

Part One Sample Questions and Written Assignments

This section is designed to assist you in responding to the multiple-choice questions and written assignments on Part One of the assessment.

Included in this section are:

- Sample multiple-choice questions
- Annotated answer key for the sample multiple-choice questions
- Sample directions for the written assignments
- Sample written assignments
- An example of a strong response to each sample assignment
- An evaluation of the strong response to each sample assignment
- Scoring criteria that will be used in evaluating your response to each assignment

The sample multiple-choice questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample multiple-choice questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the assessment framework to which each question is linked.

For each sample assignment, you may want to take the following steps to prepare for the test:

- Review the directions for the written assignments.
- Read the assignment.
- Prepare your response to the assignment. It is suggested that you type your response to the assignment without using editorial tools, such as spell check and grammar check, in order to simulate the actual testing experience. These tools will not be available to you during the test session.
- After you complete the assignment, review the sample strong response, your response, the scoring criteria, and the evaluation of the sample strong response.

QUESTIONS

1. A crucial characteristic of a school's educational vision is that it must:
 - A. be based on objective data reflecting current school performance.
 - B. reflect broad goals that are meaningful to the school's various stakeholders.
 - C. be consistent with the personal values of the school building leader.
 - D. identify and offer a prescription for addressing key challenges facing the school.

2. After much research, preparation, and public discussion, a junior high school switches to a middle school model. Students are now grouped in small, personalized learning communities with teaching teams. Despite a highly favorable response by virtually all stakeholders, one teacher refuses to adapt. This teacher resists working with her team and is extremely vocal, even with students, about what she terms the new system's "failure." The other members of her team come to the school building leader to express concern about how this teacher's negativity is affecting classroom morale. Which of the following would be the building leader's best response in this situation?
 - A. asking the other team members to give the teacher more time to adjust, while keeping the building leader informed about the situation
 - B. initiating a comprehensive review of the new model by outside evaluators to determine whether the teacher's negative assessment is justified
 - C. meeting privately with the teacher to offer as much help as possible, while advising her that her behavior must change
 - D. investigating the possibility of reassigning the teacher to a different team with colleagues who share her teaching philosophy

3. A high school building leader is concerned about the low level of parent/guardian participation at the school and wants to improve the effectiveness of school-family partnerships. Which of the following is likely to be the best *first* step for the building leader to take to reach this goal?
- A. collecting data on the perceptions and needs of parents/guardians and their current patterns of involvement in the school
 - B. involving faculty and staff in creating a set of protocols to follow when communicating and working with parents/guardians
 - C. providing faculty and staff with in-service training on strategies for developing positive relationships with parents/guardians
 - D. incorporating into the school's accountability system criteria related to the number and type of interactions between teachers and parents/guardians
4. A school has sponsored a very successful and popular academic program for the past two years. The program has been supported by funding from a federal grant that will expire at the end of the current school year. The school building leader, the school-based management team, and the faculty would like to see funding for the program become part of the regular school budget. The building leader arranges to meet with the district leader to discuss this issue. The building leader can best prepare for the meeting by taking which of the following actions?
- A. asking school faculty and parents/guardians who support the program to provide feedback on it in writing
 - B. creating a preliminary school budget proposal for the upcoming year that includes the program costs
 - C. gathering statistical and anecdotal evidence supporting the value of the program for students at the school
 - D. reviewing the current school budget to identify places where cuts can be made to fund the program

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5. As part of a school's comprehensive planning process, a school building leader has been asked to initiate a review of the school's current assessment practices. To ensure the effectiveness of this review, the building leader should begin by:
- A. creating a timetable for gathering data for the review.
 - B. determining the types and sources of data to use in the review.
 - C. selecting methods for gathering data for the review.
 - D. developing a protocol for analyzing and summarizing data for the review.

Use the information below to answer the three questions that follow.

A school's eighth-grade students have a history of low performance on statewide mathematics assessments. Ms. Jerome assumed leadership of the building three years ago and soon afterward oversaw implementation of a new program for improving mathematics achievement for all students. Below are some of the school's mathematics test scores for the past three years.

Mathematics		Below Basic Proficiency Level	At Basic Proficiency Level	At Proficient Level	At Advanced Level
This Year	All students	39%	36%	19%	6%
	Students receiving free or reduced-cost lunch	64%	25%	10%	1%
Last Year	All students	52%	31%	14%	3%
	Students receiving free or reduced-cost lunch	69%	22%	8%	1%
Two Years Ago	All students	61%	26%	11%	2%
	Students receiving free or reduced-cost lunch	74%	19%	6%	1%

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6. Based on these data, Ms. Jerome should place primary emphasis on answering which of the following questions?
- A. What factors led to this year's increase in the percentage of students at the advanced level?
 - B. Have the actual numbers of students in the total group and subgroup changed significantly over the past three years?
 - C. Should other mathematics programs be explored in an effort to increase the mathematics gains for all eighth graders?
 - D. How can the discrepancy in performance between the total group and subgroup be eliminated?
7. Which of the following approaches would best help Ms. Jerome obtain a clearer picture of the overall performance of the school's eighth graders in mathematics?
- A. continuing to collect, compile, and compare the same data over the next few years
 - B. conducting frequent observations in the school's eighth-grade mathematics classrooms
 - C. comparing the current year's test results with those of schools with similar demographics statewide
 - D. informally surveying the eighth-grade mathematics teachers' opinions regarding the program
8. In response to these test results, Ms. Jerome could most effectively demonstrate leadership by:
- A. convening a meeting of all mathematics faculty to review the data and initiate a discussion on how to move forward.
 - B. identifying necessary steps for improvement and meeting with the mathematics faculty to explain what needs to be done.
 - C. working individually with targeted mathematics teachers to improve their content knowledge and teaching effectiveness.
 - D. creating a motivational program to reward successful mathematics teachers and to spur less successful mathematics teachers to greater efforts.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	A school vision is an image of the future that expresses stakeholder values and beliefs regarding the most important purposes and directions for teaching and learning. The vision serves as a source of motivation and energy for the school community by defining the sort of direction in which educational change should occur and thus focusing attention on broad, meaningful goals to guide stakeholders in moving forward.	0002
2	C	Restructuring a school presents many challenges, and for such change to occur as smoothly as possible, it is important for those charged with implementing the change to be positive and constructive. A teacher who will not cooperate in promoting change that has been embraced by the rest of the school community can make a challenging situation even more difficult. When faced with someone whose negative attitude and behavior threaten to derail the efforts of others, a school building leader must be firm in insisting that the teacher change her behavior. At the same time, the building leader should make every effort to provide the teacher with support aimed at helping the teacher adapt and thrive in the new environment.	0003
3	A	In the situation described, the first step in identifying effective ways to increase parent/guardian participation should be to figure out what is causing the current low level of parent/guardian involvement in the school. This is best done by reaching out to the parents/guardians themselves to seek information about why they are or are not involved and what changes might increase their involvement. Only in this way will school staff be able to craft solutions that are responsive to the particular population they are trying to reach.	0004

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For question	The correct response is	Reason	Test Objective
4	C	A request for funding an academic program that was recently introduced into a school is most likely to be approved if it can be shown that the program has been effective in achieving its defined goals for student learning. Therefore, a school building leader who wishes to secure such funding for a new academic program can generally best do so by being prepared to present to decision makers various types of quantitative and qualitative evidence indicating that the program has been valuable in enhancing student achievement.	0005
5	B	In conducting a review of a complex issue such as the assessment practices currently used by a school's faculty, those who are planning the review need to begin by figuring out what types of information they must obtain and where and how they can find that information. Only after these fundamental decisions have been made can the planners move forward in deciding about practical implementation matters, such as timetables, data-gathering methods, and data-analysis protocols.	0006
6	D	According to the data in the chart, although students receiving free or reduced-cost lunch have shown some improvement in their mathematics test scores over the past three years, their performance still lags behind that of the general population of students at the school. In fact, examination of the data shows that the performance gap between the two groups has actually widened during this time. Since a school's primary goal should be to help all students learn and achieve at the highest possible level, the most important issue for Ms. Jerome to pursue after reviewing these data would be to determine what the school can do to improve learning for the specified subgroup and thus reduce the observed discrepancy in performance.	0008

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For question	The correct response is	Reason	Test Objective
7	C	In evaluating the performance of a particular school or a particular group of students within a school on a statewide standardized assessment, it is often helpful to view the performance in relation to that of other schools with a similar demographic composition. Such comparisons can help inform and enhance decision making and problem solving around the issue of student performance by providing stakeholders with additional perspective regarding whether the school is performing better than, worse than, or about the same as other schools that have similar challenges and needs.	0007
8	A	After reviewing the test results and identifying potential issues of concern, Ms. Jerome can best show leadership by arranging to involve the school's mathematics faculty in using the data to define problems in mathematics teaching and learning and in generating ideas about solutions. Since this group of stakeholders knows the most about mathematics instruction and is most directly responsible for student performance in this area, any effective process for improving the school's mathematics program should emphasize their input. Furthermore, active participation by the mathematics teachers in proposing changes can be expected to enhance their cooperation in and commitment to implementing plans for change when the time for implementation arrives.	0001

DIRECTIONS FOR THE WRITTEN ASSIGNMENTS

A sample of the directions for the written assignments is shown in the box below.

DIRECTIONS FOR THE WRITTEN ASSIGNMENTS

This section of the test consists of two written assignments. Assignment One is a Work Product assignment and Assignment Two is a Case Study assignment. You are to prepare a written response of about 150–300 words to Assignment One and a written response of about 300–600 words to Assignment Two. Approximately 50% of your total test score is derived from the written assignments—approximately 17% from Assignment One, and approximately 33% from Assignment Two. You may complete the assignments in either order, and you may return to either assignment as time permits.

Read each assignment carefully before you type. Each written assignment appears on the screen with an answer box immediately below the assignment. Type your response in this answer box. For some written assignments, you may need to use the scroll bar to view the entire assignment. As with the multiple-choice questions, you may select written assignments for review later during the testing time.

Your response to each assignment will be evaluated on the basis of the following criteria:

- **PURPOSE:** Fulfill the charge of the assignment.
- **APPLICATION OF CONTENT:** Accurately and effectively apply the relevant knowledge and skills.
- **SUPPORT:** Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

Your responses will be evaluated on the criteria above, not on writing ability. However, your responses must be communicated clearly enough to permit valid judgment of your knowledge and skills. Your responses should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. You may not use any reference materials during the test. In order to maintain your anonymity during the scoring process, do not type your name in any portion of the answer box. Remember to review what you have written and make any changes that you think will improve your responses.

SAMPLE WORK PRODUCT ASSIGNMENT

Subarea: Developing, Communicating, and Sustaining an Educational Vision

Assignment One: Work Product

Use the information below to complete the task that follows.

You are in your second year as principal of an elementary school that enrolls approximately 800 students in grades K–5. During your first year at the school, you guided the school community to formulate a new school vision that is aligned with the district vision. One critical goal associated with the new vision is to improve the academic and social-emotional preparedness of the school's fifth graders for the transition to middle school.

During the past five years, teachers and administrators in the middle school have expressed increasing concern about the lack of preparedness of entering sixth-grade students. They say that the sixth graders are socially immature and are lacking in important academic and study skills.

In your preliminary investigation of this issue, you have met and talked with parents/guardians, students, and teachers in your school and in the middle school. Stakeholders are united in their concern over fifth graders' lack of preparedness for middle school, but they do not always agree about reasons and remedies for the problem. For example, parents/guardians say that their children do not seem to learn much in elementary school and then find it very difficult to adjust to the increased academic expectations and social challenges of middle school. Students say that they are confused and overwhelmed by their classwork in middle school, by the amount of homework they receive in sixth grade compared to fifth grade, and by the social challenges of middle school life. Fifth-grade teachers say that they do the best they can, but they can only build upon what students have learned through grade four, while sixth-grade teachers complain that the elementary teachers are failing to provide students with adequate knowledge and skills to make the transition to middle school.

You decide to form a team to develop a plan for improving the preparedness of the fifth graders in your school for the next stage of education. A broadly representative team of stakeholders is assembled to begin developing the plan. Team members include teachers, parents/guardians, the school social worker, the school psychologist, a special needs staff representative, a curriculum coordinator, and a member of the district governing entity. You will chair meetings of the team.

Task

Write a memo of about 150–300 words to the team about the plan for improving the preparedness of fifth graders for the next stage of education. Before you begin writing the memo, state any assumptions you are making about the characteristics of the school (e.g., rural/urban community, student demographics, socioeconomic indicators, programmatic considerations). In your memo:

- communicate your views about why it is important for the school to succeed in improving the preparedness of fifth graders for the next stage of education;
- describe two key factors relating to the school's instructional program for the team to consider in developing its plan for improving the preparedness of fifth graders for the next stage of education;
- for *each* of the two specified factors, describe one type of data or other information that the team should analyze; and
- explain why this type of data or other information can be useful in analyzing the specified factor.

■ **Strong Response to the Sample Work Product Assignment**

RE: Improving fifth graders' preparedness

Improving the academic and social-emotional preparedness of fifth graders is a goal identified in our school's new vision. Because elementary education significantly influences student achievement in middle school and beyond, we must ensure that our fifth graders have the knowledge and skills they will need to successfully navigate the transition to middle school rather than struggle or feel frustrated. Students should leave our school ready to meet the challenges of sixth grade. This team has been established to address that goal.

In developing a plan to improve our students' preparedness for middle school, two key factors the team should consider are:

- 1) alignment of the content of the fifth- and sixth-grade curriculums, and
- 2) alignment of fifth- and sixth-grade teachers' expectations regarding students' academic and social skills.

The team should review the fifth- and sixth-grade curriculums to determine whether gaps exist within or between them. Analysis of district curriculum guides (i.e., the scope and sequence of content and skills based on state standards) and instructional processes (i.e., how content and skills are taught in classrooms) for the two grades may help the team identify reasons for discrepancies in achievement expectations and outcomes. Identifying strategies for closing gaps should result in increased curricular alignment and a more seamless transition between the two grades, thus enhancing students' academic preparedness.

Using a detailed survey to determine expectations for student competence in various study and social skills (e.g., organizational skills, independence in completing classwork or projects, ability to resolve conflicts with peers) would help define current grade-level goals and priorities of fifth- and sixth-grade teachers. By analyzing and comparing responses of the two groups of teachers, we should be able to identify areas of agreement and disagreement and seek consensus on strategies for enhancing skills in targeted areas.

■ Evaluation of the Strong Response to the Sample Work Product Assignment

This response is considered a strong response because it reflects a thorough command of the relevant knowledge and skills.

PURPOSE: Fulfill the charge of the assignment.

The response completely fulfills the purpose of the assignment by responding fully to the given task.

The response addresses all parts of the charge. There are statements explaining the importance of improving the preparedness of fifth-grade students (e.g., there is a desire to see the fifth-grade students "successfully navigate the transition to middle school rather than struggle or feel frustrated"). The response describes two key factors for the team to consider (i.e., "alignment of the content of the fifth- and sixth-grade curriculums" and "alignment of fifth- and sixth-grade teachers' expectations regarding students' academic and social skills"). There are descriptions of data and why the data would be useful in analyzing factors of interest (i.e., "analysis of district curriculum guides . . . and instructional processes . . . may help the team identify reasons for discrepancies in achievement expectations and outcomes" and yield "strategies for closing gaps"; the use of surveys with fifth- and sixth-grade faculty would help define grade-level teacher expectations regarding "student competence in various study and social skills" in order to "identify areas of agreement and disagreement and seek consensus on strategies" for addressing identified needs).

APPLICATION OF CONTENT: Accurately and effectively apply the relevant knowledge and skills.

The response demonstrates an accurate and highly effective application of the relevant knowledge and skills.

The response demonstrates an understanding of various leadership concepts and their application, as well as the ability to communicate appropriately and effectively with stakeholders in writing. There is an understanding of the importance of curricular alignment and how to evaluate that (i.e., "analysis of district curriculum guides . . . and instructional processes"). The response also demonstrates an understanding of the value of ensuring stakeholder consensus regarding expectations (i.e., "define current grade-level goals and priorities of fifth- and sixth-grade teachers") as a precondition for effective collaboration in setting goals and planning for change.

SUPPORT: Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

The response provides strong support with high-quality, relevant examples and/or sound reasoning.

The response includes examples and sound reasoning to support the main ideas. There is reasoning provided for the need to improve elementary students' academic and social-emotional preparedness for middle school (e.g., a desire to avoid students struggling with the transition). Details regarding what data/information may be used to evaluate curriculum alignment (e.g., "the scope and sequence of content and skills" within district curriculum guides) are provided. Examples of potential survey items are offered (i.e., "independence in completing classwork or projects, ability to resolve conflicts with peers"). The use of surveys with teachers is supported by reasoning and an understanding of principles of collaboration and the importance of clearly defining critical concerns in order to intervene effectively.

SAMPLE CASE STUDY ASSIGNMENT

Subarea: Managing Change, Making Decisions, and Ensuring Accountability

Assignment Two: Case Study

Read the case study that follows; then write a response. The case study provides information about all relevant activities that occurred in the situation described. Citing specific evidence from the information provided, write a response of about 300–600 words in which you:

- describe what the principal did well in this situation;
- describe what the principal did poorly or failed to do in this situation;
- identify and discuss three important actions that the principal should take to resolve this situation; and
- explain why each of these three actions is likely to be effective.

Case Study

West Boulevard Middle School serves 1,100 students in grades 6–8. The school principal, Ms. Leticia Phillips, began her career as a special education teacher, a position she held for five years before becoming the chairperson of the special education department. A highly respected member of the faculty, Ms. Phillips eventually was offered the position of assistant principal. Two years ago, with overwhelming faculty, student, and parental endorsement, she was appointed principal.

This fall, a recently negotiated contract for district teachers will go into effect. District authorities are pleased that the new contract contains more rigorous requirements for formal observation and evaluation of teachers, including veteran teachers with many years of experience. In late August, Ms. Phillips meets with the school's three assistant principals and explains that responsibility for observing and evaluating all of West Boulevard's teachers will be divided among them. She provides each assistant principal with the new evaluation forms they will need to use. Then, during the first faculty meeting of the school year, she distributes information to all teachers about which administrator will be observing and evaluating them under the terms of the new contract.

Mr. Robert Bell has served as one of the school's assistant principals for almost 15 years. Popular with faculty, he is viewed as dedicated, intelligent, hardworking, and fair, though some consider him overly serious. Ms. Phillips assigns Mr. Bell to observe and evaluate Mr. David Hathaway, a teacher in the special education department whose current assignment is teaching basic algebra in a resource room environment.

This is a new assignment for Mr. Hathaway, who previously taught technology education to special education students. "I've known and worked with Dave Hathaway for years," Ms. Phillips explains. "He's a dedicated special education teacher, but he sometimes lacks confidence. When he requested this new assignment, I agreed because I was glad to see him taking on new challenges. I think it will be important for us to be supportive as he adjusts to this new role."

In early October, Mr. Bell meets with Mr. Hathaway for a pre-observation conference. During this meeting, it is decided that Mr. Bell will conduct a formal observation of Mr. Hathaway's algebra class for special education students the following Tuesday. Mr. Hathaway discusses his planned lesson objectives and materials with Mr. Bell.

On the following Tuesday, Mr. Bell takes a seat in the back of Mr. Hathaway's classroom. For the first few minutes, the class appears to go well. Mr. Hathaway explains his goals for the day and the activities that will take place. As the class progresses, Mr. Bell notices that many students are drifting off task. One student gets up and begins to wander around the room. Two other students start whispering to each other and slapping each others' hands while the teacher is talking. Several students are gazing out the window, not paying any attention to the teacher. Mr. Hathaway appears frustrated by the behaviors of these students, but his efforts to regain control of the class are unsuccessful. He continues teaching, but the class ends with little or no change in students' behavior.

The next day, Mr. Bell conducts a post-observation conference with Mr. Hathaway. When asked to assess how the class went, Mr. Hathaway says, "The kids were just a little out of sorts. That's not typical of their behavior." When asked what interventions he could have used to manage the behavior, he says, "There was really nothing that I could have done at the moment. Sometimes it's best to just let students get it out of their system."

As the meeting continues, Mr. Bell provides positive feedback on some features of Mr. Hathaway's lesson plan. He also criticizes several aspects of Mr. Hathaway's teaching performance and mentions that they will be noted in the formal written evaluation. Mr. Hathaway reacts by becoming very defensive and quite hostile. "This is an outrage!" he exclaims. "I'm calling my union rep, and we're going straight to Ms. Phillips and also to the district authorities. Ms. Phillips understands special education, and she was the one who encouraged me to teach these kids algebra, but there's no way I'm continuing to do that if you're the one who's going to be evaluating me." Mr. Bell unsuccessfully tries to calm Mr. Hathaway, but he hurriedly leaves the room, slamming the door behind him. Mr. Bell sighs and picks up the phone to call the principal.

■ **Strong Response to the Sample Case Study Assignment**

Ms. Phillips did several things well. She met with the assistant principals to introduce them to the new evaluation procedures and explain their new duties. She also shared information with the faculty about which administrator would be conducting their evaluations. These were appropriate initial steps for communicating with stakeholders about the new evaluation process and helping increase their comfort with the new system. Ms. Phillips communicated confidence in and high expectations for the assistant principals by delegating to them the important responsibility of observing and evaluating faculty under the new system. She also encouraged Mr. Hathaway's professional growth by supporting him in his desire to take on new teaching challenges and by providing Mr. Bell with some background and insight about Mr. Hathaway's goals.

What Ms. Phillips failed to do, however, was to recognize the potential for negative responses from the faculty. Change in an organization requires a leader to proceed carefully and thoughtfully. An "implementation gap" often occurs soon after any change is initiated. That gap should have been anticipated, with particular consideration given to the effect of the new requirements on veteran teachers who may not have been seriously evaluated for some time. Ms. Phillips should have prepared herself, her assistant principals, and her faculty for this.

Ms. Phillips also failed to review the new procedures thoroughly at the faculty meeting. Although the union would have presented the teachers with the changes in their contract before accepting it, it is quite possible that many teachers were unaware of the details. Similarly, Ms. Phillips apparently did not review the new procedures in detail at the administrators' meeting, nor did she take any proactive measures (e.g., asking for volunteers to take part in a "test run" of the new procedures) aimed at identifying potential concerns. In addition, although Ms. Phillips was aware of the challenges of Mr. Hathaway's new teaching assignment and the importance of supporting him, she failed to discuss with Mr. Bell any concrete ideas about how he might be supportive of Mr. Hathaway within the context of the new process.

At this point, Ms. Phillips should take the following actions:

1. Meet with Mr. Bell immediately to review in detail the relevant observation procedures and issues.
2. Arrange a meeting with Mr. Bell and Mr. Hathaway. If Mr. Hathaway asks to bring his union representative, Ms. Phillips should honor his request. By allowing both parties to be heard and facilitating the problem-solving process, she may identify ways to fairly and appropriately address the assistant principal's concerns, as well as those of the teacher being evaluated.
3. Schedule a meeting with all of the assistant principals to determine if they have experienced other problems/issues with the evaluation process thus far and to review the evaluation procedures in depth.

The meeting with Mr. Bell can help clarify negative and positive aspects of the interaction with Mr. Hathaway and can shed light on whether there were any contract violations. The meeting with Mr. Bell and Mr. Hathaway provides an opportunity to resolve their differing perspectives on the evaluation and the post-evaluation conference. Perhaps an agreement amenable to all can be reached about next steps (e.g., a second evaluation that gives Mr. Hathaway an opportunity to address areas of concern, a plan to review details of the evaluation procedures at a staff meeting so all understand the process). Meeting with the assistant principals provides an opportunity to review the outcomes of other observations/evaluations thus far, brainstorm ways to handle or avoid potential issues within the new system, and plan additional steps to facilitate adjustment to the new evaluation system and avoid future problems (e.g., perhaps suggest that unofficial observations be conducted before a formal observation process occurs).

■ Evaluation of the Strong Response to the Sample Case Study Assignment

This response is considered a strong response because it reflects a thorough command of the relevant knowledge and skills.

PURPOSE: Fulfill the charge of the assignment.

The response completely fulfills the purpose of the assignment by responding fully to the given task.

The response addresses all parts of the charge. There are descriptions of what the principal did well (e.g., met with the assistant principals, shared information with the faculty, communicated confidence in and high expectations for the assistant principals) and what she failed to do in the situation (e.g., did not anticipate and prepare for negative responses from the faculty and the likelihood of an implementation gap, failed to review the new procedures thoroughly at the faculty meeting). Three specific actions are identified and discussed, explaining what the principal should do at this time to resolve the situation (meet with Mr. Bell, arrange a meeting with Mr. Bell and Mr. Hathaway to explore the situation and try to resolve the conflict, and schedule a meeting with all of the assistant principals to discuss and review the new evaluation procedures in depth). For each of the suggested actions, there is an explanation of why those actions would be effective in resolving this situation.

APPLICATION OF CONTENT: Accurately and effectively apply the relevant knowledge and skills.

The response demonstrates an accurate and highly effective application of the relevant knowledge and skills.

The response demonstrates an understanding of the process of change and its management in the school environment. An awareness of the key concepts, principles, and applications of the change process in the context of a new teacher evaluation process (e.g., potential reaction of veteran teachers) is reflected in the description of what the principal did effectively, what the principal did poorly or failed to do, and what the principal should do to resolve the situation. The response also demonstrates an understanding of planning and problem-solving procedures within the school environment (e.g., training needs, the value of working with stakeholders to clarify and resolve problems, benefits of a test run of new procedures).

SUPPORT: Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

The response provides strong support with high-quality, relevant examples and/or sound reasoning.

There are relevant examples and sound reasoning throughout the response. Examples of possible resolutions resulting from a meeting of Mr. Hathaway, Mr. Bell, and Ms. Phillips are suggested (e.g., a second evaluation that gives Mr. Hathaway an opportunity to address areas of concern). Sound reasoning supports explanations of the effectiveness of the suggested actions in resolving the situation (e.g., meeting with Mr. Bell can help clarify the interaction with Mr. Hathaway and help determine if contract violations occurred, meeting with the assistant principals may prevent future problems related to the new evaluation procedures).

CRITERIA FOR SCORING THE RESPONSE

Each response will be evaluated based on the following criteria.

PURPOSE:	Fulfill the charge of the assignment.
APPLICATION OF CONTENT:	Accurately and effectively apply the relevant knowledge and skills.
SUPPORT:	Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

Each response is rated on a four-point scale. The four score points of the score scale correspond to varying degrees of performance that are related to the above criteria.

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response completely fulfills the purpose of the assignment by responding fully to the given task. • The response demonstrates an accurate and highly effective application of the relevant knowledge and skills. • The response provides strong support with high-quality, relevant examples and/or sound reasoning.
3	<p>The "3" response reflects a general command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response generally fulfills the purpose of the assignment by responding to the given task. • The response demonstrates a generally accurate and effective application of the relevant knowledge and skills. • The response provides support with some relevant examples and/or generally sound reasoning.
2	<p>The "2" response reflects a partial command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the assignment by responding in a limited way to the given task. • The response demonstrates a limited, partially accurate and partially effective application of the relevant knowledge and skills. • The response provides limited support with few examples and/or some flawed reasoning.
1	<p>The "1" response reflects little or no command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response fails to fulfill the purpose of the assignment. • The response demonstrates a largely inaccurate and/or ineffective application of the relevant knowledge and skills. • The response provides little or no support with few, if any, examples and/or seriously flawed reasoning.

Please note: A response that is unrelated to the assigned topic, unreadable, written in a language other than English, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.