# School Leaders Licensure Assessment (SLLA) 6990

Webinar Study Guide

Instructional Leadership

1. A needs assessment is a systematic process for:

   A. Determining and addressing needs or gaps between current conditions and desired conditions or wants.

   B. Surveying teachers to determine areas of improvement and where to allocate resources.

   C. Using student achievement data to drive decisions made in the classroom.

   D. Analyzing resources and determining allocation based on desired student achievement.

2. The principal of LES High School is working on increasing the curriculum and instructional focus to include a targeted approach to student subgroups, specifically students who are identified as low socioeconomic and ESE. What should be the first step the principal takes?

   A. Form a committee of experienced teachers to analyze the data and come up with solutions.

   B. Review the SIP and analyze current goals identified in the plan.

   C. Delegate part of the task to the assistant principal so time can be used efficiently.

   D. Disaggregate the data based on subgroups and analyze achievement gaps and areas of weakness.

3. A principal has blocked off time in teachers' schedules so content area teachers in social studies and English can plan interdisciplinary units based on the state standards. By doing this, the principal is giving teachers the necessary resource of time so their lessons can have:

   A. Vertical alignment.

   B. Horizontal alignment.

   C. Common assessments.

   D. Lesson study

4. The principal at ABC elementary school has implemented a new district reading program. She continuously monitors the progress of the program. Below is data from the first two years of implementation.

| | Year 1 | | Year 2 | |
|---|---|---|---|---|
| | All Students | Low SES | All Students | Low SES |
| **% Passing** | 49% | 33% | 54% | 39% |
| **% making gains** | 63% | 45% | 66% | 47% |

After reviewing this data, the middle school principal should place the highest priority on answering which of the following questions?

   A. Should the school investigate other reading programs that may maximize reading gains for all student groups?

   B. How can the achievement gap in reading performance between the total group and the subgroup be closed?

   C. What factors were most important in promoting improvement in the school's overall performance in reading?

   D. How many students are in each subgroup, and how does that impact the data?

5. A principal wants to plan professional development activities aimed at reversing a school trend toward declining scores on the statewide reading assessment. The principal can most effectively begin the planning process by taking which of the following actions first?

   A. Review materials disseminated by the state regarding the types of questions and tasks tested on the reading assessment.

   B. Identify high-quality teacher resources aimed at improving reading instruction that are available in the school or district.

   C. Meet with small groups of teachers about the approaches they currently use to increase reading achievement.

   D. Analyze test data to identify specific reading skills needing improvement for subgroups of students.

6. A principal of a high school has elicited the participation of a few teachers in a new action research approach used in their weekly PLCs. So far, the new approach has yielded positive results for the teachers and students. What would be the most effective step in moving forward to gain buy-in from more teachers on staff regarding the new approach?

   A. At the next faculty meeting, show the teachers the data and take a vote determining if the program should be implemented school-wide.

   B. Call teachers in to evaluate the data and ask that each teacher applies the new approach in his or her classroom.

   C. Provide opportunities for the teachers who are having success with the program to share their experiences with teachers during teacher-led professional development.

   D. Require teacher leaders to train teachers who want to implement the new approach in their classrooms.

7. How can an educational leader ensure the faculty has ample opportunity to be successful in having students achieve on state assessments?

   A. Encourage faculty use PLCs to align curriculum according to the state assessments and provide ample time in their planning schedules to design common assessments and discuss student data.

   B. Devise a plan with the department to use PLCs to plan together, construct common assessments, and engage in test prep strategies.

   C. Choose curriculum aligned to the standards and mandate that all staff members use it.

   D. Have the state send representatives to the school to discuss the importance of standards and state aligned assessments.

8. After a needs assessment, the leadership team has decided to focus on certain subgroups within the school, especially ELLs and low SES. The needs assessment data show these students tend to perform at substantially lower levels than their peers both in the classroom and on standardized tests. The leadership team can best support teachers who serve these students by providing teachers with professional development aimed at improving their ability to:

   A. Provide differentiated instruction that builds on students' unique strengths and experiences.

   B. Incorporate project-based learning activities into the curriculum.

   C. Develop individualized performance criteria to drive instruction and assessment for each student.

   D. Create and implement standards-aligned independent study programs.

9.  The assistant principal of TYR School will be assisting teachers during their PLCs to focus on higher-order thinking skills. What would be the most effective approach to achieving this goal?

    A.  Follow the guidelines of the district to ensure fidelity.

    B.  Help teachers when they need it, but otherwise be there for support.

    C.  Guide teachers in identifying goals and objectives, developing common assessments, monitoring progress, and using the data to drive instructional goals.

    D.  Requiring teachers to establish norms, identify goals regarding student achievement, plan effective lessons, and work collaboratively.

10. The assistant principal is conducting a walkthrough and sees the teacher and students engaging in the following:

    1.  KWL activity on a piece of informational text

    2.  Cooperative learning in the form of literacy circles

    3.  Think, pair, share

    According to what the assistant principal sees in the classroom, she can effectively measure:

    A.  Student learning

    B.  Student mastery

    C.  Student engagement

    D.  Student attitudes

| Number | Answer | Explanation |
|--------|--------|-------------|
| **1.** | A | The definition of a needs assessment is a systematic process for determining and addressing needs or gaps between current conditions and desired conditions or wants |
| **2.** | D | The first step is always look at the data. In this case, because the principal wants to look at subgroups, disaggregating the data to dig deeper to understand what is happening with certain students is key. |
| **3.** | B | Interdisciplinary units are all about horizontal standards alignment across content areas. |
| **4.** | B | Because the graph emphasizes subgroups and differences in scores, the best answer is B. Closing the achievement gap between subgroups is a huge part of leadership in education today. |
| **5.** | D | The first step is to look at the data. Then the principal can make decisions with the help of administration and staff. |
| **6.** | C | Having teachers share their success with other teachers is the most effective approach here. When teachers see their peers' success, they are more likely to want to engage in initiatives. |
| **7.** | A | All answer choices here are effective. However, A is the best answer because it goes further than all the other answer choices. Also, answer choice A has the word *alignment*. That is a good word. Mapping or aligning curriculum to the standards and test specifications and data analysis is key. |
| **8.** | A | When talking about all students in different subgroups, differentiation is key. While D has the words *standards-aligned*, it is wrong because of the *individualized* element. |
| **9.** | C | This answer choice has all the good words associated with PLCs: goals, objectives, common assessments, standards, progress monitoring, data analysis. |
| **10.** | C | This activity is all about engagement. The students are working together in groups, completing a KWL chart, and engaging in literature circles. The assistant principal cannot gauge learning or mastery here; she would need to see assessment data for that. Attitudes can be measured by surveys. |