

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 school district leader makes it a practice to attend extracurricular events, such as athletic events, debates, science fairs, and plays, at each school on a regular basis. Which of the following is likely to be the most important benefit of this practice?
 - A. providing the district leader with information and insight about how aspects of the broader community relate to district functioning
 - B. contributing to an atmosphere of appreciation and support for district students and staff
 - C. offering families and other constituents multiple opportunities to talk to the district leader about issues of concern
 - D. promoting a district culture that emphasizes high standards and expectations for all students
2. Which of the following describes the most important purpose of a school district's educational vision?
 - A. garnering public support by defining the primary functions of the school district, including identifying its constituencies and the benefits it provides key stakeholder groups
 - B. providing a strategic road map for reaching educational goals and objectives that is aligned with the school district's philosophy of education and K–12 standards
 - C. establishing a specific set of goals and expectations regarding the nature and extent of interaction and collaboration among members of the district's educational community
 - D. guiding and directing district improvement by articulating a clear image of the future of the school community based on stakeholders' ideals and beliefs

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

A school district leader in Northgate School District is reviewing a draft version of a letter intended to provide parents/guardians with background information about the district budget. Below are the opening paragraphs of the draft letter.

Dear Parents/Guardians,

Following is an expenditure forecast document, per recent board decisions regarding Northgate School District's fiscal commitments going forward. This document is intended to familiarize district residents with expenditure projections for several major categories in our school budgets over the next five years. A history of expenditures for the past five years is also presented for comparative purposes.

It should be noted that school budgets are driven by personnel costs and personnel costs are driven by student enrollment. Fortunately, the significant enrollment increases that have occurred in the district during the past several years are beginning to diminish.

3. Which of the following changes would most improve the effectiveness of this letter for the intended audience?
 - A. using simpler language and a less bureaucratic tone
 - B. replacing vague references to enrollments and costs with actual figures
 - C. using a friendlier, more welcoming introductory sentence
 - D. inserting definitions of technical terms with which some readers may be unfamiliar
4. The district leader considers using the district Web site to transmit the contents of the letter to parents/guardians. In considering this option, it is most important for the district leader to be aware that:
 - A. many individuals other than those in the intended audience will be able to access the information included in the letter.
 - B. most people place greater trust in information received by mail or other traditional modes of communication.
 - C. some members of the intended audience may not have ready access to the Internet or may not regularly check the district Web site.
 - D. information posted on the Internet can be easily modified or deleted by individuals who are not authorized to make such changes.

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5. A district governing body has been discussing how to address a sensitive matter. The school district leader has offered the members of the group advice on how to proceed and feels strongly that his approach is the best one to use. Although several members agree with the district leader, the majority of the members vote to use a different approach instead. The district leader's best response would be to:
- A. prepare to advise the members about both the costs and the benefits likely to be associated with the approach they have selected.
 - B. work with those members who agreed with him to determine if a compromise solution can be crafted that will be acceptable to all.
 - C. communicate support for the decision made by the majority of the members and determine how best to implement it.
 - D. urge those members who had agreed with his approach to accept and support the decision made by the majority.

6. A recently appointed school district leader wants to take steps to promote broad support for various change initiatives that will affect district schools. Before making a case for the initiatives, the district leader can best help ensure such support by:
- A. using face-to-face interactions to learn about the priorities, attitudes, and concerns of relevant interest groups within the district.
 - B. developing a concrete action plan detailing how changes are expected to be implemented.
 - C. contacting local media outlets to provide a preview of the changes and to assure ongoing cooperation from and access to district staff.
 - D. disseminating a comprehensive analysis of data used to determine the need for change in the district.
7. Before making a decision about an issue affecting district schools, a district-level management team wishes to assess stakeholder views on the issue. The team considers various options, such as distributing a questionnaire or conducting interviews. The interview approach is likely to be most appropriate if an important goal of the team is to:
- A. minimize the costs associated with gathering information.
 - B. collect information that can be easily and efficiently interpreted.
 - C. ensure participation by a large representative sample of stakeholders.
 - D. elicit detailed, in-depth responses from stakeholders.

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

A district's comprehensive education planning team has used various types of data to evaluate the effectiveness of the district's instructional programs. Analysis of the data indicates that the English language arts (ELA) program needs significant modification, including changes in assessment strategies, to meet the learning needs of district students at all levels.

8. Working with language arts specialists and others, the team identifies several options for modifying the ELA program. When considering each of the options for change, which of the following is the most important question for the team to consider *first*?
 - A. Has this option worked well in other districts in the state or elsewhere?
 - B. Would this option be effective in addressing key causes of students' lagging achievement?
 - C. Are most teachers in the district likely to be inclined to support this option?
 - D. How long after implementation of this option begins could we expect to see positive results?
9. The team recommends major modifications to the ELA program and develops a plan for implementing the new program. School district leaders can best use the implementation process to reinforce district efforts to promote a culture of educational accountability by doing which of the following?
 - A. using a variety of media outlets to explain how the new ELA program is expected to benefit the educational community
 - B. setting up a library of support materials for school administrators and teachers to use as they adjust to the new ELA program
 - C. offering ongoing, differentiated professional development to support school staff as they strive to implement the new ELA program
 - D. specifying a date by which the new ELA program will be expected to be fully implemented in schools throughout the district

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	A school district leader has many instructional and operational responsibilities that require a significant amount of time and energy. A district leader's willingness to invest the time, often beyond the regular school day, to attend activities and events at each school on a regular basis demonstrates to students and staff that they are an important priority. Maintaining a visible presence at school activities and events is an effective way for the district leader to build positive relationships with students and staff and to communicate appreciation for their efforts.	0001
2	D	A school district's educational vision presents an image of the future that reflects stakeholders' shared understandings, values, and goals regarding student learning. Once a vision has been defined, it helps focus attention on what is important, motivates staff and students, and promotes a sense of shared responsibility for student learning and achievement. The vision thus becomes a reference point for identifying areas for educational change and for guiding district improvement efforts.	0002
3	A	An important role of school district leaders is to communicate various types of information, including budget information, to constituents. One way for a district leader to help ensure effective communication is to keep the intended audience in mind while crafting each message. In the excerpt shown, the district leader uses language and concepts with which some parents/guardians are likely to be unfamiliar (e.g., expenditure forecast document, fiscal commitments), as well as a bureaucratic tone that can be a barrier to understanding. Simplification of the language in the district leader's letter and a more straightforward, everyday tone would make the information more accessible to all parents/guardians.	0003

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For question	The correct response is	Reason	Test Objective
4	C	<p>When making decisions about how to disseminate information to families, a school district leader should ensure that the selected method(s) will be effective in reaching everyone in the intended audience. In the situation described, the district leader should recognize that some individuals may not have ready access to the Internet in their homes or workplaces, while others who have access may not typically use the Internet to check the district Web site for school-related information. Although placing information on the district Web site may be effective in reaching some families, it should be viewed as only one part of a more comprehensive approach that incorporates multiple means of communication.</p>	0003
5	C	<p>School district leaders must develop and maintain an effective working relationship with the district's governing body and must adhere to any decisions made by that body. Although district leaders are often called upon to provide the members of a governing body with information and judgments, ultimately the district leader is responsible for implementing whatever decisions are made by the governing body. They should not be driven by a personal agenda that conflicts with such decisions. Therefore, in the situation described, the district leader is obligated to support the governing body's decision and move forward in facilitating its implementation, even though he personally may not have agreed with the decision.</p>	0004
6	A	<p>District leaders frequently have to make the case for changes in their district that will affect different interest groups. By taking time to engage in personal interactions with the members of various groups in a district, a new district leader will be in a better position to know how to introduce change in a way that will be perceived as positive and nonthreatening to the groups involved. These personal interactions will also allow the district leader to assess informally where resistance is likely to arise and to help those who may be resistant understand how the planned changes relate to their priorities, interests, and concerns.</p>	0005

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For question	The correct response is	Reason	Test Objective
7	D	<p>There are many ways for district decision makers to gather information about stakeholder views on an issue. The best methodology to use in a given situation depends on many factors, including for example the number and location of individuals from whom information will be solicited and the specific types of information desired. One key benefit of interviews is that because they involve speaking rather than writing, they make it easier for respondents to provide detailed, thoughtful answers that include relevant anecdotes and insights. Moreover, the interactive nature of the interview approach allows the interviewer to seek clarification of or elaboration on responses as needed.</p>	0007
8	B	<p>In the situation described, a district's ELA program needs to be modified because the current program is failing to meet the learning needs of all district students. Therefore, in evaluating alternative options for change, stakeholders must first ensure that any option selected will address whatever is responsible for the students' current achievement problems in English language arts. By ensuring that the option(s) selected will be responsive to the particular learning needs of the district's student population, stakeholders can feel confident that the modifications will lead to positive change in student achievement.</p>	0006
9	C	<p>A culture of educational accountability is one in which administrators, teachers, and staff continuously strive to improve teaching and learning and accept responsibility for the outcomes of their efforts. In implementing a new or modified instructional program, the availability of ongoing professional development that is differentiated for teachers and staff with varying needs helps establish an atmosphere in which continuous learning and improvement by teachers and staff is valued and expected. Offering this type of support to teachers and staff communicates high expectations regarding their responsibility for implementing program changes as prescribed, and reinforces the idea that everyone is accountable for participating actively and effectively in the change process.</p>	0008

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 the new superintendent of a school district. As you become acquainted with the district, you learn that there has been a significant increase in the number of students from families that have recently immigrated to the United States. This demographic shift, which began with a few families ten years ago, has gradually increased each year, so that now the immigrant student population is nearing 15 percent.

The schools have welcomed the newcomers, employed language tutors, and, in general, provided adequate support. Families have been invited to participate in school activities, and translators have been provided whenever possible. One school was able to find a bilingual volunteer to facilitate school-to-home communication for a few years.

You want to make sure that all district schools communicate effectively with immigrant families and foster appreciation for the diverse cultures that are represented. You believe it is time for a proactive, districtwide approach to promoting active engagement of immigrant families in the schools.

You identify a broadly representative team of stakeholders to develop a plan for actively engaging immigrant families in the schools. You will chair meetings of the team. Team members include district administrators, faculty/staff representatives from each school, parents/guardians, and community members, including immigrant parents/guardians and other representatives of the immigrant community.

Task

Write a memo of about 150–300 words to the members of the team in which you:

- explain why it is important for the district to develop a plan for actively engaging immigrant families in the schools at this time;
- describe two key issues for the team to consider in developing a plan for actively engaging immigrant families in the schools, and explain why each issue is important; and
- describe the appropriate role for you, as superintendent, to play in helping develop and implement the team's plan for actively engaging immigrant families in the schools.

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

Re: A plan for engaging immigrant families in our schools

Parental participation in education is a critical aspect of children's academic success. With a large immigrant student population, we must ensure that all district schools are effectively communicating with and involving immigrant families. A districtwide plan can help ensure that the needs of all immigrant families will be met. Reciprocal communication between school staff and families indicates a commitment to all students' learning and an interest in all families' perspectives. Some, but not all, district schools have already provided interpreters/translators and language tutors for immigrant families. A districtwide plan would help ensure that all parental communication needs, including those of immigrant families, are met consistently and effectively.

Two key issues to consider when devising such a plan:

First, what strategies have district schools used to disseminate information to immigrant families, and which have been most effective? For example, if we know that immigrant families who received copies of notices in both their native language and English were more likely to attend school functions, then we may decide that translating more communications may be an effective first step to take across district schools.

Second, what types of relevant resources are available or could be developed? By gathering data regarding financial parameters, relevant community organizations, and untapped resources, we may better define our options. For example, surveying the school and business communities regarding employees' proficiency in other languages may help us develop a pool of translators for school communications.

I am committed to supporting the team's development of a plan for involving immigrant families in the school community. As chairperson, I will facilitate the problem-solving process, promote consensus, and present the plan to our school board and local community. I will listen to and ensure the incorporation of ideas of immigrant families, and I will identify and provide resources both for the team during the planning process and for staff during the implementation phase. By working together, we can support the involvement of immigrant families in their children's education.

■ 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.
<i>The response completely fulfills the purpose of the assignment by responding fully to the given task.</i>
All parts of the charge are completed within the response. The response explains why it is important for the district to develop a district-level plan for increasing engagement of immigrant families (e.g., the value of parental participation, strategies in place at only some schools). The response describes two key issues for the team to consider (i.e., strategies that have proven to be effective, and relevant resources) and explains why each issue is important (i.e., an effective first step to take and to define our options). The response describes the appropriate role for the superintendent to play (e.g., facilitating the problem-solving process, promoting consensus, presenting the plan, ensuring input of immigrant families, providing resources) in helping develop and implement the team's plan for actively engaging immigrant families in the schools.

APPLICATION OF CONTENT: Accurately and effectively apply the relevant knowledge and skills.
<i>The response demonstrates an accurate and highly effective application of the relevant knowledge and skills.</i>
The response demonstrates an understanding of leadership concepts and principles and their applications. The response provides context for the goal of the team and lists relevant issues for their consideration when developing a plan to actively engage immigrant families (i.e., effective strategies for communication and involvement, and identification of relevant resources). The response demonstrates knowledge of how to effectively communicate with a team of stakeholders in writing. Understanding of the processes of collaboration and problem solving, as well as the importance of administrative support is evident in the description of the role of the superintendent. There is a plan to use consensus building and an understanding of the need to communicate information to the community and district governing body.

SUPPORT: Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.
<i>The response provides strong support with high-quality, relevant examples and/or sound reasoning.</i>
Both relevant examples and sound reasoning are present in this response. There is reasoning regarding the need to have a district-level plan focused on including all parents in their children's education (i.e., parental participation is a critical aspect of children's academic success, and reciprocal communication . . . indicates . . . an interest in all families' perspectives). Support is also provided through examples of types of potential strategies (i.e., notices in their native language yielding increased participation) and resources (i.e., language proficiency of employees of local businesses) in the discussion of key issues for the team to consider when developing the plan.

SAMPLE CASE STUDY ASSIGNMENT

Subarea: Supervising Districtwide Change and 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 examples from the information provided, write a response of about 300–600 words in which you:

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

Case Study

Dr. Rene Jacobson is the new superintendent of the Carson School District. In early November, a middle school teacher, Mr. Kowalski, asks to speak to her. Mr. Kowalski had been a math teacher at the Leonard Middle School for a number of years. The previous year, he had taken a one-year leave of absence, and when he returned was reassigned to the Clayton Middle School, another middle school in the district.

When the assignment was first made, Mr. Kowalski was happy about changing schools since the Clayton location was more convenient to his after-school coaching position. His unhappiness developed as he realized that the rules and expectations at Clayton were different from what he was used to at Leonard. As he explained to Dr. Jacobson, "In my opinion, teachers at Leonard were treated as trusted professionals. We covered for one another's classes if we needed to leave school early, and we were able to use our prep periods for personal business, even if it meant leaving school. We were not required to request permission or notify the office."

Mr. Kowalski went on to state that he was very unhappy with the rules at Clayton. The principal has a sign-in/sign-out system for all staff, computerized attendance records, and forms that teachers must use to request any and all absences. The principal makes it clear that staff members are expected to be working during all school hours. Teacher preparation periods are scheduled in such a way that teams of teachers can work together to develop curriculum, plan classroom events, analyze test results, and discuss strategies for improving instruction. Missing these meetings is not an option since the principal considers them an important component of his plan to improve education at the school.

As the superintendent investigates the teacher's description of differences between the two schools, she realizes how different the two schools' cultures are. Staff members at both schools talk freely about the procedures, expectations, and cultures at their schools. The Clayton principal tells Dr. Jacobson, "I not only require monthly professional development sessions after school, but I expect every teacher to participate." In contrast, the long-time Leonard principal informs her, "I don't require any additional professional development beyond what is necessary to satisfy legal mandates. I know that my teachers spend countless hours of their own time preparing lessons and grading assignments. I'm not about to place additional unnecessary demands on their time."

Dr. Jacobson realizes that expectations for participation in professional development are lax at Leonard. In addition, she learns that at Leonard, two teachers routinely leave school early to coach sports at the high school, and the principal occasionally leaves early on Fridays to referee.

When Dr. Jacobson raises the issue individually with the two principals, each principal explains and defends his own leadership style and communicates a firm belief in the success of his approach. When she asks them to review their students' scores on standardized tests with her, she is not surprised to learn that the scores at Leonard are lower than those at Clayton. She concludes that the Clayton principal takes the academic achievement of students more seriously than his colleague at Leonard, and she praises the Clayton principal for his focus on professional development in the areas of curriculum development and effective teaching strategies.

Dr. Jacobson believes that effective professional development is a crucial key to student achievement. The Clayton principal has a dynamic professional development committee, a professional development plan for the year, and a comprehensive three-year plan, and he monitors the individual professional development plans of each teacher.

Dr. Jacobson concludes that the Leonard principal should take more seriously the need to use focused professional development to improve students' academic achievement. Although Dr. Jacobson has concerns about the Leonard principal's receptivity to change, she decides to go ahead and take a proactive role in forcing change at Leonard Middle School, including increasing the focus on raising test scores and implementing a more formal approach to professional development.

Dr. Jacobson meets such resistance from the Leonard principal that, in frustration, she considers the option of reassigning the middle school principals and exchanging schools. She informs them that she is considering this approach on the afternoon before a meeting of the district governing body. The news travels quickly, and by the time of the meeting, dozens of staff members and parents/guardians from both schools have heard the news and are angry enough to ask the governing body to intervene.

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

Dr. Jacobson engaged in several appropriate actions in the situation described. First, she made herself available to meet with Mr. Kowalski, the math teacher, and listened attentively to his concerns. A superintendent's accessibility and approachability to faculty members is a key element of successful employee management. Dr. Jacobson also exhibited good judgment in deciding to investigate the situation further to learn more about the two middle schools before taking action. In addition, she conducted the meetings with the principals appropriately by choosing to meet with them individually. Individual meetings offered the principals opportunities to candidly discuss their perspectives regarding professional development and school leadership without feeling the need to defend themselves to a peer. Finally, Dr. Jacobson showed a strong commitment to promoting academic excellence in all district schools. For example, she began an investigation of the current climate, professional development practices, and student performance in the two middle schools. She also commended Clayton's principal on his effectiveness as a leader and initiated discussions with the principal of Leonard to encourage the development of effective policies and practices to achieve similar goals.

Dr. Jacobson also exhibited several problematic behaviors. One problem was to focus primarily on individual building-level policies and their results. In the absence of established district-level procedures and expectations, personnel at each building had established their own. To implement changes and minimize resentment, Dr. Jacobson should have considered the value of creating and implementing new districtwide policies rather than targeting one building for change. Dr. Jacobson was also impulsive and acted out of frustration when she told the principals that she was considering switching their school assignments, and her approach to forcing change created a hostile situation. She failed to remain objective and establish a plan that invited all schools to analyze their own functioning with respect to promoting the highest level of student achievement. She would have had greater success if she had used strategies that encouraged schools to identify and build on their own strengths to overcome weaknesses in the areas of professional development and student achievement.

Dr. Jacobson should take a number of actions to resolve this situation. First, she should communicate with the district governing body about the need to develop a set of standards, expectations, and policies for ongoing professional development for faculty in all district schools. This will help secure the support of the governing body for steps that need to be taken and will communicate to all stakeholders the importance the superintendent places on staff development. It may also help reduce the Leonard principal's sense of being singled out for criticism.

Second, Dr. Jacobson should issue a clarifying statement indicating that the principals of Clayton and Leonard will remain at their current posts and communicating a commitment to developing broad, district-wide goals and policies regarding professional development and perhaps other faculty policies as well. This action will dispel rumors and offer general information about the need to implement change in current policies and practices. At the same time, the superintendent could briefly outline plans to assemble a district-wide committee composed of stakeholders from each school to develop a standard, district-level protocol regarding professional development. The use of this type of collaborative approach could enhance problem solving, increase acceptance of change, and promote a general sense of commitment to the larger goal of student achievement.

Finally, once districtwide policies and procedures are developed, Dr. Jacobson should request that each principal develop a plan for faculty professional development within his or her building that is aligned with district guidelines. This will give principals an opportunity to demonstrate building-level commitment to districtwide changes and will help establish accountability for results. It will also help the superintendent monitor progress, ensure adherence to district policies, and communicate progress to the district governing body and other constituents.

■ 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.

All parts of the charge are addressed within the response. The response describes four examples of what the superintendent did well (i.e., being accessible to a faculty member, deciding to investigate the situation further, conducting meetings with the principal appropriately, and showing a strong commitment to promoting academic excellence in all district schools). The response also includes a description of what the superintendent did poorly or failed to do (e.g., impulsiveness in sharing, thinking about switching principals, targeting one building for improvement rather than developing a districtwide policy). Finally, the response includes a discussion of three suggested actions (i.e., communicating with the district governing body, issuing a clarifying statement to dispel rumors and outline a plan for creating districtwide policies and procedures, and requesting that principals develop school-level plans aligned with district guidelines) and their potential efficacy.

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 a strong understanding of leadership principles and their applications in relation to solving problems, making decisions, and promoting positive change. For example, the response reflects an understanding of effective methods for addressing problems (e.g., begin by gathering relevant information, promote stakeholder commitment to working toward solutions) and for implementing change (e.g., recognizing that a top-down decision to change positions of principals is not an effective way to initiate change, recognizing the importance of involving stakeholders in the change process, understanding of the role of stakeholder attitudes and participation, the value of establishing districtwide policies and procedures to facilitate change and help establish accountability).

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 contains both sound reasoning and relevant examples. Reasons are provided for the evaluation of the superintendent's good and poor choices. For example, an explanation is given as to why meeting with the principals individually was appropriate (i.e., offered . . . opportunities to candidly discuss their perspectives . . .). In the discussion of three important actions for the superintendent to take, relevant examples are given, for example in regard to what should be included in the clarifying statement (e.g., keeping the principals at their current posts, commitment to developing broad goals and policies, outlining plans for a districtwide committee). Several examples are given regarding what the district leader's role should be in implementing the new policies and procedures (e.g., monitor progress, ensure adherence to district policies, communicate progress).

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**.