

The SLS Study Companion

Kentucky Specialty Test of Instructional and Administrative Practices

6015



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 teaching 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.

How are the SLS tests given?

SLS tests are given on computer. Other formats are available for test takers approved for accommodations (see page 35).

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.

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1. Learn About Your Test

Learn about the specific test you will be taking

Kentucky Specialty Test of Instructional and Administrative Practices (6015)

Test at a Glance			
Test Name	Kentucky Specialty Test of Instructional and Administrative Practices		
Test Code	6015		
Time	2 hours		
Number of Questions	120		
Format	Selected-response questions		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Administration	40	33%
	II. Governance	15	13%
	III. Instruction	29	24%
	IV. Performance	14	12%
	V. School Personnel	22	18%

About This Test

The Kentucky Specialty Test of Instructional and Administrative Practices is intended for those candidates who have a master's degree in educational leadership and are seeking a first-time position as a principal or vice principal of a Kentucky school. This examination is intended to assess a candidate's knowledge of the Kentucky Revised Statutes and the Kentucky Administrative Regulations, which are set forth by the Kentucky legislature.

The test focuses on statutes and regulations in the following content areas: administration, governance, instruction, performance and school personnel. The test questions call on the candidate's individual knowledge of state statutes and application of them in the school and district setting. The test taker will review, analyze, and respond to situations necessary for competent and safe practice as an educational leader.

The test is two hours long and is comprised of 120 selected-response questions. The selected-response questions require the test taker to select the best answer from a list of four choices.

The test may contain some questions that will not count toward your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Administration

- A. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Athletics
- B. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Educational Reform
- C. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Facilities
- D. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Finance
- E. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Food Service
- F. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to School Calendar
- G. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Students
- H. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Teachers

II. Governance

- A. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Certification
- B. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to the District
- C. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Schools
- D. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to State Agencies/Authorities

III. Instruction

- A. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Kentucky Core Academic Standards
- B. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Exceptional Children Program and Due Process
- C. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to the Extended School Services
- D. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Primary School and Preschool
- E. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Student Capacities
- F. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Textbooks
- G. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Vocational/Career and Technical Education

IV. Performance

- A. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to state-mandated assessments and state accountability model
- B. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Education Recovery Specialists (ERS) and an Education Recovery Leader (ERL)
- C. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Effective Instruction
- D. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Leadership Training
- E. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to the Professional Development Plan

V. School Personnel

- A. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Certification Standards
- B. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Certified Staff
- C. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Certified Teachers Contracts
- D. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Staff General Provisions
- E. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Classified Staff
- F. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Evaluations
- G. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Personnel Actions

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 answers 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.

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. To illustrate what a computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test. For the purposes of this guide, sample questions are provided as they would appear in 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 hand 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 and four radio button options. At the bottom, there is a grey instruction box.

ETS PRAXIS

Question 1 of 94

Show Time

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.

1. Beginning with the 2017–2018 school year, a child must be 6 years old by which of the following dates to attend kindergarten?
 - (A) August 1
 - (B) September 1
 - (C) October 1
 - (D) November 1
2. Which of the following actions best exemplifies acceptable use of a school's nutrition program funds?
 - (A) Purchasing materials for a healthy-eating campaign to display in the cafeteria
 - (B) Buying new tables and chairs for the student media center
 - (C) Purchasing furniture for the teachers' lounge
 - (D) Ordering uniforms annually for classified staff
3. Which of the following is required of every student participating in high school athletics?
 - (A) Undergoing an annual physical examination
 - (B) Receiving a physical examination every two years
 - (C) Attending a first-aid training course
 - (D) Completing a cardiopulmonary resuscitation course
4. The Kentucky Department of Education is required by state law to distribute to schools the names of all missing children and previously missing children who have been recovered. The list must be distributed
 - (A) monthly
 - (B) weekly
 - (C) daily
 - (D) biweekly
5. The father of an elementary student requests to view his son's academic records. Under which of the following legal notifications would the principal be prohibited from allowing the father to view the requested records?
 - (A) A court order that restricts the parent's access to the academic records
 - (B) A certified letter from an attorney denying such access
 - (C) Documentation that the parent is behind in child support payments
 - (D) An affidavit from the court that the other parent has sole custody of the child
6. Members of a new church approach a principal requesting to use the school cafeteria for their weekend services. Which of the following resources can best provide the principal with the specific information needed to respond to the request?
 - (A) Statutes defining separation of church and state
 - (B) School council and local board policy
 - (C) Fiscal court regulations
 - (D) United States Supreme Court case law
7. Which of the following high school fundraising events violates basic fundraising guidelines?
 - (A) Holding a monthly car wash to help pay for camp for the cheerleading team
 - (B) Offering a schoolwide fundraising campaign, with board approval, to raise \$50,000
 - (C) Requiring art club members to sell \$300 worth of products to pay for an out-of-town trip
 - (D) Sponsoring a festival at the school, with local board approval, to raise funds for a band competition

8. A school booster club needs a tax-exempt number for its needs. Which of the following actions should the club take to address the situation?
- (A) Securing written permission from the school principal to use the district's tax-exempt form
 - (B) Requesting a resolution by the board to use the district's tax-exempt number
 - (C) Limiting its use of the district's tax-exempt number to purchases that solely benefit the school
 - (D) Applying for a state and federal tax-exempt number of its own
9. As outlined by the state, which of the following is true about the frequency of school-based decision-making (SBDM) council meetings?
- (A) The state requires meetings to be held once a quarter.
 - (B) The state requires meetings to be held monthly.
 - (C) The state requires the SBDM to determine the frequency of meetings.
 - (D) The state requires meetings to be held within ten days of any SBDM request.
10. A teacher has been terminated for having had sexual contact with a student. Based on statute, within how many days must the district superintendent report the event that resulted in the teacher's termination?
- (A) Within 7 days of the event that resulted in the teacher's termination
 - (B) Within 14 days of the teacher's termination
 - (C) Within 30 days of the event that resulted in the teacher's termination
 - (D) Within 45 days of the teacher's termination
11. The Kentucky Teacher Professional Growth and Effectiveness System (TPGES) includes which of the following as required sources of evidence for measuring teacher performance?
- (A) Student attendance, interim assessment scores, number of office referrals
 - (B) Athletic coaching success, teacher attendance, amount of booster funds
 - (C) Peer observations, student perception surveys, self-reflection
 - (D) Student behavior, unit test scores, attainment of tenure
12. A hazardous-duty salary supplement is allowable under state statute for teachers of students who exhibit violent behavior. The law also allows that such funds may be used for which of the following?
- (A) At-risk students
 - (B) Capital outlay
 - (C) English-language learners
 - (D) Family resource and youth service centers
13. When a teacher voluntarily submits a letter of resignation during a school year, the resignation becomes binding on the date it is accepted by the
- (A) building principal
 - (B) district superintendent
 - (C) Kentucky Department of Education
 - (D) Education Professional Standards Board
14. A superintendent provides written notification to a teacher whose contract is being terminated for insubordination. How much time does the teacher have to respond before the termination becomes final?
- (A) 5 days
 - (B) 10 days
 - (C) 20 days
 - (D) 30 days

15. Which of the following is the maximum number of personal leave days per year that a district board of education can offer district employees?
- (A) One
 - (B) Two
 - (C) Three
 - (D) Four
16. Which of the following is the maximum length of time that an emergency teaching certificate is valid?
- (A) 60 days
 - (B) One semester
 - (C) One school term
 - (D) Two school terms
17. In order for the state to evaluate Extended School Services (ESS) programs, school districts offering such services are required to submit which of the following ESS information to the Kentucky Department of Education?
- (A) A list of professional development offered for staff training
 - (B) Budget and financial reports
 - (C) Food services usage
 - (D) Qualitative student-performance data
18. The Effective Instructional Leadership Act (EILA) requires that principals complete professional development activities related to school leadership. Which of the following is the maximum number of credit hours a principal may receive annually for serving on multiple beginning-teacher intern committees?
- (A) Three
 - (B) Six
 - (C) Nine
 - (D) Twelve
19. Which of the following is the maximum caseload that the state allows for a teacher who is serving students for home instruction?
- (A) Five students
 - (B) Ten students
 - (C) Twelve students
 - (D) Fifteen students
20. The school-based decision-making council agrees with a recommendation from the curriculum committee to adopt a reading program not approved by the State Textbook Commission. After preparing evidence showing that the chosen program meets the selection criteria and required publisher specifications, which of the following steps must the council take before the adoption can be approved?
- (A) Submitting a written explanation to the Department of Education regarding the rejected programs
 - (B) Submitting an affidavit documenting that the council will not financially benefit from the adoption
 - (C) Requesting that the superintendent notify the State Textbook Commission of the school council's decision
 - (D) Requesting that the principal seek approval for the program from the local board of education
21. A high school principal is planning to provide training for the youth service center advisory committee. Since the principal wants to focus the training on the key responsibilities of the center, which of the following topics best meets the principal's goal?
- (A) Career exploration and development
 - (B) Opportunities for high school students to study abroad
 - (C) Family planning and abortion counseling
 - (D) Dual credit courses

22. According to Kentucky Administrative Regulations, which of the following is the minimum frequency for reviewing placement decisions for children with disabilities?
- (A) Monthly
 - (B) Quarterly
 - (C) Annually
 - (D) Biannually
23. The primary responsibility for funding high-quality, relevant technical programs resides with
- (A) the regional technical school
 - (B) the local board of education
 - (C) the Kentucky Department of Education
 - (D) the Kentucky General Assembly
24. At what interval is a school board required to update its code of acceptable behavior and discipline?
- (A) Every six months
 - (B) Every year
 - (C) Once every two years
 - (D) Once every three years
25. Which of the following best defines accelerated learning?
- (A) An instructional class that modifies content delivery for gifted and talented students only
 - (B) An advanced course of instruction for identified middle school students to decrease dropout rates
 - (C) An organized way to help students meet individual academic goals and pursue higher-level skill development
 - (D) An intervention strategy used by postsecondary institutions for students requiring remediation in any course work
26. When a school has been identified by the Kentucky Board of Education as persistently low achieving, the school district has the authority to make which of the following personnel decisions?
- (A) Removing the highest district leadership, including the current superintendent
 - (B) Replacing the principal and the members of the school-based decision-making council
 - (C) Asking the local board of education to determine the new membership of the school council
 - (D) Hiring an audit team to determine the appropriateness of the school's classification
27. One of the requirements for secondary career and technical education programs in Kentucky is to
- (A) prepare students for school-to-work transition in recognized or emerging occupations
 - (B) ensure that students enter postsecondary education programs with at least twelve credit hours
 - (C) provide work-based learning experiences for all students except those with limited English proficiency
 - (D) allow middle school students to receive specialized skill development in an occupation of their choice
28. In the professional growth and effectiveness system (PGES), how many years of most recent student growth and goal data, if available, determine a student's overall growth rating?
- (A) One
 - (B) Two
 - (C) Three
 - (D) Four

29. Individuals entering the teaching profession from an alternate career rather than from a teacher education program may be awarded a regular provisional certificate after successfully completing
- (A) the state's teacher internship program
 - (B) two years of teaching with good evaluations
 - (C) a screening interview by the state board of education
 - (D) a course at a local university or college
30. The Kentucky Performance Rating for Educational Progress (K-PREP) can best be described as a
- (A) set of guidelines used by district curriculum supervisors to evaluate the quality of the curriculum
 - (B) collection of tests to measure how well students have learned content based on academic standards
 - (C) manual for teachers giving explicit directions for incorporating rigor in daily lessons
 - (D) test to determine whether schools are adequately meeting the needs of special education students
31. A resource teacher on a Kentucky Teacher Internship Program committee is appointed officially by
- (A) a school-based decision making council
 - (B) the Education Professional Standards Board
 - (C) the school district superintendent
 - (D) the district personnel director

Answers to Sample Questions

- (A) is correct because [KRS 158.030](#) has been updated by the legislature to require students to be 6 years old by August 1, instead of October 1, to attend kindergarten in a Kentucky public school. (B), (C), and (D) are incorrect because the wrong dates are identified.
- (A) is correct because section two of [702 KAR 6:075](#) states that revenue received by the school nutrition program shall be used only for the operation or improvement of the school nutrition program. (B), (C), and (D) are incorrect because the purchases presented are not for the operation or improvement of the school nutrition program.
- (A) is correct because [KRS 156.070](#) states that high school athletes are required to have an annual medical examination. (B) is incorrect because a physical examination is required every year. (C) and (D) are incorrect because first-aid training and cardiopulmonary resuscitation are not required.
- (B) is correct because [KRS 156.495](#) requires the Kentucky Department of Education to distribute the names of missing children and those recovered each week. (A), (C), and (D) are incorrect because the frequency of the report is incorrect.
- (A) is correct because [707 KAR 1:360](#) gives the school the authority to presume that parents have the right to inspect and review records relating to their child unless the district has been advised under a court order that the parent does not have the authority. (B), (C), and (D) are incorrect because a letter from an attorney, delinquent child-support payments, and custody paperwork do not remove the parent's right to access their child's records.
- (B) is correct because [KRS 162.050](#) gives the local board of education the authority to permit the use of schools, while not in session, by religious, agricultural, political, civic, or social bodies. The local board has the authority to create rules and regulations which the board deems proper for such uses. (A), (C), and (D) are incorrect because these resources do not provide the best, content specific information needed to respond to the request.
- (C) is correct because [KRS 158.290](#) prohibits any kind of quota requirements in fundraising activities. (A), (B), and (D) are incorrect because these are all within the requirements of state statutes.
- (D) is correct because [702 KAR 3:130](#) and the accounting procedures manual for Kentucky school activity funds (red book) do not allow a support or booster club to ever use a district's or school's tax-exempt number. (A), (B), and (C) are incorrect because a booster club is always required to obtain its own number for reporting purposes.
- (C) is correct because, according to [KRS 160.345](#), the council and each of its committees determine the frequency of the school-based, decision-making council meetings. (A), (B), and (D) are incorrect because the frequency provided is not supported by state statute.
- (C) is correct because, according to [KRS 161.120](#), the superintendent is required to report disciplinary actions relating to certifications within 30 days of the event giving rise to the duty to report. (A), (B), and (D) are incorrect because the timeline is not supported by statute.
- (C) is correct because [KRS 156.557](#) identifies each district's requirement for a teacher professional growth and effectiveness system. To address this requirement, Kentucky has implemented TPGES statewide. TPGES employs several required sources of evidence for the four domains including: principal observation and conferences, peer observation, self-reflection, a professional growth plan, and lesson plans. (A), (B), and (D) are incorrect because the items listed are not required measures of TPGES.
- (A) is correct because, according to [KRS 157.360](#), these funds can be used for alternative programs for students who are at risk of dropping out of school. (B), (C), and (D) are incorrect because these funds cannot be used for capital outlay, English-language learners, or family resource and youth service centers.
- (B) is correct because, according to [KRS 161.780](#), a teacher's voluntary resignation during the school year is binding on the date the resignation is accepted by the superintendent. (A), (C), and (D) are incorrect because the person identified does not have the authority to make the resignation binding according to statute.
- (B) is correct because, according to [KRS 161.790](#), a teacher has ten days to reply to charges detailing the recommendation for dismissal. After such time, the dismissal is final. (A), (C), and (D) are incorrect because the timeframe provided is not supported by statute.

15. (C) is correct because, according to [KRS 161.154](#), each district board of education may provide up to three personal leave days per school year to school employees. (A), (B), and (D) are incorrect because the number of maximum days provided is not supported by statute.

16. (C) is correct because, according to [KRS 161.100](#), an emergency certificate is valid only for the specific job for which it was issued and for the current school term. (A), (B), and (D) are incorrect because the wrong timeframe is provided.

17. (D) is correct because [704 KAR 3:390](#) requires several reports be submitted, one of which is pre- and post-student qualitative and quantitative performance data. (A), (B), and (C) are incorrect because staff development offerings, budget and finance reports, and food service usage are not required.

18. (B) is correct because [KRS 156.101](#) allows up to six hours annually for serving on multiple beginning-teacher committees. (A), (C), and (D) are incorrect because the maximum number of credit hours is wrong.

19. (C) is correct because [704 KAR 7:120](#) states that a teacher serving students in a home instructional setting cannot exceed a caseload of 12 students. (A), (B), and (D) are incorrect because they are not the maximum permitted by state statute.

20. (C) is correct because [KRS 156.445](#) requires the school-based decision-making council, through the superintendent, to notify the State Textbook Commission of its plans to adopt a reading program that is not on the recommended list. (A), (B), and (D) are incorrect because they do not meet the requirements of the statute.

21. (A) is correct because [KRS 156.496](#) allows youth service centers to promote the following core components: (a) referrals to health and social services; (b) career exploration and development; (c) summer and part-time job development for high school students; (d) substance abuse education and counseling; and (e) family crisis and mental health counseling. (B), (C), and (D) are incorrect because the topics listed are not promoted by the core components and abortion counseling is specifically prohibited by statute.

22. (C) is correct because, according to [707 KAR 1:350](#), the placement decisions for children with disabilities must be reviewed at least annually. (A), (B), and (D) are incorrect because the wrong timeframe is provided.

23. (D) is correct because, according to [KRS 158.812](#), the Kentucky General Assembly has the responsibility to provide the resources that recognize the increased costs for offering high-quality, relevant technical programs. (A), (B), and (C) are incorrect because this responsibility is specifically assigned to the Kentucky General Assembly in statute.

24. (C) is correct because, according to [KRS 158.148](#), each local board of education is required to update the the code of acceptable behavior and discipline at least every two years. (A), (B), and (D) are incorrect because the wrong timeframe is provided.

25. (C) is correct because [KRS 158.6453](#) defines accelerated learning as an organized way to help students meet individual academic goals by providing direct instruction to eliminate student performance deficiencies or to enable students to move more quickly through course requirements and pursue higher-level skill development. (A) is incorrect because accelerated learning is not a single class, nor is it focused on gifted and talented students only. (B) is incorrect because accelerated learning is not intended for sole use with middle school students. (D) is incorrect because accelerated learning is not a strategy for use by postsecondary schools.

26. (B) is correct because according to [KRS 160.346](#), the focus of the initial efforts of the audit team is to recommend to the commissioner of education whether the principal and the school-based decision-making council should be removed. (A) is incorrect because the audit team does not make a recommendation on whether the district leadership should be removed, rather it notes the overall functioning of the district and the school's relationship with district personnel. (C) is incorrect because the commissioner of education has the authority to determine new members of the school's council, not the local school board. (D) is incorrect because, according to [KRS 158.6455](#), the Kentucky Board of Education has the authority to establish guidelines for conducting program reviews and audits, not an independent auditor hired by the district.

27. (A) is correct because according to [705 KAR 4:231](#), secondary career and technical education programs must prepare middle school and high school students in identified programs for the school-to-work transition in recognized occupations or new or emerging occupations, prepare students for advanced technical education programs or post-secondary institutions, develop computer literacy skills in students, and provide career guidance counseling in the development of individual graduation plans. (B) is incorrect because no minimum number of college credit hours is mandated. (C) is incorrect because career and technical education programs are required to accommodate the needs of all students. (D) is incorrect because only high school students receive specialized skill development.

28. (C) is correct because, according to [704 KAR 3:370](#), the three most recent years of student growth and goal data are used to determine the overall student growth rating. (A), (B), and (D) are incorrect because the time frame provided is not supported by statute.

29. (A) is correct because, according to [KRS 161.048](#), several answer choices are available to teaching professionals entering teaching from an alternate career. Many of those choices require the candidate to successfully complete the Kentucky Teacher Internship Program to be awarded a regular provisional certificate. (B), (C), and (D) are incorrect because none of these choices are components of an established alternative certification program.

30. (B) is correct because, according to [703 KAR 5:080](#), the Kentucky General Assembly requires an innovative student assessment program designed to measure student progress toward achievement of the goals specified in [KRS 158.6451](#). The Kentucky Performance Rating for Educational Progress is the collection of tests created and administered to assess Kentucky Core Academic Standards. K-PREP is a blend of norm-referenced and criterion-referenced test content that provides achievement indexes at the state and national levels. (A), (C), and (D) are incorrect because K-PREP is not a set of guidelines, a manual for teachers, or a test to determine whether the needs of special education students are met.

31. (B) is correct because, according to [KRS 161.030](#), the resource teacher is appointed by the Education Professional Standards Board with recommendations from the local school district from a pool of qualified resource teachers. (A) and (C) are incorrect because the SBDM council and personnel director do not have authority to appoint a resource teacher. (B) is incorrect because the superintendent can make recommendations from a qualified pool of resource teachers, but the ultimate authority to appoint a resource teacher belongs to the Education Professional Standards Board.

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 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. 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.
- 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 38.

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 25 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 25, 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 11.
- **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” 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
Key Ideas and Details						
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
Craft, Structure, and Language Skills						
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
Integration of Knowledge and Ideas						
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 Kentucky Specialty Test of Instructional and Administrative Practices test is designed to measure the knowledge and skills necessary for a beginning teacher.

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. Administration

- A. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Athletics

Identifies the content related to:

KRS [156](#), [157](#), [159](#), [161](#), [518](#)
KAR [702](#)

- B. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Educational Reform

Identifies the content related to:

KRS [160](#), [161](#), [162](#)
KAR [702](#)

- C. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Facilities

Identifies the content related to:

KRS [160](#), [161](#), [162](#), [527](#)
KAR [702](#)

- D. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Finance

Identifies the content related to:

KRS [157](#), [158](#), [160](#), [424](#)
KAR [702](#)

- E. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Food Service

Identifies the content related to:

KAR [702](#)

- F. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to School Calendar

Identifies the content related to:

KRS [158](#)

- G. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Students

Identifies the content related to:

KRS [156](#), [158](#), [159](#), [161](#), [214](#), [620](#)
KAR [702](#), [704](#), [922](#)

- H. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Teachers

Identifies the content related to:

KRS [156](#), [157](#), [158](#), [159](#), [160](#), [161](#)
KAR [702](#), [704](#), [922](#)

Discussion areas: Administration

- What are the important laws pertaining to student eligibility for participation in sanctioned secondary school sports?
- What are the possible implications of state and national laws on educational reform?
- What are some effective strategies for reducing the achievement gap between student groups?
- What are the content areas of emphasis for student learning? What strategies should a principal consider to best address student learning in these content areas?
- What are some important terms related to bonding potential, capital outlay, and general funds? What are the allowable uses of monies in various funds?
- What are some important regulations and procedures to know when adding or building on to school property?
- What is the purpose of the REDBOOK regulations?
- What are the important concepts related to Support Education Excellence in Kentucky (SEEK) funds?
- What are the important guidelines that address foods that may be served in the cafeteria?
- What are the important regulations pertaining to the school calendar?

- What are the important instructional- and noninstructional-hour requirements for schools?
- How do anti-bullying laws affect school practices?
- What are the important special education and 504 laws affecting schools?
- How does Family Educational Rights and Privacy Act (FERPA) impact school procedures?
- What is the primary role of the SBDM Council and school-level committees?
- What are the basic tenets of the current teacher evaluation system used by the state?
- How do collective bargaining agencies impact human resource practices?

II. Governance

- A. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Certification
Identifies the content related to:
KRS [161](#)
- B. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to the District
Identifies the content related to:
KRS [160](#)
- C. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Schools
Identifies the content related to:
KRS [157](#), [160](#), [161](#)
KAR [750](#)
- D. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to State Agencies/ Authorities
Identifies the content related to:
KRS [7](#), [156](#), [161](#)
KAR [702](#), [750](#)

Discussion areas: Governance

- What are the requirements for admission into an approved principal-certification program?
- What conditions must be met in order to be eligible for emergency certification in Kentucky?
- What actions can the Education Professional Standards Board (EPSB) take regarding teaching certificate revocation?
- What regulations must a district follow to ensure effective operation of all schools?
- What are the roles and responsibilities of the board of education versus those of the superintendent?
- How do school and district policies guide the administration of the school?
- What oversight does the Office of Education Accountability have on Kentucky's schools?
- What is the responsibility of each major state education agency?

III. Instruction

- A. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Kentucky Core Academic Standards
Identifies the content related to:
KRS [158](#)
KAR [202](#)
- B. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Exceptional Children Program and Due Process
Identifies the content related to:
KRS [158](#)
KAR [704](#), [707](#)
- C. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to the Extended School Services
Identifies the content related to:
KRS [158](#)
KAR [704](#)

- D. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Primary School and Preschool

Identifies the content related to:

KRS [157](#), [158](#)

KAR [704](#), [707](#)

- E. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Student Capacities

Identifies the content related to:

KRS [158](#)

- F. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Textbooks

Identifies the content related to:

KRS [156](#)

KAR [704](#)

- G. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Vocational/Career and Technical Education

Identifies the content related to:

KRS [158](#)

Discussion areas: Instruction

- How are secondary schools' end-of-course exams related to the Kentucky Core Academic Standards?
- What are the procedural safeguards for exceptional children?
- What are the placement and reporting requirements for ESS?
- What flexibility is permitted in the scheduling of ESS, use of ESS funds, and providing services to students?
- What are the preschool and primary programs' admission and exit requirements?
- What are the certification requirements for preschool and primary programs?
- What are the capacities required of students in Kentucky's public schools?

- How do the student capacities impact the work of principals, teachers, and students?
- What are the school-based decision-making committee and principal rights and responsibilities regarding textbook selection and procurement of related resource materials?
- What flexibility do school and district personnel have regarding the use of textbook funds?
- What role do career and technical education programs have in preparing students to be ready for college or a career?

IV. Performance

- A. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to state-mandated assessments and state accountability model

Identifies the content related to:

KRS [158](#)

KAR [703](#)

- B. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Education Recovery Specialists (ERS) and an Education Recovery Leader (ERL)

Identifies the content related to:

KRS [158](#)

- C. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Effective Instruction

Identifies the content related to:

KRS [156](#)

- D. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Leadership Training

Identifies the content related to:

KRS [156](#)

- E. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to the Professional Development Plan

Identifies the content related to:

KRS [156](#), [158](#)
 KAR [704](#)

Discussion areas: Performance

- What are the important tenets of the current state-mandated assessment and accountability model for elementary, middle, and high schools?
- How do the current administrative codes for testing affect school practices?
- How does the state identify and support persistently low-achieving schools?
- What is the role of an education recovery specialist?
- What are the important tenets of the current evaluation system for teachers and administrators?
- How can research-based teaching frameworks be used to help improve instruction?
- What are best practices for designing, monitoring, and assessing instruction in schools?
- What are the requirements for instructional leadership training?
- What is the relationship between professional development plans and the school improvement plan?
- How should school funds be allocated for professional development?

V. School Personnel

- A. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Certification Standards

Identifies the content related to:

KRS [161](#), [162](#)

- B. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Certified Staff

Identifies the content related to:

KRS [161](#)

- C. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Certified Teachers Contracts

Identifies the content related to:

KRS [161](#)

- D. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Staff General Provisions

Identifies the content related to:

KRS [161](#), [162](#)

- E. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Classified Staff

Identifies the content related to:

KRS [161](#)

- F. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Evaluations

Identifies the content related to:

KRS [156](#), [160](#), [161](#)
 KAR [704](#)

- G. Knows the Kentucky Administrative Regulations or the Kentucky Revised Statutes pertaining to Personnel Actions

Identifies the content related to:

KRS [161](#)

Discussion areas: School Personnel

- What are the requirements for different types of teaching certificates offered in Kentucky?
- What conditions need to be met to dismiss a teacher or revoke a teacher's certificate?
- What are important notification dates for employee contract renewals?

- What are important provisions for certified staff and classified staff related to health insurance, retirement benefits, sick leave, and personal days?
- What are important provisions of random drug tests by a district?
- What are the basic requirements for observations, post-conferences, and summative evaluations of a non-tenured and a tenured teacher under the current teacher evaluation system?
- What responsibilities does a teacher have under the current teacher evaluation system?
- What are the important components of a corrective action plan?
- What are teacher and school rights regarding procedural due process?

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*[®] 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.

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.

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.

You can find additional information on available resources for test takers with disabilities or health-related needs at 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)
- 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)
- 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.

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 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 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.

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.

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 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.

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
- *The School Leadership Series Passing Scores* (PDF), found at www.ets.org/sls/scores/understand
- State requirements, found at 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.

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 administrative 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 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 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

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

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