

Educational Leadership: Administration and Supervision (0410)

Test at a Glance

Test Name	Educational Leadership: Administration and Supervision		
Test Code	0410		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Determining Educational Needs	12	10%
	II. Curriculum Design and Instructional Improvement	26	21%
	III. Development of Staff and Program Evaluation	18	16%
	IV. School Management	28	23%
	V. Individual and Group Leadership Skills	36	30%

About This Test

The Educational Leadership: Administration and Supervision test is intended to assess a candidate's knowledge of the functions of an administrator or supervisor, including the background of information needed to implement these functions. The examination is intended primarily for those who are candidates for master's degrees or who already possess a master's degree and are seeking first appointments as administrators or supervisors.

This assessment instrument reflects the most current research and professional judgment and experience of educators across the country. The test is designed to capture what is essential about the role of school leader—what makes the difference in whether a school community can provide experiences that ensure all students succeed.

The 120 multiple-choice questions cover five content areas: determining educational needs, curriculum design and instructional improvement, staff development and program evaluation, school management, and individual and group leadership skills.

The test questions are structured to measure knowledge and cognitive skills in application, analysis, synthesis, and evaluation as described in *Bloom's Taxonomy of Educational Objectives*. For example, some questions emphasize knowledge of trends, principles, and theories; others require interpretation of data and identification of implications or consequences. Still others emphasize ability to generalize, determine priorities and relationships, integrate knowledge of theory to produce new information or patterns, and judge the value of a process or product on the basis of logical consistency.

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Topics Covered

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

I. Determining Educational Needs

- Expectations concerning students at various developmental and instructional levels
- Assessments of community needs, expectations, and population projections
- Recognition of specific needs of diverse populations and mobile populations, such as gender, race, and ethnicity
- Awareness of the national perspective concerning education
- Interpretation of research in making decisions
- Assessment of student achievement in identifying needs and setting priorities
- Principles of developing and implementing strategic plans through use of group process conflict resolution and consensus building

II. Curriculum Design and Instructional Improvement

- Determination of curriculum goals
- Decision processes in curriculum design
- Strategies for implementing curriculum decisions
- Principles of effective instruction
- Determination of instructional objectives
- Learning activities and their relationship to instructional objectives
- Assessment of student achievement is utilized in determining instructional strategies and priorities
- Instructional methods and techniques, such as direct teaching, team teaching, group instruction, contract method, individualized instruction, and interdisciplinary instruction which promotes the success of all students
- Instructional resources and research data related to curriculum needs, such as personnel, materials, technology, finance, business and industry, advisory groups, community agencies, and institutions
- Learning theories and learning processes
- Applied motivational theories
- Involvement of stakeholders in decision-making process

III. Development of Staff and Program Evaluation

- Assessment of staff abilities and determination of their needs
- Establishment of staff development priorities
- Strategies for behavioral change
- Implementation of staff development activities
- Indicators of achievement relating to goals and objectives, such as curriculum, instruction, and learning outcomes
- Types, methods, strategies, and procedures of evaluation
- Applications of evaluation and research findings in the process of goal setting and change
- Instructional staff assessment, including conferencing, observation, data collection, and documentation of performance
- Staff are treated fairly, equitably, and with dignity and respect
- Role of technology in promoting student learning and professional growth
- Awareness of the values of a diverse school community and its meaning for the educational program

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IV. School Management

- **Organizational and operational features of school management:**
 - making management decisions that enhance teaching and learning
 - theories and models of organization and principles of organizational development
 - programs and services, such as pupil personnel, gifted and talented, special education, special title and chapter, student activities, and ancillary services
 - operational procedures at the school and district level; line staff relationships
 - personnel selection and evaluation procedures, such as recruiting, interviewing, placement, and monitoring progress
- **Governing and control features of school management:**
 - educational functions of local, state, and federal agencies and governing bodies
 - roles of various formal and informal organizations and agencies
 - process of participatory government, involving students, faculty, and the community

- **Business and fiscal features of school management:**
 - sources, acquisition, and distribution of financial resources
 - utilization of support services, such as plant operation and maintenance, purchasing, transportation, food services, and support personnel
 - budgeting processes and procedures, such as centralized, decentralized, site, program, and zero-based
- **Legal features of school management:**
 - personnel negotiations/collective bargaining procedures
 - due process procedures for students and staff
 - judicial and legislative provisions for students with disabilities, privacy act, affirmative action, sex discrimination, freedom of information, and civil rights
 - principles and issues related to school safety and security

V. Individual and Group Leadership Skills

- Understanding individual behavior: basic motivations of students, staff, and community, as well as divergent behaviors of students, staff, and community
- Understanding and affecting group dynamics: analysis of individual behavior within a group and the ways of changing role behavior to maximize group productivity
- School-community relations: recognition and consideration of diverse values, using community resources in the educational process
- Communications skills: development of effective communications systems; sensitivity to verbal and nonverbal communication; writing clearly, effectively, and with sensitivity
- Creating and maintaining a positive affective environment, such as existing school cultures' communication flow, and informal leadership
- Problem-solving skills

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Sample Test Questions

The sample questions that follow illustrate the types of questions in 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 incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

- Recommended practice suggests that which of the following should be involved in the decision-making process concerning curriculum?
 - Curriculum experts
 - Boards of education
 - Professional staff
 - Parents and students
 - I and III only
 - II and III only
 - III and IV only
 - II, III, and IV only
 - I, II, III, and IV
- Which of the following is the most crucial question to consider in using community resources in the classroom?
 - Can the resources be used by several groups at the same time?
 - Have such resources been overused?
 - Do the resources meet the needs of the program?
 - Would the use of these resources be controversial?
 - What time limits have been established for the use of the resources?
- The role of a school psychologist would ordinarily NOT include which of the following?
 - Assisting teachers and administrators to develop greater understanding of the needs and behaviors of students
 - Determining by observation and assessment the procedures that best help students to learn
 - Assisting faculty in developing procedures for referring students to the school psychologist
 - Assisting teachers by giving demonstration lessons to troublesome groups of students
 - Consulting with faculty and administrators on ways to improve learning conditions in the school
- The leader can be most confident that a group is functioning well when
 - most participants are enjoying the task
 - interpersonal and organizational conflicts do not occur
 - the reward system is more than adequate
 - the participants are interacting with each other on an open basis
 - the leader and the participants are friendly toward each other
- Of the following, the best argument for the inclusion of students in special education programs in activities with general education students is the probability that the special education students will
 - have less need for specialized services in the school they attend
 - learn more in the cognitive and psychomotor domains
 - become more competitive with their peers
 - receive more individualized attention for the special nature of their disabling condition
 - be provided with the least restrictive environment

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6. The teaching techniques or methods that are generally considered to have the most direct impact on affective feelings are
- (A) discussion and dialogue
 - (B) recitation and independent study
 - (C) role playing and simulation
 - (D) questioning and observation
 - (E) lecturing and demonstration
7. A group of teachers cooperatively plan the best learning situation for a particular student, discuss the plan with the student, and have the student sign the written plan. Which of the following best describes this process?
- (A) Individualizing unit teaching
 - (B) The contract method
 - (C) Unit teaching with group instruction
 - (D) Programmed instruction
 - (E) Team teaching, individualized instruction with the contract method
8. The United States Supreme Court has justified the use of public tax money to support the transportation of parochial school children on the basis of the
- (A) child benefit theory
 - (B) Fourteenth Amendment of the Constitution
 - (C) First Amendment of the Constitution
 - (D) right to due process of law
 - (E) right of parents to determine the education of their own children
9. PL 100-297 School Improvement Act (Hawkins-Stafford ESEA Amendments) was primarily designed to
- (A) improve local school systems generally
 - (B) provide services for special education students
 - (C) offer a diverse range of experiences in public schools to persons with varying talents and needs
 - (D) aid public schools in securing new curriculum materials
 - (E) help local school districts expand and improve programs to meet the needs of educationally disadvantaged children
10. The primary role of the supervising or cooperating teacher in the education of the student teacher is most appropriately described as
- (A) setting a good example for the student teacher to follow
 - (B) helping the student teacher develop effective ways of teaching
 - (C) determining the educational philosophy to be implemented by the student teacher
 - (D) providing the student teacher with information on classroom management techniques
 - (E) facilitating the proper placement of the student teacher in his or her initial position

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Answers

1. Curriculum experts, boards of education, school professional staff, and parents and students should all be part of the decision-making process concerning curriculum matters. Choice E includes all four groups and is the correct answer.

2. Although the questions in choices A, B, D, and E are relevant, choice C, the best answer, is the first and most important question to consider.

3. Aspects of the role of a school psychologist are described in choices A, B, C, and E. Because the question asks which of the choices is not part of a psychologist's role, the correct response is D. This choice presents an instructional strategy unrelated to the role of the school psychologist.

4. A major objective of working together in a group is for group members to interact with one another openly. Although choices A, B, C, and E are possible outcomes in a group dynamic, only D focuses on a primary goal in effective leadership in group situations and is thus the best answer.

5. In mainstreaming special education students, it is important that they experience an educational environment enjoyed by regular students. E is the appropriate choice because it reflects this kind of environment rather than reinforcing the differences between special education and general education students.

6. Of the choices provided that might have a direct impact on affective feelings, C is the best answer because role playing and simulation are most concerned with creativity and feeling. Choices A, B, D, and E are concerned with the cognitive activities and therefore are incorrect.

7. Although choices A, B, C, and D are individual elements of such a plan, only E contains all of the points of the plan. Therefore, E is the correct answer.

8. In 1947 the Supreme Court in *Everson v. Board of Education* held that public funds for transportation of parochial school children were expended for the benefit of the individual child and not for religious purposes. A is the correct answer.

9. The 1988 Hawkins-Stafford ESEA Amendments provide monies for programs to meet the needs of educationally disadvantaged children through Title I-Basic Programs (Chapter I). E is the correct answer.

10. The primary role of a supervising teacher regarding the education of a student teacher is to help develop effective ways of teaching. Among the choices provided, B is the only answer that addresses this point and is also the only choice that focuses on the development of the student teacher, not on the control exercised by the cooperating teacher.