - b. assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact students and adults

**C. High standards for self and others**

An education leader:

1. Reflects upon own work, analyzes strengths and weakness, and establishes goals for professional growth
  - a. develops a personal plan for professional growth and development
2. Models and encourages continuous professional growth
3. Administers educational policies equitably and legally

4. Refocuses attention on vision and goals when controversial issues arise
  - a. develops a process that involves all stakeholders on refocusing attention on vision and goals
5. Holds others accountable for ethical behavior

**VI. The Education System**

**A. A professional influence**

An education leader:

1. Facilitates constructive discussions with the school community about local, state, and federal laws, policies, regulations, and statutory requirements
  - a. explains policies and regulations to the school community
  - b. listens to questions and problems and interacts with the school community to increase understanding
2. Develops relationships with stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education
3. Advocates for equity and adequacy in providing for students and families’ needs (educational, physical, emotional, social, cultural, legal, and economic) to meet educational expectations and policy requirements

**B. Managing local decisions within the larger educational policy environment**

An education leader:

1. Communicates data about educational performance to inform decision making and improve policy
  - a. engages in appropriate lobbying and political activism to communicate data about educational performance in order to inform decision making and improve policy
2. Communicates effectively with key decision makers to improve public understanding of local, state, and federal laws, policies, regulations, and statutory requirements
3. Advocates for excellence and equity in education

## 2. Familiarize Yourself with Test Questions

*Become comfortable with the types of questions you'll find on the SLS tests*

The SLS assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

### Understanding Computer-Delivered Questions

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

For most questions, you respond by clicking an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- **Clicking more than one oval** to select answers from a list of answer choices.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.
- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of choices and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting answer choices from a drop-down menu.** You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the *Praxis* web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

## Understanding Selected-Response Questions

Many selected-response questions begin with the phrase “which of the following.” Take a look at this example:

**Which of the following is a flavor made from beans?**

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

### How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

### Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

**Entries in outlines are generally arranged according to which of the following relationships of ideas?**

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

**QUICK TIP:** Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

### Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

### How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, noting places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

### How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

**QUICK TIP:** Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on SLS tests. They are intended to be serious, straightforward tests of your knowledge.

## Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

### Keep these things in mind when you respond to a constructed-response question

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

**QUICK TIP:** You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

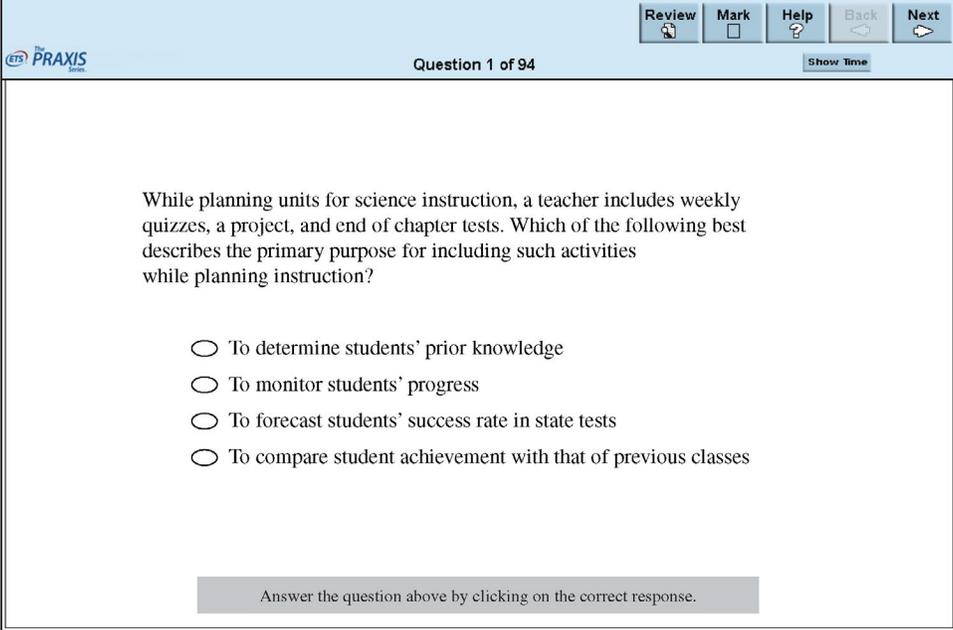
For tests that have constructed-response questions, more detailed information can be found on page 14.

## 3. Practice with Sample Test Questions

*Answer practice questions and find explanations for correct answers*

### Sample Test Questions

This test is available via computer delivery only. To illustrate what the computer-delivered test looks like, the following sample selected-response question shows an actual screen used in a computer-delivered test. For the purposes of this guide, the sample questions are shown as they would appear on a paper-delivered test.



The screenshot shows a test interface with a light blue header. On the left is the ETS PRAXIS logo. In the center, it says "Question 1 of 94". On the right, there are navigation buttons: "Review" (with a magnifying glass icon), "Mark" (with a square icon), "Help" (with a question mark icon), "Back" (with a left arrow icon), and "Next" (with a right arrow icon). Below these buttons is a "Show Time" button. The main content area contains a question about the purpose of weekly quizzes, projects, and end-of-chapter tests. Below the question are four radio button options. At the bottom of the question area, there is a grey instruction box.

ETS PRAXIS

Question 1 of 94

Show Time

Review Mark Help Back Next

While planning units for science instruction, a teacher includes weekly quizzes, a project, and end of chapter tests. Which of the following best describes the primary purpose for including such activities while planning instruction?

- To determine students' prior knowledge
- To monitor students' progress
- To forecast students' success rate in state tests
- To compare student achievement with that of previous classes

Answer the question above by clicking on the correct response.

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

**Directions:** Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

**Questions 1-3 are based on the following scenario.**

A principal has been appointed to an elementary school in which the scores on the fourth-grade state language-arts tests have been decreasing each year for the past three years. The weakest area is writing. With a goal of improving writing instruction, the principal and the fourth-grade teachers decide to set aside time to examine and discuss student writing samples as a group.

1. Each teacher brings copies of student writing samples to share with the group. Which of the following actions should the teachers take first to improve instruction?
  - (A) Conducting an analytical review of all papers to assign scores
  - (B) Reviewing all papers to identify common areas of weakness
  - (C) Targeting students in need of remediation based on the samples provided
  - (D) Identifying benchmark-quality samples to use as exemplars for next year's instruction
  
2. Over the course of several weeks, the principal observes each of the fourth-grade teachers. In light of the concern about improving students' scores on language-arts assessments, the principal's primary concern should be whether the teachers
  - (A) align their lesson objectives with their teaching strategies and materials
  - (B) match their lesson plans with the lessons actually taught
  - (C) include teaching strategies that meet the needs of diverse learners
  - (D) match their lesson objectives with the fourth-grade language-arts standards
  
3. Which of the following two pieces of information would be most relevant for the principal to use to help the teachers determine strategies for improving fourth-grade students' achievement in language arts?
  - (A) The school's vision statement and student demographic information
  - (B) The language arts block schedule for the fourth-grade classrooms and the reading levels of each fourth-grade student
  - (C) The language arts standards for fourth-grade students and disaggregated standardized test data
  - (D) The educational background and years of experience of the fourth-grade teachers
  
4. According to research, which of the following is a warning sign of a student at risk of dropping out of school?
  - (A) Poor attendance
  - (B) Enrollment in vocational classes
  - (C) Lack of participation in extracurricular activities
  - (D) Eligibility for special education services
  
5. Which of the following is the most crucial question to consider in using community resources in the classroom?
  - (A) Can the resources be used by several groups at the same time?
  - (B) Have such resources been overused?
  - (C) Do the resources meet the needs of the program?
  - (D) What time limits have been established for the use of the resources?

6. A group of high school English teachers have approached the newly appointed department chair with concerns about the existing curriculum. The teachers explain that the curriculum has not been revised in nearly 10 years and is out of date. In response to the teachers' concerns, the department chair should first
- (A) review the research on exemplary high school English programs
  - (B) convene a meeting with the parents, superintendent, and board of education to gather their input
  - (C) collaborate with the teachers to examine the alignment between the existing curriculum and state standards
  - (D) immediately begin to analyze the curriculum and observe classroom instruction
7. According to due process, teachers are entitled to
- (A) the presence of a defense counsel at any hearing and the right to refuse to testify
  - (B) adequate notice of the charges against them and a hearing in which they have the opportunity to defend themselves against those charges
  - (C) an appeal of an adverse decision and exemption from disciplinary action while the appeal is being decided
  - (D) a cross-examination of an adverse witness and the control of conditions under which such examination takes place
8. Of the following evaluation methods, which would provide the most valid indication of the success of a course of study in meeting its instructional goals?
- (A) Compiling results of a survey of the students' opinions of the course
  - (B) Reviewing anecdotal records that describe students' interpersonal growth during the course
  - (C) Reviewing data that indicates the degree of students' mastery of course objectives
  - (D) Surveying parents about the students' transfer of concepts learned in the course
9. The newly appointed principal of an elementary school is concerned about the performance of the fourth grade on the state standardized tests for mathematics. Which of the following should be the principal's initial step in developing a plan to improve students' scores?
- (A) Hire a staff developer to teach staff innovative approaches to mathematics instruction
  - (B) Collect information about the instructional methods, materials, and assessments currently in use
  - (C) Conduct a curriculum audit of the mathematics program at all grade levels
  - (D) Administer another assessment to identify specific areas of weakness in students' performance
10. A department chair is concerned about a few students in the advanced-level biology class who have received barely passing or failing grades on their first marking period report cards while their classmates have performed well. Which of the following areas of investigation is likely to provide the most valuable information for explaining the weak performance of some students?
- (A) Teacher records of tests grades, homework assignments, and class participation
  - (B) National Science Education content standards for the appropriate grade level
  - (C) The currency and appropriateness of the instructional materials in the course
  - (D) Admission standards for the advanced-level science classes

11. A parent survey reveals that many students in the district come from homes without computers or Internet access. Which of the following is the most effective action for the school leadership to take to increase computer and Internet access for students?
- (A) Contacting a charitable organization to inquire about services for families without access to technology
  - (B) Requesting that the public library reserve a number of computers to be used by students who do not have computer access at home
  - (C) Forming a committee of parents to discuss ways in which computers can be provided to families
  - (D) Extending the hours the school's computer labs are open to students
12. A high school principal is allocating funds to support the work of the school's newly established professional learning communities (PLCs). Which of the following expenditures will best support the growth of the PLCs?
- (A) Paying for training for the teacher leaders who facilitate and oversee the work of the PLCs
  - (B) Purchasing a commercial program that focuses on inquiry-based learning
  - (C) Hiring a staff person to plan and monitor the work of the PLCs
  - (D) Compensating teachers for time spent meeting in their PLCs after school hours
13. A middle school is piloting a new mathematics program aimed at developing students' problem-solving skills. Which of the following actions will provide the most accurate data on the program's effectiveness?
- (A) Analyzing the performance evaluations of teachers participating in the program
  - (B) Sending a survey to representative parents and students asking about the program's effectiveness
  - (C) Comparing annual state assessment scores of students in the former mathematics program with those of students in the new program
  - (D) Setting measurable goals and evaluating students' performance in meeting them
14. Which of the following actions by a principal best enlists teachers' commitment to excellence?
- (A) Announcing new goals and a vision plan at the first faculty meeting of the year
  - (B) Modeling high expectations for self and others in the school and community
  - (C) Supporting teacher autonomy with instructional decisions
  - (D) Outlining detailed staff procedures in the faculty handbook
15. A new principal plans to implement walk-throughs as part of the teacher evaluation process. The principal anticipates that teachers, who are accustomed to being observed formally once per year, may be uncomfortable with the new process. The principal can best help the teachers transition successfully to the new process by
- (A) providing teachers with opportunities to research the benefits of walk-throughs as part of the evaluation process
  - (B) using faculty meetings to highlight successful teaching strategies the principal has seen during walk-throughs
  - (C) hiring a consultant to provide information about walk-throughs during a professional development in-service
  - (D) beginning walk-throughs in the classrooms of teachers who support the change and asking them to convince their colleagues of their value
16. Performance standards differ from content standards in that performance standards
- (A) are specific to certain grade levels
  - (B) measure student competency against content standards
  - (C) require students to think critically
  - (D) dictate instructional strategies for delivering content

17. An assistant principal is holding mandated training for teachers proctoring the state's annual assessment to students in grades 7, 9, and 11. Several of the teachers express concerns about the timing of the test sections, believing they do not provide students the necessary time to work. They question the assistant principal about how closely they must follow the testing regulations. Which of the following is the assistant principal's most appropriate response?
- (A) Teachers should consider the test regulations as guidelines that are open to interpretation.
  - (B) Teachers must follow the test regulations strictly despite their concerns.
  - (C) Teachers may extend testing times if they notice students are unlikely to finish.
  - (D) Teachers may extend testing time but must record the extension as a testing irregularity.
18. Which of the following best describes collective bargaining?
- (A) Guaranteeing that any legal proceeding is conducted according to established judicial rules, practices, and safeguards
  - (B) Negotiating teachers' salaries, benefits, and working conditions with the district administration and the teachers' association
  - (C) Transferring decision making from the district administration to the school staff, parents, and community members
  - (D) Transferring decision making from the central office to individual building leaders
19. A principal receives a letter from the dean of a charter school in town inquiring whether students in the charter school can participate in the district's interscholastic mathematics league competition. The superintendent should respond by
- (A) granting the dean's request since students in charter schools are entitled to participate
  - (B) granting the request but charging the charter school students a participation fee
  - (C) refusing the request since there is a limit on the number of participants from each school
  - (D) refusing the request since the competition is for public school students only
20. A high school principal communicates information by first telling department chairs and then having the chairs tell grade-level team leaders who, in turn, tell team members. Communicating by this method is likely to result in a message that is
- (A) more positive than the principal's intention
  - (B) more detailed than the principal's intention
  - (C) consistent with the principal's intention
  - (D) inconsistent with the principal's intention
21. A survey indicates that several groups in the community would like to support the mission of the school but do not know how. The school leadership can best foster meaningful community involvement by
- (A) inviting community members to an open house showcasing school programs
  - (B) making community members aware of volunteer opportunities within the school
  - (C) seeking out representative community members to serve on school committees
  - (D) involving community organizations in fund-raising efforts that support school programs

22. The Occupational Safety and Health Act of 1970 requires employers to make employees aware of
- (A) state and federal wage and hour laws
  - (B) employer requirements for providing workers' compensation
  - (C) employee benefit information offered through employment
  - (D) workplace hazards and health issues encountered on the job
23. Which of the following actions taken by a principal best addresses the problem that bullying presents in a school?
- (A) Organizing a comprehensive antibullying program with the support of the community
  - (B) Increasing the disciplinary consequences for students who bully other students
  - (C) Asking students in an anonymous survey to identify classmates who bully other students
  - (D) Publicizing the school's existing antibullying program to parents and the local media
24. A few weeks after being hired, a new principal finds that several district procedures for money management are not being followed at the school. Which of the following is the most appropriate step for the principal to take to address the problem with faculty and staff?
- (A) Training all staff on implementing proper accounting controls, procedures, and records for school funds
  - (B) Requesting that the district assign an accountant to the campus to provide daily support on procedures
  - (C) Reviewing the campus, district, and state guidelines and procedures that outline rules for handling funds
  - (D) Communicating regularly with the district's business office to ensure use of proper accounting procedures
25. The primary benefit of family-community involvement in school-improvement efforts is to
- (A) provide more information to students by better informing their parents
  - (B) obtain external input on the important aspects of teacher quality and instructional effectiveness
  - (C) train parents and community members on effective multicultural instructional strategies
  - (D) form partnerships that foster higher educational aspirations and more motivated students

## Answers to Sample Questions

1. This question focuses on the school leader's understanding of how to provide instruction that meets the standards of rigor measured by standardized assessment. (A) and (D) describe steps in the process, but neither would be the initial step. (C) may serve to address weaknesses in a specific group but does little to improve overall writing instruction. Identifying specific areas of weakness will help teachers focus instruction and assessment on those areas most likely to be adversely affecting students' scores. Therefore, the correct answer is (B).

2. This question tests the school leader's knowledge of factors that affect standardized test results. (A), (B), and (C) are all sound practices but do not address the primary focus of the question. The principal needs to verify whether there is an alignment between lesson objectives and state standards, which serve as the basis of state standardized tests. Therefore, the correct answer is (D).

3. This question tests the school leader's knowledge of information necessary to make instructional decisions. For the purpose of determining strategies to improve fourth-grade students' achievement, it is important to know the standards and test data. The standards serve as the foundation for the curriculum and knowing what to teach. Disaggregated test data would clarify both the areas that have been addressed and which areas need to be targeted. Therefore, the correct answer is (C).

4. This question tests the school leader's awareness of at-risk factors that lead students to drop out of high school. (B) deals with only one type of school, vocational, that appeals to some students who find a direct connection with the curriculum and post-graduation plans. (C) implies that extracurricular participation ensures graduation, which may not be true. (D) refers to potential special education students, whose eligibility for such services is not a direct cause of dropping out. (A) is the correct answer since attendance, or the lack of it, affects all students in the most important focus of all schools— instruction.

5. This question asks a school leader to determine which of many considerations is most important when community resources are integrated into classroom instruction. (A), (B), and (D) become considerations only after it has been determined

that the resources support the needs of the program. (C) asks the most critical question that aligns the needs of the school with the most appropriate community resources. Therefore, the correct answer is (C).

6. This question tests the school leader's knowledge of how state standards are used to measure the quality and appropriateness of a curriculum. (A) and (B) are actions that may be taken during the course of curriculum revision but would not be the initial step. (D) would provide unreliable information because teachers who have already acknowledged the inappropriateness of the current written curriculum would most likely not be following it consistently. Involving the teachers in the examination of the curriculum as measured against benchmarks would provide the most useful information for moving the curriculum process forward. Therefore, the correct answer is (C).

7. This question tests the school leader's knowledge of the basic due process protections afforded to school personnel. Although individual teacher contracts, local school board policies, or collective bargaining agreements may offer the additional protections described in (A), (C), and (D), only those described in (B) are guaranteed to all personnel under the Constitution and key court rulings. Therefore, the correct answer is (B).

8. This question tests the school leader's understanding of how to select the most accurate method for evaluating the effectiveness of a course of study in meeting its learning objectives. (A), (B), and (D) will provide information on the effectiveness of a course in meeting other objectives. However, only (C) provides evaluative information directly related to students' understanding of the knowledge and skills as described in the course's instructional goals. Therefore, the correct answer is (C).

9. This question tests the school leader's understanding of the steps in the process of addressing an educational problem. (A) and (C) are valid actions but would occur later in the process. (D) is unnecessary because information on areas of weakness will have been provided in the scoring data of the state assessment. (B), gaining a sense of the overall fourth-grade mathematics program as it currently exists, will most likely result in the identification of specific areas needing improvement. Therefore, the correct answer is (B).

10. This question tests the school leader's ability to select the appropriate data to inform his instructional and curricular decision making. The NSE standards mentioned in (B) are not specifically related to this class. The timing and the appropriateness of instructional materials mentioned in (C) are important but not the best source of data for this purpose. (D) offers a relevant and a specific standard by which to compare the student's performance; however, it is the next best step to take after compiling immediate and current performance data. (A) offers the school leader the most relevant data by which student performance can be reviewed on various in-class tasks and homework to determine a cause of low performance. This initial step affirms the teacher's role in providing appropriate and current data on student performance. Therefore, the correct answer is (A).

11. This question tests the school leader's ability to implement the best approach for increasing students' access to technology. (A) is incorrect because it may or may not result in increased computer accessibility for students. (B) is incorrect because this would require the public library personnel to screen computer users. (C) is incorrect because it is not the school's responsibility to provide families with computer access. (D) offers school leadership the best action to provide students with both access to the Internet and to staff members who can guide students along the way. Therefore, the correct answer is (D).

12. This question tests the school leader's knowledge of how to use district funds to the greatest advantage. (B) does not promote the growth of the PLCs. (C) and (D) are expensive to maintain over the years. (A), training teacher leaders, provides the greatest benefit to the PLCs over a sustained period of time. Therefore, the correct answer is (A).

13. This question tests the school leader's understanding of how to best evaluate the effectiveness of instructional programs. (A) does not provide information on student achievement. (B) is subjective since parents and students may base their responses on different criteria. (C) does not offer usable data because there are too many variables between the two groups of students to make accurate comparisons. (D) provides objective, quantitative, and specifically targeted data for evaluating the program. Therefore, the correct answer is (D).

14. This question tests the school leader's understanding of the importance of modeling behavior as the best means of communicating a commitment to excellence. (A) sets high expectations at the beginning of the year with no evidence of follow-through. (C) highlights teacher autonomy, which precludes administrative leadership and discourages unity of purpose. (D) clarifies only procedural, not instructional, protocols. (B) is the correct answer because modeling sets the bar for high expectations that holds everyone accountable for the same level of instructional excellence.

15. This question tests the school leader's knowledge of how to help staff accept change. People accept change more readily when they recognize its benefits. (B) may support the staff's eventual investment in the new process but is not helpful in their transition to the new process. (C) is unlikely to support the change since the consultant is an outside agent. (D) requires the principal to identify teachers who support the change, which may not be possible, and relies on staff to educate their colleagues. (A) provides the most immediate action to help teachers transition through this change process. It also leads to a more collaborative and less confrontational atmosphere that facilitates this change in procedure. Therefore, the correct answer is (A).

16. This question tests the school leader's understanding of the difference between performance and content standards. As their name implies, performance standards measure student performance against content standards. (A) is incorrect because both performance and content standards are specific to grade levels or spans of grade levels. (C) is incorrect because not all performance standards require critical thinking. (D) is incorrect because content standards can also direct instructional strategies. (B) focuses on student performance as a measure of competency related to content standards. Performance follows content. Therefore, the correct answer is (B).

17. This question tests the school leader's understanding of testing regulations. Test proctors are expected to follow the testing regulations to the letter. Any deviation from the regulations may result in adverse consequences for students, proctors, and the school district. (B) is the only option that follows the state protocol for strict adherence to testing procedures. Therefore, the correct answer is (B).

18. This question tests the school leader's knowledge of collective bargaining, the process through which a labor union and an employer negotiate the scope of the employment relationship. (A), (C), and (D) describe due process, decentralization, and site-based management, respectively. (B) outlines the specific and inherent facets of the collective bargaining process. Therefore, the correct answer is (B).

19. This question tests the school leader's knowledge of the relationship between charter schools and other public schools in a school district. (B) grants the request, but charges a fee that is illegal. (C) and (D) both refuse the request, which is not permissible. (A) honors the request because public schools must make available to charter school students, without charge, any interscholastic competition, league, award, or recognition program that is available to other public school students. Therefore, the correct answer is (A).

20. This question tests the school leader's understanding of hierarchical communication. (A) implies that the final message will be as positive as intended, which is unlikely since the message has been filtered three times along the way. (B) and (C) are similarly diffused in detail and consistency, respectively. (D) is most appropriate because it is a realistic consequence of people intentionally or unintentionally filtering, embellishing, or putting a spin on information received second hand. Therefore, the correct answer is (D).

21. This question tests the school leader's knowledge of ways to foster meaningful community involvement in school life. (A) simply informs community members. (B) and (D) are not likely to result in meaningful involvement. (C) encourages the participation of community members on decision-making committees that fosters direct and purposeful involvement. Therefore, the correct answer is (C).

22. This question tests the school leader's understanding of the application of the Occupational Safety and Health Act as it relates to the school and its employees. (A), (B), and (C) refer to issues that are not related to safety in the workplace, such as wages, compensation, and benefits. (D) is the correct answer because it deals specifically with safety and health conditions for school employees, as the law intended.

23. This question tests the school leader's ability to respond to bullying in a school. (B) implies that an increased level of consequences for bullies will deter such behavior, but that strategy has not been proved to be effective. (C) might provide the names of bullies, but it does not offer any remedy or proactive action. (D) publicizes an existing program, which does not, in itself, address the immediacy of the situation. (A) presents a thoughtful, direct, and comprehensive approach to dealing with a multifaceted and pervasive issue. Therefore, (A) is correct: Bullying can be prevented, especially when the power of a community is brought together to create a stress-free and supportive learning environment. The principal should collaborate to remove barriers to learning.

24. This question tests the school leader's knowledge on how to develop and monitor a budget process that involves appropriate stakeholders. (B) is not feasible or necessary. (C) has already occurred, which is how the principal discovered the problem. (D) does not address the problem with faculty and staff. (A) provides specific training to all staff to address the money management errors identified. Therefore, the correct answer is (A).

25. This question tests the school leader's understanding of the benefits of parent, family, and community involvement in educational improvement. The research is clear that both elementary and secondary students perform better academically when schools, parents, families, and communities work together to support learning. Students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher-level programs. (A), (B), and (C) are areas that the school can help parents better understand through involvement in school initiatives, but they are not the primary benefit of school-community partnerships. Therefore, the correct answer is (D).

## Answering Constructed-Response Questions—Case Study

The constructed-response questions are presented in Section II of the test. Constructed-response questions 3, 4, and 5 are part of a case study, and the remaining constructed-response questions are standalone questions that do not pertain to the case study.

The scenario is presented in the main portion of the screen. For the case study, several tabs will appear at the top of the main portion of the screen and should be clicked to access the documents associated with the case study scenario.

In the upper-right-hand corner of the screen, each question will appear as the test taker progresses through the test. In the lower-right-hand corner, the candidate should type a response to each question as it is presented.

For a case study, the information in the main portion of the screen will remain the same for all three related questions. As the candidate progresses through the case study questions, only the specific question appearing in the upper-right-hand corner will change.

The copy and paste tools are not functional for this test. Test takers should ensure that they type each response below the appropriate question.

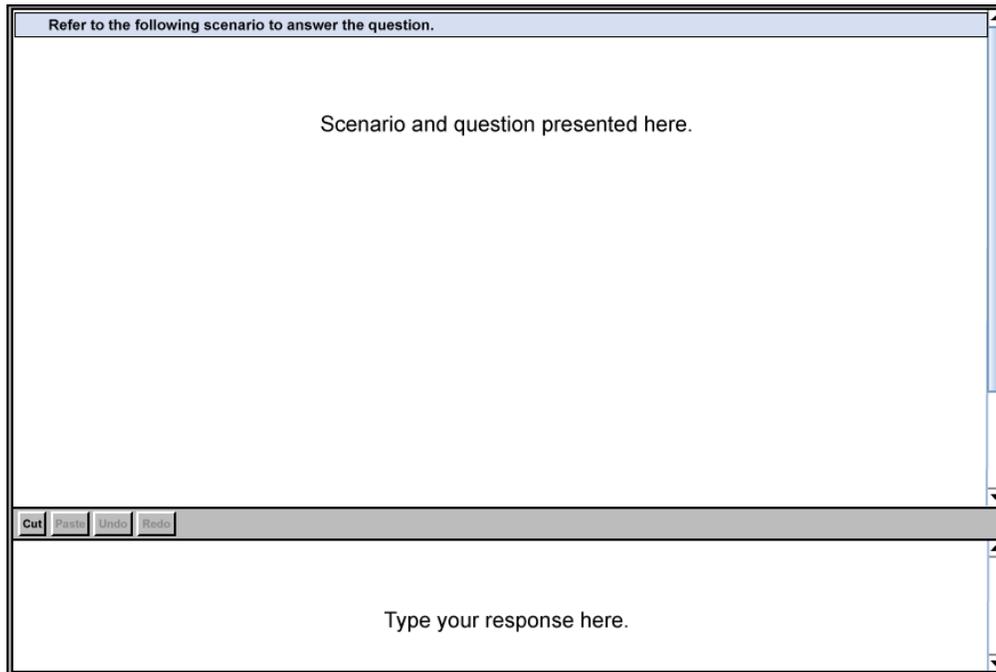
The screenshot shows a test interface with the following components:

- Top Tabs:** Case Study, Document 1, Document 2, Document 3
- Left Panel (Scenario and Documents):**
  - Refer to the following scenario and set of documents to answer the questions.
  - The scenario is presented here.
  - Documents:
    - Memo
    - Data chart
    - Letter from parent, etc.
  - Read all of the documents presented in this section and consider the scenario above. Use the information from the scenario and documents to respond to the questions.
- Right Panel (Question and Response):**
  - Each question will appear here as the candidate progresses through the assessment.
  - Below the question is a toolbar with buttons for Cut, Paste, Undo, and Redo.
  - Below the toolbar, it says: Candidates should type their response to each question here.
  - A note at the bottom: *Note: The copy and paste tools are not functional for this assessment.*

### Answering Constructed-Response Questions—Standalone Questions

For all standalone constructed-response questions, the scenario is presented in the main portion of the screen. In the bottom portion of the screen, the test taker types a response to the question appearing above it.

The copy and paste tools are not functional for this test. Test takers should ensure that they type each response below the appropriate question.



The screenshot shows a test interface with two main sections. The top section is a light blue header with the text "Refer to the following scenario to answer the question." Below this is a large white area containing the text "Scenario and question presented here." The bottom section is a white area with the text "Type your response here." A horizontal toolbar is located between the two sections, containing buttons for "Cut", "Paste", "Undo", and "Redo". Vertical scroll bars are visible on the right side of both the top and bottom sections.

## Sample Scoring Guide for Constructed Response Questions

*All constructed response questions will be scored on a 0 to 3 scale. The scoring guides for different questions are parallel in terms of the levels of knowledge and skills indicated by each score point. However, scoring guides are tailored to the specific area addressed by the question. The following is a scoring guide for a constructed response question addressing knowledge and skills in “Vision and Goals,” under “B. Shared commitments to implement the vision and goals.”*

### A response that receives a score of 3

Demonstrates a **thorough understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders’ ability to understand, support, and act upon the vision and goals.

A typical response in this category

- Demonstrates strong knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates strong knowledge of implementation and/or change strategies
- Provides a clear and specific response to the question asked
- Prioritizes, outlines, or organizes steps or actions in a logical and insightful manner
- Provides logical and reasonable rationales for answers when requested

### A response that receives a score of 2

Demonstrates a **basic/general understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders’ ability to understand, support, and act upon the vision and goals.

A typical response in this category

- Demonstrates adequate knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates adequate knowledge of implementation and/or change strategies

- Provides an appropriate response to the question asked
- Prioritizes, outlines, or organizes steps or actions in an orderly manner
- Provides acceptable rationales for answers when requested

### A response that receives a score of 1

Demonstrates a **limited understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders’ ability to understand, support, and act upon the vision and goals.

A typical response in this category reveals one or more of the following weaknesses

- Demonstrates limited knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates limited knowledge of implementation and/or change strategies
- Provides an uneven or unclear response to the question asked
- Prioritizes, outlines, or organizes steps or actions unclearly or with gaps in logic
- Provides partial or limited rationales for answers when requested

### A response that receives a score of 0

Demonstrates **little or no understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders’ ability to understand, support, and act upon the vision and goals.

A typical response in this category reveals one or more of the following weaknesses

- Demonstrates weak or no knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates weak or no knowledge of implementation and/or change strategies
- Provides a vague or inappropriate answer to the question

- Fails to prioritize, outline, or organize steps or actions or does so illogically
- Provides a weak, inappropriate, or illogical rationale or does not provide a rationale when one is requested

No credit is given for a blank or off-topic response.

### Sample Test Question for Implementing Vision and Goals

*The scenario and sample question that follows illustrates the kind of question in the test. It is not, however, representative of the entire scope of the test in either content or difficulty. Sample answers with commentary follow the question.*

A new principal in a suburban school district with six elementary schools has been asked to support the continuing implementation of a non-traditional math program at her school. The program was implemented district-wide three years ago amidst considerable concern from parents and staff. Frequent evaluation of the program has shown that students' conceptual understanding is exceptional, but their computation performance varies from year to year and consistently falls below their conceptual understanding. While significant concerns still linger among parents and staff, parent satisfaction has increased by 20 percent in the last year and dissatisfaction has declined by one-third. The site evaluation team has established several recommendations, including improving communication with parents and providing professional development for teachers.

#### Question

Identify and describe at least three steps the principal can take to gain further support for the program and decrease the dissatisfaction level.

#### Sample 1—Score of 3

*As the new principal, there are several steps that I would take to gain further support and decrease the level of dissatisfaction with the new math program.*

*First, I would establish monthly math nights. These events would allow parents to attend with their children and participate together in a lesson presented by the teacher. The parents would get a better understanding of the math program and learn how they can help their children at home.*

*I would also establish a math homework hotline. This hotline would be staffed by teachers each evening and would be a resource for both students and parents to call with questions and assistance. Besides helping with a particular assignment, this would also be a great way to lessen parents' frustrations with the new program and as a result decrease their dissatisfaction.*

*Another step would be to survey staff to see if they need additional professional development. After the survey results were analyzed, there are many types of professional development that I would use, such as mentors, attending conferences, bringing in outside resources, and visiting nearby schools that have successfully implemented the same math program.*

*Finally, I would require teachers to increase communication with parents. This could be done by having the teacher write a "math gram" to parents at the beginning of each new unit. The newsletter would explain the concepts of the new unit and give parents ideas on how to do fun math things at home.*

#### Commentary on Sample 1—Score of 3

This response demonstrates the complexity of the situation and the need to bring key stakeholders on board for the program to ultimately succeed. It begins by acknowledging that the problem will take multiple steps to solve and that the most pressing need is to increase overall familiarity with and support for the program. The principal seeks to develop shared commitments and responsibilities by establishing math nights and a math homework line. These two actions will bring key stakeholders (parents, teachers, and students) together in ways that will foster greater acceptance of the math program. To increase support for the program among staff, the principal recommends using a professional development survey and identifies several activities that would increase teacher knowledge of the new math program. Finally, the principal will use teachers to communicate the direction of the math program with parents by implementing a regular newsletter. Stakeholder-to-stakeholder communication will strengthen support for the math program. Holistically, the response is clear and organized and the answers given are acceptable and well developed. Overall, this response demonstrates a thorough understanding of how to increase support for a program by developing a shared commitment among stakeholders.

### Sample 2—Score of 1

*Moving from a traditional computation based math program to a non-traditional concept based math program can be very divisive. Teachers can be resistant to change, especially experienced staff who feel they have been successful using the traditional approach. Parents want to be able to help their children with homework and class assignments and expect assignments to reflect how they were taught. As a result, the biggest challenge facing the principal is getting parents to understand and support the new math program.*

*The principal can improve parent support and understanding by providing the following opportunities for training.*

*A parent workshop or a math fun night could be arranged at the beginning of the school year, to explain the math program and to allow parents to view the materials and learn some ways to help their children.*

### Commentary on Sample 2—Score of 1

This response focuses on why high dissatisfaction among stakeholders can occur when new math programs are used. This is not the focus of the question. The question asks for the identification and description of at least three steps that a principal can take to increase satisfaction and decrease dissatisfaction for the new math program. By listing only one step that the principal could take, a parent workshop or math fun night and the potential activities that would go on at that event, the response demonstrates only a limited understanding of the need to develop shared commitments and responsibilities among stakeholders.

## 4. Determine Your Strategy for Success

*Set clear goals and deadlines so your test preparation is focused and efficient*

Effective SLS test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

### 1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit [www.ets.org/sls/testprep](http://www.ets.org/sls/testprep) for information on other SLS tests.

### 2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The SLS tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

### 3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the SLS tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many SLS tests at [www.ets.org/sls/testprep](http://www.ets.org/sls/testprep). Test preparation materials include sample questions and answers with explanations.

### 4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at [www.ets.org/sls/register/centers\\_dates](http://www.ets.org/sls/register/centers_dates).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

### 5) Practice explaining the key concepts.

SLS tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

### 6) Understand how questions will be scored.

Scoring information can be found on page 53.

### 7) Develop a study plan.

A study plan provides a road map to prepare for the SLS tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 35 to organize your efforts.

And most important—get started!

## Would a Study Group Work for You?

### Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 35, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 16.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

## 5. Develop Your Study Plan

### *Develop a personalized study plan and schedule*

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Test Specifications" information beginning on page 5 to help complete it.

#### Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

**Praxis Test Name (Test Code):** Core Academic Skills for Educators: Reading (5712)

**Test Date:** 9/15/15

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Key Ideas and Details</b>						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	7/15/15
Determining ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/15	7/17/15
Determining ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/15	7/21/15
<b>Craft, Structure, and Language Skills</b>						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	7/26/15
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/15	7/27/15
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Figurative language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/15	8/8/15
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/15	8/17/15
<b>Integration of Knowledge and Ideas</b>						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/15	8/24/15
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/15	8/27/15
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/15	8/30/15
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/15	8/31/15
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/15	9/4/15
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/15	9/6/15





## 6. Review Study Topics

*Review study topics with questions for discussion*

### Using the Study Topics That Follow

The School Leaders Licensure Assessment is designed to measure the knowledge and skills necessary for a beginning administrator.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited programs address the topics covered by the test; however, you are not expected to be an expert on all aspects of the topics that follow.

You are likely to find that the topics that follow are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. Although a specific term may not seem familiar as you see it here, you might find you can understand it when applied to a real-life situation. Many of the items on the actual test will provide you with a context to apply to these topics or terms.

### Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

## Study Topics

An overview of the areas covered on the test, along with their subareas, follows.

### I. Vision and Goals

#### A. Vision and goals for teaching and learning

An education leader:

1. Analyzes multiple sources of information and data about current practice prior to developing/revising a vision and goals
  - a. selects the appropriate school goal based on data
  - b. analyzes data to write a school goal or determines if vision and goals are appropriate
2. Implements a vision and goals with high, measurable expectations for all students and educators
  - a. develops a plan for implementing vision and goals
  - b. determines if expectations are measurable, rigorous, and connected to vision and goals
  - c. discriminates between vision and goals that are measurable and non-measurable for all students
3. Assures alignment of the vision and goals to school, local, state, and federal policies
4. Discusses and asks critical questions of key stakeholders about the purposes of education
  - a. formulates appropriate critical questions to ask about the vision and goals
  - b. polls key stakeholders (i.e., students, teachers, aides, parents, school board members, central office administration, superintendent) about the purposes of education (i.e., develop lifelong learners, develop strong citizens) in relation to vision and goals

#### B. Shared commitments to implement the vision and goals

An education leader:

1. Engages staff and community members with diverse perspectives to implement the vision and achieve goals
  - a. identifies individuals with diverse perspectives from the internal and external communities

- b. identifies strategies to engage internal and external communities with diverse perspectives to implement the vision and goals
2. Develops shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies toward the vision and goals
  - a. builds consensus
  - b. develops a plan for distributing responsibilities
3. Determines and implements effective strategies to assess and monitor progress toward the vision and goals
4. Communicates the shared vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act on them
  - a. selects the appropriate communication strategies for particular stakeholders
  - b. assesses the effectiveness of communication strategies
5. Implements the shared vision and goals consistently

#### C. Continuous improvement toward the vision and goals

An education leader:

1. Uses a data system and multiple sources of data to conduct a needs analysis to identify unique strengths, needs, gaps, and areas of improvement for students and teachers
2. Uses data-driven decision making, research, and best practices to shape and monitor plans, programs, and activities to achieve the vision and goals
3. Identifies and addresses barriers to achieving the vision and goals
4. Implements effective strategies to facilitate needed change
5. Engages staff and community stakeholders in planning and carrying out programs and activities
6. Aligns planning, change strategies, and instructional programs with the vision and goals
  - a. outlines a process and criteria to show how planning, change strategies, and instructional programs support the vision and goals

7. Aligns all resources, including technology, to achieve the vision and goals
  - a. outlines a process and criteria to demonstrate how resources support achievement of the vision and goals
8. Monitors evidence about progress systematically and revises plans, programs, and activities as needed
  - a. develops a process that systematically monitors progress toward the vision and goals

### Discussion areas: Vision and Goals

- Why is it important to develop and implement a vision and goals?
  - What types and sources of data can be used to determine or provide support for a school vision and goals?
  - Why is it necessary to use data when planning to implement a vision and goals?
  - What is meant by “data-driven decision making”?
  - What types of data are valuable for developing or revising vision and goals?
  - Why would it be valuable for a school leader to poll key stakeholders about the purpose of education when developing vision and goals?
  - What goals are measurable? Nonmeasurable?
  - Why is it important for a school leader to have effective oral and written communication skills?
  - Why is it necessary to involve others in developing and implementing a vision and goals?
  - What are some of the key strategies for involving community members in school planning?
  - How can school community members learn more about the importance of having a school vision and goals?
  - What processes are involved in consensus building? Conflict resolution?
  - How can a school leader distribute responsibility effectively?
- What strategies are effective for ensuring that shared vision and goals are implemented consistently?
  - What types of barriers can interfere with achieving specific goals?
  - What resources can make a difference in whether a particular set of goals is achieved?
  - Why should progress be regularly monitored?
  - What is the relationship between a school improvement plan and the school vision and goals?
  - How can a school leader use data to shape and monitor plans for achieving the school vision?
  - What strategies are effective for engaging stakeholders in planning and carrying out programs and activities?
  - What is the meaning of the statement “Change is a process, not an event”?
  - Who are the critical stakeholders in a public school?

## II. Teaching and Learning

### A. Building a professional culture

An education leader:

1. Develops a shared understanding of and commitment to high standards for all students and closing achievement gaps
  - a. creates a culture of high expectations for all students
  - b. identifies achievement gaps
  - c. develops plans to reduce gaps
2. Guides and supports job-embedded, standards-based professional development that meets the learning needs of all students and staff
  - a. develops processes to support teachers' growth and interests to support student learning
  - b. analyzes situations and recommends appropriate teaching and learning practices

3. Models openness to change and collaborative processes
  - a. collaborates with all stakeholders to discuss the need for change
  - b. demonstrates a willingness to change own position on an issue
4. Creates structures, procedures, and relationships that provide time and resources for a collaborative teaching and learning community
  - a. promotes mutual benefits and distribution of responsibility and accountability among the teaching and learning community
  - b. promotes collaborative teaching and learning opportunities
  - c. involves students as appropriate in school improvement teams and processes
5. Creates opportunities and a safe environment in which the staff can examine their own beliefs, values, and practices about teaching and learning
  - a. provides a safe environment for teachers to express their beliefs and ideas
  - b. provides opportunities for teachers to take appropriate risks for improving teaching and learning
6. Provides ongoing feedback to teachers using data and evaluation methods that improve practice and student learning
  - a. develops a process to provide feedback (e.g., co-teaching, peer coaching, classroom walk-throughs) to increase teacher effectiveness and student performance
  - b. participates in collaborative data analysis (e.g., evaluates student work, disaggregates test scores) to increase teacher effectiveness and student performance
7. Guides and monitors individual teacher professional development plans and progress for continuous improvement of teaching and learning
  - c. collaborates with teachers to develop and maintain an instructional program that ensures the standards-based curriculum is delivered
2. Works with teams, including teachers and other instructional staff, to analyze student work and monitor student progress
3. Reviews and monitors curricular and instructional programs to ensure student needs are met
  - a. identifies student needs
  - b. develops plans to meet and monitor identified needs through appropriate curricular and instructional practices
4. Provides coherent, effective guidance of rigorous curriculum and instruction
  - a. engages actively in appropriate cross-disciplinary efforts to horizontally and vertically align curriculum and instruction
5. Assures alignment of curriculum and instruction, student assessments, program evaluation methods, and professional development to content standards
  - a. Analyzes school improvement documents to ensure these elements are met and linked together systemically
6. Assists teachers with differentiated teaching strategies, curricular materials, educational technologies, and other resources
7. Ensures diverse needs of each student are addressed
  - a. uses data to determine student needs
  - b. identifies and accesses resources that are available and needed by involving all stakeholders
8. Provides all students with preparation for and access to a challenging curriculum
  - a. monitors instructional practices and student progress to assure that all students are prepared for and have access to a challenging curriculum
9. Identifies and uses rigorous research- and data-based strategies and practices in ways that close opportunity and achievement gaps
  - a. leads staff in implementing strategies and monitoring effectiveness to close opportunity and achievement gaps

**B. Rigorous curriculum and instruction**

An education leader:

1. Develops a shared understanding of rigorous curriculum and standards-based instructional programs
  - a. creates a culture supporting rigor and relevance in curriculum and instruction for all stakeholders
  - b. ensures school-wide practices and programs focus on a rigorous curriculum and standards-based instruction

10. Conducts frequent classroom and school visits and observations to provide constructive and meaningful feedback to faculty and staff
  - a. develops a plan for frequent classroom and school visits to provide meaningful feedback

**C. Assessment and accountability**

An education leader:

1. Uses assessment and accountability systems to improve the quality of teaching and learning
  - a. guides ongoing analyses of data about all students and subgroups to improve instructional programs
2. Analyzes multiple sources of data, including formative and summative assessments, to evaluate student learning, effective teaching, and program quality
3. Interprets and communicates data about progress toward vision and goals to the school community and other stakeholders
4. Supports teachers in the development of classroom assessments that are frequent, rigorous, and aligned with the school's curriculum, and provides meaningful feedback for instructional purposes
  - a. develops a plan that provides opportunities for collaboration and feedback about classroom assessments

**Discussion areas: Teaching and Learning**

- How can the professional culture and climate of a school impact school and student success?
- What are some strategies that would ensure that professional development is job-embedded and standards-based?
- Why is taking risks important for improving teaching and learning?
- What sources and types of data can be used to provide feedback to teachers so that they can improve student learning?
- What strategies can a school leader use to build or repair staff morale?
- What are some qualities common to effective professional development?
- What types of student data might be used to identify areas for professional development?

- When and how should a school leader involve students in school improvement teams and processes?
- How do standards or changes in standards impact curriculum development and revision?
- In what ways do current laws, regulations, policies, and procedures impact meeting various student needs?
- How do various instructional strategies, such as team or collaborative teaching, positively or negatively impact instruction?
- What steps may need to be taken to ensure that curriculum and instruction is aligned to student assessment and content standards?
- What trends in student achievement data might indicate that there are problems in curriculum alignment?
- What role do formal and informal assessments play in evaluating the effectiveness of a school's instruction and programs?
- What are the strengths and limitations of authentic assessment? Standardized testing?
- What methods can a school leader use to support teachers in the development of assessments that provide meaningful feedback about student progress?
- How does high stakes testing influence a school's curriculum and instructional practice?
- How can a school leader make data and other information on school effectiveness understandable to parents and the community?
- What types and sources of classroom data can be used to evaluate student improvement?
- What types and sources of data can be used to monitor and evaluate instructional strategies?
- How and when should parents and other stakeholders be informed about the results of tests or other data collected within the school and district?

- How can a school leader foster a school environment that supports rigorous curriculum and high student expectations?
- What are some sources of teacher evaluation data and information (other than direct classroom observation)?
- How can a school leader encourage staff to be creative risk takers while ensuring they follow the adopted course of study?
- What impact do scheduling and staffing decisions have on student learning?
- What strategies are most effective for supervising other school administrators? Service personnel (e.g., nurse, counselor)? Support personnel (e.g., food service employees, custodians, transportation staff)?

### III. Managing Organizational Systems and Safety

#### A. Managing operational systems

An education leader:

1. Develops short-term and long-range strategic plans and processes to improve the operational system
2. Develops a process to ensure compliance with local, state, and federal physical plant safety regulations
3. Facilitates communication and provides for data systems that ensure the timely exchange of information
4. Acquires equipment and technology and monitors its maintenance and appropriate use
  - a. develops a plan for acquisition and maintenance of equipment and technology
  - b. creates an appropriate use policy and monitors compliance

#### B. Aligning and obtaining fiscal and human resources

An education leader:

1. Allocates funds based on student needs within the framework of local, state, and federal regulations
  - a. develops and monitors a budget process that involves appropriate stakeholders
2. Implements effective strategies to recruit and retain highly qualified personnel

3. Assigns personnel to address student needs, legal requirements, and equity goals
3. Conducts personnel evaluations that enhance professional practice in accordance with local, state, and federal policies
4. Seeks additional resources needed to accomplish the vision

#### C. Protecting the welfare and safety of students and staff

An education leader:

1. Ensures a safe environment by proactively addressing challenges to the physical and emotional safety and security of students and staff
  - a. develops and implements a plan that involves appropriate stakeholders to ensure a safe teaching and learning environment
  - b. conducts ongoing reviews of the plan
2. Advocates for and oversees counseling and health referral systems that support student learning and welfare
  - a. identifies counseling and health needs of students to support student learning and welfare
  - b. takes steps to meet the identified needs
3. Involves teachers, students, and parents in developing, implementing, and monitoring guidelines and norms of behavior
4. Develops with appropriate stakeholders a comprehensive safety and security plan
  - a. conducts ongoing reviews of the plan
5. Identifies key emergency support personnel in and outside of the school
  - a. identifies and documents key emergency support personnel in and outside of the school
  - b. communicates the information about key emergency support and school personnel to appropriate parties
6. Communicates with staff, students, and parents on a regular basis to discuss safety expectations
  - a. documents communication of safety expectations to staff, students, and parents

**Discussion areas: Organizational Systems and Safety**

- How are plans developed for appropriate use of school facilities? Who is involved?
- What type of safety regulations must a building administrator be aware of and who should be contacted if there is a problem?
- How can a school leader ensure that the operational systems of a school support school achievement goals?
- What are the components of a well-structured acceptable use policy?
- What are the standard criteria for evaluating the usefulness of a communication and/or information management system?
- What recent federal laws have had the most impact on plant operation, accessibility, and safety?
- What strategies should a school leader use when faced with budget cuts?
- What resources are available to assist a school leader in handling faculty evaluations, dismissals, and reprimands?
- What other resources are available to a school outside of budgeted allocations?
- What types of budgeting decisions should be made by principals? By teachers?
- What is an example of competing interests in terms of budget development?
- What are some ways in which the effectiveness of support staff impacts teaching and learning?
- What is the importance of establishing clear job-qualification requirements before interviewing candidates for a position?
- What factors play a role in recruiting and retaining highly qualified teachers?
- Why should a school leader become familiar with the negotiated agreements for all school employees?
- What types of plans and strategies should a school leader have in place to protect staff and students and to monitor threats to their emotional security?

- What are the components of a comprehensive safety and security plan and who should be considered key emergency personnel?
- What standards and procedures should be followed in implementing a school dress code or code of conduct?
- Why is interagency cooperation important when dealing with safety and security concerns?
- How should/could a school leader deal with parents' concerns about unsafe conditions in their child's school?
- Under what circumstances would a school leader contact a child protective agency? Law enforcement agency? District legal counsel?
- How can a school leader stay current with regulations related to student and staff safety (e.g., fire codes, immunizations, precautions against infectious disease)?

**IV. Collaborating with Key Stakeholders**

**A. Collaborate with families and other community members**

An education leader:

1. Accesses and utilizes resources of the school, family members, and community to affect student and adult learning, with a focus on removing barriers to learning
  - a. collaborates with key stakeholders to utilize resources and assure barriers to learning are removed
  - b. integrates a variety of programs and services, fully engaging the school and the entire community
2. Involves families in decision making about their children's education
3. Uses effective public information strategies to communicate with families and community members (e.g., email, night meetings, multiple languages)
  - a. understands and models the need for two-way communication

4. Applies communication and collaboration strategies to develop positive family and local community partnerships, including recognizing and celebrating educational success
  - a. organizes internal and external venues and practices to celebrate the school and student success
5. Utilizes appropriate strategies for communicating effectively with the media
  - a. uses a communication plan shared with key stakeholders
  - b. demonstrates an ability to communicate with the media

**B. Community interests and needs**

An education leader:

1. Identifies key stakeholders within the school community, including individuals and groups with competing perspectives
2. Engages with the local community in a proactive manner
  - a. participates, actively and regularly, in a variety of community events as a school community representative
  - b. advocates for the school within the community
3. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community dynamics
  - a. accesses a variety of information sources to continuously learn more about the community and to develop an awareness of trends
4. Utilizes diversity representatives of the community to strengthen educational programs and planning
  - a. involves members of diverse community groups in all school planning and improvement efforts
5. Demonstrates cultural sensitivity and competence by engaging communities in shared responsibilities that improve education and achievement of all students

**C. Maximizing community resources**

An education leader:

1. Collaborates with community agencies that provide health, social, and other services to families and children

2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share both school and community resources such as buildings, playing fields, parks, and medical clinics
  - a. identifies and documents the relationships and ensures equitable and open access to all groups in all venues as required or legally permissible
3. Uses resources from the community appropriately and effectively to support student learning
  - a. Evaluates the effective use of current community resources in support of student learning
4. Seeks community support to sustain existing resources and identifies additional resources as needed
  - a. provides information to the community about the benefit of existing and needed resources
  - b. identifies and solicits community resources to support student learning

**Discussion areas: Collaborating with Key Stakeholders**

- In what types of situations can family and community stakeholders be helpful?
- What guidance do various laws, policies, and regulations provide for determining when family or guardians have input to educational decisions?
- Under what conditions and situations should a school leader involve the local media?
- What strategies are effective for communicating school and student success to families and the community?
- How can a school leader involve families in decision making about their children's education?
- What strategies could a school leader use to communicate with parents and the community when English is not the primary language or where many languages are spoken?
- What policies should be in place for communicating with and responding to the media?

- How does a school leader, new to a school and/or area, identify appropriate stakeholders?
- What conflict-resolution strategies would be helpful in resolving differences between competing groups to work for the best interests of the school and students?
- What criteria should be considered in developing programs, committees, or activities that include the community?
- What cultural or socioeconomic factors exert the most influence on student learning?
- How would developing cultural sensitivity help a school leader to engage diverse groups in school planning and improvement efforts?
- What methods are effective for keeping abreast with the dynamics, changes, and trends in a community?
- How can a school leader advocate for the school within the greater community?
- How would a school be affected by a dramatic increase in a special population (e.g., English language learners or students requiring special education services)?
- Under what circumstances should an administrator look to outside resources in assisting students and their families?
- What laws and regulations govern the use of school facilities?
- How can the community be helpful in identifying and supplying resources for the school and school programs?
- How can a school leader use community resources to support student learning?
- What guidelines/restrictions would normally be in place when a school enters into a relationship with an outside party (e.g., local business, health service, law enforcement agency)?

## V. Ethics and Integrity

### A. Ethics and legal behavior

An education leader:

1. Models personal and professional ethics, integrity, justice, and fairness, and expects the same of others
  - a. behaves in a trustworthy manner
  - b. recognizes when ethics have been breached and takes appropriate action
  - c. holds self and others accountable for ethical behavior
2. Ensures and monitors the use of appropriate systems and procedures to protect the rights and confidentiality of all students and staff
3. Uses the influence of the position to enhance education and the common good (e.g., social justice)
4. Reinforces transparent (open) decision-making practices by making data and rationales explicit
  - a. communicates reasons for decisions as appropriate
  - b. develops a plan to facilitate an open decision-making process
  - c. disseminates data in a transparent or open manner within legal constraints

### B. Personal values and beliefs

An education leader:

1. Demonstrates respect for the inherent dignity and worth of each individual
2. Models respect for diversity and treating others equitably
3. Establishes and maintains an open and inclusive school community
4. Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with the school's vision and goals
  - a. assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact teaching and learning
5. Challenges assumptions and beliefs respectfully as they may adversely affect students and adults
  - a. recognizes factors that may adversely affect students and adults and takes appropriate action

- b. assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact students and adults

### C. High standards for self and others

An education leader:

1. Reflects upon own work, analyzes strengths and weakness, and establishes goals for professional growth
  - a. develops a personal plan for professional growth and development
2. Models and encourages continuous professional growth
3. Administers educational policies equitably and legally
4. Refocuses attention on vision and goals when controversial issues arise
  - a. develops a process that involves all stakeholders on refocusing attention on vision and goals
5. Holds others accountable for ethical behavior

#### Discussion areas: Ethics and Integrity

- When does a situation present a conflict of interest?
- What are the laws and regulations regarding privacy and confidentiality of information?
- What types of situations often involve issues of ethics and integrity?
- What steps, strategies, and procedures can a school leader take to protect the privacy and confidentiality of students and staff?
- What federal laws protect the rights of students? Staff members?
- What are the key elements in a transparent decision-making process?
- How can schools and school leaders function as instruments of social justice?
- What plans and strategies can be implemented to ensure equitable treatment of students and/or staff?
- What steps can a school leader take to change negative assumptions that affect teaching and learning?

- What criteria should be considered in developing a plan for professional development?
- What steps should be taken to ensure that others are acting ethically?
- What are the characteristics of an open and inclusive school community?
- Why is it important for a school leader to administer educational policies equitably and legally?
- How can a school leader refocus attention on the school's vision and goals when controversial issues arise?
- What resources are available to school leaders for nurturing their professional growth?
- What are the benefits of reflective practice?

## VI. The Education System

### A. A professional influence

An education leader:

1. Facilitates constructive discussions with the school community about local, state, and federal laws, policies, regulations, and statutory requirements
  - a. explains policies and regulations to the school community
  - b. listens to questions and problems and interacts with the school community to increase understanding
2. Develops relationships with stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education
3. Advocates for equity and adequacy in providing for students and families' needs (educational, physical, emotional, social, cultural, legal, and economic) to meet educational expectations and policy requirements

### B. Managing local decisions within the larger educational policy environment

An education leader:

1. Communicates data about educational performance to inform decision making and improve policy

- a. engages in appropriate lobbying and political activism to communicate data about educational performance in order to inform decision making and improve policy
2. Communicates effectively with key decision makers to improve public understanding of local, state, and federal laws, policies, regulations, and statutory requirements
3. Advocates for excellence and equity in education

### **Discussion areas: The Education System**

- Given that some laws and policies are often complex and difficult to understand, what are the best methods to communicate them to stakeholders?
- What actions can a school leader take to support students and their needs?
- What are the components of a change process and how should they be used to effect change in a given situation?
- How can a school leader ensure that he/she understands the critical legal, social, economic, and political issues of a community?
- How can a school leader effectively communicate educational policies and regulations to the greater community?
- What recent federal legislation has had the most significant impact on public schools?
- What can a school leader anticipate and prepare for when instituting systemwide change?
- What issues in education are most likely to be controversial among staff, parents, and community members?
- Who is involved in policy and decision making outside of the school system?
- What are effective organizing and information strategies to effect broader change?
- How does the demographic composition of a community affect the strategies that a school leader would use to advocate for change?

# 7. Review Smart Tips for Success

## *Follow test-taking tips developed by experts*

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the SLS test and make the best use of your time.

### **Should I guess?**

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

### **Can I answer the questions in any order?**

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

### **Are there trick questions on the test?**

No. There are no hidden meanings or trick questions. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

### **Are there answer patterns on the test?**

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

### **Can I write on the scratch paper I am given?**

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

## **Smart Tips for Taking the Test**

- 1. Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT . . .” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*<sup>®</sup> or other tests. It doesn’t matter on the SLS tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the SLS tests at <http://www.ets.org/Media/Tests/SLS/pdf/15884passingscores.pdf> or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

## 8. Check on Testing Accommodations

*See if you qualify for accommodations that may make it easier to take the SLS test*

### What if English is not my primary language?

SLS tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit [www.ets.org/sls/register/accommodations](http://www.ets.org/sls/register/accommodations).

### What if I have a disability or other health-related need?

The following accommodations are available for test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit [www.ets.org/sls/disabilities](http://www.ets.org/sls/disabilities).

**Note:** Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at [http://www.ets.org/s/disabilities/pdf/bulletin\\_supplement\\_test\\_takers\\_with\\_disabilities\\_health\\_needs.pdf](http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf).

You can find additional information on available resources for test takers with disabilities or health-related needs at [www.ets.org/disabilities](http://www.ets.org/disabilities).

## 9. Do Your Best on Test Day

*Get ready for test day so you will be calm and confident*

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the SLS test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

### What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](#).

**Note:** All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit [www.ets.org/sls/test\\_day/bring](http://www.ets.org/sls/test_day/bring).

### Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- If you are repeating an SLS test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the SLS test, do your best, pass it—and begin your administrative career!

# 10. Understand Your Scores

*Understand how tests are scored and how to interpret your test scores*

Of course, passing the SLS test is important to you so you need to understand what your scores mean and what your state requirements are.

## What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit [www.ets.org/sls/states](http://www.ets.org/sls/states) for the most up-to-date information.

## If I move to another state, will my new state accept my scores?

SLS tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires SLS tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at [www.ets.org/sls/states](http://www.ets.org/sls/states).

## How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at [www.ets.org/sls/states](http://www.ets.org/sls/states).

## What your SLS scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit [http://www.ets.org/s/praxis/pdf/sample\\_score\\_report.pdf](http://www.ets.org/s/praxis/pdf/sample_score_report.pdf) to see a sample score report. To access *Understanding Your School Leadership Series Scores*, a PDF document that provides additional information on how to read your score report, visit [www.ets.org/sls/scores/understand](http://www.ets.org/sls/scores/understand).

## Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken the same test or other SLS tests over the last 10 years, your score report also lists the highest score you earned on each test taken.

## Content category scores and score interpretation

Questions on the SLS tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

## Score scale changes

ETS updates SLS tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your School Leadership Series Scores* (PDF), found at [www.ets.org/sls/scores/understand](http://www.ets.org/sls/scores/understand)
- *The School Leadership Series Passing Scores* (PDF), found at [www.ets.org/sls/scores/understand](http://www.ets.org/sls/scores/understand)
- State requirements, found at [www.ets.org/sls/states](http://www.ets.org/sls/states)

# Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the SLS tests.

## What do the SLS tests measure?

The SLS tests measure the specific knowledge and skills that beginning educational administrators need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

There are three SLS tests, which contain selected-response questions or constructed-response questions, or a combination of both: *School Leadership Licensure Assessment* (6011), *School Superintendent Assessment* (6021), and the *Kentucky Speciality Test of Instructional and Administrative Practices* (6015).

## Who takes the tests and why?

Many colleges and universities use the SLS tests to evaluate individuals for entry into administrative programs. The assessments are generally taken late in your college career. Many states also require an SLS test as part of their licensing process. In addition, some professional associations and organizations require an SLS test for professional licensing.

Candidates can test in one state and submit their scores in any other state that requires SLS testing for licensure. You can find details at [www.ets.org/sls/states](http://www.ets.org/sls/states).

## What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of administrative licensing, a license tells the public that the individual has met predefined competency standards for beginning administrators.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

## Why does my state require the SLS tests?

Your state chose the SLS tests because they assess the breadth and depth of content—called the “domain”—that your state wants its administrators to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of educators.

### How were the tests developed?

ETS consulted with practicing educators around the country during every step of the SLS test development process. First, ETS asked them what knowledge and skills a beginning administrator needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of educators.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by educators. Following these guidelines, administrators and professional test developers created test questions that met content requirements and [ETS Standards for Quality and Fairness](#).\*

When your state adopted the research-based SLS tests, local panels of educators evaluated each question for its relevance to beginning administrators in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning administrator in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the SLS test your state requires, you are proving that you have the knowledge and skills you need to begin your educational leadership career.

### How are the tests updated to ensure the content remains current?

SLS tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

### How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at [www.ets.org/sls/register/centers\\_dates](http://www.ets.org/sls/register/centers_dates) for exact score reporting dates.

### Can I access my scores on the web?

All test takers can access their test scores via their SLS account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into your SLS account at [www.ets.org/sls](http://www.ets.org/sls) and click on your score report. If you do not already have an SLS account, you must create one to view your scores.

**Note:** You must create an SLS account to access your scores, even if you registered by mail or phone.

\*[ETS Standards for Quality and Fairness](#) (2014, Princeton, N.J.) are consistent with the [Standards for Educational and Psychological Testing](#), industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

Your career is worth preparing for, so start today!  
Let the SLS Study Companion guide you.

To search for the SLS test prep resources  
that meet your specific needs, visit:

[www.ets.org/sls/testprep](http://www.ets.org/sls/testprep)

To purchase official test prep made by the creators  
of the SLS tests, visit the ETS Store:

[www.ets.org/sls/store](http://www.ets.org/sls/store)

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