

SBL Answer Key

Every answer, every rationale, and all 235 flashcard answers — numbered to match the packet. Keep this one face down until you have committed to an answer.



98

item answers

16

with official NYSED
rationales

235

flashcard answers

9

decks

520

score to pass

FRONT MATTER

How to use this key

Numbers here match the Study Packet exactly. Item 47 in the packet is item 47 here; flashcard LT-14 there is LT-14 here.

READ THIS BEFORE YOU USE THE KEY

The rationales are the most valuable thing in either document — more valuable than the letters. For the 16 official items they are NYSED's own published explanations, and each one names the exact performance indicator the item is testing. That mapping, from a specific item back to specific competency language, is the skill the exam is actually measuring. Read the rationale on every item, including the ones you got right.

Three cautions

- **Practice-bank rationales are practitioner-written, not NYSED-official.** They are consistent with the official patterns and worth reading, but where one conflicts with an official rationale, the official one wins.
- **Four defects in the practice bank's own answer key** were found and are flagged inline at the items where they occur — one key letter contradicts its own explanation, one number is duplicated, one is omitted, and one option is worded backwards relative to its rationale. The notes explain what the testable idea actually is.
- **Legacy 107/108 items use retired terminology** — Common Core rather than the Next Generation standards, "professional development" rather than "professional learning," "limited English proficient" rather than "English language learners." The reasoning carries forward; the vocabulary does not.

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All 98 letters in a grid, for fast marking

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Every item with its correct answer and the reasoning behind it

Part C – Flashcard Answers

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All 235 recall cards with answers and citations, by deck

Part D – Progress Tracker

37

Blank sheets for logging accuracy by competency, by deck and by timed sitting

PART A

Answers at a Glance

All 98 letters, in packet order. **off** = official NYSED sample item, **leg** = legacy 107/108, **prac** = practice bank.

1. B OFF	26. B LEG	51. B PRAC	76. D PRAC
2. C OFF	27. C LEG	52. D PRAC	77. D PRAC
3. B OFF	28. D LEG	53. B PRAC	78. C PRAC
4. A OFF	29. A LEG	54. D PRAC	79. B PRAC
5. B OFF	30. B LEG	55. D PRAC	80. A PRAC
6. D OFF	31. B LEG	56. A PRAC	81. D PRAC
7. A OFF	32. B LEG	57. C PRAC	82. B PRAC
8. C OFF	33. C PRAC	58. A PRAC	83. B PRAC
9. C OFF	34. A PRAC	59. C PRAC	84. A PRAC
10. A LEG	35. D PRAC	60. C PRAC	85. D PRAC
11. B LEG	36. B PRAC	61. B PRAC	86. B PRAC
12. C LEG	37. C PRAC	62. D PRAC	87. D PRAC
13. D LEG	38. A PRAC	63. B PRAC	88. D PRAC
14. B LEG	39. C PRAC	64. C PRAC	89. D PRAC
15. D LEG	40. B PRAC	65. D PRAC	90. C PRAC
16. C LEG	41. C PRAC	66. A PRAC	91. C PRAC
17. A LEG	42. D PRAC	67. C PRAC	92. C PRAC
18. B LEG	43. B PRAC	68. A PRAC	93. D PRAC
19. B OFF	44. D PRAC	69. A PRAC	94. B PRAC
20. C OFF	45. C PRAC	70. B PRAC	95. D PRAC
21. D OFF	46. C PRAC	71. D PRAC	96. A PRAC
22. A OFF	47. A PRAC	72. D PRAC	97. C PRAC
23. B OFF	48. B PRAC	73. A PRAC	98. B PRAC
24. A OFF	49. C PRAC	74. C PRAC	
25. B OFF	50. A PRAC	75. A PRAC	

PART B

Full Rationales

Every item, its correct answer and why. Scenario headings mark where a new scenario set begins, matching the packet.

Monsen Middle School – Part One, Competency 0001

OFFICIAL NYSED SAMPLE ITEM · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

1. Correct answer: **B**

Correct: B. This item requires knowledge of skills and strategies for monitoring a comprehensive, coherent, challenging, technologically rich, and culturally responsive curricular system. The walkthrough notes show the two eighth-grade pilot teachers using student-centered strategies (for example, Ms. C's students working in pairs to derive the volume formulas and explain their reasoning). Interim assessment scores for pilot classrooms exceeded the all-teacher ELA and math scores and rose from Quarter 1 to Quarter 2. Ms. Y can accurately report these positive effects on both instruction and student outcomes. A is contradicted by the faculty survey, in which pluralities answered "Unsure/No Opinion." C overreaches with "all students" — no disaggregated evidence is provided. D asserts technology integration that appears nowhere in the walkthrough notes, even though technology is one of the district's stated goals.

Pattern: Never conclude more than the documents literally support

OFFICIAL NYSED SAMPLE ITEM · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

2. Correct answer: **C**

Correct: C. This item requires knowledge of leading collaborative efforts to use student assessment data appropriately to monitor student progress and develop plans for improved learning. The notes show Mr. A and Ms. C both using exit tickets to monitor mastery and both providing support to students working in pairs or groups. The reasonable conclusion is that the new curricula foster expanded progress monitoring and individualized support for struggling students. A describes the non-pilot teacher (Ms. M's movie clip). B (collaborative data analysis) and D (classroom environment) are not what the walkthroughs document.

Pattern: Answers must describe what the model practitioner actually did

OFFICIAL NYSED SAMPLE ITEM · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

3. Correct answer: **B**

Correct: B. This item requires knowledge of leading continuous improvement and change processes in support of the school mission and vision, including openly communicating with stakeholders. On most survey items that directly address the new curricula ("will improve outcomes for all students," "I am looking forward to teaching the new curriculum," "I fully understand the five-year plan") a plurality answered "Unsure/No Opinion." Open comments show uncertainty and disengagement ("Teachers were not involved in the decision," "I don't feel I have time to do everything expected of me"). The first priority is to address misinformation so that all teachers fully understand the initiative and have accurate information. A is an unearned promise, C substitutes anecdote for data, and D singles out the resisters instead of informing everyone.

Pattern: Inform and include everyone; don't target the resisters

OFFICIAL NYSED SAMPLE ITEM · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

4. Correct answer: **A**

Correct: A. This item requires knowledge of organizing, supervising, and supporting rigorous instructional and assessment systems based on research- or evidence-based best practices. Pilot teachers expanded their use of research-based practices such as think-pair-share and exit tickets. Meanwhile a majority of faculty did not agree that they had received sufficient information and training, and five or more teachers expressed frustration about developing new lessons. The right recommendation is new professional learning focused on best practices in instruction and formative assessment. C describes work already completed in years one and two of the plan, and D is a mandate — a near-automatic wrong answer on this exam.

Pattern: Build capacity; do not mandate

OFFICIAL NYSED SAMPLE ITEM · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

5. Correct answer: **B**

Correct: B. This item requires knowledge of developing implementation plans and taking action to achieve goals, monitoring and evaluating progress and effectiveness, and revising plans as needed. Over the next two years many more teachers across grades and content areas will teach the new curricula, yet survey data show that many remain uninformed. Enabling those teachers to observe in pilot classrooms — working through teacher-leaders — is the job-embedded, classroom-proximate move that best supports continued implementation. It beats D (reviewing data in a meeting room) and C (writing common lesson plans).

Pattern: Job-embedded and classroom-proximate beats meeting-room abstraction

Bridgemere Middle School — Part One, Competency 0002

OFFICIAL NYSED SAMPLE ITEM · SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE, EQUITY, AND SOCIAL JUSTICE

6. Correct answer: **D**

Correct: D. This item requires knowledge of recognizing and confronting implicit and institutional biases that impede access and opportunity. The superintendent flagged a growing achievement gap, underscored by three years of disaggregated results — but parents/guardians expressed greater concern about discipline practices. Referral and suspension rates, together with student survey responses, clearly indicate that disproportionality in discipline for African American, economically disadvantaged, and male students is the most urgent concern. Black students are 18% of enrollment but 47% of Level 3 referrals and 54% of suspensions of five or more days, and the disproportionality escalates as consequence severity increases.

Pattern: Rank priorities by equity harm and triangulated evidence, not by who outranks you

OFFICIAL NYSED SAMPLE ITEM · SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE, EQUITY, AND SOCIAL JUSTICE

7. Correct answer: **A**

Correct: A. This item requires knowledge of establishing and sustaining coherent and equitable systems of academic, behavioral, and social supports to meet the needs of all students. Because the achievement gaps overlap significantly with the impact of disproportionality in referrals and suspensions, Mr. D should prioritize analyzing discipline practices. He needs to determine whether some teachers issue higher numbers of referrals than others — particularly to Black, economically disadvantaged, and male students — and whether equitable student support systems are in place and fully in use in all classrooms. Note that all four options involve gathering information; the correct one is the one that follows the disproportionality thread.

Pattern: Diagnose before you act — but target the diagnosis at the equity signal

OFFICIAL NYSED SAMPLE ITEM · SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE, EQUITY, AND SOCIAL JUSTICE

8. Correct answer: **C**

Correct: C. This item requires knowledge of using data to evaluate the school culture and learning environment and employing situationally appropriate strategies in support of a positive and inclusive school culture. The most striking detail in the documents is the divergence between faculty and student responses: 96% of faculty versus 46% of students agreed that “All students are consistently treated fairly,” and 94% of faculty versus 49% of students agreed that “Consequences for discipline infractions are fair and communicated clearly.” Presented side by side, these responses serve as a powerful message that improvement is needed.

Pattern: The strongest evidence is a contradiction between two data sources

OFFICIAL NYSED SAMPLE ITEM · SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE, EQUITY, AND SOCIAL JUSTICE**9. Correct answer: C**

Correct: C. This item requires knowledge of articulating core values and maintaining a school culture of high expectations, equity and inclusiveness, and shared commitment to and accountability for social justice and confronting disproportionality. Discipline referrals and suspension rates provide clear evidence of disproportionality negatively affecting students at Bridgemere who are African American, economically disadvantaged, and male. Faced with faculty resistance, Mr. D's most appropriate response is to direct attention to these data and emphasize that the evidence clearly demonstrates institutional biases that must be confronted and overcome. A is arithmetically true (about 305% of enrollment) but sidesteps the equity point; B misreads the survey; D asserts a causal claim the data do not support.

Pattern: Name institutional bias explicitly when disproportionality data exist

Central Avenue High School (LEGACY Field 107) – Part One, Competency 0001**LEGACY 107/108 ITEM · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS****10. Correct answer: A**

LEGACY Field 107 item (pre-2020), superseded by Field 109. Correct: A. This item requires examinees to apply knowledge of skills for using student assessment data to monitor student progress. Local formative assessment results for ELA show that approximately 80 percent of students answered more than 65 percent of items correctly in Quarters 3 and 4 last year. Meanwhile, only 65 percent of students taking the state ELA exam were able to answer at least 65 percent of items correctly. The discrepancy suggests a lack of alignment between local formative ELA exams and the state exams, with the state exams reflecting more rigorous standards. This matters because the school must be able to rely on the accuracy and alignment of local formative results to ensure meaningful analysis of teaching and learning.

Pattern: The strongest evidence is a contradiction between two data sources

LEGACY 107/108 ITEM · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS**11. Correct answer: B**

LEGACY Field 107 item (pre-2020), superseded by Field 109. Correct: B. This item requires examinees to apply knowledge of skills and strategies for leading collaborative efforts to use student assessment data to develop plans for improved learning. To improve student learning, the ELA faculty must first identify the areas of the curriculum where students are having the greatest problems, so they know where changes in curriculum and instruction are most needed. In the absence of local formative assessments aligned with the Regents Exam, analyzing standardized assessment results is the most effective strategy available for identifying those areas of weakness and ensuring appropriately targeted action planning.

Pattern: Diagnose before you act

LEGACY 107/108 ITEM · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS**12. Correct answer: C**

LEGACY Field 107 item (pre-2020), superseded by Field 109. Correct: C. This item requires examinees to apply knowledge of strategies for collecting and analyzing data to develop plans to achieve goals. Given the power of Data-Driven Instruction and Inquiry (DDI) and district expectations related to it, Ms. L should ensure ELA faculty expand their use of DDI as soon as possible. Document 3 indicates that most ELA teachers do not make regular use of data in instructional planning, so one of her first priorities is appropriate professional development. A faculty survey is the most effective way to determine how best to target professional development to the current needs of ELA teachers.

Pattern: Professional learning must be targeted to identified need

LEGACY 107/108 ITEM • INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

13. Correct answer: **D**

LEGACY Field 107 item (pre-2020), superseded by Field 109. Correct: D. This item requires examinees to apply knowledge of strategies for supervising and supporting a rigorous instructional program based on research- or evidence-based best practices. According to Document 3, the ELA department chair “views his administrative duties and demands on his time from teachers and students as leaving little time for regular DDI meetings.” Since regular use of DDI is a school and district priority, Ms. L should support the chair in figuring out how competing department work can be addressed so that he has ample time to lead his department's use of DDI. Such support also further develops the chair as a teacher-leader.

Pattern: Work through teacher-leaders; develop them rather than bypass them

LEGACY 107/108 ITEM • INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

14. Correct answer: **B**

LEGACY Field 107 item (pre-2020), superseded by Field 109. Correct: B. This item requires examinees to apply knowledge of strategies for ensuring teachers' use of instructional practices that promote academic success for every student. The reluctance of some ELA teachers to increase rigor for fear of frustrating lower achieving students (Document 3), and the relative lack of rigor in local formative assessments (Documents 1 and 2), suggest that ELA faculty may hold low expectations for at least some students. Given research indicating that low teacher expectations negatively affect student performance, Ms. L should make it a priority to ensure that ELA teachers provide appropriately rigorous instruction for all students. Option A — setting expectations “consistent with” current performance — is the trap: it lowers expectations to match performance.

Pattern: Never lower expectations to match current performance

Millview Middle School (LEGACY Field 107) – Part One, Competency 0002

LEGACY 107/108 ITEM • SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE AND EQUITY

15. Correct answer: **D**

LEGACY Field 107 item (pre-2020), superseded by Field 109. Correct: D. This item requires examinees to apply knowledge of strategies for promoting an environment in which all students are consistently learning and are active and engaged learners. The documents show large achievement gaps across student groups (Document 1); a significant proportion of students who do not view the school as caring, supportive, and motivating (Document 2); and problematic attitudes among many teachers regarding their own roles and the potential of all students to succeed (Document 3). Collectively, the data suggest teachers are not setting rigorous academic expectations for every student or designing instruction to meet all students' needs.

Pattern: Prioritize equity and expectations over procedural fixes

LEGACY 107/108 ITEM • SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE AND EQUITY

16. Correct answer: **C**

LEGACY Field 107 item (pre-2020), superseded by Field 109. Correct: C. This item requires examinees to apply knowledge of skills and strategies for creating a learning environment responsive to and respectful of student learning needs. Millview has significant achievement gaps for students who are economically disadvantaged and students who are limited English proficient (Document 1). Comparing school-related perceptions and attitudes of students from different backgrounds would illuminate the causes — but Document 2 reports results only for the student population as a whole and therefore “cannot be used to identify and analyze differences in the perceptions of students from different groups.” A new survey that allows disaggregation would best explain the achievement gap and the low attendance of economically disadvantaged eighth-graders.

Pattern: Disaggregate before you conclude anything

LEGACY 107/108 ITEM · SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE AND EQUITY

17. Correct answer: **A**

LEGACY Field 107 item (pre-2020), superseded by Field 109. Correct: A. This item requires examinees to apply knowledge of strategies for establishing an organizational culture of shared commitment to academic excellence for all students. The anonymous teacher survey (Document 3) indicates that many teachers believe some students are not motivated or able to learn, consider outside factors nearly insurmountable, and fail to recognize the key role they themselves play in student motivation and performance. Ms. J should make it a priority to follow up on teachers' lack of understanding about how excellence in teaching can lead to improved performance for all students.

Pattern: Adults' self-perception is not evidence; teacher efficacy beliefs are a root cause

LEGACY 107/108 ITEM · SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE AND EQUITY

18. Correct answer: **B**

LEGACY Field 107 item (pre-2020), superseded by Field 109. Correct: B. This item requires examinees to apply knowledge of strategies for creating a learning environment that is responsive to and respectful of student learning needs. Millview's large achievement gaps indicate that the learning needs of some segments of the student population are not being met. Because the data suggest many teachers do not know or use the broad range of instructional strategies required to motivate and engage all students, the meetings will be most effective if they focus on having teachers develop and refine instructional strategies that promote learning and reduce achievement gaps — rather than researching theory (C) or abstract belief work (D).

Pattern: Concrete instructional change beats theory or abstract discussion

Willowbrook Elementary School – Willowbrook Reads – Part Two, Competency 0002

OFFICIAL NYSED SAMPLE ITEM · FAMILY AND COMMUNITY ENGAGEMENT

19. Correct answer: **B**

Correct: B. This item requires examinees to apply knowledge of skills and strategies for building productive partnerships with institutions of higher education to meet school needs. Willowbrook implemented a new NYSLS-aligned curriculum last year, and Document 2 shows that only 45 percent of teacher respondents agreed that the tutors assigned to their classes were familiar with the school's current ELA curriculum. To be fully effective with struggling readers, tutors need to understand and know how to apply the school's new ELA curriculum, so Mr. G's most immediate concern should be increasing tutors' knowledge of it.

Pattern: Align the partner to your curriculum

OFFICIAL NYSED SAMPLE ITEM · FAMILY AND COMMUNITY ENGAGEMENT

20. Correct answer: **C**

Correct: C. This item requires examinees to apply knowledge of strategies for engaging the community to support planning and implementation of change. Document 1 reports results for all students at the school, so the effects of the tutoring program on participants are difficult or impossible to discern. Breaking the data out by participants versus nonparticipants would let college faculty identify specific program strengths and needs and clarify what must change to be more successful.

Pattern: Give partners disaggregated data so they can act

OFFICIAL NYSED SAMPLE ITEM · FAMILY AND COMMUNITY ENGAGEMENT

21. Correct answer: **D**

Correct: D. This item requires examinees to apply knowledge of strategies for engaging families/caregivers to support the implementation of change. Teacher support for the program is declining, and the formative assessment data suggest that test-performance benefits have flattened out — so option A is weak. However, the striking level of family/caregiver support the program enjoys can be used to reinvigorate teacher support. As teachers learn about parent/guardian reports of better attitudes toward reading and two to three additional hours of reading per week at home, they will be more likely to support strengthening the program.

Pattern: Family and community support is a lever to move staff

OFFICIAL NYSED SAMPLE ITEM · FAMILY AND COMMUNITY ENGAGEMENT

22. Correct answer: **A**

Correct: A. This item requires examinees to apply knowledge of effective communication systems between the school and outside stakeholders. Meetings between school and college staff occur infrequently and involve only a small number of school staff and one college faculty coordinator. A partnership benefits from regular, ongoing communication — for example weekly conference calls or monthly meetings — to ensure both parties' needs and expectations are met and that issues are handled promptly. The distractors are episodic (B, C) or push the burden onto individual teachers (D).

Pattern: Build a system of ongoing two-way communication, not an episodic event

OFFICIAL NYSED SAMPLE ITEM · FAMILY AND COMMUNITY ENGAGEMENT

23. Correct answer: **B**

Correct: B. This item requires examinees to apply knowledge of skills and strategies for building productive partnerships with institutions of higher education. The teacher survey indicates many teachers believe they would benefit from collaborating with and learning from college faculty (58% and 67%), an idea already raised in the previous building leader's letter. Many program-related issues could be addressed through direct interaction, and teachers want more communication and responsiveness from the college. Note the distractor trap in C: "evaluating the extent to which the partnership supports student success" sounds leader-like but is not what the evidence points to.

Pattern: Expand direct staff-to-partner contact

OFFICIAL NYSED SAMPLE ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

24. Correct answer: **A**

Correct: A. This item requires examinees to apply knowledge of procedures for allocating and utilizing technologies effectively and equitably to meet each student's educational needs. A bring-your-own-device policy expands technology use without district cost; typically schools still provide devices and give students the option to use their own. The essential consideration is equitable access for every student, including those who do not have devices. Digital citizenship, faculty comfort, and data security are all real concerns but are subordinate to equity of access.

Pattern: Equity of access is the first operational question for any new program or technology

OFFICIAL NYSED SAMPLE ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

25. Correct answer: **B**

Correct: B. This item requires examinees to apply knowledge of laws related to student rights. The Fourth Amendment protects against unreasonable searches. In *New Jersey v. T.L.O.*, 469 U.S. 325 (1985), the Supreme Court held that school officials may search students on "reasonable suspicion," a less rigorous standard than the "probable cause" required outside school. The search must also be justified at its inception and reasonable in scope given the student's age and sex and the nature of the infraction. The minimum requirement is therefore reasonable suspicion of a legal violation.

Pattern: Memorize the legal bright lines

Willowbrook Elementary School – Everyone Reads (LEGACY Field 108) – Part Two, Competency 0002

LEGACY 107/108 ITEM · FAMILY AND COMMUNITY ENGAGEMENT

26. Correct answer: **B**

LEGACY Field 108 item (pre-2020), superseded by Field 110. Only 45 percent of teachers agreed that tutors were familiar with the school's current ELA curriculum, which was newly adopted last year. Tutors must know and be able to apply that curriculum to be effective with struggling readers. (The Field 110 version of this item carries the official NYSED rationale; the legacy source prints only the correct-response letter.)

Pattern: Align the partner to your curriculum

LEGACY 107/108 ITEM · FAMILY AND COMMUNITY ENGAGEMENT

27. Correct answer: **C**

LEGACY Field 108 item (pre-2020), superseded by Field 110. Document 1 reports schoolwide results, so the program's effects cannot be discerned. Disaggregating participants versus nonparticipants lets college faculty see specific program strengths and needs. (The legacy source prints only the correct-response letter.)

Pattern: Give partners disaggregated data so they can act

LEGACY 107/108 ITEM · FAMILY AND COMMUNITY ENGAGEMENT

28. Correct answer: **D**

LEGACY Field 108 item (pre-2020), superseded by Field 110. Test-performance benefits have flattened, so the usable lever is the striking family support: better attitudes toward reading and two to three more hours of reading at home per week. (The legacy source prints only the correct-response letter.)

Pattern: Family and community support is a lever to move staff

LEGACY 107/108 ITEM · FAMILY AND COMMUNITY ENGAGEMENT

29. Correct answer: **A**

LEGACY Field 108 item (pre-2020), superseded by Field 110. Contact is currently infrequent and narrow. A system of regular, ongoing communication — not an episodic event or an individual workaround — sustains the partnership. (The legacy source prints only the correct-response letter.)

Pattern: Build a system of ongoing two-way communication

LEGACY 107/108 ITEM · FAMILY AND COMMUNITY ENGAGEMENT

30. Correct answer: **B**

LEGACY Field 108 item (pre-2020), superseded by Field 110. Teachers want to collaborate with and learn from college faculty (58% and 67% on the survey), an idea already proposed in Ms. R's letter, and direct interaction would resolve many program issues. Option C sounds leader-like but is not where the evidence points. (The legacy source prints only the correct-response letter.)

Pattern: Expand direct staff-to-partner contact

LEGACY 107/108 ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

31. Correct answer: **B**

LEGACY Field 108 item (pre-2020), superseded by Field 110. Under *New Jersey v. T.L.O.*, 469 U.S. 325 (1985), school officials may search a student on reasonable suspicion rather than the probable cause required of law enforcement. This identical item also appears as official Field 110 item 7, where the full NYSED rationale is printed.

Pattern: Memorize the legal bright lines

LEGACY 107/108 ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

32. Correct answer: **B**

LEGACY Field 108 item (pre-2020), superseded by Field 110. Under *McKinney-Vento* the best-interest determination is made together with the parent, and it comes first. Expected length of stay (A) is not the standard, and transportation feasibility (D) is not a precondition — if the school of origin is in the child's best interest, the district must arrange and pay for transportation. (The legacy source prints only the correct-response letter.)

Pattern: Memorize the legal bright lines

XYZ Elementary School – Declining Grade 4 ELA – Part Two, Competency 0003

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

33. Correct answer: C

Since the superintendent has asked you for a plan in a short period, the best choice is C. The key states outright: “If you were given ample time to convene a committee, D would be the best answer.” This is the exam's most reliable discriminator — the time available determines whether you convene a committee or act now. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Time available determines committee vs. act-now

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL

34. Correct answer: A

Document 3 shows teachers differentiate their lessons only 42% of the time. Choices B, C, and D are not true as stated. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Cite the specific document and number

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

35. Correct answer: D

Reviewing the possible answers against the documents, choices A, B, and C are all correct, so the complete answer is D. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Triangulate across every document provided

Mrs. Chin – Teacher Absence and Regents Preparation – Part Two, Competency 0001

PRACTICE BANK ITEM · FAMILY AND COMMUNITY ENGAGEMENT

36. Correct answer: B

Absence is a difficult problem to deal with because teachers contractually do not have to submit a doctor's note until they have been absent a specified number of consecutive days (as per the union contract). Let the parent know you are working with the teacher to improve her attendance, and assure the parent you will take appropriate steps so her child will be properly prepared for the Regents exam. Option A would also breach the teacher's confidentiality. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Respond to families honestly without breaching staff confidentiality

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL

37. Correct answer: C

Mrs. Chin is the only teacher in the department rated Effective rather than Highly Effective. Meet with her to discuss the formal and informal observation data that produced the lower rating, and develop a professional development plan to increase her pedagogical skills. (Her absences are in fact far higher and her Regents averages far lower than colleagues', which makes A and B false as written.) The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Differentiate supervision by performance level; support before you sanction

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

38. Correct answer: A

When a student alleges that a teacher spoke inappropriately about her, an administrator should investigate the matter properly and promptly. If the teacher's statement differs from statements taken from students individually, the school building leader must make a determination. If the students' versions reflect what really transpired, the school building leader must take disciplinary action against the teacher. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Investigate before you conclude, discipline, or promise

K–5 Ability Grouping for English Language Arts – Part Two, Competency 0003

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

39. Correct answer: **C**

The plan should be discussed with the Assistant Superintendent for Curriculum and Instruction. The school building leader needs input and approval from Central Office before developing the plan with staff, to ensure the plan does not violate any district policies or Board regulations. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Get Central Office approval before schoolwide structural change

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

40. Correct answer: **B**

None of the documents provide sixth-grade reading results, and there are no sixth-grade students in this K–5 school, so those results would not be helpful in developing a plan. This is the classic counter-trap: do not be pulled toward data that is not there. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Don't be pulled to data that isn't there

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

41. Correct answer: **C**

The other choices are not supported by the information and data provided. Giving all students the same reading materials is not possible; placing Level 3 and 4 students with Level 1 and 2 students is not homogeneous grouping; and placing all minority youngsters in one class is a violation of civil rights laws. Grouping must follow each student's Individualized Education Program. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Program design must follow IEPs and civil rights law

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL

42. Correct answer: **D**

By establishing a committee that is inclusive of all stakeholders, shared decision making ensures that the plan would be well received and supported for implementation. Note the contrast with practice item 1: here there is no deadline pressure, so the committee route wins. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Engage stakeholders before the decision; participative decisions stick

Inwood Elementary School – Mrs. Angelique and the NGLS Modules – Part Two, Competency 0001

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL

43. Correct answer: **B**

Professional development consisted only of cursory introductions at monthly faculty meetings (3–4 hours per grade), so B is not true. Research findings indicate that appropriate and ongoing professional development regarding implementing the ELA modules integrated within a standards-based curriculum will have the maximum benefit. The modules were never intended as a stand-alone curriculum, only as a component of a Next Generation Learning Standards-based ELA curriculum. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Professional learning must be targeted, ongoing, and embedded

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL

44. Correct answer: **D**

The successful implementation of any innovation or change depends directly on the amount of time provided to support that implementation. If the school building leader provides the resource of time for teachers to consider how best to use the ELA modules, the implementation process will be better received. Implementation without well-thought-out protocols often fails or is barely successful, making new initiatives harder to implement later. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Long-term improvement comes from structures, systems, and time

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL

45. Correct answer: **C**

The data indicate that test scores have declined each of the past two years and that professional development hours are minimal. Use observation data to create a targeted professional development plan for teachers in grades 3, 4, and 5. Note that D overstates the evidence — professional development does not “ensure” higher scores. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Professional learning must be targeted to identified need

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

46. Correct answer: **C**

When a student informs a parent about an incident, many parents assume everything the child stated is accurate. An administrator must collect evidence from the parties and witnesses involved, review the information, and make an informed judgment — taking statements from the alleged victim, the teacher, and any witnesses. Give the parent a date by which you will get back to him so that he does not escalate to the superintendent while you are investigating. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Investigate before you conclude, discipline, or promise

Contested English Grade (75%) – Part Two, Competency 0002

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL

47. Correct answer: **A**

The school building leader should compare this teacher's rubric with the rubrics of other teachers in her department to ensure consistency. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Diagnose before you act

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

48. Correct answer: **B**

The teacher had a normal spread of grades in her class; there was nothing unusual about the distribution. Note that homework is weighted only 10%, so A is false on the data. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Read what the data actually show

PRACTICE BANK ITEM · FAMILY AND COMMUNITY ENGAGEMENT

49. Correct answer: **C**

All initial conversations about grades should be directly with the teacher; inform the parent she may come back to you if she is not satisfied with the outcome of that discussion. Parents may bring anyone they desire to advocate on their behalf or to observe a meeting — so excluding the sister (A) or excluding the teacher (D) is wrong. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Respect the chain: parent to teacher first, and families may bring an advocate

10% Extracurricular Club Budget Cut – Part Two, Competency 0003

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

50. Correct answer: **A**

Clubs with the lowest attendance should be discontinued, or their co-advisors cut, unless the club is politically sensitive. Because the superintendent requested an immediate response, deliberation by the leadership team is not possible. It is important to take into consideration the terms of the teachers' collective bargaining agreement with regard to advisors and co-advisors. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Time available determines committee vs. act-now

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

51. Correct answer: **B**

According to Document 2, the Cycling Club has the lowest monthly attendance (48). A rationale that can be applied consistently across all clubs is average monthly attendance; cutting the club with the lowest impact on the student population is defensible. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Use a consistent, data-based decision rule

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

52. Correct answer: **D**

Public schools cannot charge participation fees unless authorized by the Board of Education. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Memorize the legal bright lines

PRACTICE BANK ITEM · FAMILY AND COMMUNITY ENGAGEMENT

53. Correct answer: **B**

The parent should discuss the grade with the teacher first. If the parent still feels her child was graded unfairly, the administrator should meet with the teacher and ask her to demonstrate, using her grading rubric, how the grade was determined; the school building leader then weighs the evidence and decides. School building leaders do have a legal right to change grades with cause — but not as a first step. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Respect the chain: parent to teacher first

Reducing Teaching Staff by Six Positions – Part Two, Competency 0001

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL

54. Correct answer: **D**

Decision-making that involves participation has the most value to an organization because constituency participation tends to make the decision lasting and “stick.” Note that no immediate deadline is imposed here, which is why the committee route wins; refusing to make the cut (C) is never the answer. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Engage stakeholders before the decision; participative decisions stick

Queens Elementary School (K–8, 733 Students) – Part Two, Competency 0003

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

55. Correct answer: **D**

The All Students eighth grade cohort did not perform lowest at levels 3 and 4 on the Mathematics examination — in fact, it was the fifth grade (36%). The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Read the outlier correctly

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL**56. Correct answer: A**

Almost half of the teaching staff — 45%, or 23 of 51 teachers — has a Master's Degree plus 30 credits. Only 8% teach out of license, 8% have fewer than three years, and 11% lack appropriate certification, so B, C, and D are false. Source note: the practice bank's printed key letter for this item is "B," but its own printed explanation ("Almost half of the teaching staff, 45%, has a Master's Degree + 30 credits") matches option A; the explanation is authoritative here. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Read what the data actually show

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**57. Correct answer: C**

There is a significant number of Students with Disabilities — 147 students, or 20% — enrolled in this school. ELLs are only 1%, suspensions are 1%, and the largest ethnic group is Black (75%), so A, B, and D are false. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Read what the data actually show

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**58. Correct answer: A**

Grade 6 ELA achievement was only 40% at Levels 3 and 4 — the lowest in the school, alongside Grade 5 at 42% — while other grades ranged from 48% to 70%. Looking at subgroup performance within that grade might explain the underachievement and point to a course of action. Source note: the practice bank's answer key duplicates the number "25" at this point; both printed explanations point to option A. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Find the outlier, then drill into subgroups within that outlier

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**59. Correct answer: C**

Grade 5 was 36% at Levels 3 and 4 in mathematics, the lowest in the school. Looking at the performance of student subgroups within that grade might explain the difficulties with mathematics achievement. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Find the outlier, then drill into subgroups within that outlier

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**60. Correct answer: C**

Grade 5 consistently scored below other grades in the school on both the English language arts (42%) and mathematics (36%) assessments. Potential issues could involve the teachers on that grade, larger numbers of students with disabilities, or inconsistent instruction. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Find the outlier that appears across multiple data sets

Middle School Gifted and Talented Equity — Part Two, Competency 0003**PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS****61. Correct answer: B**

The data clearly indicate that Black and Hispanic subgroups represent a small percentage of participants in the gifted and talented program. Black and Hispanic students make up 70% of the school's population but only 16% of gifted program participants. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Equity of access is the first operational question for any program

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

62. Correct answer: **D**

Examining the gifted and talented data, the Black subgroup has 23 students, Hispanic 29, Asian 49, and White 64 of the 147 participants. White students are 16% of the school but 56% of the program — the largest over-representation. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Compute the representation ratio, don't eyeball it

Academy Elementary School (K–5, 1,369 Students) – Part Two, Competency 0003

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

63. Correct answer: **B**

According to Document 3 (Accountability), only the Students with Disabilities subgroup did not attain Adequate Yearly Progress in English Language Arts and Mathematics. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Prioritize the subgroup that is failing accountability

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

64. Correct answer: **C**

According to Document 2 (Student Demographics), 40% of the student population — 547 students — are English Language Learners, an unusually high share that has direct implications for instruction and program design. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Find the demographic outlier that drives instructional need

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL

65. Correct answer: **D**

According to Document 1 (Staffing), 98% of the teachers are rated effective or highly effective (48 effective plus 19 highly effective of 69). Zero teachers are “not highly qualified,” only one teaches out of license, and 80% hold a Master's plus 30. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Identify a genuine strength and put it to work

Reassigning Grade 3, 4 and 5 Mathematics Teachers – Part Two, Competency 0001

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL

66. Correct answer: **A**

It is important for the school building leader to meet with individual teachers to discuss their class's test results. Teachers who are being reassigned should be given reasons for the change in their assignments and encouragement and support for their new assignment. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Reassignment affecting a teacher is delivered individually, with reasons and support

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

67. Correct answer: **C**

Document 1 indicates that the percentage of fourth-grade students scoring at levels 1-2 is 63%, far greater than grade 3 (41%) or grade 5 (43%). The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Find the outlier

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**68. Correct answer: A**

Document 2 shows the number of minority children scoring at performance levels 1 and 2. Grade 4 had the highest percentage of students scoring below proficiency: Grade 3 = 40%, Grade 4 = 62%, Grade 5 = 41%, and Black and Hispanic students account for the largest share of grade 4's Level 1-2 counts (16 and 13 of 48). The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Disaggregate before you conclude anything

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL**69. Correct answer: A**

The number of highly effective teachers in grades 3 and 5 (two in each grade) would influence a school building leader's decision to change teaching assignments, especially with such a high percentage of students scoring at levels 1 and 2 in grade 4. There are no ineffective teachers, and the only Developing teacher is in grade 4 — so B, C, and D are false on the data. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Deploy your strongest teachers against your greatest need

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**70. Correct answer: B**

Any change in the way special education services are delivered should be discussed with the district's Director of Special Education. This allows the Director to examine the children's IEPs and make sure they would be applicable to an ICT setting. Most likely, the Director would need to approve this change as well. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Get the responsible district officer's approval before structural change

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**71. Correct answer: D**

Federal law (the McKinney-Vento Homeless Assistance Act) states that the school district must pay for transportation costs when a family that resided in the district becomes homeless and is living in a shelter in another district. Pair this with legacy Field 108 item 7: the best-interest determination is made with the parent first, and transportation feasibility is never a precondition. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Memorize the legal bright lines

Mr. Smith – The Unselected Class Trip Chaperone – Part Two, Competency 0002**PRACTICE BANK ITEM · FAMILY AND COMMUNITY ENGAGEMENT****72. Correct answer: D**

A parent who was not chosen as a chaperone cannot interact with his child or other children on a class trip. Notify the parent that if he is not comfortable with his daughter being chaperoned by other parents, he can keep his daughter from participating in the trip; she would be assigned to another class in that grade to assure continuity of instruction for the day. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Apply the written guidelines consistently to every family

PRACTICE BANK ITEM · FAMILY AND COMMUNITY ENGAGEMENT**73. Correct answer: A**

Teachers should ensure that as many parents as possible receive an opportunity to chaperone students on trips. No one parent should be selected a second time until all of the parents who want to be a chaperone have been selected once. Document 2 shows Mr. Smith has already served once while three parents have served zero times — and it also shows he did sign the agreement, so C is false. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Equitable rotation of family opportunities

PRACTICE BANK ITEM · FAMILY AND COMMUNITY ENGAGEMENT

74. Correct answer: **C**

There is a proper chain of command. Most parental concerns about a teacher's practice should be handled by the teacher first. Let the parent know that if she is not satisfied with the teacher's explanation she should then make an appointment with you. The school building leader should also inform the teacher to expect a call and/or visit from the parent. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Respect the chain: parent to teacher first

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

75. Correct answer: **A**

When a fire alarm sounds, the building must be evacuated. The only exception is when it is announced to disregard the alarm before it goes off, due to testing or repair. Safety compliance is non-negotiable even though instructional time is being lost. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Memorize the legal bright lines

Fairway Middle School – The “Crossing Over” Ceremony – Part Two, Competency 0002

PRACTICE BANK ITEM · FAMILY AND COMMUNITY ENGAGEMENT

76. Correct answer: **D**

Parents, teachers and others have a right to be involved in critical matters. The quality of decisions is enhanced by involving constituencies so that a larger knowledge base and differing viewpoints are entertained. Parent and teacher participation in shared decision-making increases employee morale, productivity, and parents' trust in school leadership. Had this issue been studied by the shared decision-making committee with an outcome reasonably developed and supported by all constituencies, the impact on the school's culture would not have been toxic. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Engage stakeholders before the decision; unilateral change on a valued tradition is always wrong

PRACTICE BANK ITEM · FAMILY AND COMMUNITY ENGAGEMENT

77. Correct answer: **D**

As printed, the practice bank explains: “The teacher and parent survey overwhelmingly favored leaving the ceremony as it was. Despite this data, the school building leader made the decision himself.” Source flaw to note: the printed option D is worded backwards relative to its own rationale — 95% of parents and 88% of teachers reported no involvement at all, so input was effectively absent, not “universal.” The testable idea is that opposition was overwhelming (86% of parents, 80% of teachers) while stakeholder input was essentially nonexistent. Options A, B, and C are clearly false against the data. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Adults' self-perception is not evidence; read the survey as written

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS

78. Correct answer: **C**

You can only speak to the Parent Organization president about a teacher if she has a child in that class. Parents may give permission for someone else to represent them in a conversation about a teacher. Many Parent Organization presidents feel their elected role entitles them to discuss teachers' behavior; it does not. Under the federal privacy act (FERPA), administrators may only speak with parents about situations involving their own children. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Confidentiality outranks parent-leader status

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**79. Correct answer: B**

The teacher should receive a disciplinary letter for her file because she was negligent in not reporting an accident. Although she was unprofessional in suggesting a lawsuit to the parent, that remark violated neither the collective bargaining agreement nor district policy — so it is not the discipline trigger. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Discipline only for the conduct that actually violates policy or the CBA

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**80. Correct answer: A**

Parents and students have a right to a suspension hearing. Inform the parent, in writing, that the suspension stands pending a formal hearing, and schedule the hearing for the next morning. If no other evidence is presented that causes you to change your mind, the suspension stands. (This mirrors the due-process floor of *Goss v. Lopez* and New York Education Law §3214.) The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Memorize the legal bright lines

Evolution Instruction and a Religious Objection — Part Two, Competency 0003**PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS****81. Correct answer: D**

Students are responsible for work that is part of the district's curriculum and the state's learning standards. A parent has the right to have a child removed during instruction that contradicts family religious beliefs. Notify the parent that the child will be removed but remains responsible for the information taught when it appears on a State exam. Option A is wrong because the school may not direct religious study. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Memorize the legal bright lines

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**82. Correct answer: B**

The parent has the right for her child to opt out of instruction she feels is contrary to the family's religious beliefs; the child receives alternate work. Providing a Bible for comparison (C) would involve the school in religious instruction, and assigning "Inherit the Wind" (D) substitutes a different treatment of the same controversy rather than neutral alternate work. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Memorize the legal bright lines

PRACTICE BANK ITEM · FAMILY AND COMMUNITY ENGAGEMENT**83. Correct answer: B**

62% of the parent population agree or strongly agree that "schools should be able to teach secular subjects without religious intervention," while only 15% support teaching creationism alongside evolution. Documents 1 and 3 provide no support for A, C, or D. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Read the survey as written; one vocal parent is not the community

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL**84. Correct answer: A**

Teachers have a responsibility to arrive at work at or before the appointed time. The teacher's collective bargaining agreement states the number of hours and minutes worked, and the district or school designates those hours. School building leaders should not make this accommodation; permanently scheduling around the lateness would not treat all teachers equitably. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Contract language governs staff conduct; equity of treatment forbids ad hoc accommodations

Newspaper Reporter and School Violence Data – Part Two, Competency 0002**PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS****85. Correct answer: D**

The data do not include information about the gender of suspended students, so that question cannot be suggested by this document. This is the counter-trap: do not be pulled toward data that is not there. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Don't be pulled to data that isn't there

PRACTICE BANK ITEM · FAMILY AND COMMUNITY ENGAGEMENT**86. Correct answer: B**

The superintendent is the person who should deal with the media when there is a controversial or potentially negative situation involving a school. Only discuss positive events directly with the media. Note that you must also inform the superintendent of the inquiry — do not simply deflect. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Respect the chain: superintendent handles media on controversy

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**87. Correct answer: D**

Allegations must be investigated immediately, and the building leader — not a subordinate — makes the determination. If the cleaner is determined to be intoxicated, send him home and notify the superintendent, who decides how to proceed. If he merely has alcohol on his breath on arrival, meet with him and tell him he cannot have alcohol on his breath while working in a school. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Investigate before you conclude, discipline, or promise

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**88. Correct answer: D**

Allegations about weapons are very serious matters and should be dealt with immediately. The school building leader has a legal right to search a student's locker and backpack, and when there is sufficient reason to believe a student has a weapon on his person, a physical search may take place. Call the police immediately if a weapon is found, and notify the superintendent. Interview and document any students who witnessed the incident. Option B stops the search prematurely; option C escalates before the school has conducted its own lawful search. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Memorize the legal bright lines

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**89. Correct answer: D**

An order of protection must be carried out to its fullest extent, and a copy of the order should be on file at the school. If a court order prevents a parent from seeing a child, the parent must leave the building; if the parent refuses, contact the police immediately. No school employee and no other parent can waive a court order. Source note: the practice bank's answer key omits the item number 57 at this point, but the sequence is otherwise unambiguous. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Memorize the legal bright lines

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**90. Correct answer: C**

A written request (faxed or sent through the mail) is necessary before a school can release records to another school outside the district. Special education records cannot be released without parental consent — inform the other school building leader that he needs a parental release in order to receive those records. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Memorize the legal bright lines

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**91. Correct answer: C**

Under the law, every parent is eligible to apply for the free and reduced lunch program. Successful applicants must meet federal guidelines for income eligibility. The building leader neither denies nor approves the request — the application and the federal guidelines decide. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Memorize the legal bright lines

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**92. Correct answer: C**

Medical clearance is needed from the child's physician before permitting the child to attend school after exposure to a contagious disease. It is also a good idea to inform the superintendent, who can have the district physician prepare information about meningitis to disseminate to all parents and alleviate concerns. Note that exclusion without medical basis (A) would raise Section 504 issues — see *School Board of Nassau County v. Arline*. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Memorize the legal bright lines

Title I / Title III Funding Reduction – Part Two, Competency 0003**PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS****93. Correct answer: D**

Despite budget cuts, it is the responsibility of the school building leader to make sure that the needs of all students are met with available funds — and to plan collaboratively with the school leadership team. No immediate deadline is imposed here, so the collaborative planning route wins. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Engage stakeholders before the decision; protect student need

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**94. Correct answer: B**

According to Documents 1 and 2, there is a reduction in the number of eligible participants for Title I and Title III in the upcoming school year — economically disadvantaged students fall from 220 to 100 and ELLs from 120 to 85, with Title I participation falling from 220 to 185. The allocation drops because the eligible population dropped. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Read what the data actually show

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**95. Correct answer: D**

According to Document 3, 98% of the School Leadership Team believes that “the reduction in allocation will affect other programs” — the strongest level of agreement on the survey. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Cite the specific document and number

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**96. Correct answer: A**

An investigation should determine what happened on the bus, with statements taken from the driver and other children who witnessed the incident. A dangerous action such as opening the emergency door on a moving school bus should result in an immediate consequence — a school suspension as well as a bus suspension. If the bus had a video recording system, use the video in the investigatory process. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Immediate danger gets an immediate consequence, documented by investigation

PRACTICE BANK ITEM · DEVELOPING HUMAN CAPITAL**97. Correct answer: C**

An administrator should observe the situation to determine whether the teacher is releasing her students before the bell sounds. Let the teacher who reported the incident know that you are investigating her allegation and will get back to her. If the teacher is releasing students too early, inform her in a friendly manner that students cannot be released from class until the bell rings. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Investigate before you conclude, discipline, or promise

PRACTICE BANK ITEM · OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS**98. Correct answer: B**

Suspension is warranted for a purposeful biased act: the students knowingly changed the lyrics from those rehearsed to lyrics they knew would offend. Under the Dignity for All Students Act, harassment and discrimination based on sexual orientation must be addressed, and blaming the advisor (D) or settling for an apology (A) does not respond to an intentional biased act. The explanation above is practitioner-written (from the SBL practice bank) and is not an official NYSED rationale.

Pattern: Biased or harassing conduct requires a disciplinary response

PART C

Flashcard Answers

All 235 recall cards with answers and, where one exists, the statute, regulation or source the answer comes from.

Legal Timelines & Numbers

32 CARDS · CODE LT

LT-1 How many school days does a district have to respond to a special education referral?

10 school days - either request parental consent to evaluate, or give the parent a copy of the referral plus notice of intent to decline.

8 NYCRR §200.4(a)(2)(iv)

LT-2 A building administrator receives a referral and wants to hold a conference instead. How fast must that conference happen?

Within 10 school days of receiving the referral.

8 NYCRR §200.4(a)(9)(iii)(a)

LT-3 Once the parent consents, how long does the district have to complete the initial individual evaluation?

60 days. Note the wording: plain calendar days, not school days.

8 NYCRR §200.4(b)(1), (b)(7)

LT-4 After consent to evaluate a student not previously identified, how long does the Board have to arrange programs and services?

60 SCHOOL days. The evaluation clock is 60 days; the arrange-services clock is 60 school days. The exam exploits that difference.

8 NYCRR §200.4(e)(1)

LT-5 The CSE recommends an approved in-state or out-of-state private school. How long to arrange it?

30 school days from the Board's receipt of the recommendation.

8 NYCRR §200.4(e)(1)

LT-6 How often must an IEP be reviewed, and how often must a student be reevaluated?

IEP reviewed at least annually. Reevaluation at least once every 3 years, unless district and parent agree in writing it is unnecessary.

8 NYCRR §§200.4(f), 200.4(b)(4)

LT-7 How soon must a manifestation determination review be held?

Immediately if possible, but in no case later than 10 school days after the decision to change the placement.

8 NYCRR §201.4

LT-8 What counts as a disciplinary change of placement for a student with a disability?

Removal for more than 10 consecutive school days, OR a series of removals forming a pattern that totals more than 10 school days in a year.

8 NYCRR §201.7

LT-9 How long may a student with a disability be placed in an IAES for weapons, drugs, or serious bodily injury?

Up to 45 school days - and this applies regardless of the manifestation determination outcome.

8 NYCRR §201.7

LT-10 Absent special circumstances, how long may a superintendent place a student with a disability in an IAES?

Up to 10 consecutive school days.

8 NYCRR §201.7

LT-11 Under DASA, how fast must an employee who witnesses harassment give oral notification?

Promptly, and not later than ONE school day, to the principal, superintendent, or designee.

NY Ed. Law §13

LT-12 Under DASA, how fast must the written report follow the oral notification?

Not later than TWO school days after the oral notification.

NY Ed. Law §13

LT-13 Under FERPA, how quickly must a school let a parent inspect education records?

Within a reasonable time, and in no case more than 45 days after the request.

20 U.S.C. §1232g; 34 C.F.R. Part 99

LT-14 What percentage of low-income enrollment lets a school run a Title I schoolwide program?

At least 40 percent. Below that, the school runs a targeted assistance program instead.

ESEA Title I, Part A

LT-15 An LEA's Title I allocation is over \$500,000. What must it reserve for parent and family engagement?

At least 1 percent, with 90 percent of that distributed to schools and parents meaningfully involved in deciding how it is used.

ESEA Title I, Part A

LT-16 Under McKinney-Vento, how far must a district transport a student to the school of origin?

Up to 50 miles each way. The Commissioner may authorize more if it is in the student's best interest.

NY Ed. Law §3209; 8 NYCRR §100.2(x)

LT-17 A student in temporary housing enrolls immediately with no records. How fast must you request records from the prior district?

Within 5 days.

NY Ed. Law §3209; 8 NYCRR §100.2(x)

LT-18 A McKinney-Vento placement dispute goes to appeal.**What are the two numbers?**

Enrollment and transportation continue if the appeal is commenced within 30 days; the liaison must accept and mail the Section 310 petition within 5 days.

NY Ed. Law §§310, 3209

LT-19 How long may a principal suspend a student in New York?

Up to 5 school days. More than five requires a superintendent's suspension with a formal fair hearing.

NY Ed. Law §3214(3)(b)(1)

LT-20 Under 3020-a, how fast must the board vote on probable cause after charges are filed?

By majority vote within 5 days of receiving the charges. If found, written charges, maximum penalty, and employee rights go out by certified mail or personal delivery.

NY Ed. Law §3020-a

LT-21 Under 3020-a, how long does the tenured employee have to request a hearing?

10 days from receipt of the charges. Failure to respond is a waiver of the hearing.

NY Ed. Law §3020-a

LT-22 Under 3020-a, when must the final hearing conclude and when must the decision issue?

Hearing completed no later than 60 days after the pre-hearing conference; written decision within 30 days of the last hearing day.

NY Ed. Law §3020-a

LT-23 How long does a party have to appeal a 3020-a decision, and to where?

10 days from receipt of the decision, by application to New York State Supreme Court under CPLR 7511.

NY Ed. Law §3020-a; CPLR §7511

LT-24 How far back can 3020-a charges reach?

Generally no charges more than 3 years after the alleged misconduct, except where the conduct would constitute a crime.

NY Ed. Law §3020-a

LT-25 A corporal punishment or verbal abuse allegation lands on your desk in NYC. What are the first two clocks?

Report the allegation to OSI within one school day through the Online Occurrence Reporting System, and obtain witness statements from reporting staff within two school days.

Chancellor's Reg. A-420 / A-421

LT-26 For a NYC school-based investigation of corporal punishment or verbal abuse, what are the two review deadlines?

Principal completes and submits findings to Senior Field Counsel within 30 school days; Senior Field Counsel responds within 15 school days, and if no response the principal may finalize.

Chancellor's Reg. A-420 / A-421

LT-27 You issue a principal's suspension in NYC. What are the parent-notice and conference clocks?

Immediate telephone notification, written notice within 24 hours, and the informal principal's suspension conference scheduled within 2 school days.

Chancellor's Reg. A-443

LT-28 A superintendent's suspension hearing is not held on time. What happens?

The hearing must be scheduled within 5 school days; if it is not held in that window, the student is reinstated pending the rescheduled hearing.

Chancellor's Reg. A-443

LT-29 How soon must a district code of conduct be filed with the Commissioner after adoption?

Within 30 days of adoption. The code is also reviewed and updated annually with at least one public hearing.

NY Ed. Law §2801

LT-30 Project SAVE: what are the two 30-day rules for school safety plans?

The district-wide plan must be available for public comment at least 30 days before adoption; building-level plans go to local law enforcement and the State Police within 30 days of adoption.

NY Ed. Law §2801-a

LT-31 Under C-30, how long does the Level I committee have, and how fast should a vacancy be filled?

The committee interviews, discusses, and completes rating sheets within 60 days; vacancies should be filled within six months of the posting date.

Chancellor's Reg. C-30 (08/01/2019)

LT-32 How long is an SBL Initial certificate good for, and how many times can it be reissued?

Five years, with up to two reissuances, each valid five years. Applications cannot be filed more than six months before expiration.

NYSED certificate reissuance policy, eff. Aug. 2, 2023

Law: Rules & Standards

35 CARDS · CODE LR

LR-1 What standard must a school official meet before searching a student?

Reasonable suspicion, not probable cause. The search must be justified at its inception and reasonable in scope given the student's age and sex and the nature of the infraction.

New Jersey v. T.L.O., 469 U.S. 325 (1985)

LR-2 A teacher reports that a student showed a weapon in his backpack. What is the search sequence?

Search the backpack; if nothing is found, search his person and his locker. If a weapon is found, call police immediately and notify the superintendent. Interview and document witnesses.

LR-3 What three things does due process require before a short suspension?

Oral or written notice of the charges, an explanation of the evidence, and an opportunity for the student to tell their side.

Goss v. Lopez (1975); NY Ed. Law §3214(3)(b)(1)

LR-4 Who can suspend, and for how long, under New York Education Law 3214?

The principal can suspend up to 5 school days. Anything longer is a superintendent's suspension - up to a year or expulsion - decided by the superintendent or board.

NY Ed. Law §3214(3)(b)(1), (3)(c)(1)

LR-5 What process does a superintendent's suspension require that a principal's suspension does not?

A formal fair hearing on reasonable notice, with the right to representation by counsel, the right to question witnesses, and the right to present witnesses and evidence.

NY Ed. Law §3214(3)(c)(1)

LR-6 A suspended 7th grader is of compulsory attendance age. What must happen immediately?

Immediate steps must be taken for the student's attendance upon instruction elsewhere - alternative instruction is not optional.

NY Ed. Law §3214(3)(e)

LR-7 A parent refuses to accept a three-day suspension and says she is sending the child back tomorrow. What do you do?

Inform her in writing that the suspension stands pending a formal hearing, and schedule the hearing for the next morning. Absent new evidence, the suspension stands.

LR-8 Define FAPE.

Free Appropriate Public Education: special education and related services designed to meet the child's unique needs, at public expense.

IDEA, 20 U.S.C. §1400 et seq.

LR-9 Define LRE and state when removal from the general classroom is allowed.

Least Restrictive Environment: educate with non-disabled peers to the maximum extent appropriate. Remove only when the disability means education in regular classes with supplementary aids and services cannot be achieved satisfactorily.

IDEA

LR-10 What is the three-prong definition of disability under Section 504?

A physical or mental impairment that substantially limits a major life activity; a record of such an impairment; or being regarded as having such an impairment.

29 U.S.C. §794; 34 C.F.R. Part 104

LR-11 Does implementing an IDEA IEP satisfy the Section 504 FAPE standard?

Yes. Under 504, FAPE turns on following the procedures for educational setting, evaluation and placement, and safeguards - and implementing an IEP satisfies that standard.

OCR Section 504 Resource Guide (2016)

LR-12 Who makes 504 evaluation and placement decisions?

A group of knowledgeable persons drawing on varied sources - aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior.

34 C.F.R. Part 104

LR-13 What is the two-prong manifestation determination standard?

Was the conduct caused by, or did it have a direct and substantial relationship to, the disability? Or was it the direct result of the district's failure to implement the IEP?

8 NYCRR §201.4

LR-14 The manifestation review comes back 'yes.' What must the district do?

Conduct an FBA and implement a BIP, and absent special circumstances return the student to the placement they were removed from unless the parent and district agree otherwise.

8 NYCRR §201.4

LR-15 The manifestation review finds the district failed to implement the IEP. What is the extra obligation?

The district must take immediate steps to remedy those deficiencies.

8 NYCRR §201.4

LR-16 Which Title IX rule is currently being enforced?

The 2020 Title IX Rule. The 2024 rule was vacated nationwide in January 2025, and OCR announced it will enforce under the 2020 rule. Any prep material citing the 2024 rule is wrong.

OCR Dear Colleague Letter, Feb. 4, 2025

LR-17 Name four things besides athletics that Title IX covers.

Sex-based harassment and sexual violence, pregnancy discrimination, sex discrimination in STEM courses, discriminatory dress-code enforcement, and retaliation.

20 U.S.C. §1681; 34 C.F.R. Part 106

LR-18 What triggers a mandated reporter's duty in New York?

Reasonable cause to suspect that a child has been abused or maltreated. You report suspicion, not proof - and you do not investigate first.

Social Services Law §413

LR-19 What are the penalties for a mandated reporter who fails to report?

A class A misdemeanor, plus civil liability for damages proximately caused by the failure to report.

Social Services Law §413

LR-20 Three staff members have the same information about suspected abuse. Who calls?

One may call the State Central Register on behalf of all - but one of them must call. A supervisor cannot prevent a mandated reporter from calling.

Social Services Law §413

LR-21 List the DASA protected characteristics.

Race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender including gender identity and expression, or sex.

NY Ed. Law §11

LR-22 How does DASA define cyberbullying, and does it reach conduct outside school?

Harassment or bullying through any form of electronic communication. DASA also covers school functions - school-sponsored extracurricular events or activities.

NY Ed. Law §11(8)

LR-23 Under DASA, who receives reports and who is the Dignity Act Coordinator?

The principal, superintendent, or designee is charged with receiving reports. Each school designates a trained Dignity Act Coordinator whose name and contact information is shared with staff, students, and families.

NY Ed. Law §13

LR-24 Under DASA, when must you call law enforcement, and what gets reported to the state?

Notify local law enforcement promptly when the conduct is believed to constitute criminal conduct. Material incidents of discrimination and harassment are reported annually to NYSED through the SSEC collection.

NY Ed. Law §13

LR-25 Under FERPA, when do parental rights transfer to the student?

At age 18 or upon enrolling in a postsecondary institution, whichever comes first. The student is then the 'eligible student.'

20 U.S.C. §1232g

LR-26 Name two FERPA exceptions that let you disclose records without consent.

Disclosure to school officials with legitimate educational interests, and disclosure in a health or safety emergency where the information is needed to protect the student or others.

34 C.F.R. Part 99

LR-27 A principal in another state phones and asks you to fax a student's records. What do you do?

Require a written request before releasing records out of district - and tell him special education records cannot be released without a parental release.

FERPA / IDEA

LR-28 The parent organization president wants to discuss complaints about a specific teacher. What do you tell her?

You cannot discuss it - confidentiality. You may only discuss a situation involving her own child, unless a parent has authorized her to represent them.

FERPA framing

LR-29 How does Chancellor's Regulation A-420 define corporal punishment, and what is excluded?

Any act of physical force upon a student for the purpose of punishing that student. Excluded: physical escort or brief contact to promote safety or comfort, and restraint to protect anyone from physical injury when no alternative works.

Chancellor's Reg. A-420 (06/20/2025)

LR-30 A parent objects to evolution instruction on religious grounds. What are her rights and her child's obligation?

She may have the child removed during that instruction and given alternative work. But the student remains responsible for the content when it appears on a State exam. Creationism may not be taught.

Epperson v. Arkansas (1968); Edwards v. Aguillard (1987)

LR-31 Can a public school charge students a fee to participate in a club?

No - not unless authorized by the Board of Education.

LR-32 A student keeps pulling the fire alarm as a joke and teachers complain about lost time. What is the rule?

Every alarm means the building is evacuated. The only exception is when disregard is announced BEFORE the alarm, for testing or repair.

LR-33 A student's parent died of infectious meningitis and families want the child kept out. What do you do?

Request medical clearance from the child's physician before the child returns, and inform the superintendent, who can have the district physician prepare information for all parents.

LR-34 A working parent asks for free lunch. What is your response?

Send her a free and reduced-price lunch application along with the eligibility guidelines. Every parent is eligible to apply; federal income guidelines decide.

LR-35 A father wants to see his son, but there is an order of protection barring school contact. What do you do?

Inform him he cannot have any contact with his son. An order of protection is enforced to its fullest extent, a copy stays on file at the school, and you call police if he refuses to leave.

Court Cases

23 CARDS · CODE CA

CA-1 Brown v. Board of Education of Topeka (1954) - holding?

Overturned Plessy v. Ferguson's 'separate but equal.' Separate educational facilities are inherently unequal. Ended de jure segregation.

Brown v. Bd. of Ed. of Topeka, 347 U.S. 483 (1954)

CA-2 Which case upheld busing to remedy de facto segregation and achieve racial balance?

Swann v. Charlotte-Mecklenburg (1971).

Swann v. Charlotte-Mecklenburg (1971)

CA-3 Regents of the University of California v. Bakke (1978) - holding?

Rigid racial quotas are unconstitutional under the 14th Amendment, but the decision did not invalidate all affirmative action. Origin of the phrase 'reverse discrimination.'

Regents of Univ. of California v. Bakke (1978)

CA-4 Which case held that officials may not compel students to salute the flag?

West Virginia v. Barnette (1943). You cannot compel expression - hence the pledge opt-out.

West Virginia v. Barnette (1943)

CA-5 Engel v. Vitale (1962) - holding, and what makes it a New York case?

Officials cannot sanction official school prayer, even the nondenominational prayer written by the New York Board of Regents.

Engel v. Vitale (1962)

CA-6 Which case barred Bible reading and the Lord's Prayer in public schools and required state neutrality?

Abington School District v. Schempp (1963).

Abington School District v. Schempp (1963)

CA-7 What are the three parts of the Lemon test?

A secular purpose; a primary effect that neither advances nor inhibits religion; and no excessive entanglement between government and religion.

Lemon v. Kurtzman (1971)

CA-8 Which case struck down a state law requiring the Ten Commandments be posted in classrooms?

Stone v. Graham (1980).

Stone v. Graham (1980)

CA-9 Lee v. Weisman (1992) - holding, and where does it bite for a building leader?

Clergy-led invocation or benediction at a public school graduation violates the Establishment Clause. It governs graduation planning.

Lee v. Weisman (1992)

CA-10 Which case gave us 'students do not shed their constitutional rights at the schoolhouse gate,' and what is its standard?

Tinker v. Des Moines (1969). Discipline for student expression requires substantial disruption.

Tinker v. Des Moines (1969)

CA-11 Under what case may a principal exercise content control over the school newspaper or yearbook?

Hazelwood v. Kuhlmeier (1988) - for school-sponsored expression, control is allowed if reasonably related to legitimate pedagogical concerns.

Hazelwood v. Kuhlmeier (1988)

CA-12 Board of Education, Island Trees v. Pico (1982) - holding?

Boards may not remove library books simply because they dislike the ideas. Removal needs rational grounds such as educational suitability, not political orthodoxy.

Bd. of Ed. Island Trees v. Pico (1982)

CA-13 What is the three-step Mt. Healthy v. Doyle (1977) test for public employee speech?

One: speech on a matter of public concern outweighing the employer's interest. Two: the employee shows it was a substantial or motivating factor in the adverse action. Three: the employer may still win by proving it would have acted anyway.

Mt. Healthy v. Doyle (1977)

CA-14 Which case is the foundation of ELL and MLL service obligations?

Lau v. Nichols (1974) - Title VI bars national-origin discrimination in federally funded programs, and districts must take affirmative steps to rectify language deficiency.

Lau v. Nichols (1974); Title VI, Civil Rights Act of 1964

CA-15 School Board of Nassau County v. Arline (1987) - holding?

A contagious disease can be a disability under Section 504; the question is reasonable accommodation, not exclusion. Later extended to HIV and AIDS.

School Board of Nassau County v. Arline (1987)

CA-16 Which case set the due process floor for suspensions of up to ten days?

Goss v. Lopez (1975) - notice of the charges, an explanation of the evidence, and a chance to tell your side, under the 14th Amendment.

Goss v. Lopez (1975)

CA-17 Ingraham v. Wright (1977) - holding, and why is it not the operative rule for a NYC principal?

The Eighth Amendment applies to prisons, not schools; excessive corporal punishment is remedied through due process or civil or criminal action. In NYC, corporal punishment is separately banned by Chancellor's Regulation A-420.

Ingraham v. Wright (1977); Chancellor's Reg. A-420

CA-18 Which case set the 'reasonable suspicion' standard for school searches?

New Jersey v. T.L.O. (1985) - justified at inception and reasonable in scope given age, sex, and the nature of the infraction.

New Jersey v. T.L.O., 469 U.S. 325 (1985)

CA-19 Vernonia School District v. Acton (1995) - holding?

Random, suspicionless drug testing of student athletes is constitutional, given their reduced expectation of privacy.

Vernonia School District v. Acton (1995)

CA-20 Franklin v. Gwinnett County (1992) - holding?

Title IX is violated by teacher-on-student sexual harassment, and monetary damages are available. Title IX is not just about athletics.

Franklin v. Gwinnett County (1992)

CA-21 Under Gebser v. Lago Vista (1998), when is a district liable for employee-on-student harassment?

Only where an official with authority to take corrective action had actual notice and was deliberately indifferent. Practically: your knowledge is the district's knowledge.

Gebser v. Lago Vista (1998)

CA-22 Honig v. Doe (1988) - holding, and what is the modern operative rule?

Removing a student with a disability for more than 10 days is a change of placement and stay-put applies. The modern rule is stay-put plus manifestation determination plus 45-school-day IAES authority.

Honig v. Doe (1988); 8 NYCRR Part 201

CA-23 Which two cases establish that a district may not prohibit evolution instruction or require it be balanced with creation science?

Epperson v. Arkansas (1968) and *Edwards v. Aguillard (1987).*

Epperson v. Arkansas (1968); Edwards v. Aguillard (1987)

Finance & Operations

31 CARDS · CODE FO

FO-1 Name the three revenue sources for a New York school district.

Property tax, state aid to education, and 'other' - federal aid, unreserved fund balance, tuition payments, and interest income.

School Finance Concepts (Hawkins)

FO-2 Which districts get proportionately more state aid, and why does that matter?

Low-wealth districts get proportionately more state aid; high-wealth districts lean on their own property wealth. State aid is formula-driven and meant, in theory, to equalize per-child revenue.

School Finance Concepts (Hawkins)

FO-3 Distinguish equality, equity, and adequacy in school finance.

Equality: every pupil gets the same amount to meet the same standards. Equity: approximately the same amount for approximately the same standards. Adequacy: enough to meet basic educational standards.

School Finance Concepts (Hawkins)

FO-4 Why must a school budget be balanced, and what do you call it when revenue exceeds expenses?

School budgets must be balanced by law. Expenses exceeding revenue is a deficit and is prohibited. Revenue exceeding expenses is a surplus, which becomes fund balance and is legal.

School Finance Concepts (Hawkins)

FO-5 Which side of the budget drives the other - revenue or expense?

The expense side largely determines the revenue needed to balance the budget. Revenue is the input, expense is the output.

School Finance Concepts (Hawkins)

FO-6 What is the difference between unreserved and reserved fund balance?

Unreserved fund balance is used in the following year's budget to offset taxes. Reserved fund balance is set aside for specific purposes defined by New York State law.

School Finance Concepts (Hawkins)

FO-7 Name three ways a district ends up with a surplus.

Unanticipated additional state or federal aid, legal settlements, unanticipated interest, growth in property wealth, and underestimated expenses.

School Finance Concepts (Hawkins)

FO-8 What are the three parts of the classic New York three-part budget on the ballot?

Administration, Program (instruction), and Capital.

School Finance Concepts (Hawkins)

FO-9 What are the five parts of the district budget?

General Support, Instruction, Transportation, Community Services, and Undistributed Expenses.

School Finance Concepts (Hawkins)

FO-10 What happens on April 1 and April 15 in the New York budget calendar?

April 1 starts the state fiscal year and districts are notified about state aid. By April 15 the Board adopts both the Proposed Budget and a Contingency Budget.

School Finance Concepts (Hawkins)

FO-11 When is the budget vote, and what happens if it fails twice?

Vote on the third Tuesday in May; re-vote on the third Tuesday in June. If the re-vote fails, the district adopts the contingency budget on July 1.

School Finance Concepts (Hawkins)

FO-12 What are TANS and RANS?

Tax Anticipation Notes and Revenue Anticipation Notes - short-term borrowing against taxes or revenue the district expects to receive.

School Finance Concepts (Hawkins)

FO-13 How is the tax rate calculated?

Levy divided by assessed valuation, times 100 - expressed per \$100 of assessed value. Multi-town districts need equalization ratios to gross up assessed values first.

School Finance Concepts (Hawkins)

FO-14 What is the difference between true value and assessed value?

True or full value is the actual selling price or aggregate community value. Assessed value is the multiplier basis for the tax rate and each resident's bill. AV equals TV times the equalization ratio.

School Finance Concepts (Hawkins)

FO-15 What is the purpose of segregation of duties, and what is the basic rule?

Purpose: timely detection of fraud AND innocent errors. Basic rule: no single person performs a process from beginning to end.

School Finance Concepts (Hawkins)

FO-16 Give three concrete examples of segregation of duties.

The requestor cannot be the approver. The same person cannot accept cash, record it, deposit it, and reconcile the account. Bank statements are reconciled monthly by someone with no cash duties.

School Finance Concepts (Hawkins)

FO-17 What does the internal claims auditor do, and to whom does that person report?

Audits each voucher before payment, determines whether the expenditure is actual and reasonable, and watches for theft or misuse. Appointed by and reporting directly to the Board.

School Finance Concepts (Hawkins)

FO-18 What must a voucher package contain before payment?

Purchase order, proper authorization, receiving report, the original invoice, and a clear description of the goods or services.

School Finance Concepts (Hawkins)

FO-19 What is the treasurer's limit on payments, and what happens after checks print?

The treasurer may only pay off a warrant the claims auditor has approved. After checks print, the auditor compares the checks against the previously approved warrant report.

School Finance Concepts (Hawkins)

FO-20 Name the six types of audits a district may face.

Internal and external, financial, operational, compliance, information systems, and forensic - often in an integrated approach.

School Finance Concepts (Hawkins)

FO-21 How much was stolen in the Roslyn case, and what was the root cause?

\$11.2 million. Root cause: no internal controls - no segregation of duties or checks and balances, and inadequate policies and procedures.

Roslyn case study, School Finance Concepts

FO-22 Name three specific control failures in the Roslyn case.

Hand-checks bypassed the claims auditor; the treasurer kept no check log so sequence gaps went undetected; a clerk had access to the signature plate; vendor names were changed after checks issued.

Roslyn case study, School Finance Concepts

FO-23 What Board-level failures showed up at Roslyn?

The monthly budget status report was never reviewed, accounts were routinely over budget with no one flagging it, and there was no limit on the superintendent's budget transfer authority.

Roslyn case study, School Finance Concepts

FO-24 What are the five points of Comptroller Hevesi's School Accountability Plan?

Six hours of board member training on financial oversight; establish an internal audit function; create an audit committee; competitive RFP for audit firms at least every five years; and direct School Board involvement in the annual external audit.

NYS Comptroller 5-Point School Accountability Plan

FO-25 What routine reports should a board be reviewing?

The treasurer's cash report, the budget and revenue status report, and fund balance projections. The check register should be reviewed and signed by the business administrator, superintendent, and Board.

School Finance Concepts (Hawkins)

FO-26 What are the payroll and travel internal control rules?

Payroll: maintain contracts outlining compensation and require payroll action notices for salary or benefit changes, with Board minute approval. Travel: written policy, advance approval, federal reimbursement rates, all receipts.

School Finance Concepts (Hawkins)

FO-27 What is zero-based budgeting?

Building the budget from zero each cycle, justifying every line, rather than rolling forward last year's numbers. Contrast with program budgeting.

School Finance Concepts (Hawkins)

FO-28 What is a Title I schoolwide program versus a targeted assistance program?

Schoolwide requires at least 40 percent low-income enrollment and serves ALL students. Targeted assistance serves only children failing or at risk of failing state standards.

ESEA Title I, Part A

FO-29 What does 'supplement not supplant' require a district to demonstrate?

That its state and local funding methodology is 'Title I neutral' - federal money adds to, rather than replaces, what the district would have spent anyway.

ESEA Title I, Part A

FO-30 The superintendent orders an immediate 10 percent cut to your club budget. How do you decide?

Analyze attendance and staffing for each club against cost, protect politically sensitive programs, and respect the collective bargaining agreement on advisors and co-advisors. Cut the lowest-impact programs.

FO-31 Your Title I and Title III allocation drops \$75,000 next year. What is your first action?

Create a plan with the school leadership team that ensures the needs of all students are met. Despite the cut, it is the SBL's responsibility to meet student needs with available funds.

Exam Design & Scoring

26 CARDS • CODE ED

ED-1 What are Part One and Part Two of the revised SBL assessment?

Part One is Field 109, Part Two is Field 110. You must pass both, and the two parts may come from different versions of the exam.

NYSED School Leadership Examinations

ED-2 What is the passing score on the SBL exam?

520.

NYSTCE

ED-3 What is the format of Field 110?

26 selected-response items, two extended performance tasks, and one shorter performance task - including a roughly 15-minute classroom video that requires a headset.

NYSTCE

ED-4 How long is the Field 110 appointment?

4 hours 15 minutes total - a 15-minute tutorial and non-disclosure agreement plus 4 hours of testing.

NYSTCE

ED-5 On Field 110, how is the score split between selected response and performance tasks?

Selected response is 25 percent, performance tasks are 75 percent. The writing carries three times the weight of the multiple choice.

NY109_110 objectives framework

ED-6 How many selected-response items does Competency 0001, Developing Human Capital, have on Field 110?

Zero. Human capital is tested entirely through the two performance tasks, which together are 55 percent of the score.

NY109_110 objectives framework

ED-7 Which competency carries the largest block of selected-response items on Field 110?

Competency 0003 - Operational Systems, Data Systems, and Legal Guidelines - with 16 of the 26 items, worth 15 percent.

NY109_110 objectives framework

ED-8 What are the weights of the three Field 110 performance tasks?

Video Observation and Analysis is 30 percent, the Human Capital four-task set is 25 percent, and Family and Community Engagement is 20 percent.

NY109_110 objectives framework

ED-9 How many minutes are budgeted for each Field 110 performance task?

About 70 minutes for the video task, 70 minutes for the Human Capital set, and 40 minutes for Family and Community Engagement.

NY109_110 objectives framework

ED-10 What is the word count for the video observation response?

Approximately 300 to 600 words, in any format you choose - paragraphs or bulleted list.

Field 110 / 108 video assignment directions

ED-11 What is the word count for each of the four Human Capital tasks?

Approximately 100 to 200 words each - four separate short responses, each scored separately.

Field 110 Assignment 2 directions

ED-12 What is the word count for the Family and Community Engagement task?

Approximately 400 to 500 words.

Field 110 Assignment 3 directions

ED-13 What are the word counts for the three Field 109 performance assignments?

Assignment 1, the eight-part instructional leadership task, is 600 to 800 words. Assignments 2 and 3 are each 300 to 400 words.

Field 109 performance task directions

ED-14 Name the three scoring criteria used on every SBL performance task.

Completeness, Accuracy, and Depth of Support and Understanding.

NYSTCE performance characteristics

ED-15 Define the three scoring criteria in one line each.

Completeness: does it address all parts. Accuracy: does it demonstrate the knowledge correctly. Depth: does it give examples and details showing sound reasoning and strong understanding.

NYSTCE performance characteristics

ED-16 What do scores 4, 3, 2, and 1 mean on the SBL performance scale?

4 is a thorough command of the relevant knowledge and skills, 3 is a general command, 2 is a limited command, and 1 is little or no command.

NYSTCE score scale

ED-17 What do the codes U and B mean on a performance task?

U is unscorable - off-topic, unreadable, not in English, or insufficient original work. B is no response at all.

NYSTCE score scale

ED-18 Which Field 110 task is scored on a 3-2-1 scale instead of 4-3-2-1?

The Human Capital assignment - each of its four tasks is scored separately on a 3-2-1 scale, plus U and B.

Field 110 scoring rubrics

ED-19 What single omission caps you at a 2 on the video observation task?

Failing to assign a performance level to all four rubric components. Leveling only two or three components caps you at a 2 on Completeness.

SBL Rubric #4, Completeness strand

ED-20 On the video task, what separates a 4 from a 3?

Quantity and specificity of evidence - 'substantial' versus 'some' - and whether the strength and area for improvement are fully rather than generally supported.

SBL Rubric #4

ED-21 How do two graders resolve a performance task score, and which scores are failing?

Two graders must agree within one point. On the 4-point tasks, 1s and 2s are failing scores.

Field 110 scoring guidance

ED-22 What are the rules for the video itself?

It plays only once - you cannot pause, stop, or replay it. While it plays you see only the rubric component text. Afterward you see the full rubric and the assignment while you write.

Field 110 / 108 video assignment directions

ED-23 What is the video's setting and lesson objective?

A third-grade English Language Arts class of 35 students.

Objective: students will be able to think analytically, address problems creatively, and advocate persuasively.

Field 110 / 108 video assignment directions

ED-24 Are you scored on your writing ability?

No. Responses are scored on Completeness, Accuracy, and Depth - but they must be clear enough to permit valid judgment, conform to edited American English, and be original work in your own words.

NYSTCE performance task directions

ED-25 What tools do you get for planning your written responses, and where must the final answer go?

A felt pen and an erasable notebooklet for notes and outlining. The final response must be typed in the on-screen response box, which has a word-count feature in the lower left.

NYSTCE performance task directions

ED-26 Is length a score driver on the performance tasks?

No - length is a time budget. Lengthy responses are often the weaker, rambling ones. But the official model responses all land at or just under the ceiling, never short.

Observations.docx / model response word counts

Teacher Observation Rubric

18 CARDS · CODE RU

RU-1 Name the three domains of the Teacher Observation Rubric used on the video task.

Engaging Students in Learning, Deepening Student Learning, and Maintaining a Positive and Challenging Learning Environment.

RU-2 How many components are in the rubric, and how are they distributed across the domains?

Four components across three domains. Domain 1 has one component, Domain 2 has two, and Domain 3 has one.

RU-3 State Component 1.

Engages students in learning tasks that develop understandings and/or skills relevant to the learning objective.

RU-4 State Component 2.

Elicits and builds on students' responses to promote conceptual and/or skills development.

RU-5 State Component 3.

Uses instructional strategies in ways that deepen students' understanding of and/or ability to apply relevant concepts or skills.

RU-6 State Component 4.

Demonstrates rapport with and respect for students in a positive and challenging learning environment.

RU-7 What is the structural logic of levels 1 through 5 on this rubric?

Level 1 is absence or harm. Level 2 is surface, basic, or control. Level 3 is the objective addressed or helped. Level 4 is deepened or built on. Level 5 is student agency.

RU-8 What does level 5 look like on each of the four components?

Component 1: differentiated tasks meeting individual needs.
Component 2: students evaluate their own abilities. Component 3: teacher facilitates student-to-student interaction. Component 4: students take risks and support each other.

RU-9 What does a level 1 on Component 1 look like?

Students are passive or inattentive, OR students are participating in tasks only vaguely or superficially related to the lesson objective.

RU-10 What does a level 2 on Component 2 look like?

The teacher primarily asks surface-level questions and evaluates student responses simply as correct or incorrect.

RU-11 What is the difference between level 3 and level 4 on Component 2?

Level 3 elicits student responses that promote conceptual or skills development. Level 4 elicits AND builds on those responses.

RU-12 What does a level 2 on Component 4 look like?

The teacher provides a learning environment that serves primarily to control student behavior and does not challenge students academically.

RU-13 What are the four things your video response must do?

Cite observable objective evidence for each component; assign a level 1 to 5 to each component; identify one significant strength with component and evidence; and identify one significant area for improvement with component and evidence.

RU-14 What is the recommended structure for each component in your video write-up?

State the level, then list four to six discrete pieces of observable evidence. Anchor every observation to a component number so evidence is never associated with the wrong component.

RU-15 Where do the strength and the area for improvement have to come from?

From components you have already assigned a level to, citing the relevant component and observable evidence. Never introduce practices the rubric does not address.

RU-16 You see excellent teacher practices in the video that the rubric does not mention. What do you do?

Leave them out. The directions say your task is to identify evidence relating to the specific components of practice defined in this rubric, and assess performance on those components only.

RU-17 The Teacher Practice Rubric used in the Human Capital documents uses a 1 to 4 scale. What do those numbers mean?

1 is Unsatisfactory, 2 is Basic, 3 is Proficient, and 4 is Distinguished. Do not confuse it with the five-level video rubric.

RU-18 Why do APPR rubrics matter for the video task at all?

New York's Annual Professional Performance Review procedures require building leaders to use a rubric with multiple domains, aligned to the New York State Teaching Standards, when observing and evaluating teachers.

Field 110 / 108 video assignment directions

Answer Patterns

30 CARDS · CODE PA

PA-1 The data look fine schoolwide. What is your first move?

Disaggregate. Aggregate data is a trap - a school at 51 percent against a 45 percent state average can still hide a subgroup in decline.

PA-2 You have five subgroups below the mean. Which one do you prioritize?

The one furthest from the mean, and above all any subgroup whose trend line is falling while everyone else rises.

PA-3 Two data sources contradict each other. What do you do with that?

Lead with it. The contradiction IS the finding. Faculty at 96 percent and students at 46 percent on the same question is the strongest evidence in the packet.

PA-4 Staff say everything is fine. Students and the data say otherwise. Who do you believe?

The students and the data. Adults' self-perception is not evidence, and inflated self-perception is a predictable challenge you should name.

PA-5 An answer choice says 'all students' or 'will significantly improve.' What does that signal?

Distractor. Never conclude more than the documents literally support - absolutes and unmentioned topics are distractor markers.

PA-6 An answer choice mandates that all teachers use a specific strategy. What does that signal?

Near-automatic wrong answer. The exam rewards building capacity, not mandating practice.

PA-7 What is the rewarded first move in almost any scenario?

Diagnose, do not act. Gather or analyze information before implementing a solution - the exam calls this the inquiry stance of a strong instructional leader.

PA-8 Three answer choices are all data-gathering. How do you pick?

Pick the one that follows the equity signal. Diagnosis has to be targeted at the disproportionality or gap thread, not generic information-gathering.

PA-9 The superintendent gave you one priority; parents raised a different one. How do you rank them?

By equity harm, triangulated evidence, and what stakeholders actually raised - not by who outranks you. The parent concern corroborated by three data sources wins.

PA-10 A prompt asks you to identify a strength. Why does the exam care?

Because leadership is asset-based. You are expected to name a genuine strength and then explicitly leverage it against your priority need.

PA-11 A small vocal group opposes the initiative. Do you target them?

No. Inform and include everyone. Meeting one-on-one with the resisters to overcome resistance is the trap; working with the leadership team so ALL teachers have accurate information is the answer.

PA-12 You need to persuade skeptical faculty. What is your instrument?

Data. Not promises, not anecdotes. Unearned predictions of improvement and 'sharing anecdotal evidence to persuade' are both distractors.

PA-13 Who should carry out your improvement plan?

Teacher-leaders, teams, and peer observation. Distributed leadership beats principal-centered action.

PA-14 Professional learning is the right answer. What word must attach to it?

Targeted - responsive to identified individual teacher needs. Generalized professional learning is explicitly called insufficient. Job-embedded and classroom-proximate beats meeting-room abstraction.

PA-15 Disproportionality data are on the table and staff push back. What do you say?

Name institutional bias explicitly. The rewarded answer states the data indicate the school has failed to recognize institutional biases. Do not soften it.

PA-16 Students are performing poorly. An option says to set expectations consistent with current performance. What is that?

The trap. Never lower expectations to match performance - low teacher expectations are treated as a root cause, not a reasonable adjustment.

PA-17 Referrals are up and teachers call it a management problem. How does the exam frame discipline?

As an instructional and equity issue, not a management issue. Referrals are lost instructional time and a disproportionality signal.

PA-18 The superintendent wants a plan immediately. Do you convene a committee?

No. Time available is the discriminator. Immediate deadline: disaggregate, consult available staff, write the plan, submit it. Ample time: convene the committee.

PA-19 You want to change how special education services are delivered schoolwide. First step?

Get the responsible district officer's approval - the Director of Special Education, or the assistant superintendent for curriculum for a grouping change - before developing the plan with staff.

PA-20 A new program or technology is being launched. What is the first operational question?

Equity of access. For BYOD, the essential consideration is how students without their own devices will be served - ahead of digital citizenship, faculty comfort, and data security.

PA-21 A parent complains about a grade or a homework policy.**What is your first move?**

Send the parent to the teacher first, and tell the teacher to expect the contact. If she is still dissatisfied she comes back to you, and you ask the teacher to demonstrate the grade using the rubric.

PA-22 A reporter calls about a negative story on school violence data. What do you do?

Decline the interview, direct the reporter to the superintendent for a statement, and inform the superintendent of the inquiry. Only discuss positive events directly with the media.

PA-23 An allegation of staff misconduct comes in. What do you do first?

Investigate before you conclude, discipline, or promise. Take statements from the alleged victim, the accused, and witnesses separately, and give the complainant a date by which you will respond.

PA-24 Two parent groups want opposite things. Whose issue do you address?

Both - including the group that agrees with you. The supporters may still be harmed, for instance by not getting seats in full classes.

PA-25 A subgroup of families has a 35 percent survey response rate. How do you read that?

As disengagement and a risk of disenfranchisement - a question of access and welcome, not apathy. Go to the underrepresented group first with targeted outreach.

PA-26 Teacher support for a program is waning but test-score gains have flattened. What lever do you use?

Family and community reports. Parents describing better attitudes and two to three more hours of reading per week move teachers when the score data will not.

PA-27 Communication with an outside partner is spotty. What does the exam want you to build?

A system of regular, ongoing two-way communication - not episodic conferences, not data sent as it arrives, not individual teachers phoning ad hoc.

PA-28 You are writing 'how will you get answers to each question.' What is the standard toolkit?

Administer a survey differentiated by audience, hold discussions or interviews with staff, conduct formal observations or walkthroughs with a rubric, and review existing data - then share results and plan collaboratively.

PA-29 You are writing the 'challenges' part of a performance task. What kinds of challenges score well?

Human and predictable ones: low response rates, validity of self-reported answers, no shared definition of the term, staff feeling singled out, and time to administer and analyze.

PA-30 You are writing the 'possible finding' part. What should the finding be?

The plausible bad news - the problem is bigger than believed, staff lack the strategies, or the process is restricting access - with an implied action that connects directly to it.

Frameworks & Vocabulary

26 CARDS · CODE FW

FW-1 What are the two Field 109 competencies?

0001 Instructional Leadership for Student Success, and 0002 School Culture and Learning Environment to Promote Excellence, Equity, and Social Justice.

NY109_110 objectives framework

FW-2 What are the three Field 110 competencies?

0001 Developing Human Capital, 0002 Family and Community Engagement, and 0003 Operational Systems, Data Systems, and Legal Guidelines.

NY109_110 objectives framework

FW-3 What does Competency 0003 cover, in one breath?

Facilities, technology, security, food service, transportation, budget oversight and internal controls, data systems and data literacy, crisis and emergency management, student and staff rights, and conducting investigations consistent with policy and the CBA.

NY109_110 objectives framework

FW-4 What do the letters in HEDI stand for?

Highly Effective, Effective, Developing, Ineffective - the four APPR rating categories.

NY Ed. Law §3012-d

FW-5 What are the two APPR categories under Education Law 3012-d?

Student Performance - a required SLO plus an optional second measure - and Teacher Observations or Principal School Visits using a state-approved rubric. A matrix combines the two into a composite rating.

NY Ed. Law §3012-d

FW-6 What is an SLO?

A Student Learning Objective - the required student performance measure in an APPR plan under 3012-d.

NY Ed. Law §3012-d

FW-7 Who conducts observations under 3012-d?

A principal or other trained administrator, plus an impartial independent trained evaluator. Peer observation by an Effective or Highly Effective teacher is optional.

NY Ed. Law §3012-d

FW-8 Can grades 3-8 ELA and math state assessments be used in a teacher's APPR?

No - they shall not be required to be utilized in any manner in evaluations.

NY Ed. Law §3012-d

FW-9 What is NYS-STEPS, and what is the deadline?

The Standards-based Educator Evaluation and Professional Support system under Education Law 3012-e - locally designed, decoupling school leader from teacher evaluation, rated Level 1 to 4 per standard. All LEAs must adopt a STEPS plan by June 30, 2032.

NY Ed. Law §3012-e (Chapter 143)

FW-10 What framework must NYS-STEPS evaluation align to, besides the state teaching and leadership standards?

The Culturally Responsive-Sustaining Education Framework - CR-SE.

NYSED Chapter 143 implementation guidance

FW-11 Name the five ESSA accountability designations in New York.

Recognition, Local Support, Targeted Support and Improvement, Additional Targeted Support and Improvement, and Comprehensive Support and Improvement.

NYSED ESSA Accountability System

FW-12 What are the five elementary and middle school ESSA indicators?

Weighted Average Achievement, Core Subject Performance, English Language Proficiency, Chronic Absenteeism or Attendance, and Student Growth.

NYSED ESSA Accountability System

FW-13 How do high school ESSA indicators differ from elementary and middle?

There are six. Graduation Rate replaces Student Growth, and College, Career, and Civic Readiness is added.

NYSED ESSA Accountability System

FW-14 Which groups get their own ESSA accountability determination?

All Students plus each accountability subgroup - racial and ethnic groups, economically disadvantaged students, students with disabilities, and English language learners.

NYSED ESSA Accountability System

FW-15 What is a professional learning community, in the terms the exam rewards?

A structure where teachers and administration work together to support instructional improvement - built through norms for collaborative team meetings and collaborative analysis of data with team leaders.

FW-16 What does 'job-embedded professional learning' mean on this exam?

Learning that happens in the work: team planning time spent on student learning and instructional improvement, observing in real classrooms, mentors modeling lessons, walkthroughs with focused feedback.

FW-17 What is the exam's inquiry cycle, in order?

Identify the issue and why - pose two important questions and why each matters - explain how you will get answers and what challenges you will face - name one likely finding and the action it implies.

FW-18 What is the information-collection toolkit an SBL is expected to name?

Surveys differentiated by audience, discussions and interviews with staff, formal observations and walkthroughs using a rubric, and review of existing data - followed by sharing results and planning collaboratively.

FW-19 What is an MGP and what is its status in an evaluation?

Mean Growth Percentile - an adjusted growth measure reported with a lower and upper limit and a growth rating. The state provides MGPs for informational purposes only.

FW-20 What does the Taylor Law govern, and why does it matter to a building leader?

Public employee collective bargaining. The collective bargaining agreement controls staff hours, absence documentation, and advisor assignments - and ad hoc accommodations that ignore it violate equitable treatment.

FW-21 Under Chancellor's Regulation A-655, what is the School Leadership Team's role?

SLTs and DLTs are involved in the Comprehensive Educational Plan and in aligning the school-based budget with that plan.

Chancellor's Reg. A-655

FW-22 Under C-30, what happens at Level I and Level II of a principal selection?

Level I: the hiring manager selects three to five candidates; a committee interviews and completes rating sheets. Level II: the hiring manager reviews ratings, may interview further, and makes the final selection.

Chancellor's Reg. C-30

FW-23 For a principal appointment under C-30, what must the superintendent do before announcing?

Consult with the School Leadership Team and provide written notification of the decision before the announcement.

Chancellor's Reg. C-30

FW-24 Under Education Law 2590-h, what is the Chancellor?

The superintendent and chief executive officer of the New York City school district, with power to appoint community superintendents and principals, set standards and curricula, and intervene in underperforming schools.

NY Ed. Law §2590-h

FW-25 Who serves on the district-wide safety team versus the building-level emergency response team?

The district-wide team is appointed by the Board. The building-level team is appointed by the principal and includes law enforcement. Building-level plans, including floor plans, are confidential.

NY Ed. Law §2801-a

FW-26 What must a school district code of conduct be developed with, and how often reviewed?

Developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel. Reviewed and updated annually with at least one public hearing.

NY Ed. Law §2801

Say-It-Out-Loud Drills

14 CARDS · CODE OD

OD-1 You have 45 seconds. A scenario shows 96 percent of faculty but 46 percent of students say discipline is fair. Talk me through your response using claim, evidence, reasoning, role.

CLAIM: the gap itself is the finding. EVIDENCE: 96 versus 46 on the same item, plus student comments about inconsistent referrals. REASONING: adult self-perception is not evidence; the contradiction shows staff cannot see the problem. ROLE: present the two survey columns side by side to open the conversation.

OD-2 45 seconds. Black students are 18 percent of enrollment but 47 percent of Level 3 referrals and 54 percent of long suspensions. Teachers say they are being fair. What do you say at the staff meeting?

Name it: the data indicate the school has failed to recognize institutional biases. Point at the disproportionality, not at intentions. Note it escalates as consequences get more severe. Frame discipline as lost instructional time and an equity issue. Commit to reviewing referral rates by classroom.

OD-3 45 seconds. Walkthroughs show instruction is directed and differentiated in 100 percent of visits, but student engagement and co-teaching sit below half. State the primary issue and defend it.

Primary issue: staff are inadequately prepared to meet these students' needs. Evidence: the contradiction between universal differentiation and low engagement, plus teachers saying they are improvising and ENL staff reporting weak collaboration. It is primary because it affects every grade.

OD-4 45 seconds. Give me the two questions and the methods for that co-teaching scenario.

Question one: what further professional learning is needed - because you cannot plan learning activities without knowing the gap. Question two: what obstacles prevent effective co-teaching. Methods: a staff survey on prior training and self-identified needs, and structured discussions with staff. Then share results and plan collaboratively.

OD-5 45 seconds. Name the challenges and the likely finding for that same inquiry, then the action.

Challenges: designing a survey that gets pertinent information, time to administer and analyze, and validity of teacher responses given unfamiliarity with the co-teaching model. Finding: teachers lack effective strategies for the changing population. Action: targeted professional learning in the areas the survey identified.

OD-6 45 seconds. Your Document 2 shows three teachers rated Developing - one ELA, one science, one specialty. That is your immediate human capital concern. Give the Task 1 answer.

Name the three teachers and cite Document 2. Review their previous evaluations. Meet individually with each. Together identify strengths and challenges and build a support plan. Provide targeted professional learning. Pair each with a willing highly effective teacher. Schedule targeted observations with focused feedback.

OD-7 45 seconds. Same school. What are your two long-term human capital actions and why?

One: meet with team leadership to set clear norms for collaborative team meetings - only 46 percent said they work with colleagues. Two: discuss the survey results with team leaders and build action plans together, because staff feel disconnected from administration. Both build a professional learning community.

OD-8 45 seconds. Teacher B rated Basic overall, weak in Using Assessment in Instruction and Professional Responsibilities. Walk me through your plan.

Review Teacher B's past evaluations. Meet and have the teacher reflect and self-identify strengths and needs from the rubric data. Name the strength - Communication with Students - and the two weak domains. Pair with a highly effective same-subject mentor. Formal plan with monitoring, walkthroughs, informal feedback, year-end review.

OD-9 45 seconds. Teacher C is Distinguished in almost everything. What growth opportunities do you offer, and what is the trap?

Meet to learn their goals and aspirations. Share the superintendent's charge to reinvigorate instructional improvement. Together find ways to leverage their strengths: facilitating professional learning, mentoring, family communication, possible leadership roles - if they are interested. The trap is handing a high performer more work.

OD-10 45 seconds. Half your parent organization opposes expanding tech education; the other half wants it. Give me the two issues and how family involvement helps.

Issue one: half oppose expansion and want resources in core academics or courses moved to BOCES. Issue two: supporters may be shut out - courses are at or near capacity. Families know their own children's needs, and bringing both groups together surfaces alternatives like internships.

OD-11 45 seconds. Your superintendent wants an ELA improvement plan by Friday. Grade 4 proficiency fell from 89 to 80 to 68. Talk me through it.

Because the deadline is immediate, no committee. Disaggregate the data and look for patterns. Consult the staff available to me. Draft the plan and submit it. If I had ample time, I would convene a teacher committee first - the deadline is what changes the answer.

OD-12 45 seconds. You just watched the 15-minute video once. Describe out loud how you will structure your 300 to 600 word response.

Four blocks, one per rubric component. Each block: state the level 1 to 5, then four to six discrete pieces of observable evidence anchored to that component. Then one significant strength citing its component and evidence. Then one area for improvement, same way. Never skip a level.

OD-13 45 seconds. A parent reports her child is being cyberbullied by classmates on a new site. Walk me through your first hour and your legal obligations.

DASA requires an investigation. Report orally to the principal or designee within one school day and file the written report within two school days. Lead or supervise a prompt, thorough investigation. Interview reporters and victims separately. Notify law enforcement promptly if the conduct may be criminal. Material incidents go to NYSED annually.

NY Ed. Law §13

OD-14 45 seconds. A student with an IEP has now been removed for 12 school days this year. Talk me through what is legally required.

That is a disciplinary change of placement - more than 10 school days. A manifestation determination review is required immediately if possible, no later than 10 school days after the decision. Apply the two-prong test. If it is a manifestation, do an FBA, implement a BIP, and return the student to the placement.

8 NYCRR §§201.4, 201.7

PART D

Progress Tracker

Blank. Print as many copies as you need. The point is not the score — it is seeing which competency is not moving.

Practice items by competency

Two passes per competency. If the second pass is not clearly better, the problem is the reading, not the reps — go back to Part II.

COMPETENCY	DATE	ATTEMPTED	CORRECT	%	DATE	ATTEMPTED	CORRECT	%
109 · 0001								
Instructional Leadership for Student Success								
109 · 0002								
School Culture & Learning Environment								
110 · 0001								
Developing Human Capital								
110 · 0002								
Family & Community Engagement								
110 · 0003								
Operational, Data & Legal								

Recall decks

Log the card codes you missed, not just the count. Re-run only those the next day, then the full deck three days later.

DECK	RUN 1 – DATE / MISSED	RUN 2 – DATE / MISSED	RUN 3 – DATE / MISSED
Legal Timelines & Numbers (LT) 32 cards			
Law: Rules & Standards (LR) 35 cards			
Court Cases (CA) 23 cards			
Finance & Operations (FO) 31 cards			
Exam Design & Scoring (ED) 26 cards			
Teacher Observation Rubric (RU) 18 cards			
Answer Patterns (PA) 30 cards			
Frameworks & Vocabulary (FW) 26 cards			
Say-It-Out-Loud Drills (OD) 14 cards			

Timed sittings

The writing is 60% of Part One and 75% of Part Two. Nothing on this sheet matters more than these rows.

TIMED SITTING	DATE	MINUTES USED	WHERE TIME WENT	WHAT TO FIX
Part One — full 41 SR + 3 tasks, 4 hrs				
Part Two — full 26 SR + 3 tasks, 4 hrs				
Assignment 1 cold 60 min, self-score vs Rubric #1				
Video task cold 70 min, four components				
Second full attempt				