BECOME A SCHOOL LEADER!

You’ve worked hard as an educator, and now it’s time to get to the next level. This supplemental E-Book will guide you towards a successful passing rate of the School Leader’s Licensure Assessment, (SLLA) #1011

MAKE A STUDY PLAN!

This guide will assist you in developing a study plan that includes all topics covered in the SLLA Exam. You will learn proven strategies from recent successful test takers, School Leadership Professors and current School Leaders.

KNOW YOUR STATE’S REQUIREMENTS!

All State Educational Authorities except for the State of California* require passage of this exam to be licensed as a Public School Administrator. If your goal is to become a School Principal, Assistant Principal or other School Leadership position, passing this exam is a must. This E-Book will provide you with the knowledge, test-taking skills and other helpful information to assist you in earning a qualified score for your particular state.

*Californians Must Pass SLLA #1010
The purpose of the E-Book is to help school administration students and future school leaders pass the School Leaders Licensure Exam, SLLA#1010. As I was preparing for this exam I did not find a great deal of information or resources available online or offline. Except for the ETS Study Guide, there were no other credible sources of information that could help me pass this critical exam. I needed more resources, so I decided to put this E-Book together as a companion to the ETS Study Guide, to shed light on the “in's and out's” of the exam, and help other’s achieve a passing score!

I was admitted to a special two year graduate program that identifies and selects future school leaders in North Carolina. This is merit-based scholarship/loan that provides full tuition and a stipend for two years of full time study and a year of full time Internship experience as a school administrator. Total Cost is about $65,000. This money is paid back through 4 years of service as a Public School Administrator in North Carolina. If I did not pass this exam, I could not become eligible for a school administrator’s license or be considered for a position as a Principal or Assistant Principal. I would have to pay back the full $65K with interest, about $750.00 per month,Yikes!

So the pressure was on, and I was determined not to fail. I purchased the ETS study guide, but found that I needed more information and practice to ensure a successful passing rate.

I developed some unique study skills and practices that you will learn about later in this E-Book. These techniques proved instrumental in my passing this exam, the first time, with one of the highest scores in my State! I now want to share and help other's who are seeking to become School Leaders. Enjoy, follow the information presented, and contact me with questions,or comments info@newschoolleader.com

Thank you, and Good Luck!
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Please note that much of this publication is based on personal experience and anecdotal evidence. Although the author and publisher have made every reasonable attempt to achieve complete accuracy of the content in this Guide, they assume no responsibility for errors or omissions. Also, you should use this information as you see fit, and at your own risk. Your particular situation may not be exactly suited to the examples illustrated here; in fact, it's likely that they won't be the same, and you should adjust your use of the information and recommendations accordingly.

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Finally, use your head. Nothing in this Guide is intended to replace common sense, legal, educational or other professional advice, and is meant to inform the reader.
1. HOW TO USE THIS E-BOOK
2. ABOUT THE SLLA-1010 EXAM
3. BACKGROUND INFO ON THE SLLA-1010
4. PARTS OF THE EXAM
5. MAKE A STUDY PLAN
6. SLLA-1010 TEST TAKING TIPS
7. SAMPLE QUESTIONS AND SCENARIOS
8. SUGGESTIONS FROM SUCCESSFUL TEST TAKERS
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10. YOUR STATES MINIMUM SCORE REQUIREMENT
11. GENERAL TEST TAKING TIPS
12. CALIFORNIA TEST TAKERS
USE THIS E-BOOK AS A GUIDE ON THE SIDE...

This e-book is designed to be used as a companion guide to the ETS Study Guide. There are many test-taking tips in this e-book, that are specific to the SLLA Exam. You will also have access to the many other successful test takers, tips. After reviewing the ETS study guide review this e-book for particular strategies and techniques that will help you pass this exam.

Become familiar with standards but no need to memorize, have good understanding of

the description. Think about the type of school leader identified in the Standards and prepare to respond to test questions in a general, consistent way.

UNDERSTAND WHAT CONTENT YOUR BEING TESTED ON...

Know what content your supposed to understand and be prepared to explain it in several different ways, i.e. data, charts, theory and practice.

GATHER ALL REVIEW MATERIALS AND MAKE A PLAN TO STUDY...

These will include the official ETS study guide, this e-book, practice scenarios, written notes from courses/Professors and electronic devices, (used for auditory learners). Make a study schedule and stick to it. I suggest start studying two months before, to give yourself time for trial and error, and to become familiar with common themes.
The School Leaders Licensure Assessment (SLLA) measures whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice.

The four-hour assessment is divided into two sections:

Section I (2 hours 20 minutes) — 100 multiple-choice questions.

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

Princeton, N.J. (July 27, 2009) — Educational Testing Service announced that its new School Leaders Licensure Assessment (SLLA) will be administered for the first time on September 12, 2009. The new test is fully aligned with the 2008 Interstate School Leaders

Licensure Consortium (ISLLC) Standards and will have a lower fee and a reduced writing burden for candidates. ETS worked with key stakeholders, including the State Consortium on Education Leadership (SCEL) throughout the development phase. Through its support of the SCEL project sponsored by the Council of Chief State School Officers (CCSSO), ETS development staff kept abreast of the changes that were made to the ISLLC standards.

“School leaders play an increasingly critical role in the school and student achievement,” says Linda Tyler, ETS Vice President and Chief Operating Officer of Teacher Licensure and Certification. “We timed this development project to coincide with the publication of the 2008 ISLLC standards so that states could be assured that their licensure test was aligned with
national standards.” ETS convened a National Advisory Committee to oversee the development of the new test. This committee comprised a cross-section of expert practitioners and faculty from 17 states who provided crucial input in the development of the test specifications. Committee members represented a variety of groups, including elementary, middle and secondary educators as well as urban, rural and suburban school districts. Representatives from key organizations, including the National Association of Secondary School Principals, CCSSO and the National Association of Elementary School Principals also observed the development process. States wishing to use the new SLLA were invited to participate in a Multi-state Standard Setting Process as a step in setting the passing score each state will require for the new test. ETS has the only educator licensure testing program that is currently providing states the opportunity to participate in Multi-state Standard Setting Studies. This process brings together representative groups of up to 50 practicing educators from states wishing to set scores on a particular licensure assessment.

Each state maintains control by setting its own passing score for the SLLA; this study provides valuable judgments to inform their decision. State-specific standard setting studies are also available, but use of the multi-state approach is particularly beneficial in cases where states have difficulty gathering sufficient practicing professionals to engage in these studies. More information about the new SLLA can be found at www.ets.org/slla
PARTS OF THE SLLA EXAM CONT.

**SECTION-1**

100 multiple choice questions—140 minutes—worth 70% of the test.

**SECTION-2**

7 shorter constructed response types of questions in which you have only 10-12 minutes to answer each —100 minutes—worth 30% of the test.

ISLLC STANDARDS, TEST QUESTIONS ARE BUILT AROUND THESE STANDARDS, AS YOU STUDY YOU WILL BEGIN TO SEE A REOCCURRING THEME AND PATTERN BASED ON ALL TEST ITEMS. THE FOLLOWING IS AN EXPLANATION OF EACH STANDARD AND IT’S WEIGHTED VALUE ON THE EXAM.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. 20% of the exam, 18 multiple choice questions, 2 written response questions.

Standards 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. 30% of the exam, 25 multiple choice questions, 3 written response questions.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. 10% of the exam, 15 multiple choice, no written response questions.
Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. 15% of the exam, 21 multiple choice questions, no written response questions.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. 15% of the exam, 21 multiple choice questions, no written response questions.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. 10% of the exam, no multiple choice questions, 2 written response questions

These standards do not have to be memorized, however you should understand the purpose of each and be able to apply them to various questions and situations.
You can use the previous information, and it’s weighted value to make a successful study plan. From the exam contents, we can put our study time to good use and focus most of our time on the heaviest weighted items, (Teaching and Learning, Vision and Goals). Also since multiple choice counts for 70%, we can easily identify the patterns in the answers and explanations and focus our time in that section also.

WHAT IS A STUDY PLAN?

The purpose of a study plan is to clearly define your study path for your exam. It should contain the content you need to study and enough practice items to show mastery of the material. This study plan will help you plan ahead:

· You learn how to take an active role in studying
· You establish a regular study routine
· You develop time management skills and goals/objectives & priorities
· You locate study materials and resources,
· You save time
· You to know your learning style
· You will feel confident about your performance on the exam.
MAKE A STUDY PLAN

SAMPLE STUDY PLANS...

- Begin reviewing early, 2-3 months in advance of your testing date. This will give your brain time to get comfortable with the information.
- Conduct short daily review sessions
  You can ease into a more intense review session prior to major exams.
- Read text assignments before school, after school/work/weekends
  This will help you identify concepts that ETS and the SLLA study guide considers important and that are already somewhat familiar.
- Review notes after and before study sessions.
  This will help you identify information that you do not understand while the test questions are still fresh in your memory. When you review immediately, you'll have time to clarify information.
- Review with a group
  This will enable you to cover important material that you may overlook on your own.
- Break up the study tasks into manageable chunks,
  Especially during the weeks prior to the exam.
  Studying 1 hours in the morning and 2 hours in the evening will be more effective than studying at a 3 hour stretch. Studying while you are mentally fatigued is usually a waste of time. Study the most difficult material when you are alert.
- Prioritize the content. Heaviest weighted gets most of your attention
  Multiple choice questions have more weight. You should be in the 80% correct or higher range on your study sessions.
- Use a study buddy to quiz you on items you are unsure about.
  Verbal questioning and responses will help you master the content.
- Circle of Learning: Gather study materials, Do the questions, Correct wrong answers, Study material, REDO.
UNDERSTAND THE TYPES OF TEST ITEMS AND SCORING

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Percentage of Examination</th>
<th>Multiple-choice questions (approx.)</th>
<th>Constructed response questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Vision and Goals</td>
<td>20%</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>II. Teaching and Learning</td>
<td>30%</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>III. Managing Organizational Systems and Safety</td>
<td>10%</td>
<td>15</td>
<td>–</td>
</tr>
<tr>
<td>IV. Collaborating with Key Stakeholders</td>
<td>15%</td>
<td>21</td>
<td>–</td>
</tr>
<tr>
<td>V. Ethics and Integrity</td>
<td>15%</td>
<td>21</td>
<td>–</td>
</tr>
<tr>
<td>VI. The Education System</td>
<td>10%</td>
<td>–</td>
<td>2</td>
</tr>
</tbody>
</table>

PRACTICE WRITING RESPONSES

Practice writing responses then review correct answers. This will help you sharpen your responses. Also be mindful of how long it takes you to write and how much you are writing. REMEMBER, you CAN use bulleted responses, instead of writing your answer verbatim.

A quick hit list covering the major action items you would do/implment is much faster than composing a 2-3 paragraph response. Both will be scored the same if the content is correct.

GO THROUGH MULTIPLE CHOICE QUESTIONS AT LEAST 3-5 TIMES

This will build your confidence on the heaviest weighted part of the test. As stated earlier, you should be scoring in the 80% or higher range in this section. You will start to see a pattern in the answers, based on the ISLLC standards goals. STAY WITH THE PATTERN!

These are National Standards, not based on individual school districts, or personal preferences. The most common mistake future school leaders make is to approach the questions with “This is what I would do as principal” Allow yourself to be molded and shaped by the standards in regards to
answering the questions with multiple choice and written response.

VIEW ALL CHARTS AND GRAPHS CAREFULLY AND CONSIDER ALL INFORMATION DISPLAYED.

You will have to account for ALL students using the charts and other data. Make sure you answer inclusive of high achievement for all groups of students. Always keep it academically rigorous and challenging educationally for all students, Baseline thought: What you would want for your own children?

USE THE STUDENT/PARENT/STAFF/DISTRICT/COMMUNITY MODEL TO ADDRESS ALL STAKE-HOLDERS

Include ALL stake-holders in the decision-making process. This is especially true when starting a new initiative or change in policy. Everyone wants to have their say when it comes to education.

DO NOT USE STATE SPECIFIC LINGO

Your individual state may have certain wording or phrases in connection with education. Stay away from using lingo, instead express information in certain terms. Be specific - do not say ‘professional development’, say professional development in explicit direct instruction.

PRACTICE IN DEALING WITH PROBLEMS IN A QUICK, YET EFFECTIVE MANNER

Connected to what you have learned in classes and noted from ISLLC standards) is the best approach in preparing for the test. Be a problem solver. REMEMBER, You are the PRINCIPAL, not a teacher, answer the questions from a Principal’s point of view.
READ ALL WRITTEN RESPONSE QUESTIONS FIRST. START WITH THE ONE YOU FEEL MOST CONFIDENT

Read the question carefully. Underline all areas to be addressed. Start with the one you feel most confident, make notes on the side using scrap paper of info you can recall immediately.

TRY THESE OTHER TEST TAKING STRATEGIES...

• Use flash cards
• Record questions/answers on your ipod or other audio recording device.
• Listen to them as you drive to work, during your exercise time or walking your dog.
• Get your study group to make a Wiki and collaborate on resources, quiz each other.
1. Mr. Jones, a seventh-grade teacher, comes to Ms. Winston, the new principal at Raleigh Middle School, to discuss an issue that he says is of growing concern to classroom teachers. Mr. Jones says that Admission, Review and Dismissal (ARD) committees are more frequently determining that students with special needs should receive services in regular classrooms and that many teachers believe that they are not prepared to provide appropriate instruction for these students. “Many of us believe that the special education teachers are the ones who should be mainly working with these kids,” he says. “They’re the ones who have the specialized training.”

Ms. Winston believes that the larger issues raised by Mr. Jones must be addressed if students with special needs are to be served appropriately. Her encounter with Mr. Jones suggests that the school is in need of stronger leadership in the area of:

A. establishing formal communication channels through which teachers’ concerns can be addressed.

B. preparing and supporting teachers to meet the needs of all students.

C. providing increased opportunities for teachers to participate in school governance.

D. identifying more accurately the students who are in genuine need of special education services.
2. Mr. Jones also brings up the subject of a student in his class who has a disability and receives special education services. This student is extremely disruptive and unruly. Mr. Jones urges Ms. Winston to consider transferring the student to an alternative education program (AEP). In this situation, Ms. Winston should be aware that:

A. changes in the placement of a student who receives special education services may be made only by the action of an admission, review and dismissal committee.

B. she must obtain the approval of the school's special-needs coordinator before making any change in the student's placement.

C. changes in the placement of a student who receives special education services must be initiated by a certified special education teacher.

D. Mr. Jones must document the reasons for his request before Ms. Winston can change the student's placement.
Several parents have contacted a middle school principal with regard to a concern they have about the school’s extracurricular program. The parents say that after-school activities sometimes end early, leaving students to wait for up to 45 minutes, usually unattended, until the late bus arrives.

Which of the following would be the most important immediate step for the principal to take in response to this issue?

A. Appoint a staff member to gather more information and report back as soon as possible regarding the extent of the problem.

B. Temporarily suspend extracurricular activities until a task force is formed and is able to develop a permanent solution to the problem.

C. Arrange for a staff member to be responsible for supervising any students who remain after extracurricular activities end.

D. Assign each student a back-up activity to report to if their chosen activity ends early.
4. One parent argues that extracurricular programs are not an integral part of a school’s academic mission. The parent also charges that such programs are inherently unfair because not all students choose to, or are able to, participate. The best justification for the principal to offer in support of extracurricular programs is that they...

A. generate revenues for the school through club-sponsored sales and event fees that help support essential student services.

B. help fulfill the school’s mission of promoting students’ development across a range of developmental domains.

C. contribute to the efficient use of resources by ensuring that school facilities are utilized for as many hours in a day as possible.

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

The principal observes that some teachers are skeptical about the technology initiative and are reluctant to implement technology-based instruction in their classrooms. Which of the following responses from the principal would most likely be effective in engaging these teachers in the technology initiative?

A. Encouraging the reluctant teachers to participate in additional staff development sessions to strengthen their technology skills.

B. Meeting with the reluctant teachers to reiterate the benefits of integrating technology into the campus curriculum.

C. Arranging for teachers who are successfully using the new technologies to serve as models and mentors for the reluctant teachers.

D. Offering to support the reluctant teachers by personally observing their use of the new technologies and providing constructive feedback.
6. Several members of the technology committee express concern about the future of the technology plan, pointing out that the school’s new technologies could become outmoded or obsolete within a few years. Which of the following responses from the principal would best address the committee’s concern?

A. Directing the school’s technical support staff to prepare a comprehensive analysis of trends in instructional technology.

B. Recommending that the committee periodically reevaluate the plan and revise it as needed to take advantage of new innovations and opportunities.

C. Expressing confidence that the committee has selected appropriate, durable technologies that will serve the school adequately for many years.

D. Suggesting that the committee develop and implement a new technology plan every two or three years if sufficient funds are available.
7. Over the past several years, the principal of a large middle school with a diverse staff and student population has helped institute numerous campus initiatives, including

• Providing staff with training in ways to communicate high expectations to all students, regardless of gender, ethnicity or disability;

• Using anti-bias guidelines when reviewing and updating curricula;

• Holding seminars for students and staff on the causes, effects and prevention of discrimination and stereotyping; and incorporating multicultural activities and themes into all of the school’s regular traditions (e.g., homecoming, graduation, awards ceremonies).

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

A. Promoting the development of collegial relationships and teamwork among diverse staff members.

B. Establishing a collaborative process for developing a shared vision of the school’s mission.

C. Ensuring that the school is in compliance with all state and federal Anti-discrimination laws.

D. Helping shape a campus culture that responds to the diverse needs of the school community.
8. The stakeholders at a school want to develop a new vision of learning for the school. Which of the following strategies would be most effective for the stakeholders to pursue first in developing the new school vision?

A. Developing a new mission statement that articulates the vision.

B. Gathering information about the school community’s current strengths and needs.

C. Aligning financial, human and material resources behind the vision.

D. Developing an implementation plan that is collaborative and inclusive.
9. An elementary school principal has been leading an initiative aimed at improving several key aspects of the campus. Throughout the process, the principal has used a variety of communication strategies with members of the school community (e.g., providing updates on the initiative's progress through school newsletters and the media; asking stakeholders to provide input, participate on committees and review and respond to draft plans). These communication strategies are likely to be especially effective for:

A. promoting a sense of stakeholder ownership of the changes that will ultimately be implemented.

B. ensuring that stakeholders will respect each other's perspectives regarding the changes.

C. eliminating the possibility that there will be disagreements among stakeholders about the changes.

D. ensuring that the planned changes reflect the will of the majority of stakeholders.
10. The principal, the site-based decision-making committee and other stakeholders at a middle school have been involved in the process of curriculum updating. Throughout the process, the principal has kept the larger school community informed of the updates and has received no negative feedback. However, now that the new curricula are about to be implemented, some teachers, parents and community members have begun voicing concerns about some aspects of the curricula. Which of the following response strategies would best help the principal avoid potential conflicts and build consensus among stakeholders?

A. Ask the stakeholders involved in the curricular updates to research the availability of less controversial curricula that might be used in place of the planned curricula.

B. Invite all stakeholders to a forum in which features of the curricula will be presented and participants will have the opportunity to discuss their concerns and provide input before the curricula are implemented.

C. Issue a statement to all local media announcing the new curricula and asking stakeholders to keep an open mind until the new programs have been implemented fully.

D. Meet with each of the concerned stakeholders one-on-one before the new curricula are implemented to provide them with additional information and to try to persuade them to support the new programs.
SAMPLE QUESTIONS

1. B
2. A
3. C
4. B
5. C
6. B
7. D
8. B
9. A
10. B

Additional sample questions and info here
http://sllaaprep.blogspot.com/

Practice EXAM Online @ www.newschoolleader.com
RESPONSES FROM SUCCESSFUL EXAM TAKERS...

THE INFORMATION WAS VERY HELPFUL.

“I just received my passing score. I think you should know the ETS study guide backward and forward. I studied for about a month (45 min to an hour each day) and received a 198 out of 200. I only studied the ETS materials. I have not taken any administrative classes. The study guide is definitely worth the money. Pay attention to the scoring rubrics. They really helped me focus my study and responses. Byron L.

“I looked at this page for general information. But as said earlier, the study guide helped the most. I did not spend near the amount of time as others. I really only read each question and then looked at the answers the day before the test. I paid more attention to the comments that were written about the answers, then to the answers themselves. What did they like from good answers, what was missing from poor answers. Some things kept popping up.”

“shared decision making. You better say that you met with anyone and everyone involved before you did anything.”

“In the best interest of the student. There were some that I don't agree with completely, but what I found in reading the comments was that it better be what helps the student most.”

“TWO OF THE QUESTIONS WERE FROM THE STUDY GUIDE...”
"I think that you have to answer the questions as if it was a perfect world, not one where you have to call the SUPT or the district lawyer. Give the most positive answers, not necessarily the one that would happen where you live.

"I was unsure on the areas that dealt with budgets, it is not something I do, but I held to the same general answers, shared decision making, best interest of students."

"The best advice I can give is to watch your time. Practice answering a sample question to see how long it takes. There were only 4 people testing with me. Two did not finish the first two sessions; one was only on questions #5 when time was called. In session 1, once you read the question, and process for 1 minute what it says - you only have about 3 minutes to write an answer and go on to the next question. That also happened on session 4. I barely answered the last question - only wrote about 2 lines, I wasn't paying attention to the time."

"THIS MATERIAL HELPED A LOT..."

"I bought the study material months in advance, but did not study until the week before. I dedicated about an hour each night to going over the questions. I followed almost every suggestion on this page."

"Using the study guide, I answered the question first then read the rubric to see what I left out. After, doing this a couple of times, I was able to see what they are looking for in an answer. In all my answers, I tried to collaborate, make students centered decision which was related to the vision..."
which and took into consideration all stake holders point of view. Its a lot, but all these points didn't apply to all answers. (I figured three out four should be good)”

“Again, pay very close attention to the rubric and the comments on the answers, I think I put that I was gonna meet with everyone relevant to the problem I could think of. Too much information is better than too little.

“If you follow the all the suggestions above mine, you will do fine. I scored a 188 following only what’s on this page and the resource page.”

I TOOK THE EXAM IN JANUARY AND PASSED WITH A 180.

“My advice would be to study the questions in the SLLA study guide (that's available for purchase) and practice responding to each in the alloted time frame. Also - make yourself as comfortable as possible ... meaning stay in a hotel close to the test site the night before ... especially if you have to travel more than two hours away or have distractions (i.e. kids).”

“When you answer the questions, you need to base your responses off the ISSLC Standards. One doesn't need to memorize the standards; but, should try and cover all the areas within their response that targets these particular standards. It also helps, I believe, to list bullets within your responses and within paragraphs to break down your response to the problem better. Know who all the 'stakeholders' are in each situation --- parents? student? students? staff? staffs? community? school board? superintendent? other administrators? all of the above?”
OTHER HELPFUL TIPS:

“Have relevant experience as a teacher; preferably for more than five years in a district where you have experienced most or all of the problems some of these questions (in the practice packet) will talk about (this is where I fall in -- I just learned from some of my former/current administrator’s blunders and transferred into an articulate response ;-) FYI - my current administrators are good people who learned from their mistakes )”

Reduce Test Anxiety from ETS Click here to download
GENERAL TEST-TAKING TIPS

Read the question and all answer choices before marking any thing. Pace Yourself Don’t spend too much time on any one question. Do your best and then move on. Answers the easiest questions first, but be sure to go back to those questions you skipped.

MULTIPLE CHOICE QUESTIONS
Do not change your answers unless you are very uncertain about your first answer choice. Try to answer every question. Make the most intelligent guess you can.

THE PROCESS OF ELIMINATION
After you have been through all of the questions once, go back and find questions you have some knowledge about and eliminate choices that you know are incorrect. If you can eliminate two wrong answers, your chance of choosing the right answer is greater.

Answering Questions
Don’t guess blindly, but if you have time to think about the answer choice, make it!

Skip, Return, Check
If you finish early, check to make sure you have answered all questions.

Key Words
Find key words or phrases in the question that will help you choose the correct answer.

Are we communicating?
Make sure you understand what the question is asking.
Be sure you are responding to the question that is being asked.
Reading Passages

If the test requires you to read passages and then answer questions about what you read, read the questions first. By doing this, you will know what you are looking for as you read. This also helps you go faster on the test.

Reading Passages
When there are several questions about a reading passage or chart, look for clues in other questions that will help you with those items about which you are unsure.

More info found at: http://jc-schools.net/tutorials/test-strategies.ppt
SUGGESTIONS:

1. Think about the type of school leader identified in the Standards and prepare to respond to test questions in a Standards-relevant way.

2. Make sure responses demonstrate a sufficient breadth and depth of knowledge.

3. Key to successfully answering the Vignettes test questions is to focus on the key words in the ISLLC Standards.

4. Review all the Vignettes questions and select the easiest ones for you...and do those first.

5. Read the complete Vignettes and any supporting documents.

6. Mentally think through your solution to the problem (as you would in real-life).

7. Pace yourself—Watch your watch—10 minutes per question with time at the end to go back and review.

8. Plan, write and review.

9. Answer each question in the space provided —writing in the margins or other incorrect locations could allow the item to not be scored correctly.

10. Review your responses—go back and evaluate for content, organization, clarity, and accuracy...answer ALL questions.
States Minimum Score Requirements

Arkansas - 163
New Jersey - 163
California - 173
Louisiana - 166
North Carolina - 163
Tennessee - 160
District of Columbia - 163
Maryland - 165
Utah -

Educational Leadership test code 0411 a score of 151 or test code 1011 a score of 163

Mississippi - 169
Virginia - 165
Indiana - 163
Missouri - 163
U.S. Virgin Islands - 156
Kansas - 165
Kentucky -
Effective January 1, 2011, the required passing score for the School Leaders Licensure Assessment (1011) is 160. A score achieved September 1, 2009 through December 31, 2010 is acceptable for up to five years from the test administration date. As long as the test is completed, the assessment requirement has been met.

Note: A score on a test completed more than five (5) years prior to application for certification shall not be acceptable.

Connecticut
Review the Connecticut State Department of Education’s website for testing requirements.
http://www.ct.gov/sde/cert

To obtain additional information about licensure, contact:
Connecticut State Department of Education
Bureau of Certification and Teacher Preparation
PO Box 150471 – Room 243
Hartford, CT 06115-0471
Telephone: 1-860-713-6969
Fax: 1-860-713-7017

Maine
For further information about education and initial certification, visit Maine Certification Office. http://www.state.me.us/education/
Georgia

To obtain information about licensure for educational leadership in Georgia, contact: The Georgia Professional Standards Commission. http://www.gapsc.com/ For other states not listed please visit your State Educational Authority for licensing requirements.
<table>
<thead>
<tr>
<th>Content covered on test</th>
<th>How well do I know the content?</th>
<th>What material do I have for studying this content?</th>
<th>What material do I need for studying this content?</th>
<th>Where can I find the materials I need?</th>
<th>Dates planned for study of content</th>
<th>Date Completed</th>
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