



TEXES | Texas Examinations of Educator Standards

Preparation Manual



064 Superintendent

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PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that will delineate what the beginning educator should know and be able to do. These standards form the basis for new Texas Examinations of Educator Standards (TExES). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. Texas students, local educators, parents, and the general public will benefit from this standards-based system, which is focused on enhancing the quality of Texas educators and aligning the Texas system of education from kindergarten through college.

This manual is designed to help examinees prepare for the TExES Superintendent test. Its purpose is to familiarize examinees with the competencies to be assessed, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as superintendents.

Note: In fall 2000, new Principal and Superintendent ExCET tests were introduced. Although these two new tests represented the first stage of the new testing and certification program, the new program had not yet been renamed as TExES. As of fall 2002, these two tests have been designated as TExES tests to reflect this change; however, the content and structure of these tests have not changed.

KEY FEATURES OF THE MANUAL

LIST OF COMPETENCIES THAT WILL BE ASSESSED

STRATEGIES FOR ANSWERING TEST QUESTIONS

SAMPLE TEST ITEMS AND ANSWER KEYS

SAMPLE DISTRICT PROFILE PACKET (see second booklet)

If you have questions after reading this preparation manual, please contact the State Board for Educator Certification Office of Accountability at (512) 238-3200.

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SECTION I: THE NEW TEXES TEST FOR TEXAS SUPERINTENDENTS

As required by the Texas Education Code, §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. The TExES Superintendent test is criterion referenced. It is designed to measure the knowledge and skills delineated in the Superintendent test framework, which is based on the Superintendent standards that are listed in Texas Administrative Code Title 19, Part VII, Chapter 242.

The Superintendent test is an all-day examination consisting of a morning session and an afternoon session. *To complete the test, candidates must attend both sessions on the same day. The two sessions cannot be taken and passed separately.*

The Superintendent test is a selected-response, or multiple-choice, test. In the morning session, candidates receive a District Profile Packet containing a variety of materials from a hypothetical school district in Texas. All the questions in the morning session pertain to this one school district. The afternoon session includes both individual items and items that are arranged in decision sets. A decision set is a small group of questions about a particular scenario faced by a superintendent in a hypothetical Texas school district. *The items in the afternoon session are not related to the District Profile Packet or to the items presented in the morning session.*

DEVELOPMENT OF THE TExES SUPERINTENDENT TEST

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, the business community, and parents. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical diversity. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES Superintendent test are described below.

1. **Develop Standards.** A Standards Development Committee was convened to recommend what the beginning superintendent should know and be able to do.
2. **Review Standards.** The committee reviewed and revised its draft standards. The revised draft standards were placed into draft rules and were posted in the Texas Register for public review and comment. The Superintendent standards were proposed by the SBEC, sent to the State Board of Education for its 90-day review, and finally adopted by the SBEC in January 1999.
3. **Develop Framework.** A Superintendent Test Framework Committee reviewed and revised a draft test framework that is based on the standards. The framework outlines the specific competencies to be measured in the new TExES Superintendent test.
4. **Conduct Content Validation Survey.** A representative sample of Texas educators who are practicing superintendents or who prepare individuals to become superintendents were surveyed to determine the relative job importance of each competency outlined in the test framework for that content area.

5. **Develop and Review New Test Items.** The test contractor developed items designed to measure the competencies described in the Superintendent test framework. An Item Review Committee scrutinized the newly developed test items for appropriateness of content and difficulty, clarity, alignment with the competencies, and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that were deemed acceptable by the Item Review Committee were administered to an appropriate sample of Texas educators.
7. **Review Pilot Test Data and Conduct Preliminary Standard Setting.** A Pilot Test Results Review Committee reviewed all the statistical data gathered from the pilot test to ensure that the test items are valid and free from bias. The committee also provided individual item judgments regarding a preliminary passing standard for the test.
8. **Administer New TExES Superintendent Test.** The new TExES Superintendent test has been constructed to reflect the competencies in the test framework. The test was administered to candidates for certification beginning in fall 2000. An interim passing standard was equated to that of the previous ExCET Superintendent test to maintain an equal level of difficulty for both tests.
9. **Set New Passing Standard.** A Standard Setting Committee was convened in October 2001 and recommended a passing score for the new test. This recommendation was presented at the March 2002 SBEC Board Meeting when SBEC established the final passing standard for the new test.

TAKING THE TExES TEST AND RECEIVING SCORES

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be sent a score report no later than four weeks after taking the Superintendent test.

- Your score report will indicate whether you have passed the test, were absent, or chose to cancel your score.
- Your score report will include a total test scaled score that is reported on a scale of 100–300. The minimum passing score is a scaled score of 240. This score represents the minimum level of competency required to be a superintendent in Texas public schools.
- Your report will also include scores of your performance in the various domains of the test and in the specific content competencies of the test. Domain and competency scores are not scaled and only reflect the raw number of items you answered correctly.
 - These scores provide valuable information for identifying the strengths and weaknesses in your content preparation.
 - This additional information can be used for further study or for preparing to retake the test.
- Additional information is included on the score report to help you interpret your results.

SECTION II: USING THE TEST FRAMEWORK

The Texas Examinations of Educator Standards (TExES) Superintendent examination is a test of the content and professional knowledge required of an entry-level superintendent. This manual is designed to guide your preparation by helping you become familiar with the material that will be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

ORGANIZATION OF THE SUPERINTENDENT TEST FRAMEWORK

The test framework is based on the certification standards for superintendents.

The content covered by this test is organized into sets of related concepts called domains. Within each domain, the content is defined by a set of competencies. Each competency is composed of two major parts:

1. the *competency statement*, which broadly defines what an entry-level superintendent should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

Superintendent (Field 064)

COMPETENCIES FOR SUPERINTENDENTS

Competency:

The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

Descriptive Statements:

The superintendent knows how to:

- serve as an advocate for all children.
- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote district personnel compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- apply knowledge of ethical issues affecting education.
- apply laws, policies, and procedures in a fair and reasonable manner.
- interact with district staff and students in a professional manner.

STUDYING FOR THE TExES

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). The 10 competencies for the TExES Superintendent test are given equal emphasis, and each competency will receive the same amount of coverage on the test.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. When you have become familiar with the competencies, consider those competencies about which you feel you know the most and the least. You may wish to use this review of the competencies to set priorities for your study time.
3. Review pages 103–107 for possible resources to consult. Also compile key materials from your university coursework that are aligned with the competencies. You may also want to ask administrators currently working in successful schools to identify materials that have been key to their success.
4. Study this manual for approaches to taking the Superintendent examination.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES study material endorsed by the State Board for Educator Certification (SBEC). Other preparation materials may not accurately reflect the content of the test.

**TEST FRAMEWORK FOR SUPERINTENDENT
(FIELD 064)**

Domain I—Leadership of the Educational Community (approximately 40% of the test)

Domain II—Instructional Leadership (approximately 30% of the test)

Domain III—Administrative Leadership (approximately 30% of the test)

DOMAIN I—LEADERSHIP OF THE EDUCATIONAL COMMUNITY

Competency 001

The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

The superintendent knows how to:

- serve as an advocate for all children.
- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote district personnel compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
- apply knowledge of ethical issues affecting education.
- apply laws, policies, and procedures in a fair and reasonable manner.
- interact with district staff and students in a professional manner.

Competency 002

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

The superintendent knows how to:

- establish and support a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff.
- facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.
- implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.
- use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
- institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.
- facilitate the development, use, and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.
- recognize and celebrate contributions of staff and community toward realization of the district's vision.
- maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.
- encourage and model innovative thinking and risk taking and view problems as learning opportunities.
- promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the educational community.

Competency 003

The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

The superintendent knows how to:

- serve as an articulate spokesperson for the importance of public education in a free democratic society.
- develop and implement an effective and comprehensive internal and external district communications plan and public relations program.
- analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
- establish partnerships with families, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.
- implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
- communicate and work effectively with diverse social, cultural, ethnic, and racial groups in the district and community so that all students receive appropriate resources and instructional support to ensure educational success.
- develop and use formal and informal techniques to gain an accurate view of the perceptions of district staff, families, and community members.
- use effective consensus-building and conflict-management skills.
- articulate the district's vision and priorities to the community and to the media.
- influence the media by using proactive communication strategies that serve to enhance and promote the district's vision.
- communicate effectively about positions on educational issues.
- use effective and forceful writing, speaking, and active listening skills.

Competency 004

The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.

The superintendent knows how to:

- analyze and respond to political, social, economic, and cultural factors affecting students and education.
- provide leadership in defining superintendent-board roles and establishing mutual expectations.
- communicate and work effectively with board members in varied contexts, including problem-solving and decision-making contexts.
- work with the board of trustees to define mutual expectations, policies, and standards.
- access and work with local, state, and national political systems and organizations to elicit input on critical educational issues.
- use legal guidelines to protect the rights of students and staff and to improve learning opportunities.
- prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.

DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 005

The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

The superintendent knows how to:

- facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth and development.
- implement planning procedures to develop curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.
- implement core curriculum design and delivery systems to ensure instructional quality and continuity across the district.
- develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content, and alignment.
- use assessment to measure student learning and diagnose student needs to ensure educational accountability.
- evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.
- integrate the use of technology, telecommunications, and information systems into the school district curriculum to enhance learning for all students.
- facilitate the use of creative thinking, critical thinking, and problem solving by staff and other school district stakeholders involved in curriculum design and delivery.
- facilitate the effective coordination of district and campus curricular and extracurricular programs.

Competency 006

The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

The superintendent knows how to:

- apply knowledge of motivational theories to create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the district's vision.
- facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning.
- facilitate the development of a learning organization that encourages educational excellence, supports instructional improvement, and incorporates best practice.
- facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
- plan and manage student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs.
- establish a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results.
- apply knowledge of special programs to ensure that students with special needs are provided with appropriate resources and effective, flexible instructional programs and services.
- analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.
- analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, psychological, and other factors that may affect student development and learning and create an environment in which all students can learn.

Competency 007

The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

The superintendent knows how to:

- enhance teaching and learning by participating in quality professional development activities and studying current professional literature and research.
- develop, implement, and evaluate a comprehensive professional development plan to address identified areas of district, campus, and/or staff need.
- facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.
- implement strategies to enhance professional capabilities at the district and campus level.
- work collaboratively with other district personnel to plan, implement, and evaluate professional growth programs.
- deliver effective presentations and facilitate learning for both small and large groups.
- implement effective strategies for the recruitment, selection, induction, development, evaluation, and promotion of staff.
- develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.
- diagnose organizational health and morale and implement strategies and programs to provide ongoing assistance and support to personnel.

DOMAIN III—ADMINISTRATIVE LEADERSHIP

Competency 008

The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

The superintendent knows how to:

- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop district budgets.
- facilitate effective account auditing and monitoring.
- establish district procedures for accurate and effective purchasing and financial record keeping and reporting.
- acquire, allocate, and manage resources according to district vision and priorities, including obtaining and using funding from various sources.
- use district and staff evaluation data for personnel policy development and decision making.
- apply knowledge of certification requirements and standards.
- apply knowledge of legal requirements associated with personnel management, including requirements relating to recruiting, screening, selecting, evaluating, disciplining, reassigning, and dismissing personnel.
- manage one's own time and the time of others to maximize attainment of district goals.
- develop and implement plans for using technology and information systems to enhance school district operations.
- apply pertinent legal concepts, regulations, and codes.

Competency 009

The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

The superintendent knows how to:

- apply procedures for planning, funding, renovating, and/or constructing school facilities.
- implement strategies that enable the district's physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply procedures for ensuring the effective operation and maintenance of district facilities.
- implement appropriate, effective procedures in relation to district transportation services, food services, health services, and other services.
- apply pertinent legal concepts, regulations, and codes.

Competency 010

The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

The superintendent knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.
- implement processes for gathering, analyzing, and using data for informed decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building, and develop consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change in varied educational contexts.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.
- analyze and manage internal and external political systems to benefit the educational organization.

SECTION III: APPROACHES TO RESPONDING TO ITEMS

M o r n i n g S e s s i o n

The purpose of this section is to describe the materials and the test item formats that you will see during the morning session of the Superintendent examination and to suggest possible ways to approach thinking about and answering the test items. The approaches described are meant as suggestions; you may want to try using them on the sample questions included in the next section. However, these approaches are not intended to replace test-taking strategies that work for you.

The items in the morning session of the Superintendent test are designed to assess your problem-solving and analytical skills applied to the test framework.

THE DISTRICT PROFILE PACKET

The basis of all the items in the morning session of the Superintendent test is a District Profile Packet. The packet, which consists of materials that a superintendent is likely to encounter on the job, contains a wide range of information about a hypothetical Texas school district. Each packet begins with a brief description of the time frame in which the action in the packet is taking place and a statistical overview of the district, including demographic information. These are followed by a table of contents, which lists all the documents contained in the packet.

Documents in the District Profile Packet may be as formal as an official AEIS report or as informal as a handwritten note from an assistant. The materials in the packet are numbered to enable you to refer to specific documents as necessary. A partial list of the types of information that may be included in a District Profile Packet appears below.

- district mission statement
- newspaper articles
- sticky notes from central office staff
- letters from parents
- Texas School Report Cards
- AEIS Campus Report
- school improvement plans
- minutes from a board of trustees meeting
- agenda for a board of trustees meeting
- district budget summary
- facilities report
- memoranda from district staff
- agendas for meetings of campus site-based decision-making teams

The questions during the morning session of the test will require you to do more than demonstrate your ability to recall the factual information contained in the District Profile Packet. They will ask you to synthesize the information from the documents in order to evaluate general conditions in the district, determine district priorities, weigh competing needs and interests, or analyze situations and decide on appropriate responses.

It is therefore *critical* that you read the packet carefully and thoroughly before answering any of the questions. As you read the packet, try to develop an overview of the district. Note the district's strengths and weaknesses, and try to identify the major issues that the new superintendent will face. You may wish to skim through the questions first to identify the general characteristics or specific issues to which you should attend most closely as you read the District Profile Packet. However, it is recommended that you begin to answer the questions only *after* you have become familiar with the content of all the packet documents.

A complete sample of a District Profile Packet can be found in the second booklet of this preparation manual. This packet contains materials from a hypothetical Texas school district, Cook ISD. Use this profile to answer the items in Sections III and IV of this preparation manual.

ITEM FORMATS

All the items related to the District Profile Packet are selected-response, or multiple-choice, items. When you are ready to answer an item, you must select one of four answer choices labeled A, B, C, or D. When you are taking this test, it is better to guess than not to answer at all, even if you are uncertain about an answer. In the actual testing situation, you may write in your test booklet, **but your final response must be marked on the separate answer sheet provided.**

The test in the morning session is divided into four sections, each of which calls for a different task and contains items using a different item format. The sections and their tasks are listed below.

SECTION A: GLOBAL EVALUATION

SECTION B: SETTING PRIORITIES

SECTION C: OBSERVATION AND RESPONSE

SECTION D: ANALYZING SPECIFIC CONCERNS

SECTION A: GLOBAL EVALUATION

Global evaluation items are in table format. These items ask you to assess the current state of the district. For each item in this section, you must identify which line of the table (A, B, C, or D) contains all three of the following:

1. the best evaluation of the specified aspect of the district,
2. the most accurate supporting evidence for that evaluation, and
3. the most appropriate action step for the new superintendent to take.

To be correct, a line must be correct across all three columns. The correct answer will be the only line on the table that, based on the information in the packet, includes the best evaluation, the most accurate supporting evidence, and the most appropriate action step.

On the following page is a global evaluation item that addresses the effectiveness of recent leadership in Cook ISD. It assesses knowledge of Superintendent competency 007: *The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.*

Section A—Sample Item

Identify which set of the table (A, B, C, or D) contains 1) the best evaluation of the district in the area designated, 2) the most accurate supporting evidence, and 3) the most appropriate action step for the new superintendent to take.

Recent Leadership		
Evaluation of District Leadership	→ Evidence →	Action Step for New Superintendent
A.	Lacking in some key areas <ul style="list-style-type: none"> • Previous superintendents have failed to involve stakeholders in district decision making. • Student achievement has been declining throughout the district. 	Invite community representatives to discuss the district decision-making process.
B.	Lacking in some key areas <ul style="list-style-type: none"> • Some principals have been ineffective in recognizing and addressing problems. • Student achievement at some campuses has been declining. 	Meet with individual principals to clarify their roles and expectations.
C.	Generally strong and effective <ul style="list-style-type: none"> • Principals have been effective in improving instructional programs. • Student achievement in language arts has been improving throughout the district. 	Invite campus leaders to discuss ways to make other district programs as successful as the language arts program.
D.	Generally strong and effective <ul style="list-style-type: none"> • Previous superintendents have been effective in resolving conflicts and seeking consensus among district leaders. • Student achievement has been steadily improving throughout the district. 	Plan a meeting with campus leaders to discuss ways to strengthen communication and collaboration among district schools.

Rationale for the Correct Response

Read the table carefully from left to right, starting at the top. You will note that the evaluations in lines A and B are identical (*Lacking in some key areas*) and that the evaluations in lines C and D are identical (*Generally strong and effective*). All of the evidence and action steps, however, are different.

Consider what you have learned about Cook ISD from the District Profile Packet. Then reflect on the superintendent's responsibility to promote the growth and well-being of all students. This goal can best be attained if all district administrators share a vision for school effectiveness and student achievement. A number of documents in the District Profile Packet, however, suggest that this is an area of weakness in CISD. For example, TAAS scores for some schools have been eroding in recent years, and principals at several campuses have been weak in key areas (e.g., in fostering equity). The superintendent must exercise leadership to ensure that individual principals' understandings of their responsibilities are aligned with district expectations and with the district mission.

Based on the information in the packet, therefore, the correct *EVALUATION* of CISD's recent leadership is that it is *lacking in some key areas*. The *EVIDENCE* best supported by packet documents is that *some principals have been ineffective in recognizing and addressing problems* and that *student achievement at some campuses has been declining*. The best *ACTION STEP* for the new superintendent to take would be to *meet with individual principals to clarify their roles and expectations*. Since line B of the table includes all of these responses, option B is the correct response to this item.

SECTION B: SETTING PRIORITIES

Each item in this section of the test asks you to identify what the new superintendent's highest priority should be in regard to a specific program, process, or issue in Cook ISD. Each of these items is accompanied by a box that contains a list of the District Profile documents most relevant to that item; however, you should take into account all you know about the district when answering the questions. The documents are listed in numerical order, not in order of priority.

The following are two examples of the items in Section B.

Item 1

In this item, a problem is presented as a direct question, and four answer choices appear below the question. The item assesses knowledge of Superintendent competency 005: *The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.*

Section B—Sample Item 1

Which of the following should be the new superintendent's highest priority in regard to Sam Houston Elementary?

- A. Direct the principal to identify and implement collaborative strategies for closing the achievement gap among student groups at the school.
- B. Ask the site-based decision-making team to reevaluate the proportion of the school budget devoted to instructional expenditures.
- C. Recommend that the principal investigate whether the tradition of allowing students to wear mums to school at homecoming contributes to a sense of inequity among students.
- D. Encourage campus leaders to follow recommendations by the Citizens Advisory Panel to plan instructional space for the school's computer, science, and art programs.

District Profile documents: #2, #4, #5A, #7B, #10B, #16, #18.



Rationale for the Correct Response

Consider the question carefully and critically. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

As you read this question, think about what you know about the district in general and about Sam Houston Elementary School in particular. You may wish to refresh your memory about Sam Houston by reviewing the District Profile documents listed in the box below the item. One important piece of information provided by the documents is that the achievement gap between different student groups is greater than 32 percentage points in some categories. In addition, data show that the gap has significantly widened in the past year.

One of the superintendent's major responsibilities is to ensure that all members of the learning community have an equitable opportunity to achieve. Given the disparity in scores between groups, the superintendent should recognize that the district is not meeting lower-achieving students' needs as well as it should. Closing the gap in achievement should be the new superintendent's primary goal for this campus. Option A, therefore, is the best response to this question.

Item 2

Some items in Section B are followed by a set of statements numbered with Roman numerals. Below the Roman numeral statements are the four response options (A, B, C, and D). Each Roman numeral statement may or may not be correct in the context provided, and it is quite possible that more than one Roman numeral statement will be correct. Thus, the response options offer various combinations to consider as a complete answer. **Though more than one of the Roman numeral statements may be correct, only one response option (A, B, C, or D) contains all of the correct statements and no incorrect statements.**

The purpose of this item format is to reflect the fact that a question or problem may have more than one correct answer or good solution. This format permits you to select more than one correct statement.

This format is illustrated by the following item, which assesses Superintendent competency 005: *The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.*

Section B—Sample Item 2

Which of the following should be the new superintendent's highest priorities in regard to instructional technology in Cook ISD?

- I. Direct district curriculum coordinators to evaluate the educational benefits of various computer hardware and software for possible use in district schools.
 - II. Mobilize support for integrating instructional technology into the curriculum at all campuses.
 - III. Ask the district finance officer to develop cost estimates for equipping all campuses with network wiring to support computer-integrated instruction.
 - IV. Identify and remove barriers to successful implementation of the district technology plan.
- A. I, II, and III only
 - B. I, II, and IV only
 - C. II and IV only
 - D. III and IV only

District Profile documents: #1B, #7B, #7C, #16, #17.



Rationale for the Correct Response

As you consider how to answer this question, think about what you know about the district. Review the specific information about instructional technology provided by the documents listed in the box. You may then wish to follow the steps below.

- Step 1** *Read the question carefully.*
- Step 2** *Read each Roman numeral statement, and if you are certain that the statement is CORRECT in the context provided, place a checkmark next to it.*
- Step 3** *Place an X by each statement that you are certain is NOT CORRECT in the context provided.*
- Step 4** *Draw a line through every response option (A, B, C, or D) containing a Roman numeral that you have determined is incorrect.*
- Step 5** *Circle every response option that does NOT have a line through it and that contains Roman numeral statements that you are certain are correct.*
- Step 6** *Select the option that includes ALL statements that are correct.*

The superintendent must ensure that students have the opportunity to become competent users of technology in a rapidly changing world. Cook ISD developed a technology plan in 1996, and all district campuses have been equipped with network wiring. While some schools offer computer-aided instruction, the school board has been unreceptive to additional campus technology initiatives. The new superintendent should find out why the district technology plan has stalled and begin building support and momentum for implementing it. One way to help rebuild momentum would be to direct curriculum coordinators to assess hardware and software options. Therefore, the correct answer is response B (I, II, and IV only).

SECTION C: OBSERVATION AND RESPONSE

Observation and response items ask you to consider one aspect of Cook ISD, make an accurate observation based on the information in the packet, and determine the new superintendent's most appropriate response. Like the global evaluation items, the observation and response items are in the form of tables that should be read from left to right. Remember that to be the correct answer, a line from the table must be *totally* correct. That is, it must:

1. contain a correct observation about Cook ISD and
2. specify the most appropriate response for the superintendent to make.

A box containing a list of the most relevant documents is provided with each item; however, you should take into account all you know about the district when answering the questions. The documents are listed in numerical order, not in order of priority.

The following are two examples of the items in Section C.

Item 1

In this item, each line of the table is identified by a letter (A, B, C, and D); you are asked to select the line that correctly answers the question. The following item asks for an assessment of the overall climate in Cook ISD. It assesses knowledge of Superintendent competency 002: *The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.*

Section C—Sample Item 1

Which of the following would be the most appropriate observation and response for the new superintendent to make regarding the *climate* in Cook ISD?

	Observation	→	Response
A.	CISD sports teams generate enthusiasm and pride among students and members of the community.		Recommend the board increase funding to district sports and campus PE programs in the budget for the coming year.
B.	Some CISD parents feel that recent superintendents did not work well with the PTA and other parent organizations.		Take advantage of formal and informal communication networks to encourage an open and honest dialogue with parents.
C.	CISD campus and curriculum leaders do not encourage innovation in their academic programs.		Model and support responsible risk taking to encourage campus and curriculum leaders to try out new ideas.
D.	Some CISD schools or programs seem to lack sensitivity to some students or student groups.		Affirm the district's commitment to create an atmosphere of mutual respect and equal opportunity among all students.

District Profile documents: #1A, #2, #3, #4, #5A, #10B, #17, #18.

Rationale for the Correct Response

Consider the question carefully and critically. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

Before answering this question, think about what you know about the district and review the documents listed in the box below the item.

To foster the optimal academic, social, and personal growth of all students, the superintendent must ensure that district schools create an atmosphere of openness and respect for all. District Profile documents, however, suggest that a lack of sensitivity to the needs of all students is a problem at several schools: at some schools there are large disparities in test scores between different student groups; at others, expectations for students enrolled in Title I programs are low; at still others, some practices and traditions cause hurt feelings and create social tensions. To counteract this tendency, the superintendent should clearly communicate to campus leaders the importance of establishing a climate of openness and respect that fosters success for all students. The correct answer is therefore option D, which contains both an accurate *OBSERVATION* and an appropriate *RESPONSE*.

Item 2

In this item, each line of the table is identified by a Roman numeral (I, II, III, and IV). Below the table are the four response options (A, B, C, and D). Each line of the table may or may not be correct in the context provided, and it is quite possible that more than one line will be correct. Thus, the response options offer various combinations to consider as a complete answer. **Though any of the lines of the table may be correct, only one response option (A, B, C, or D) is complete and correct.**

The purpose of this item format is to reflect the fact that a question or problem may have more than one correct answer or good solution. This format permits you to select more than one correct statement.

The sample item on the next page is an observation and response item that asks for an assessment of the facilities in Cook ISD. It assesses knowledge of Superintendent competency 009: *The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.*

Section C—Sample Item 2

Which of the following sets of observations and responses would be most appropriate for the new superintendent to make regarding *facilities* in Cook ISD?

	Observation	→	Response
I.	Most district facilities lack adequate security features for campus buildings and grounds.		Hire a security consultant to evaluate campus security and recommend appropriate modifications.
II.	Several district facilities are not in compliance with the Americans with Disabilities Act.		Work with the district's federal programs coordinator to explore ways to ensure that all facilities are accessible to students and employees with disabilities.
III.	Most district facilities require expansion for classrooms and/or other instructional programs.		Ask district staff to develop long-range comprehensive plans to implement some of the recommendations made by the advisory panel.
IV.	Several district facilities are in serious disrepair and require extensive repairs and renovation.		Direct the district finance officer to develop detailed cost estimates for completing necessary repairs and renovations.

- A. I and II only
- B. I and IV only
- C. II and III only
- D. III and IV only

District Profile documents: #2, #4, #16, #17.

Rationale for the Correct Response

Consider the question carefully and critically. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet. As you consider how to answer this question, reflect on what you know about the district. Review the specific information about instructional facilities provided by the documents listed in the box. You may then wish to follow the steps below.

- Step 1** *Read the question carefully.*
- Step 2** *Read each line in the table, and if you are certain that the line contains both a correct OBSERVATION and a correct RESPONSE, place a checkmark next to it.*
- Step 3** *Place an X by each line of the table that you are certain is NOT CORRECT in the context provided.*
- Step 4** *Draw a line through every response option (A, B, C, or D) containing a Roman numeral that you have determined is incorrect.*
- Step 5** *Circle every response option that does NOT have a line through it and that contains Roman numeral statements that you are certain are correct.*
- Step 6** *Select the option that includes ALL statements that are correct.*

The superintendent must ensure that all district facilities are of adequate size and are equipped to serve all populations of the school community. According to District Profile documents, while CISD facilities are generally in good condition, most of them need additional classroom space and lack handicap-accessible restrooms and ramps. The superintendent should work with other district officials to investigate the feasibility of capital improvements and to explore strategies for achieving compliance with federal laws concerning access for individuals with disabilities. Response C (II and III only) is the correct answer.

SECTION D: ANALYZING SPECIFIC CONCERNS

Items in Section D are grouped in sets of several questions dealing with a specific concern in Cook ISD. The instructions direct you to the most relevant packet documents; however, you should take into account all you know about CISD when answering the questions. The documents are listed in numerical order, not in order of priority.

The sample items that follow illustrate the types of items you will find in Section D. The three items included in the following sample set all relate to the proposed closing of the Woodbridge Special Education Center in CISD. Begin by reading the instructions at the beginning of the set; then study the items that follow.

Sample Set

Review materials #2, #3, #4, and #16 in the District Profile Packet; then answer the questions that follow in regard to the possible closing of the Woodbridge Special Education Center in CISD.

Item 1

In the following item, a problem is presented as a direct question, and four answer choices appear below the question. It assesses knowledge of Superintendent competency 006: *The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.*

Section D—Sample Item 1

In the newspaper article about the facility review by the Citizens Advisory Panel (CAP), a suggestion is made that the Woodbridge Special Education Center should be closed because "federal laws require students to be educated in the "least restrictive environment possible." Which of the following is the most important factor for the new superintendent to consider in this regard?

- A. Because the "least restrictive environment" can be extremely difficult to determine, the district should give heavy weight to the CAP's recommendation.
- B. The quote from the law is correct, and Woodbridge should therefore be closed and its students dispersed throughout district schools as soon as possible.
- C. Because the "least restrictive environment" for some students with disabilities may be a separate facility, the district should initiate a careful study of the issue.
- D. The quote from the law is correct, but CISD has so few students with severe disabilities that it is likely that the district is exempt from strict compliance.

Rationale for the Correct Response

Read the item carefully and critically. Think about the circumstances it is describing and what it is asking. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

This question focuses on federal laws regarding students with disabilities. To exercise effective leadership in CISD, the new superintendent must bring a clear understanding of legal issues to the decision-making process concerning the Woodbridge Special Education Center. Federal laws require students with disabilities to be educated in the least restrictive environment possible. Least restrictive environment considerations must include a continuum of instructional options, one of which might be a separate campus. For this reason, the district should conduct a careful study of student needs and district resources before deciding whether to close the Woodbridge Center. Response C is the correct answer to this question.

The next two sample items are part of the same set. Each sample item is followed by an explanation of the correct response.

Item 2

Some items in Section D are followed by a set of statements numbered with Roman numerals. Below the set of statements are the four response options (A, B, C, and D). Each Roman numeral statement may or may not be correct in the context provided, and it is quite possible that more than one Roman numeral statement will be correct. Thus, the response options offer various combinations to consider as a complete answer. **Though more than one of the Roman numeral statements may be correct, only one response option (A, B, C, or D) contains all of the correct statements and no incorrect statements.** This format is illustrated by the following item, which assesses Superintendent competency 003: *The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.*

Section D—Sample Item 2

The new superintendent's best response to the letter written by the "Concerned Parents of Woodbridge Students" would be to:

- I. tell the parents that they should consider the interests of the whole district and not just their own children's needs.
 - II. explain that no decision has been made yet and that the new superintendent will represent the parents' views to the board of trustees.
 - III. express regret that Woodbridge parents were not included in the CAP and were not told of the CAP's recommendation before it was made public.
 - IV. establish forums that enable the parents to provide input to the decision-making process on this issue.
-
- A. I and II only
 - B. I and IV only
 - C. II and III only
 - D. III and IV only

The purpose of the item format illustrated in the example is to present common, real-world circumstances in which a question or problem may have more than one correct answer or good solution. This format permits you to select more than one correct statement.

Rationale for the Correct Response

The following steps outline one approach to answering this type of item.

- Step 1** *Read the question carefully.*
- Step 2** *Read each Roman numeral statement, and if you are certain that the statement is CORRECT in the context provided, place a checkmark next to it.*
- Step 3** *Place an X by each statement that you are certain is NOT CORRECT in the context provided.*
- Step 4** *Draw a line through every response option (A, B, C, or D) containing a Roman numeral that you have determined is incorrect.*
- Step 5** *Circle every response option that does NOT have a line through it and that contains Roman numeral statements that you are certain are correct.*
- Step 6** *Select the option that includes ALL statements that are correct.*

The superintendent is responsible for creating an atmosphere of openness and mutual respect within the learning community. One way to accomplish this is to engage in an ongoing dialogue with parents. In the situation described, district leaders have failed to consult with the families who would be most affected by the closing of the Woodbridge Center. These families should not be made to feel that their concerns are less important than other people's. The superintendent can help reestablish a climate of trust by honestly acknowledging this mistake and taking steps to involve parents in the decision-making process. The correct answer is response D (III and IV only).

Item 3

The following sample item assesses knowledge of Superintendent competency 004: *The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.*

Section D—Sample Item 3

The new superintendent's primary responsibility in regard to a board decision about the future of the Woodbridge Center is best described as:

- A. pulling together information for the board's review and making a recommendation.
- B. encouraging the board to study the matter carefully and supporting the board's final decision.
- C. scheduling forums for addressing the issue and urging a timely resolution.
- D. observing strict neutrality in regard to the issue and helping the board achieve consensus.

Rationale for the Correct Response

Read the item carefully and critically. Think about the issues it is describing and what it is asking. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

As you read this item, keep in mind that the superintendent is responsible for facilitating the flow of communication among various groups that affect and are affected by the district's educational policies. In the circumstances described, the board of trustees is faced with a decision that will profoundly affect many people in the district, and these people's views must be heard. As the district's educational leader, the superintendent must understand and be able to explain all constituents' views, as well as to weigh them and make a recommendation based on the best interests of district students. The board's ability to make an informed, fair, and educationally sound decision is based largely on how effectively the superintendent performs his or her roles of communicator and advisor. Option A is the correct response.

SECTION IV: SAMPLE ITEMS

Morning Session

This section presents some sample test items for you to review as part of your preparation for the morning session of the Superintendent examination. In the actual test, this part consists of approximately 40 to 45 items. The entire test consists of approximately 100 items. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample item, though the **competencies will not appear on the actual test form**. Space has been provided for you to make notes on each item.

An answer key on page 61 follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

Use the answer sheet at the end of this manual to record your answers to the sample items, and then review your answers against the answer key.

The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual test.

District Profile: Cook ISD

Use the materials in the District Profile Packet to answer the questions in this test.

The District Profile Packet contains materials about a hypothetical Texas school district, Cook ISD. It is early February of the 1999–2000 school year, and the former superintendent has recently resigned. The new superintendent has been working in the district approximately three weeks.

NOTE: Some of the documents in the District Profile Packet are meant to reflect types of materials produced by the state and do not necessarily reflect current reporting formats. It is important that you use only the materials in the packet to answer the questions. For example, the standards for AEIS given in the packet are the ones that should be used, rather than current standards that may be different.

Section A: Global Evaluation

Review all the materials in the District Profile Packet to determine the current state of Cook ISD. For each item in this section, identify which set of the table (A, B, C, or D) contains 1) the best evaluation of the district in the area designated, 2) the most accurate supporting evidence, and 3) the most appropriate action step for the new superintendent to take.

To be correct, a line must be correct across all three columns. The correct answer will be the only line on the table that, based on the information in the packet, includes the most appropriate evaluation, the most accurate supporting evidence, and the best action step.

1. Identify which set of the table (A, B, C, or D) contains 1) the best evaluation of the district in the area designated, 2) the most accurate supporting evidence, and 3) the most appropriate action step for the new superintendent to take.

District Strategic Planning			
	Evaluation of District Strategic Planning	→ Evidence →	Action Step for New Superintendent
A.	Inconsistent	<ul style="list-style-type: none"> • SBDM goals for the district for the current year lack specific objectives. • Campus goals are not aligned with district goals. 	Work with the District Planning and Decision-Making Committee to develop objectives for campuses to adopt.
B.	Inconsistent	<ul style="list-style-type: none"> • There are competing sets of goals at the district level. • Few campus goals are aligned with district goals. 	Work with the board of trustees and the District Planning and Decision-Making Committee to clarify the district's vision.
C.	Consistent	<ul style="list-style-type: none"> • Goals at the district level are well defined. • Goals at most campuses in the packet are aligned with district goals. 	Work with the campuses whose plans are not aligned with the strategic plan to revise their goals to address district goals.
D.	Consistent	<ul style="list-style-type: none"> • The district strategic plan includes well-defined goals and objectives. • Campus plans are strongly aligned with the strategic plan. 	Work with the board of trustees and all campuses to support continuing progress toward district goals.

The item above measures competency 002:

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

2. Identify which set of the table (A, B, C, or D) contains 1) the best evaluation of the district in the area designated, 2) the most accurate supporting evidence, and 3) the most appropriate action step for the new superintendent to take.

Community Support			
Evaluation of Community Support for the District	→ Evidence →	Action Step for New Superintendent	
A.	Minimal support	<ul style="list-style-type: none"> • Parents and community stakeholders seem indifferent toward the schools. • The District PTA Council is critical of district management. 	Initiate an outreach effort to encourage parent and community involvement in district-planning processes.
B.	Minimal support	<ul style="list-style-type: none"> • The community is not well informed about educational issues. • Stakeholders do not participate in district initiatives or in district decision-making groups. 	Plan a series of community forums to inform stakeholders about district programs and campus activities.
C.	Moderate to strong support	<ul style="list-style-type: none"> • Municipal officials are actively involved in district planning. • Media coverage of district programs is generally positive. 	Establish formal communication channels to facilitate communication with groups and organizations that affect educational policies.
D.	Moderate to strong support	<ul style="list-style-type: none"> • Stakeholders participate in district decision-making groups, but their work has been ignored by the board. • The community actively supports district sports programs. 	Use stakeholder input and feedback to promote the board's understanding of issues and its support of district programs.

The item above measures competency 003:

The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

3. Identify which set of the table (A, B, C, or D) contains 1) the best evaluation of the district in the area designated, 2) the most accurate supporting evidence, and 3) the most appropriate action step for the new superintendent to take.

Budget Processes		
Evaluation of District Budget Processes	→ Evidence →	Action Step for New Superintendent
A.	Lacking in some key areas <ul style="list-style-type: none"> • Auditors found serious inaccuracies in funding categories. • Fund balances suggest misallocations to budget line items. 	Direct district financial officers to implement new quality control measures in preparation for a second independent audit.
B.	Lacking in some key areas <ul style="list-style-type: none"> • Bidding processes are not documented properly. • Employee reimbursements are not processed in a timely manner. 	Direct district financial officers to implement more efficient accounting systems.
C.	Generally effective <ul style="list-style-type: none"> • Auditors found general-purpose financial statements in order. • The budget indicates a favorable variance. 	Direct district financial officers to review future budget estimates to ensure that they support district educational goals.
D.	Generally effective <ul style="list-style-type: none"> • Auditors found that appropriate accounting principles are used. • Auditors found proper but outdated accounting systems in place. 	Direct district financial officers to prepare a proposal for upgrading accounting system software.

The item above measures competency 008:
The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

4. Identify which set of the table (A, B, C, or D) contains 1) the best evaluation of the district in the area designated, 2) the most accurate supporting evidence, and 3) the most appropriate action step for the new superintendent to take.

Equity			
Evaluation of District Commitment to Equity	→ Evidence →	Action Step for New Superintendent	
A.	Minimal commitment	<ul style="list-style-type: none"> • Achievement gaps among student groups are widening at all campuses in the district. • No campuses in the packet include diversity issues in their curricula or campus goals. 	Initiate development of a proposal for the board to fund a Summer TAAS Institute for all students who are failing the TAAS.
B.	Minimal commitment	<ul style="list-style-type: none"> • There are few minority teachers employed by the district. • Achievement gaps among student groups are significant at most campuses. 	Initiate a major professional development effort to educate campus leaders and faculty about instructional issues related to diversity.
C.	Strong commitment	<ul style="list-style-type: none"> • Math TAAS scores are rising for all student groups at all campuses. • The district strategic plan emphasizes excellence for all students. 	Encourage district leaders to model instructional initiatives on the successful efforts of the district math program.
D.	Strong commitment	<ul style="list-style-type: none"> • The percentage of students taking college entrance exams and mean scores for these exams are increasing for all student groups. • All student groups are equally represented in advanced courses. 	Encourage secondary school leaders to set even higher standards for all student groups in college preparatory programs.

The item above measures competency 007:
The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

5. Identify which set of the table (A, B, C, or D) contains 1) the best evaluation of the district in the area designated, 2) the most accurate supporting evidence, and 3) the most appropriate action step for the new superintendent to take.

Curriculum			
	Evaluation of District Curriculum	→ Evidence →	Action Step for New Superintendent
A.	Generally weak	Curricular quality varies widely among campuses because of a general lack of district support for implementing curricular improvements.	Ask campus and district leadership to develop a shared vision of curricular goals and to define strategies for achieving them.
B.	Generally weak	Efforts to improve the curriculum in core subjects do not encourage collaborative planning or dynamic interaction among stakeholders.	Provide professional development to campus leaders and district curriculum coordinators in strategies for facilitating collaborative planning.
C.	Strong and effective	Student achievement levels are improving for most student groups and in most subject areas throughout the district.	Encourage campus leaders to incorporate technology and fine arts into their campuses' core curriculum.
D.	Strong and effective	Each campus in the packet shows evidence of strong curricular alignment and coordination among subject areas.	Direct district curriculum coordinators to initiate cross-campus curricular projects.

The item above measures competency 005:

The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

Section B: Setting Priorities

In this section, identify what the new superintendent's highest priorities should be in regard to particular programs, processes, and issues of the Cook Independent School District. At the end of each question, you will find a box indicating which documents from the District Profile Packet contain information related to the topic of the question; however, you should take into account all you know about the district when answering a question. The documents are listed in numerical order, not in order of priority.

6. Which of the following should be the new superintendent's highest priority in regard to Sierra Vista Elementary?
- A. Ask the principal to involve other campus stakeholders in developing educational specifications for a new PE facility and classroom wing.
 - B. Direct the principal to improve campus budgetary planning by detailing cost factors for all proposed campus programs.
 - C. Encourage the principal to establish clear timelines for developing a new campus improvement plan.
 - D. Jointly plan professional growth activities for the principal in the areas of collaborative planning and instructional management.

District Profile documents: #2, #8, #16, #18.



The item above measures competency 007:

The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

7. Which of the following should be the new superintendent's highest priority in regard to the language arts curriculum in Cook ISD?
- A. Ask the district finance officer and language arts coordinator to prepare cost estimates for various curriculum packages.
 - B. Direct the district's language arts coordinator to conduct research and prepare a summary report on innovative approaches to language arts instruction at various grade levels.
 - C. Ask campus leaders to prepare school timelines for phasing in a new language arts curriculum in the fall.
 - D. Direct the district's language arts coordinator to work with campuses to assess their strengths and needs in language arts and to identify strategies to improve student achievement in this area.

District Profile documents: #2, #5A, #5B, #6, #7A, #7B, #7C, #8, #17, #18.



The item above measures competency 005:

The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

8. Which of the following should be the new superintendent's highest priority in regard to finances in Cook ISD?
- A. Review with the board more effective ways to support needed improvements in instructional programs throughout the district.
 - B. Work with district finance officers and local officials to recommend elimination of some tax exemptions in order to raise local tax revenues.
 - C. Recommend that the board of trustees consider the possibility of lowering the local tax rate in response to last year's substantial budget surplus.
 - D. Work with district finance officers to identify ways to increase the accuracy of the district's annual projections of state revenue.

District Profile documents: #1C, #2, #4, #5A, #5B, #6, #7C, #15, #16, #17, #19.



The item above measures competency 008:

The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

9. Which of the following should be the new superintendent's highest priority in regard to campus planning and decision making in Cook ISD?
- A. Encourage the SBDM teams at all campuses to develop strategies for improving communication with parents and other constituents.
 - B. Work with campus leaders to organize mentoring of weak SBDM teams by stronger SBDM teams in the district.
 - C. Recommend that all SBDM teams receive training in the state-mandated responsibilities and functions of SBDM teams.
 - D. Broaden the representation of stakeholders serving on all SBDM teams throughout the district.

District Profile documents: #1B, #2, #4, #7A, #7B, #7C, #8, #10A, #20A, #20B.



The item above measures competency 007:
The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

Section C: Observation and Response

In this section, identify which line(s) of the table contain the most accurate observation(s) of Cook ISD in the area designated, coupled with the most appropriate response(s) for the new superintendent to make. After each response table you will find a box indicating which documents from the District Profile Packet contain information related to the topic of the question; however, you should take into account all you know about the district when answering a question. The documents are listed in numerical order, not in order of priority.

10. Which of the following would be the most appropriate observation and response for the new superintendent to make regarding *TAAS scores at individual campuses* in Cook ISD?

	Observation	→	Response
A.	The percentage of students exempted from taking the TAAS at Sam Houston is higher than the state average and significantly higher than at other district schools.		Ensure that all campus leaders understand and communicate to their staff the correct guidelines to follow when determining exemptions for the TAAS.
B.	TAAS scores at most campuses in the district have been gradually declining in mathematics in recent years.		Encourage the mathematics curriculum coordinator to review the mathematics curricular program and determine whether it should be updated.
C.	Students who are economically disadvantaged made greater gains from 1998 to 1999 at most campuses than did students from other groups.		Ask the district curriculum coordinator to determine which instructional programs likely contributed the most to these gains and whether the programs should be expanded to serve other students.
D.	TAAS scores at Cook High School have gradually declined to the point of falling below state averages.		Develop performance objectives and professional development plans for the high school principal that are tied to improvement in student achievement.

District Profile documents: #2, #5A, #5B, #6, #17.

The item above measures competency 006:

The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

11. Which of the following would be the most appropriate observation and response for the new superintendent to make regarding *attendance* in Cook ISD?

	Observation	→	Response
A.	Student attendance districtwide exceeds the state average and is improving.		Commend the principals at all campuses for improving student attendance and encourage them to continue their efforts.
B.	Attendance among elementary students who are white is significantly higher than attendance among other student groups.		Direct the principals at the elementary schools to devise strategies for improving all students' attendance.
C.	Gains in attendance at the elementary level are offset by declines in attendance at the high school.		Direct the principal at the high school to target attendance in future campus improvement efforts.
D.	Aggregate attendance in the twelfth grade is significantly lower than in other grade levels at the high school.		Ask the principal to determine why twelfth-grade aggregate attendance is so low and what they can do to improve it.

District Profile documents: #5A, #5B, #6, #7A, #7B, #7C, #9.

The item above measures competency 002:

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

12. Which of the following sets of observations and responses would be most appropriate for the new superintendent to make regarding *factors related to the dropout rate* in Cook ISD?

	Observation	→	Response
I.	The high school lacks an on-campus GED program.		Direct the principal to establish an on-campus GED program immediately and to explore ways for the school to cover GED testing and transportation costs for former Cook students.
II.	The high school lacks a Pregnancy Education and Parenting Program.		Direct the principal to initiate as soon as possible the development of a Pregnancy Education and Parenting Program that would encourage students to stay in and complete their high school program.
III.	The high school lacks an outreach program to increase parental involvement in the school.		Direct the principal to identify and implement strategies for working with the SBDM team, the PTA, and other campus groups to assess and address areas of need regarding parental involvement at the high school.
IV.	The high school lacks a program to encourage the involvement of local businesses in the school.		Direct the principal to explore strategies for developing mentoring and partnership programs with local businesses.

- A. I, II, and III only
 B. I, II, and IV only
 C. II and III only
 D. III and IV only

District Profile documents: #2, #6, #7A, #10A, #19.

The item above measures competency 006:

The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

13. Which of the following sets of observations and responses would be most appropriate for the new superintendent to make regarding the parent's complaint about *the disparity in program quality among CISD schools*?

	Observation	→	Response
I.	The CISD schools that have been most successful in maintaining high-quality programs in recent years are generally the ones that spend more money per student.		Work with campus and district leaders to reapportion funding among schools in next year's budget.
II.	The CISD schools that have experienced the greatest decline in the quality of their programs in recent years are generally the ones with older, more run-down facilities.		Ask the Citizens Advisory Panel to work with other district leaders to draw up a proposal for renovating these facilities as soon as possible.
III.	The CISD schools that have been most successful in maintaining high-quality programs in recent years are generally the ones with stronger principals and SBDM teams.		Collaboratively develop performance objectives for the principals of weaker schools that emphasize improved campus leadership.
IV.	The CISD schools that have experienced the greatest decline in the quality of their programs in recent years are generally the ones that show evidence of setting lower expectations for some students.		Emphasize to all district staff their responsibility to ensure that all students have an equitable opportunity to pursue and achieve excellence.

- A. I and III only
 B. I, II, and IV only
 C. II, III, and IV only
 D. III and IV only

District Profile documents: #2, #4, #5A, #5B, #7A, #7B, #7C, #8, #10A, #10B, #16, #18.

The item above measures competency 001:
The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

Section D: Analyzing Specific Concerns

In this section, you will respond to several sets of questions regarding specific concerns of the Cook Independent School District. The instructions for each set will indicate which materials in the District Profile Packet contain information related to that set of questions; however, you should take into account all you know about the district when answering questions. The documents are listed in numerical order, not in order of priority.

Set 1

Review materials #1A, #1B, #1C, #2, #3, #4, #12, and #13 in the District Profile Packet; then answer the questions that follow in regard to the board of trustees in Cook ISD.

14. Given the recent history of the CISD board of trustees, which of the following strategies would best help the new superintendent establish a productive partnership with the board?
- I. Take advantage of state-mandated board member training to educate trustees about their roles and responsibilities.
 - II. Work with the board to align board goals and district goals.
 - III. Defer to the board on matters relating to routine administrative decisions in the district.
 - IV. Schedule a board retreat to allow extended discussion of important issues in the district.
- A. I and II only
 - B. I, II, and IV only
 - C. II, III, and IV only
 - D. III and IV only

The item above measures competency 004:

The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.

15. Based on the packet materials, which of the following represent possible illegal actions by the board that the new superintendent should investigate?
- I. the refusal by the board to allow West Elementary to apply for a campus technology grant
 - II. the board's decision to launch major capital projects, including construction of the new district stadium
 - III. the board's failure to follow proper procedures in the bidding process for the milk and ice cream contract
 - IV. the alleged participation by a quorum of trustees in a discussion of official business in an informal social setting
- A. I and II only
 - B. I and III only
 - C. II and IV only
 - D. III and IV only

The item above measures competency 001:

The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

16. Which of the following strategies would be the most appropriate way for the new superintendent to facilitate communication between the board and the community?
- A. Schedule a board meeting in which the agenda is wholly dedicated to open-ended public dialogue with the board.
 - B. Suggest that members of the board attend all meetings of the district PTA.
 - C. Recommend including some form of public participation during every regularly scheduled open meeting of the board.
 - D. Urge the board president to conduct frequent press conferences to update the community.



The item above measures competency 003:

The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

Set 2

Review materials #2, #6, #11, #15, and #19 in the District Profile Packet; then answer the questions that follow in regard to teaching staff in CISD.

17. Considering these documents and other materials in the District Profile Packet, which of the following challenges regarding teaching staff would be most important for the new superintendent to address at this time?
- A. Decrease the number of teaching staff through attrition in order to bring district expenditures into better alignment with current revenues.
 - B. Develop more effective strategies for attracting and retaining high-quality teaching staff who are members of minority groups.
 - C. Reduce current inequities between the average salaries of teaching staff and the average pay of professional support staff in the district.
 - D. Recruit more male teachers in order to align gender balance in the district more closely with the state's average number of male and female teachers.

The item above measures competency 007:

The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

18. Based on the packet materials, which of the following arguments would best support a decision by the new superintendent to recommend raises for district teaching staff?
- A. Current inequities between the average salaries of teachers and administrators are likely to cause professional tensions in the district.
 - B. Raising salaries for district teaching staff is a more cost-effective incentive for teachers than increasing employee benefits to competitive levels.
 - C. The district's failure to comply with state guidelines regarding minimum salary adjustments for teachers could jeopardize current levels of state funding.
 - D. Continuing to deny raises for teachers during a period of economic growth is likely to hurt teacher morale and undermine district climate.

The item above measures competency 008:

The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

19. When considering the question of raises for teachers, the new superintendent should be aware that one difference between percentage and "lump sum" raises is that:
- A. percentage raises tend to cause tensions between teachers and administrative staff.
 - B. lump sum raises tend to work to the advantage of less experienced teachers.
 - C. percentage raises may discourage teachers who have more experience.
 - D. lump sum raises work better for nonprofessional staff than for teachers.

The item above measures competency 008:
The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

20. Whenever there are policy changes regarding teachers' salaries, the new superintendent can best facilitate district communication by:
- A. urging teachers who have concerns about the policy to discuss them with their school principal.
 - B. ensuring that a copy of the new policy is posted at all campuses.
 - C. holding meetings at the campuses to explain and discuss the policy.
 - D. offering to meet personally with any teacher who has concerns about the policy.



The item above measures competency 010:
The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

Set 3

Review the first letter in document #4 of the District Profile Packet; then answer the questions that follow.

21. Which of the following should be the new superintendent's primary consideration in determining how to respond to this letter?
- A. The complaint deals with a campus-level issue that should be addressed by school rather than district administrators.
 - B. The parent making the complaint is considering only his or her son's needs and shows little awareness of the larger picture.
 - C. The complaint addresses an issue that comes up in all high schools every year and that will always be a source of dissatisfaction to some.
 - D. The parent making the complaint has threatened to bring the matter to the school board if it is not satisfactorily resolved.

The item above measures competency 003:

The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

22. Which of the following are questions raised by this letter that would be appropriate for the new superintendent to have district staff investigate?
- I. Are the kinds of problems cited in this letter generally interfering with students' ability to achieve to their full academic potential?
 - II. What is the best software to use to ensure that scheduling at the high school is accomplished efficiently and effectively?
 - III. What reasons should be considered legitimate ones for permitting a student to change teachers for a given subject?
 - IV. Is a lack of district commitment to funding instructional programs a major source of the problems described in this letter?
- A. I and II only
 - B. I and IV only
 - C. II and III only
 - D. II and IV only



The item above measures competency 010:
The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

ANSWER KEY

ITEM NUMBER	CORRECT ANSWER	COMPETENCY
1	B	002
2	D	003
3	C	008
4	B	007
5	A	005
6	D	007
7	D	005
8	A	008
9	C	007
10	A	006
11	C	002

ITEM NUMBER	CORRECT ANSWER	COMPETENCY
12	A	006
13	D	001
14	B	004
15	D	001
16	C	003
17	B	007
18	D	008
19	B	008
20	C	010
21	A	003
22	B	010

SECTION V: APPROACHES TO RESPONDING TO ITEMS

Afternoon Session

The purpose of this section is to describe test item formats that you will see during the afternoon session of the Superintendent examination and to suggest possible ways to approach thinking about and answering the test items. As in Section III, the approaches described are meant as suggestions; you may want to try using them on the sample questions included in the next section. However, these approaches are not intended to replace test-taking strategies that work for you.

Like the items in the morning session of the Superintendent test, the items in the afternoon session are designed to assess your problem-solving and analytical skills applied to the test framework. While the morning session of the test pertains wholly to one hypothetical school district in Texas, the afternoon session presents multiple issues in a variety of districts. *The districts described in the afternoon session are not related to the district detailed in the District Profile Packet in the morning session.*

ITEM FORMATS

The afternoon session of the Superintendent test contains only selected-response, or multiple-choice, items. When you are ready to answer an item, you must choose one of four answer choices labeled A, B, C, or D. When you are taking this test, it is better to guess than not to answer at all, even if you are uncertain about an answer. In the actual testing situation, you may write in your test booklet, **but your final response must be marked on the separate answer sheet provided.**

The item formats in the afternoon session are either presented as individual items or grouped in small sets called *decision sets*. These sets contain approximately three to twelve questions that are all about a particular situation faced by a superintendent in a hypothetical Texas school district. Each decision set begins with *stimulus material*, which sets the scene and provides information to use in answering the questions that follow. In many decision sets, additional stimulus material is provided at one or more junctures. This stimulus material typically provides additional information or a subsequent development that you will need to answer the items that follow.

It is important to note that each decision set in the afternoon session is about a different Texas school district; that is, each district is unrelated to districts described in other sets.

The decision set stimulus material provides information essential to answering the questions that follow it. If necessary, the stimulus may include demographic information about the district, a description of the community served by the district, or information about district staff in general or one or more particular staff members. Each decision set stimulus describes a situation that a superintendent is facing. Examples of both individual items and decision sets appear on the following pages.

INDIVIDUAL ITEM

Item 1: Example of an Individual Item

In an individual item, a problem is presented as a direct question or as an incomplete statement, and four answer choices appear below the question. The following item is an example of this type. It assesses knowledge of Superintendent competency 003: *The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.*

The final expenditures for a major school construction project in a district run over budget by approximately 20 percent. A series of articles on the discrepancy appears in the local newspaper, including some highly critical editorials. Which of the following would be the superintendent's best strategy for addressing this situation?

- A. Contact the publisher of the local newspaper to explore whether the paper might be willing to moderate its criticism.
- B. Appeal to supporters of the project to organize a districtwide letter-writing campaign to counter the negative publicity.
- C. Initiate a communication plan to account fully for all expenditures, including cost overruns, related to the new facility.
- D. Refrain from responding directly to the criticism, but issue a series of press releases publicizing the benefits of the new facility.

Suggested Approach

Read the item carefully and critically. Think about the situation it is describing and what it is asking. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

For example, as you read this question, consider the situation described. Public criticism is being leveled at the school district for significant cost overruns on a major construction project. Under such circumstances, the superintendent is responsible for ensuring that the public be provided with all relevant information on the issue (option C). Options B and D could both be seen as attempts to avoid accountability, and either response would be contrary to the superintendent's responsibility to be forthcoming about issues of legitimate public interest. With regard to option A, trying to influence press coverage in the manner described would be an unethical response on the superintendent's part. Option C is therefore the correct answer.

DECISION SET: STIMULUS MATERIAL

Dr. Julian Smith, the superintendent of Grantwood ISD, is overseeing plans for a new school in the district. The new facility will replace an existing one that is old and in very poor condition. After gaining voter approval of the necessary bond issues, district officials begin planning construction of the new school.

The stimulus material presents essential information for the decision set. This stimulus indicates that a successful bond election has already taken place and that Dr. Smith and Grantwood ISD staff are in the early stages of planning the construction of a new school to replace an existing facility.

In a decision set, the stimulus is an important scene setter. As you consider the test questions that follow, check the stimulus as needed. As you progress through the decision set, additional stimuli may introduce new information. For an example of this, refer to the decision set that begins on page 72 of this preparation manual (in Section VI, Sample Items: Afternoon Session).

The decision set is often set up as a kind of story line that develops over time. You may find it helpful to skim all of the questions and stimulus materials in a decision set before answering any questions. Such a quick read-through may give you a richer understanding of the context for the questions. However, as you select your answer for each question, be sure to base your choice only on the information that has already been presented about the situation.

Regardless of the strategy you use, keep in mind that every piece of information in each stimulus and question is important. As you consider items in each decision set, try to enter into the identified superintendent's frame of mind. You should base your answers on the particular situation presented, not on similar situations you have encountered or studied. With each item, you will need to keep foremost in your mind the knowledge and skills outlined in the test framework.

DECISION SET: ITEMS

Item 1

In the following item, a problem is presented as an incomplete statement, and four answer choices appear below. The item assesses knowledge of Superintendent competency 009: *The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.*

Dr. Smith's first step in the planning process for building the new school should be to:

- A. schedule public forums to discuss instructional needs and space requirements for the new school.
- B. meet with the designated architect to discuss design options for the new school.
- C. work with district and campus representatives to develop educational specifications for the new school.
- D. ask the principal of the new school to prepare a brief report on anticipated space needs.

Rationale for the Correct Response

Read the item carefully and critically. Think about the situation it is describing and what it is asking. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

For example, as you read this question, think about what steps must be taken during the process of planning school construction projects and in what order they should take place. All decisions about building and classroom design should be driven by the instructional needs of the student population to be served in the new facility. This must be the primary consideration before any specific plans or designs can be made. Also, districts must ensure that a new facility meets the standards approved by the State Board of Education. To facilitate this process, the Texas Administrative Code (*TAC*) requires districts to draft educational specifications for new facilities that include descriptions of the new school's student population and instructional program. These specifications include, among other things, the number of students to be served, the grade-level configuration of the student population, a description of the instructional programs required by this population, and a list of specialized classrooms and other support areas that will be needed. Therefore, response C is the correct answer to this question.

Item 2

This item includes a set of statements numbered with Roman numerals. Below the set of statements are the four response options (i.e., A, B, C, and D). Each Roman numeral statement may or may not be correct in the context provided, and it is quite possible that more than one Roman numeral statement will be correct. Thus, the response options offer various combinations to consider as a complete answer. **Though more than one of the Roman numeral statements may be correct, only one response option (A, B, C, or D) contains all of the correct statements and no incorrect statements.** This format is illustrated by the following item, which assesses Superintendent competency 006: *The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.*

Dr. Smith wants to make sure that the new school building is designed and equipped to meet the needs of all students. Which of the following factors would be important to consider in this regard?

- I. provision of assistive technologies for students with disabilities and/or other special needs
 - II. availability of adequate space to accommodate the needs of all students
 - III. construction of separate entrances to accommodate students who require special transportation
 - IV. inclusion of ramps and other features to ensure access for students with physical disabilities
-
- A. I and IV only
 - B. I, II, and IV only
 - C. II and III only
 - D. II, III, and IV only

The purpose of this item format is to present a common, real-world situation in which a question or problem may have more than one correct answer or good solution. This format permits you to select more than one correct statement.

Rationale for the Correct Response

The following steps outline one approach to answering an item with a correct response set, such as the one in the preceding example.

- Step 1** *Read the question carefully.*
- Step 2** *Read each Roman numeral statement, and if you are certain that the statement is CORRECT in the context provided, place a checkmark next to it.*
- Step 3** *Place an X by each statement that you are certain is NOT CORRECT in the context provided.*
- Step 4** *Draw a line through every response option (A, B, C, or D) containing a Roman numeral that you have determined is incorrect.*
- Step 5** *Circle every response option that does NOT have a line through it and that contains Roman numeral statements that you are certain are correct.*
- Step 6** *Select the option that includes ALL statements that are correct.*

All students in a learning community, including those with special needs, must have an equitable opportunity to achieve. Legal guarantees of such opportunity are provided by a number of state and federal laws. For example, districts are legally required to provide assistive technologies for students with special needs. In addition, the *Americans with Disabilities Act* requires public school districts to make reasonable accommodations to ensure that district buildings and facilities are accessible to and functional for persons with disabilities. The superintendent can help promote equality of educational opportunity by keeping such guidelines and requirements in mind throughout the planning process for the new school. The correct answer is B (I, II, and IV only).

The next sample item in this section is part of the same decision set. The sample item is followed by an explanation of the correct response.

Item 3

The following sample item assesses knowledge of Superintendent competency 009: *The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.*

Which of the following statements accurately describes the legal guidelines Grantwood ISD must follow when awarding construction contracts to build the new school?

- A. The district must use the request for proposal method when awarding contracts for the construction of new schools or other district facilities.
- B. Competitive bidding is one of several methods the district may select, depending on which option provides the best value to the district.
- C. The district must use either the request for proposal method or a design/build contract, depending on which option provides the best value to the district.
- D. Competitive bidding is the only approved method for the district to use when awarding contracts for the construction of new schools or other district facilities.

Rationale for the Correct Response

As the district's leader, the superintendent must use an understanding of legal issues to make sound decisions. The *Texas Education Code* provides a variety of options to school districts that are awarding construction contracts for the building of new schools or for major renovation projects. The district may use whichever method provides the best value to the district, including but not limited to competitive bidding. Option B is the correct response.

SECTION VI: SAMPLE ITEMS

Afternoon Session

This section presents some sample test items for you to review as part of your preparation for the afternoon session of the Superintendent examination. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample item, though the **competencies will not appear on the actual test form**. Space has been provided for you to make notes on each item.

An answer key on page 102 follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

Use the answer sheet at the end of this manual to record your answers to the sample items, and then review your answers against the answer key.

The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual test.

DECISION SET BEGINS HERE

Dr. Trenessa Louis is the new superintendent of Hutchins Ridge ISD. Shortly after beginning work in HRISD, she held individual meetings with district principals to discuss, among other topics, the strengths and needs of the district in terms of technology use and availability. Following are some of the key points Dr. Louis noted during these meetings.

- There is no districtwide technology plan.
- Several schools mention the use of technology in their Campus Improvement Plans; however, these uses are very limited.
- Technology resources are limited and are distributed unevenly districtwide.
- District libraries are partially automated and need updating.
- The district has limited networking capability.
- Relatively few teachers districtwide have received staff development in the use of the latest types of instructional technology.

After gathering this background information, Dr. Louis decides that two of her primary goals during her first year as superintendent of HRISD will be to ensure that a comprehensive district technology plan is developed and that implementation of the plan is begun. She will begin by forming a technology planning committee (TPC).

1. To make sure that the new district technology plan is realistic and has the greatest chance for success, Dr. Louis should ensure that the technology planning committee:
 - A. is directed by an objective outside consultant who has expertise in the area of instructional technology.
 - B. comprises members of all constituent groups, including people with varying backgrounds in and attitudes toward technology.
 - C. is encouraged to develop a technology plan that would require a minimum of financial support from the district.
 - D. bases its plan closely on the technology plans developed by other Texas school districts.

The item above measures competency 003:

The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

2. Dr. Louis wants to ensure that technology becomes integrated into the district curriculum and is not seen as a separate program. She could best achieve this by encouraging the curriculum development committee in each subject area to support the work of the TPC by:
 - A. reviewing and recommending for purchase specific learning software packages for its area of the curriculum.
 - B. providing the TPC with a copy of its curriculum and any other requested documents.
 - C. rethinking its area of the curriculum in terms of how and what types of technologies might be used to support learning.
 - D. reading and approving all parts of the TPC's plan that relate to its area of the curriculum.

The item above measures competency 005:

The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

Once the new technology vision for the district has been established by the TPC and approved by the board of trustees, Dr. Louis encourages the technology planning committee to develop specific student goals and an implementation plan.

3. Following is the opening line of the mission statement in the new district technology plan:

HRISD is committed to preparing all students to be successful workers and ongoing learners in the information age.

The district could best fulfill its stated mission by establishing which of the following goals for students?

- A. By graduation, all students will be active users of a variety of technologies that support communication and problem solving.
- B. By graduation, all students will be fluent in one or more programming languages commonly used in the modern workplace.
- C. By graduation, all students will be able to store, retrieve, and manipulate numerical data through the use of technology.
- D. By graduation, all students will be proficient in the use of databases and CD-ROM resources to support research.

The item above measures competency 002:

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

4. Dr. Louis wants to ensure that the new technology plan has a high level of credibility and will be able to win and maintain community and grant support. To accomplish these goals, the implementation plan should include specific plans to:
- I. issue a technical report to the public detailing what specific hardware is installed in district facilities.
 - II. conduct regular cost-benefit analyses of district investments in instructional technology.
 - III. use objective data to assess the impact of various technologies and to guide program decisions and modifications.
 - IV. solicit endorsements of the plan from nationally recognized business leaders and technology experts.
- A. I and II only
- B. I and IV only
- C. II and III only
- D. III and IV only

The item above measures competency 003:

The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

5. Which of the following guidelines should be included in a successful professional development plan in the area of instructional technology?
- I. Teacher trainers should be selected from among the most highly skilled math, science, and business education teachers in the district.
 - II. Training opportunities should be varied to take into account different learning styles and needs.
 - III. Training should be regularly assessed in terms of its effectiveness for various participants.
 - IV. Teachers should be supported in visiting schools and workplaces in which current technologies are utilized.
- A. I and II only
 - B. I, III, and IV only
 - C. II and III only
 - D. II, III, and IV only

DECISION SET ENDS HERE

The item above measures competency 007:

The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

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

Following an incident at a district high school in which a student threatened a classmate with a gun, parents throughout Brody ISD, a large suburban district, have been demanding that something be done to make the schools safer. Superintendent Luke Barnes, who has just begun his tenure at BISD, meets with district officials both to discuss the specific incident and to address the larger issue of school safety.

6. In regard to the student who brought the gun to school, which of the following disciplinary alternatives are legally available to school administrators?
 - I. expulsion from school
 - II. placement in an Alternative Education Program (AEP)
 - III. in-school suspension
 - IV. three-day suspension from school
 - A. I and II only
 - B. I, II, and III only
 - C. II, III, and IV only
 - D. III and IV only

The item above measures competency 001:
The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

7. District officials decide to survey students' and parents' opinions about how safe the schools are. Important benefits of such a survey include:
- I. helping district officials understand which types of misconduct the public feels should receive the most severe disciplinary measures.
 - II. communicating to constituents that district officials take this issue seriously and want to hear their concerns.
 - III. helping district officials assess whether people's perceptions of the extent of the problem match the reality of the situation.
 - IV. communicating to constituents that their own behavior and attitudes can directly affect the safety of their public schools.
- A. I and III only
 - B. I and IV only
 - C. II and III only
 - D. III and IV only

The item above measures competency 003:

The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

8. District officials agree that one key strategy for promoting safe schools is for the developmental guidance program to place strong emphasis on instruction in conflict resolution, problem solving, and social skills. The primary advantage of this strategy is that it will:
 - A. help students recognize that they have the power to modify their own and other's behavior in ways that will result in safer schools.
 - B. ensure that students, teachers, and administrators share the burden of dealing with discipline problems.
 - C. help community members recognize that school officials alone cannot remove all potential threats to student safety.
 - D. create an environment in which discipline is based on peer pressure rather than on coercion by adults.

The item above measures competency 006:

The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

9. One measure mandated by the Texas Education Code to promote safety in the public schools is compulsory staff development in the areas of:
- I. discipline strategies.
 - II. safe methods of physical restraint.
 - III. counseling techniques.
 - IV. conflict resolution.
-
- A. I and II only
 - B. I and IV only
 - C. II and III only
 - D. III and IV only

The item above measures competency 007:
The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

10. Mr. Barnes feels strongly that the district should institute a policy of reporting to the police all fights involving secondary school students. Which of the following lines accurately identify an advantage and a disadvantage of this policy?

	Advantage	Disadvantage
I.	The role of disciplinarian will become the responsibility of the police rather than of school officials.	Students are less likely to respond cooperatively to directives from teachers or school administrators.
II.	The level of violence in individual schools in BISD will show an immediate, sharp decrease.	Disagreements between students may go unresolved, resulting in greater violence outside of school.
III.	Community members will become more aware of school safety issues and will volunteer advice and support.	Teachers are likely to feel that they are being blamed for discipline problems that are not their fault.
IV.	The district will develop a more cooperative and collaborative relationship with local law enforcement.	The community may develop the perception that BISD has a more severe safety problem than other districts.

- A. I and III only
 B. I and IV only
 C. II and III only
 D. II and IV only

The item above measures competency 003:

The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

11. Mr. Barnes considers recommending that the board of trustees create a district police force for middle schools and high schools. Which of the following lines identifies both a potential problem with this idea and an appropriate action step for the superintendent to take to solve that problem?

	Potential Problem	→	Action Step
A.	Police officers, school counselors, and social service workers are likely to view their roles as conflicting.		Ensure that all district staff understand why a police presence is necessary in the schools.
B.	Many students and parents are likely to perceive on-campus police officers as threatening.		Prepare the community for this program in a way that emphasizes the roles of police officers as protectors and role models.
C.	Police officers are unlikely to be as experienced working with young people as are district educators.		Encourage district staff to report to their principals any specific concerns they have about the behavior of school police.
D.	Some school principals may interpret the presence of police officers as a criticism of their handling of school discipline.		Be publicly supportive of all principals and encourage them to collaborate closely with district police.

DECISION SET ENDS HERE

The item above measures competency 004:

The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.

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

A school district has grown in size over the last decade, leading to overcrowding at its aging elementary school. To address this need, the board proposes to replace the existing school and hires an architectural firm to draw up plans and estimate final costs for a new school. Although the state has agreed to pay for part of the cost of building a new school, the rest of the money must be raised through a bond issue that requires the approval of a majority of district voters. This bond issue is strongly opposed by a group of district residents.

12. During the planning stage for the design of the new school building, which of the following trends should be weighed most heavily?
- A. changes in the size of the state's overall budget for construction of new public school facilities
 - B. projected changes in the cultural and ethnic make-up of district communities
 - C. possible long-term changes in state mandates regarding facilities devoted to special education
 - D. projected increases in the population of district communities over the next 10 years

The item above measures competency 009:

The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

13. When reviewing the architect's plans for the new elementary school, the superintendent should be aware of federal and state regulations that:
- A. mandate the use of construction materials produced in the United States wherever possible.
 - B. specify the amount of floor space that must be allowed for each classroom.
 - C. mandate the use of designs that ensure accessibility for individuals with disabilities.
 - D. specify the minimum amount of insulation that must be used in walls and ceilings.

The item above measures competency 009:

The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

14. Which of the following is the most important responsibility of the superintendent in regard to the upcoming bond election?
- A. advocating for students to ensure that their educational needs are met
 - B. mediating between community members who are on opposite sides of the debate
 - C. organizing proponents of the bond issue to lobby for its passage
 - D. acting as an intermediary between the board of trustees and the community

DECISION SET ENDS HERE

The item above measures competency 001:
The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

15. Which of the following actions taken by a superintendent represents a clear conflict of interest?
- A. During a social engagement, a superintendent talks to the parents of a district student about their choice of college for their child.
 - B. A superintendent's friend applies for a teaching position at a district school, and the superintendent suggests that the school's principal hire that person.
 - C. After a long meeting at the end of the school year, a superintendent invites the district's principals to a dinner at her home.
 - D. A superintendent agrees to serve as a character witness for a neighbor's son who is a student in the district high school and who has been accused of shoplifting.

The item above measures competency 001:

The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

16. While attending a high school basketball game, a superintendent observes the high school principal shouting insults at the referees whenever he disagrees with their decisions. Which of the following would be the superintendent's most appropriate first response?
- A. Send the principal a formal letter of reprimand pointing out that such behavior violates the school's tradition of sportsmanship.
 - B. Speak to the principal privately about the importance of serving as a positive role model for students.
 - C. Suggest that the principal complete a course in anger management before his next evaluation by the superintendent.
 - D. Take no action at this time but plan to monitor the principal's behavior at future sporting events.

The item above measures competency 001:

The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

17. A superintendent receives a note from a female staff member at a district school complaining that the male principal habitually addresses female staff as "honey" or "dear." The superintendent investigates the complaint and finds that the staff member's observation is accurate. However, most of the other female staff members do not feel that the principal's behavior implies disrespect for female staff. Which of the following steps would be most appropriate for the superintendent to take in response to this complaint?
- A. Hold a meeting with the principal and all female staff members of the school to review state and federal laws banning sexual harassment in the workplace.
 - B. Inform the staff member who raised the issue that most other female staff members do not find the principal's manner of address objectionable.
 - C. Explain to the principal that his mode of address is offensive to some staff members and that it provides an inappropriate model for students.
 - D. Meet with the principal to discuss his apparent lack of respect for female staff and to request that he publicly apologize to all who were offended by his behavior.

The item above measures competency 001:

The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

18. A superintendent is working with a committee of stakeholders to develop a new vision statement for the district. Several members of the committee wish to include language about preparing students to live in the information age. Other members question whether it is proper for a vision statement to include such references. The superintendent could best respond by pointing out that:
- A. it is appropriate for a vision statement to reflect emerging issues and trends in education.
 - B. a vision statement should not include points that are likely to cause controversy in the district.
 - C. it is appropriate for a vision statement to list major weaknesses the district needs to remedy.
 - D. a vision statement should be a detailed action plan identifying specific goals as well as strategies for implementing those goals.

The item above measures competency 002:

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

19. Last year a district adopted a new district improvement plan after considerable work by administrators, teachers, and community members. The new plan was used to develop initiatives and strategies for each school. This year, however, it has become clear that the new initiatives and strategies are being inconsistently implemented at many schools. Further investigation reveals that some teachers are poorly informed about the details of the plan, while others appear reluctant to implement the plan. Which of the following steps should the superintendent take to promote the success of the new district improvement plan?
- A. Solicit teachers' suggestions for ways of revising the initiatives and strategies that would make them more practical to implement.
 - B. Meet with principals to establish a standard way of responding to staff members who are not implementing the initiatives and strategies.
 - C. Ask principals to take steps to educate faculty about the new initiatives and strategies and ways to implement them.
 - D. Provide public recognition for teachers who succeed in implementing the new initiatives and strategies.

The item above measures competency 002:

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

20. Which of the following describes the primary role of a board of trustees in implementing a new vision and strategic plan for a school district?
- A. identifying sources of funding to enable the district to achieve its vision and goals
 - B. communicating to stakeholders the underlying values and beliefs of the district's vision and goals
 - C. identifying operational practices and procedures to help achieve the district's vision and goals
 - D. developing policies that provide guidance for accomplishing the district's vision and goals

The item above measures competency 002:

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

21. Which of the following would be the most appropriate role of the office of the superintendent in developing an effective career-oriented curriculum for a district?
- A. conducting research into current principles of best practice and pedagogical approaches for career training
 - B. disseminating a survey to students and parents to identify specific career goals
 - C. drafting a provisional list of course offerings for review by principals and teachers
 - D. acting as a liaison with business coalitions in identifying specific skills applicable to success in the workplace

The item above measures competency 005:

The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

22. The superintendent of a small school district meets with the board to discuss an increase in the funding of the special education program made necessary by the arrival in the district of a student with multiple disabilities. One board member questions the amount of money that is budgeted to address this student's needs. The superintendent can best respond to the board member's concerns by:
- A. reviewing the student's IEP with the board to explain the rationale for each proposed expenditure.
 - B. pointing out that the district is legally obligated to fund the requirements specified in the student's IEP.
 - C. reminding board members of their moral obligation to provide the best possible education for all district students.
 - D. inviting the student's parents to meet with the board to advocate for full funding to meet their child's needs.

The item above measures competency 006:

The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

23. During a school board meeting, a superintendent is asked to justify the increasing use of team teaching in district schools. Of the following, the primary benefit of this instructional practice is that it:
- A. promotes collegial relationships among teachers.
 - B. exposes students to varied teaching styles and broader content coverage.
 - C. significantly reduces individual teachers' workloads.
 - D. provides students with an example of collaboration and information sharing between adults.

The item above measures competency 006:

The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

24. Elementary school teachers in a district have just finished attending a series of professional development sessions on classroom-based observational assessment. How could district administrators best ensure that students reap the greatest possible benefits from their teachers' participation in this effort?
- A. by creating a program of follow-up activities and consultation to support all participants' application of what they have learned
 - B. by asking the teachers who participated to make presentations at their own schools on the basics of observational assessment
 - C. by sending out bimonthly, follow-up questionnaires asking participants to report on their current use of observational assessment in their classrooms
 - D. by requiring that all participants pass a test on the principles and applications of observational assessment

The item above measures competency 007:

The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

25. A small school district has grown considerably in the last few years, and the superintendent feels that the current computer system is no longer adequate to serve the needs of the business office. The superintendent hopes to use district funds to upgrade the system. The superintendent could most convincingly advocate for such an expenditure by stressing that the new system would allow:
- A. less dependence on the presence of highly trained professionals in the business office.
 - B. faster and better-documented communication among members of the office staff.
 - C. increased opportunities for professional development for office staff.
 - D. more accurate and efficient budgeting and financial record-keeping procedures.

The item above measures competency 008:
The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

26. A school board is reviewing bids from several vendors to provide food services to district schools. One vendor's bid is substantially lower than the rest, but a board member expresses reservations based on some negative comments she has heard about this vendor's work. In this situation, the best action for the superintendent to take next would be to:
- A. contact other consumers who have used the low-bidding vendor to inquire about the quality of the vendor's services.
 - B. recommend that the board accept the low bid in conformity with state law requiring acceptance of the lowest bid to provide goods and services.
 - C. reopen the bidding process after informing all participating vendors of the amount of the lowest bid.
 - D. recommend that the board reject the lowest bid and award the contract to a higher-bidding but more reputable vendor.

The item above measures competency 009:

The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

27. A new superintendent has been told that certain building materials that were used when district schools were built may contain asbestos. The superintendent's best response to this information would be to:
- A. hire a contractor immediately to begin the process of removing any and all asbestos-containing materials from district schools.
 - B. ask the local Board of Health to inspect district schools and report its findings to the superintendent's office.
 - C. assemble a committee of district stakeholders to study the issue and draft a plan for removing all asbestos from district schools.
 - D. engage a licensed professional to inspect district schools and develop plans for managing asbestos-containing materials as necessary.

The item above measures competency 009:

The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

28. The district board of trustees has received sealed bids for a series of extensive repairs to facilities throughout the district and is now ready to unseal the bids. Which of the following is a legal requirement governing the opening of the bids?
- A. Members of the public must have the opportunity to be present when the bids are opened.
 - B. The bids must be unsealed by the president of the board of trustees or his or her official designee.
 - C. The bids may be unsealed only in the presence of a quorum of members of the board.
 - D. Bidder confidentiality must be protected by having bids opened in closed session of the board.

The item above measures competency 009:
The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

29. A new superintendent is aware that community members wish to be involved in improving the district's schools. In response to this interest, the superintendent is seeking ways to promote community involvement in district schools. In which of the following ways could the superintendent best seek to involve community members in educational decision making in the district?
- A. by soliciting community members' opinions of the performance of administrative and teaching staff
 - B. by soliciting contributions of time and expertise for physical improvements to district facilities
 - C. by inviting community members to participate in the development or revision of curriculum
 - D. by seeking the input of community members with regard to the assignment of district personnel

The item above measures competency 010:
The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

ANSWER KEY

ITEM NUMBER	CORRECT ANSWER	COMPETENCY
1	B	003
2	C	005
3	A	002
4	C	003
5	D	007
6	A	001
7	C	003
8	A	006
9	B	007
10	D	003
11	B	004
12	D	009
13	C	009
14	A	001
15	B	001

ITEM NUMBER	CORRECT ANSWER	COMPETENCY
16	B	001
17	C	001
18	A	002
19	C	002
20	D	002
21	D	005
22	B	006
23	B	006
24	A	007
25	D	008
26	A	009
27	D	009
28	A	009
29	C	010

SECTION VII: PREPARATION RESOURCES

In addition to the specific resources listed below, you may wish to consult a representative from a Texas educational administration preparation program in your area regarding other potential resources specific to this field.

ORGANIZATIONS

The following is a list of organizations you may wish to contact as you prepare to take the Superintendent test. These organizations publish journals and other materials that address issues relevant to Texas administrators.

Association for Supervision and Curriculum Development
1250 N. Pitt St.
Alexandria, VA 22314-1403
(703) 549-9110

Association of American School Administrators
1801 N. Moore St.
Arlington, VA 22209
(703) 528-0700

National Association of State Boards of Education
1012 Cameron St.
Alexandria, VA 22314
(703) 684-4000

National School Boards Association
1680 Duke St.
Alexandria, VA 22314
(703) 838-6722

National Staff Development Council
P.O. Box 240
Oxford, OH 45056
(513) 523-6029

Phi Delta Kappan, Inc.
408 N. Union St.
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156

Texas Association for Supervision and Curriculum Development
701 Brazos St., Suite 480
Austin, TX 78701
(512) 477-8200

ORGANIZATIONS (continued)

Texas Association of School Administrators
406 E. 11th St.
Austin, TX 78701
(512) 477-6361

Texas Association of School Boards
P.O. Box 400
Austin, TX 78767-0400
(800) 580-8272

Texas School Administrators' Legal Digest
UNT Box 13855
Denton, TX 76203-3855
(817) 382-7212

JOURNALS AND OTHER RELEVANT RESOURCES

The following list of resources has been compiled to assist you in finding relevant materials as you prepare to take the Superintendent test. This list is to be considered not as complete, but as representative of the kinds of resources currently available. There may be other materials that may be helpful to you in preparing to take the test.

Keep in mind that the use of these materials does not guarantee successful performance on the test.

JOURNALS AND PERIODICALS

These journals provide up-to-date information about the field. You may wish to use current issues to review certain topics that you have identified for study and review.

American School Board Journal, National School Boards Association.

ASCD Update, Association for Supervision and Curriculum Development.

ASCD Yearbooks, Association for Supervision and Curriculum Development.

Curriculum Update, Association for Supervision and Curriculum Development.

Educational Leadership, Association for Supervision and Curriculum Development.

The Executive Educator, National School Boards Association.

INSIGHT, Texas Association of School Administrators.

Leadership News, American Association of School Administrators.

Phi Delta Kappan, Phi Delta Kappa.

TASARC Bulletin, TASA Administrative Services Resource Center.

JOURNALS AND PERIODICALS (continued)

Texas Lone Star, Texas Association of School Boards.

Texas School Administrators' Legal Digest, Texas School Administrators' Legal Digest.

OTHER SOURCES

An Educator's Guide to Schoolwide Reform. (1999) Arlington, VA: Educational Research Service.

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Baptiste, H. Prentice, Waxman, Hersholt C., de Felix, Judith Walker, and Anderson, James E. (1990) *Leadership, Equity, and School Effectiveness*. Newbury Park, CA: Sage Publications, Inc.

Board Basics. (1993) Austin: Texas Association of School Boards.

Cawelti, Gordon, ed. (1999) *Handbook of Research on Improving Student Achievement*, 2nd edition. Arlington, VA: Educational Research Service.

Covey, S. R. (1990) *Principle-Centered Leadership*. New York: Simon and Schuster.

Curcio, Joan L. and First, Patricia F. (1993) *Violence in the Schools: How to Proactively Prevent and Defuse It*. Newbury Park, CA: Corwin Press.

Deal, T. E., and Peterson, K. D. (1998) *Shaping School Culture: The Heart of Leadership*. San Francisco: Jossey-Bass Publishers.

Dede, Chris, ed. (1998) *Learning With Technology*. (ASCD Yearbook) Alexandria, VA: Association for Supervision and Curriculum Development.

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Goodlad, John. (1994) *The Continuing Agenda for Our Nation's Schools*. New York: College Entrance Examination Board.

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- Herman, Jerry J., and Herman, Janice L. (1994) *Making Change Happen: Practical Planning for School Leaders*. Thousand Oaks, CA: Corwin Press, Inc.
- Hopkins, D., Ainscow, M., and West, W. (1994) *School Improvement in an Era of Change*. New York: Teachers College Press.
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- Kemerer, Frank, and Walsh, Jim. (1996) *The Educator's Guide to Texas School Law*, 4th Edition. Austin, TX: University of Texas Press.
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- Lambert, Linda. (1998) *Building Leadership Capacity in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lawrence, C. Edward, and Vachon, Myra K. (1995) *How to Handle Staff Misconduct: A Step-by-Step Guide*. Thousand Oaks, CA: Corwin Press, Inc.
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- Leithwood, Kenneth, ed. (1995) *Effective School District Leadership: Transforming Politics Into Education*. Albany, NY: State University of New York Press.
- Lunenburg, Fred C., and Ornstein, Allan C. (1996) *Educational Administration*. Second Edition. Belmont, CA: Wadsworth Publishing Company.
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- Murphy, Joseph, and Hallinger, Philip. (1993) *Restructuring Schooling: Learning from Ongoing Efforts*. Newbury Park, CA: Corwin Press.
- Murphy, Joseph, and Louis, Karen Seashore, eds. (1999) *Handbook of Research on Educational Administration, 2nd edition*. San Francisco: Jossey-Bass Publishers.
- National PTA. (2000) *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement*. National Education Service.
- Now Serving: A Quick Start Guide for Newly Elected School Trustees*. (1995) Austin: Texas Association of School Boards Leadership Team Services Division.
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EXCET
EXAMINATION FOR
THE CERTIFICATION OF
EDUCATORS IN TEXAS

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You must sign your agreement here to the Rules of Test Participation before you begin, and you must write out the identity certification statement in order for your answer document to be scored.

I hereby agree to abide by the conditions set forth in the current TExES/ExCET Registration Bulletin, including the Rules of Test Participation.

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SIGNATURE _____ DATE _____

IDENTITY CERTIFICATION STATEMENT

Please write (do not print) the following statement in the space below.

"I certify that I am the person whose name and signature appear on this form."

DIRECTIONS FOR MARKING ANSWER SHEET

- Use black No. 2 lead pencil only.
- Do NOT use ink or ballpoint pen.
- Make heavy black marks that fill circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks on the answer sheet.

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4 (A) (B) (C) (D)	19 (A) (B) (C) (D)	34 (A) (B) (C) (D)	49 (A) (B) (C) (D)	64 (A) (B) (C) (D)	79 (A) (B) (C) (D)	94 (A) (B) (C) (D)
5 (A) (B) (C) (D)	20 (A) (B) (C) (D)	35 (A) (B) (C) (D)	50 (A) (B) (C) (D)	65 (A) (B) (C) (D)	80 (A) (B) (C) (D)	95 (A) (B) (C) (D)
6 (A) (B) (C) (D)	21 (A) (B) (C) (D)	36 (A) (B) (C) (D)	51 (A) (B) (C) (D)	66 (A) (B) (C) (D)	81 (A) (B) (C) (D)	96 (A) (B) (C) (D)
7 (A) (B) (C) (D)	22 (A) (B) (C) (D)	37 (A) (B) (C) (D)	52 (A) (B) (C) (D)	67 (A) (B) (C) (D)	82 (A) (B) (C) (D)	97 (A) (B) (C) (D)
8 (A) (B) (C) (D)	23 (A) (B) (C) (D)	38 (A) (B) (C) (D)	53 (A) (B) (C) (D)	68 (A) (B) (C) (D)	83 (A) (B) (C) (D)	98 (A) (B) (C) (D)
9 (A) (B) (C) (D)	24 (A) (B) (C) (D)	39 (A) (B) (C) (D)	54 (A) (B) (C) (D)	69 (A) (B) (C) (D)	84 (A) (B) (C) (D)	99 (A) (B) (C) (D)
10 (A) (B) (C) (D)	25 (A) (B) (C) (D)	40 (A) (B) (C) (D)	55 (A) (B) (C) (D)	70 (A) (B) (C) (D)	85 (A) (B) (C) (D)	100 (A) (B) (C) (D)
11 (A) (B) (C) (D)	26 (A) (B) (C) (D)	41 (A) (B) (C) (D)	56 (A) (B) (C) (D)	71 (A) (B) (C) (D)	86 (A) (B) (C) (D)	101 (A) (B) (C) (D)
12 (A) (B) (C) (D)	27 (A) (B) (C) (D)	42 (A) (B) (C) (D)	57 (A) (B) (C) (D)	72 (A) (B) (C) (D)	87 (A) (B) (C) (D)	102 (A) (B) (C) (D)
13 (A) (B) (C) (D)	28 (A) (B) (C) (D)	43 (A) (B) (C) (D)	58 (A) (B) (C) (D)	73 (A) (B) (C) (D)	88 (A) (B) (C) (D)	103 (A) (B) (C) (D)
14 (A) (B) (C) (D)	29 (A) (B) (C) (D)	44 (A) (B) (C) (D)	59 (A) (B) (C) (D)	74 (A) (B) (C) (D)	89 (A) (B) (C) (D)	104 (A) (B) (C) (D)
15 (A) (B) (C) (D)	30 (A) (B) (C) (D)	45 (A) (B) (C) (D)	60 (A) (B) (C) (D)	75 (A) (B) (C) (D)	90 (A) (B) (C) (D)	105 (A) (B) (C) (D)

DO NOT WRITE IN THIS SPACE

(continued from previous side)

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| 106 (A) (B) (C) (D) | 127 (A) (B) (C) (D) | 148 (A) (B) (C) (D) | 169 (A) (B) (C) (D) | 190 (A) (B) (C) (D) | 211 (A) (B) (C) (D) | 232 (A) (B) (C) (D) |
| 107 (A) (B) (C) (D) | 128 (A) (B) (C) (D) | 149 (A) (B) (C) (D) | 170 (A) (B) (C) (D) | 191 (A) (B) (C) (D) | 212 (A) (B) (C) (D) | 233 (A) (B) (C) (D) |
| 108 (A) (B) (C) (D) | 129 (A) (B) (C) (D) | 150 (A) (B) (C) (D) | 171 (A) (B) (C) (D) | 192 (A) (B) (C) (D) | 213 (A) (B) (C) (D) | 234 (A) (B) (C) (D) |
| 109 (A) (B) (C) (D) | 130 (A) (B) (C) (D) | 151 (A) (B) (C) (D) | 172 (A) (B) (C) (D) | 193 (A) (B) (C) (D) | 214 (A) (B) (C) (D) | 235 (A) (B) (C) (D) |
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| 111 (A) (B) (C) (D) | 132 (A) (B) (C) (D) | 153 (A) (B) (C) (D) | 174 (A) (B) (C) (D) | 195 (A) (B) (C) (D) | 216 (A) (B) (C) (D) | 237 (A) (B) (C) (D) |
| 112 (A) (B) (C) (D) | 133 (A) (B) (C) (D) | 154 (A) (B) (C) (D) | 175 (A) (B) (C) (D) | 196 (A) (B) (C) (D) | 217 (A) (B) (C) (D) | 238 (A) (B) (C) (D) |
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| 126 (A) (B) (C) (D) | 147 (A) (B) (C) (D) | 168 (A) (B) (C) (D) | 189 (A) (B) (C) (D) | 210 (A) (B) (C) (D) | 231 (A) (B) (C) (D) | |



EXCET
EXAMINATION FOR
THE CERTIFICATION OF
EDUCATORS IN TEXAS

Side 1

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Seat Number

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ID Number

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Social Security Number

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Form Number

ANSWER SHEET A

Letter Code

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- (A)
- (B)
- (C)
- (D)
- (E)
- (F)
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- (W)

AFFIX BAR CODE LABEL EXACTLY IN THIS AREA

You must sign your agreement here to the Rules of Test Participation before you begin, and you must write out the identity certification statement in order for your answer document to be scored.

I hereby agree to abide by the conditions set forth in the current TExES/ExCET Registration Bulletin, including the Rules of Test Participation.

PRINT NAME _____

SIGNATURE _____ DATE _____

IDENTITY CERTIFICATION STATEMENT

Please write (do not print) the following statement in the space below.

"I certify that I am the person whose name and signature appear on this form."

DIRECTIONS FOR MARKING ANSWER SHEET

- Use black No. 2 lead pencil only.
- Do NOT use ink or ballpoint pen.
- Make heavy black marks that fill circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks on the answer sheet.



1 (A) (B) (C) (D)	16 (A) (B) (C) (D)	31 (A) (B) (C) (D)	46 (A) (B) (C) (D)	61 (A) (B) (C) (D)	76 (A) (B) (C) (D)	91 (A) (B) (C) (D)
2 (A) (B) (C) (D)	17 (A) (B) (C) (D)	32 (A) (B) (C) (D)	47 (A) (B) (C) (D)	62 (A) (B) (C) (D)	77 (A) (B) (C) (D)	92 (A) (B) (C) (D)
3 (A) (B) (C) (D)	18 (A) (B) (C) (D)	33 (A) (B) (C) (D)	48 (A) (B) (C) (D)	63 (A) (B) (C) (D)	78 (A) (B) (C) (D)	93 (A) (B) (C) (D)
4 (A) (B) (C) (D)	19 (A) (B) (C) (D)	34 (A) (B) (C) (D)	49 (A) (B) (C) (D)	64 (A) (B) (C) (D)	79 (A) (B) (C) (D)	94 (A) (B) (C) (D)
5 (A) (B) (C) (D)	20 (A) (B) (C) (D)	35 (A) (B) (C) (D)	50 (A) (B) (C) (D)	65 (A) (B) (C) (D)	80 (A) (B) (C) (D)	95 (A) (B) (C) (D)
6 (A) (B) (C) (D)	21 (A) (B) (C) (D)	36 (A) (B) (C) (D)	51 (A) (B) (C) (D)	66 (A) (B) (C) (D)	81 (A) (B) (C) (D)	96 (A) (B) (C) (D)
7 (A) (B) (C) (D)	22 (A) (B) (C) (D)	37 (A) (B) (C) (D)	52 (A) (B) (C) (D)	67 (A) (B) (C) (D)	82 (A) (B) (C) (D)	97 (A) (B) (C) (D)
8 (A) (B) (C) (D)	23 (A) (B) (C) (D)	38 (A) (B) (C) (D)	53 (A) (B) (C) (D)	68 (A) (B) (C) (D)	83 (A) (B) (C) (D)	98 (A) (B) (C) (D)
9 (A) (B) (C) (D)	24 (A) (B) (C) (D)	39 (A) (B) (C) (D)	54 (A) (B) (C) (D)	69 (A) (B) (C) (D)	84 (A) (B) (C) (D)	99 (A) (B) (C) (D)
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11 (A) (B) (C) (D)	26 (A) (B) (C) (D)	41 (A) (B) (C) (D)	56 (A) (B) (C) (D)	71 (A) (B) (C) (D)	86 (A) (B) (C) (D)	101 (A) (B) (C) (D)
12 (A) (B) (C) (D)	27 (A) (B) (C) (D)	42 (A) (B) (C) (D)	57 (A) (B) (C) (D)	72 (A) (B) (C) (D)	87 (A) (B) (C) (D)	102 (A) (B) (C) (D)
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14 (A) (B) (C) (D)	29 (A) (B) (C) (D)	44 (A) (B) (C) (D)	59 (A) (B) (C) (D)	74 (A) (B) (C) (D)	89 (A) (B) (C) (D)	104 (A) (B) (C) (D)
15 (A) (B) (C) (D)	30 (A) (B) (C) (D)	45 (A) (B) (C) (D)	60 (A) (B) (C) (D)	75 (A) (B) (C) (D)	90 (A) (B) (C) (D)	105 (A) (B) (C) (D)

DO NOT WRITE IN THIS SPACE

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| 106 (A) (B) (C) (D) | 127 (A) (B) (C) (D) | 148 (A) (B) (C) (D) | 169 (A) (B) (C) (D) | 190 (A) (B) (C) (D) | 211 (A) (B) (C) (D) | 232 (A) (B) (C) (D) |
| 107 (A) (B) (C) (D) | 128 (A) (B) (C) (D) | 149 (A) (B) (C) (D) | 170 (A) (B) (C) (D) | 191 (A) (B) (C) (D) | 212 (A) (B) (C) (D) | 233 (A) (B) (C) (D) |
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