

SBL Study Packet

The complete paper set — what the exam is, the answer patterns, the framework, NY law and finance, the performance-task playbook, every practice item, and paper flashcards. Answers are in the companion Answer Key.



41+3

Part One: items + tasks

26+3

Part Two: items + tasks

98

practice items

235

recall cards

520

score to pass

FRONT MATTER

How to use this packet

Two documents. This one has everything to read and every question to answer. The Answer Key has every answer, every rationale, and the flashcard answers — kept separate so you can actually test yourself cold.

THE ORDER THAT WORKS

Read **Part II — Answer Patterns** first, even though it feels like starting in the middle. It reframes everything else: once you know what the exam consistently rewards, most selected-response items collapse to two options and every constructed response has a spine. Then **Part IV — Law, Finance & Operations**, because that competency is 16 of Part Two's 26 selected-response items and it is the fastest available point gain. Save **Part VI — Practice Items** for when you can sit with it uninterrupted.

Working the practice items on paper

- Items are numbered **1–98** straight through. The Answer Key uses the same numbers.
- Fill in the bubble next to your choice. Don't circle the whole option — you'll want to re-run these items later, and a bubble is easier to ignore than a circled paragraph.
- A scenario box applies to every item until the next scenario box. Items that use one say so.
- Each item is labelled **official**, **legacy** or **practice bank**. Weight them accordingly: the 16 official items carry NYSED's own published rationales and are the closest thing to the real exam in existence.
- Read the rationale even when you were right. The official rationales name the exact performance indicator each item tests, and that mapping is what makes the next unfamiliar item answerable.

Working the flashcards

Part VII is the same 235 cards as the on-screen Quiz Mode, printed as numbered question lists in two columns. Each deck has a two-letter code; card **LT-14** in this packet is card **LT-14** in the key.

- Cover the key, answer out loud, then check. Saying it out loud is the point — recognition is not recall, and on the day you will need to produce these facts, not recognize them.
- Hints are printed under the cards that have them. Use one only after you have genuinely tried.
- Mark the ones you miss. Re-run only those the next day, then the full deck three days later.

HOW MUCH TO TRUST WHAT IS IN HERE

Competency language is quoted from the NYSED assessment framework. Items marked **official** are NYSED/Pearson published sample items with NYSED's own rationales, and the scoring rubrics and model responses in Part V come from published NYSTCE preparation materials. Everything else — the 25 answer patterns, the practice-bank rationales, the pacing plans — is practitioner work: argued from official material, but never published by NYSED. Where a practitioner rationale and an official one disagree, the official one wins.

What is in each part

Part I — Before You Register

What the exam is, how each part is built, testing windows, fees, scoring, retakes and certificate deadlines

Part II – Answer Patterns**8**

25 recurring moves the exam rewards, with the items that prove each one, and the distractor-elimination checklist

Part III – High-Yield Cheatsheet**13**

The test design, all five competencies in the framework's own language, the scoring criteria, and the vocabulary graders read for

Part IV – Law, Finance & Operations**19**

IDEA and CSE timelines, DASA, APPR, §3020-a, §3214, FERPA, Title I and ESSA, Title IX, McKinney-Vento, Chancellor's Regulations, school finance, internal controls, court cases, certification

Part V – Performance-Task Playbook**31**

All six constructed responses: prompts, fill-in templates, the teacher observation rubric, what the official models did, and the do/don't list

Part VI – Practice Items**39**

98 items with full scenarios and data exhibits. Answers in the companion key

Part VII – Recall Cards**91**

235 cards across nine decks. Answers in the companion key

Part VIII – Day-Of Game Plan**99**

Minute-by-minute pacing for both parts, order of attack, and the logistics checklist

Part IX – Sources & Links**102**

Every free official NYSTCE document with its address, the New York law and policy sources, and which circulating study files contain errors

PART I

Before You Register

The assessment in plain terms — how the two parts are built, when you can actually sit them, what it costs, how it is scored, what happens if you fail a part, and where this site is authoritative versus where it is one practitioner's reading. Verified against NYSED and NYSTCE sources in August 2026.

THE SINGLE MOST SURPRISING FACT

Unlike most NYSTCE tests, **SBL 109/110 is not available year-round**. It is offered by appointment only inside **testing windows** of roughly two to three weeks, about five times a year. If you plan a study schedule without checking the window calendar first, you can finish ready and then wait two months to sit. Window dates are published on the NYSTCE test page (nystce.nesinc.com).

What the assessment is

Two separate tests, scored separately, both required.

THE CERTIFICATE

The **School Building Leader (SBL)** certificate is New York's building-level administrator credential — principal, assistant principal, dean, and comparable roles. To earn the Initial SBL certificate you complete an approved preparation program, meet the experience requirement, and pass the NYSTCE School Building Leader assessment: **Part One (Field 109)** and **Part Two (Field 110)**.

The two parts can be registered together or separately, and they are scored independently. Passing one does not carry over if you fail the other — you retake only the part you failed.

WHAT IT MEASURES

Five competencies, aligned to New York's educational leadership standards — published today by NYSED as the **Professional Standards for Educational Leaders (NYS Version)**, adopted 2017. (Older SBL material calls these the "2015 NY Educational Leadership Policy Standards"; NYSED no longer publishes anything under that title. See Sources.)

- **109 · 0001** Instructional Leadership for Student Success
- **109 · 0002** School Culture and Learning Environment to Promote Excellence, Equity and Social Justice
- **110 · 0001** Developing Human Capital to Improve Instruction and Student Learning
- **110 · 0002** Family and Community Engagement
- **110 · 0003** Operational Systems, Data Systems and Legal Guidelines

How each part is built

From the official assessment framework. This table is the reason the rest of this site is organized the way it is.

PART	COMPETENCY	SELECTED-RESPONSE	PERFORMANCE TASKS	SHARE OF SCORE
One Field 109 41 SR = 40%	0001 Instructional Leadership	25 items	1 extended task, 60 min	30% written
	0002 School Culture & Learning Environment	16 items	2 shorter tasks, 30 min each	30% written
Two Field 110 26 SR = 25%	0001 Developing Human Capital	0 ITEMS	Video observation & analysis, 70 min Four-task set, 70 min	30% + 25% written
	0002 Family & Community Engagement	10 items	1 shorter task, 40 min	20% written
	0003 Operational, Data & Legal	16 ITEMS	—	—

Source: NYSTCE 109/110 assessment framework (PDF).

READ THE TABLE AGAIN

Developing Human Capital has no multiple-choice items at all — it is 55% of Part Two and every point of it comes from writing, including a video you watch once and analyse against a four-component rubric. And **Operational, Data & Legal is 16 of Part Two's 26 selected-response items** with no writing attached: the single densest block of memorizable content on either part. If your study time is limited, those two facts should decide where it goes.

Registration, cost and the test day

Verified in August 2026. Fees and windows change — confirm on the official test page before you pay.

ITEM	WHAT TO EXPECT
Where you register	Create an account and register through nystce.nesinc.com . A registration stays valid for one year from its issue date — you can register now and schedule later.
When you can sit it	Testing windows only , not year-round. Published windows at the time of writing: Aug 1–17, 2026 · Nov 5–21, 2026 · Jan 30–Feb 15, 2027 · Apr 10–26, 2027 · Jun 5–21, 2027 . Each window closes about three to four weeks before its score report date. Check the current list — these are republished each year.
Fee	Part One \$198 · Part Two \$197 · Both Parts \$395 . Note that the combined rate is exactly the sum — registering for both together saves money nowhere, but it does get you a single same-day appointment. There is no rescheduling fee .
The appointment	4 hours of testing, 4 hours 15 minutes total per part (the extra 15 covers the tutorial and the nondisclosure agreement). Register for both parts together and you get one 8 hour 45 minute appointment with a 45-minute lunch break . Register separately and you may not be able to get the two onto the same day at all.
Where you sit it	Computer-based, at a Pearson Professional Center. Arrive 15 minutes early ; arriving more than 15 minutes late can cost you the seat and the fee. Bring current government-issued photo ID with your signature .
Changing your mind	Reschedule or cancel at least 24 hours before your appointment. Cancelling releases your seat but keeps your registration alive. Simply not showing up forfeits the fee entirely.

Sources: NY109 test page · Changing your registration · Withdrawal and refund policy · The day of the test.

Scoring, score reports and retakes

HOW IT IS SCORED

- Scaled score range **400–600; 520 passes**. Each part is scored and reported separately.
- Performance tasks are scored on **4 / 3 / 2 / 1** — thorough, general, limited, little or no command — plus **U** (unscorable) and **B** (blank).
- Every task is judged on three characteristics: **completeness**, **accuracy**, and **depth of support and understanding**. Two raters must agree within one point.
- A response can be marked **U** for being off-topic, illegible, not in English, or not your own original work — a real risk if you drift from the prompt under time pressure.

GETTING YOUR RESULTS

- Score reports post at **10:00 p.m. Eastern** on the published score report date — typically about three to four weeks after the window closes.
- Your report stays in your account for **two years**.
- Scores are sent **automatically to NYSED** and attached to your certification file. Your own copy is for your records — don't submit it with your application.
- If you named institutions at registration, they receive your scores too.

IF YOU HAVE TO RETAKE A PART

You must wait **30 days** from the date you took a test before retaking it. Sitting it again sooner **voids the second attempt** — the score will not count and the fee is not returned. You re-register and pay the full fee each time. There is no NYSTCE-side deadline for passing both parts, but see the certificate deadlines below.

Sources: Scores and score reports · Retake policy · Sample performance tasks and scoring, Field 109.

The certificate landscape, and the deadlines in it

New York is mid-transition on administrative certification. None of this changes the exam — but it changes how long the SBL route stays open.

NEW PATHWAY

The Administrator certificate

Applications opened in TEACH on **January 29, 2025**. Existing SBL, SAS and SDA holders are **not required to convert** — those certificates continue to be recognized.

CLOSING WINDOW

SBL programs are sunseting

No new SBL/SDL preparation programs have been registered on or after **Feb 1, 2025**, and existing ones are discontinued on or after **Sept 1, 2030**. You must apply and meet all requirements for the Initial SBL certificate on or before **January 1, 2031**.

RENEWAL**Two five-year reissuances**

Since **Aug 2, 2023**, an Initial SBL certificate can be reissued **up to twice, five years each**. Older guidance describing a one-time three-year extension followed by retaking the tests is out of date.

Sources: NYSED Administrator certificate · NYSED certificate reissuance. Certification requirements are individual — confirm yours in TEACH rather than relying on any summary, including this one.

PART II

Answer Patterns

Twenty-five recurring moves, each derived from the official NYSED sample items and their published rationales, with the specific items that prove each one. Learn these and most selected-response items collapse to two options.

HOW TO USE THIS PAGE

Every pattern below was derived by reading the official NYSED sample items and their published rationales, then asking what the correct answer had in common. Patterns marked **durable** hold across both the current Field 109/110 items and the retired 107/108 items — those are the ones least likely to change. If you internalize nothing else, internalize the distractor checklist at the bottom.

A • How to read the data

Every scenario set hands you three to six exhibits. The exam is testing whether you read them like a leader.

1Disaggregate before you conclude anything. Aggregate data is a trap. DURABLE

A school can look fine in the aggregate and be failing a group badly. The first analytic move is always to break the number apart — by subgroup, by classroom, by teacher, by program participation.

Proof: Bridgemere is 51% proficient against a 45% state average, but the by-group table hides the only group in decline. Branson Heights' ELA sits 9 points above the state while its English language learners sit at 36%. Field 110 item 2 rewards breaking formative results out by program participants vs. nonparticipants. Legacy 107 item 7 picks disaggregation precisely because the survey reports whole-population results only.

2Prioritize the subgroup furthest from the mean — especially one whose trend line is falling. DURABLE

When you must rank needs, the group with the largest gap wins, and a declining trend beats a merely low number. This is the single most reliable tiebreaker on the exam.

Proof: Bridgemere's Black students are the only group declining in both subjects across three years while every other group rises. Field 109 item 6 names African American, economically disadvantaged and male students. The Assignment 1 model response picks ELLs and students with disabilities over stagnant math scores.

3The strongest evidence is a contradiction between two sources. Find the gap and lead with it. DURABLE

When two exhibits disagree, that disagreement is the finding. The exam rewards noticing it and putting it in front of people.

Proof: Field 109 item 8: the correct answer is a side-by-side of faculty at 96% and students at 46% on whether all students are treated fairly. Assignment 1's model contrasts composite evaluation ratings against observation ratings — 8 of 18 math teachers basic or unsatisfactory despite effective composites. Assignment 2's exhibit shows 100% of walkthroughs with differentiated instruction while engagement and co-teaching sit near 40%.

4Never conclude more than the documents literally support.

Absolutes and unmentioned topics are distractor markers. If the exhibits do not contain it, the answer does not claim it.

Proof: Field 109 item 1: option C overreaches with “all students” with no disaggregated support; option D asserts technology integration that appears in no walkthrough. Item 2's option A describes the *non-pilot* teacher. Item 9's option A is arithmetically true — referrals were ~305% of enrollment — and still wrong, because it sidesteps the equity point.

5Cite numbers, groups and document names. Vague reference is scored down.

Both performance-task prompts say “be very specific in your answers, citing evidence.” The scoring commentary praises evidence “sufficient in quantity and quality” and notes the model draws on *all* sources provided.

Proof: The Assignment 1 model quotes 47%, 58%, 46%, 76%, 84%, 19%, 20% and “8 of 18 math teachers.” Rubric #1 grades the evidence behind prompts A and B on quantity and quality as its own line.

B • What a leader does first

Nearly every wrong answer on this exam is a good idea executed at the wrong moment.

6Diagnose before you act. The rewarded first move is gathering or analyzing information. DURABLE

The scoring commentary names this outright: “the inquiry stance of a strong instructional leader.” All three Part One performance tasks are literally built as inquiry cycles — issue, questions, how you’ll get answers, finding, action.

Proof: Field 109 item 7 picks *review* referral rates and *meet* with teachers before any intervention. Legacy 107 item 2 picks identifying the weakest curricular areas as the driver for planning; item 3 picks surveying faculty about PD needs. The Assignment 1 model opens part E with “conduct a needs assessment.”

7But the diagnosis must chase the equity signal, not gather information generically.

When several options are all data-gathering, the correct one follows the disproportionality or gap thread.

Proof: Field 109 item 7’s three distractors are *also* data-gathering — disaggregate achievement by classroom, meet with special education and ENL staff, check for active-learning practices. The winner is the one asking whether equitable support systems are in place and in use in every classroom, because the achievement gaps overlap with the discipline disproportionality.

8Rank competing priorities by equity harm, triangulated evidence, and what stakeholders actually raised — not by who outranks you.

A superintendent’s charge does not automatically become your priority. If the parents raised something corroborated by three exhibits, that wins.

Proof: Field 109 item 6 weighs the superintendent’s achievement-gap concern against the parents’ discipline concern and picks discipline, because referral data, suspension data *and* student survey comments all corroborate it. Same logic in Assignment 1, where the superintendent’s charge is about math curriculum and the model’s priority is ELL and SWD achievement.

9Identify a genuine strength and put it to work. Leadership here is asset-based.

Assignment 1 dedicates two of its eight prompts to this — part A names the strength and part G requires you to leverage it against the priority need.

Proof: The Assignment 1 model leverages the 76% / 84% teacher appetite for professional learning. The scoring commentary credits “respect for staff, willingness to engage teacher leaders in distributed leadership.” Field 110 item 3 leverages parent reports precisely because test-score gains had flattened.

C • How change gets implemented

The exam has a consistent theory of change, and it is not top-down.

10Build capacity; do not mandate. “Require all teachers to” is a near-automatic wrong answer.

DURABLE

Directives, mandates and requirements lose to professional learning, teams and modelling almost every time.

Proof: Field 109 item 4: expanding professional learning beats “mandating that all core-content teachers utilize specific differentiation strategies.” Assignment 1’s model runs needs assessment → job-embedded learning → team ownership, never directives.

11 Professional learning must be targeted to identified need, never generic. DURABLE

“More PD” is not the answer. “PD targeted at what the survey identified” is.

Proof: The Assignment 1 model states flatly: “generalized professional learning will not be sufficient.” The scoring commentary names “specific, targeted professional learning in response to individual teacher needs.” Legacy 107 item 3 picks a survey precisely to determine how best to target it.

12 Inform and include everyone. Don't single out the resisters or try to convert them.

Scenarios deliberately plant “a small, vocal group is opposed.” Targeting them is the trap.

Proof: Field 109 item 3: “ensure that *all* teachers understand the initiative” beats “meeting one-on-one with teachers who are opposed to overcome resistance.” The Assignment 3 model names the risk that “some staff might feel that they are being singled out.”

13 Persuade with data, not promises or anecdotes.

Options that promise an outcome or offer anecdotal reassurance are distractors.

Proof: Field 109 item 3 rejects both “communicating that implementation *will* significantly improve student learning” (an unearned promise) and “sharing anecdotal evidence to persuade.” Items 8 and 9 both reward putting data in front of people.

14 Work through teacher-leaders, teams and peer observation. Distributed leadership beats principal-centered action. DURABLE

The leader convenes, supports and monitors. The leader rarely does it alone.

Proof: Field 109 item 5 picks working with teacher-leaders so less-familiar teachers can observe in pilot classrooms. Item 3 picks “working with her leadership team.” Legacy 107 item 4 supports and develops the struggling department chair rather than bypassing him. The Assignment 3 model routes the plan through the Shared Decision-Making Team.

15 Job-embedded and classroom-proximate beats meeting-room abstraction.

Watching real practice beats reviewing data about practice; refining strategies beats discussing theories about them.

Proof: Field 109 item 5: observing in pilot classrooms beats reviewing interim data at staff meetings and beats writing common lesson plans. Legacy 107 item 9: “develop and refine instructional strategies” beats researching emerging theories. **Nuance:** abstract belief-work loses when the question asks what meetings should *do*, but naming bias *wins* when disproportionality data have already established the pattern (item 9).

D • Equity, expectations and bias

Competency 0002 is titled “to Promote Excellence, Equity, *and Social Justice*.” That last phrase is doing work.

16 Name institutional bias explicitly when disproportionality data exist. Do not soften it. DURABLE

Where the numbers show a pattern, the correct answer says so plainly. Softer framings lose.

Proof: Field 109 item 9's correct answer states the data “indicate that the school has failed to recognize institutional biases,” chosen over three gentler options. The competency language cited is “accountability for social justice and confronting disproportionality.”

17 Never lower expectations to match current performance. Low teacher expectations are treated as a root cause. DURABLE

Any option that adjusts standards downward to fit the students is wrong.

Proof: Legacy 107 item 5: “ensure rigorous instruction for all” wins; the trap is “establish academic expectations consistent with student performance.” The rationale cites research that low teacher expectations depress performance. Echoed in the Assignment 1 model: “student survey results suggest low teacher expectations.”

18Adults' self-perception is not evidence. When staff say things are fine and the data say otherwise, believe the data.

Teacher confidence, teacher self-report and teacher comfort are all treated as claims to be tested, not facts.

Proof: Field 109 item 8 (faculty 96% vs. students 46%); item 9 (teachers contend they are fair — refute with data); Assignment 1 part H anticipates “tension from teachers with inflated self-perception”; Assignment 2's model names response validity as a challenge because teachers are unfamiliar with co-teaching.

19Discipline is an instructional and equity issue, not a management issue.

Referrals are lost instructional time and a disproportionality signal. Options that treat them as behaviour management to be tuned are wrong.

Proof: The entire Bridgemere set. The legacy Assignment 3 model frames 120 referrals as lost learning — “students who are not in class are not engaged in learning” — not as misbehaviour to punish harder.

E · Part Two specifics

Human capital, family engagement and operations have their own reliable moves.

20Differentiate supervision by performance level.

Struggling teachers get a support system; high performers get *leadership opportunities*, never just more work.

Proof: The Human Capital model for the struggling teacher runs: review prior evaluations → conference → teacher self-identifies needs → mentor pairing with a highly effective same-subject colleague → formalized plan → walkthroughs with feedback → mentor models lessons. For the high performer it says explicitly “be sensitive to not make suggestions that would simply be additional work” and “if the teacher would be interested.”

21Immediate means individual performance. Long-term means structures, systems and culture.

When a prompt splits short-term from long-term, keep the two on their own sides of the line.

Proof: Human Capital task 1 (immediate) names the three teachers rated Developing. Task 2 (long-term) builds norms for collaborative team meetings and a professional learning community. Practice bank item 12: the winner is providing regular weekly time, because implementation depends on the time provided to support it.

22Build a system of ongoing two-way communication, not an episodic event or an individual workaround.

Anything that fires once, or that pushes the burden onto individual teachers, loses to a standing structure.

Proof: Field 110 item 4: “establish a system to ensure regular, ongoing communication” beats sending data as it arrives, periodic conferences, and letting individual teachers phone the college as issues arise.

23Time available decides committee vs. act now. This is the exam's most reliable operational discriminator.

Read the scenario for the deadline before you choose. Same facts, different clock, different answer.

Proof: Practice bank item 1: the superintendent wants a plan *immediately*, so disaggregate, consult, write and submit — and the key states outright that “if you were given ample time to convene a committee, D would be the best answer.” Item 18 rules out leadership-team discussion for the same reason. With no deadline pressure (items 10, 22, 61) the committee wins.

24Investigate before you conclude, discipline or promise — and get Central Office sign-off before structural change.

Take statements, review the video, observe it yourself, give the parent a date you'll respond. Then decide.

Proof: Practice bank items 6, 14, 55, 64, 65 all reward investigating first. Items 7 and 38 route an ability-grouping plan through the assistant superintendent and an ICT conversion through the Director of Special Education, because IEPs and Board policy are implicated.

25Equity of access is the first operational question for any new program or technology.

Before pedagogy, before security, before staff comfort: who is left out?

Proof: Field 110 item 6 on a bring-your-own-device pilot: the essential prior consideration is how the needs of students *without* devices will be met — digital citizenship, faculty comfort and data security are all real and all subordinate.

The distractor-elimination checklist

Derived from every official item above. Run it when two options both look defensible.

Eliminate an option if it...

- contains an **absolute** the data don't support — “all students,” “will significantly improve.”
- **mandates** or requires a specific practice of all teachers.
- **acts before diagnosing** — jumps to a solution with no inquiry step.
- targets only the **resisters**, or only a narrow subgroup of staff.
- relies on **anecdote, persuasion or a promise** rather than data.
- addresses a **topic not present in the exhibits** — technology that nobody observed, materials already chosen.
- describes something the **non-model teacher** did in the walkthrough notes.
- requires **data you don't yet have**.
- is **factually true but off the equity point**.
- **lowers expectations** to match current performance.
- stops at **theory or abstract discussion** where concrete instructional change is called for.
- **punishes, blames, breaches confidentiality, or bypasses process** — the union, the CBA, Central Office, the parent.
- ignores the **clock** the scenario gave you — a committee when they asked for it today.

AND THE TIEBREAKER

If two options survive all of that, pick the one that **advocates for the group furthest from the mean, involves other people, and ties back to student achievement**. That combination is the exam's house style.

PART III

High-Yield Cheatsheet

NYSED says the assessment framework is the only source that specifies what the exam measures. This is that framework, compressed to what generates items — plus the test design, the scoring criteria and the vocabulary graders read for. Prints cleanly.

WHY THIS PAGE IS WORDED THE WAY IT IS

The performance indicators below are the framework's own language, lightly compressed. That matters: NYSED's own "plan a course of study" guidance says to **"utilize key phrases and integrate the competencies, knowledge & skills into your writing."** Graders are reading for this vocabulary. The framework is also, in NYSED's words, **the only source that specifies the knowledge and skills measured by the assessment.**

The test design, exactly

PART	COMPETENCY	SR ITEMS	SR % OF SCORE	PERFORMANCE TASKS	PT % OF SCORE
One (109)	0001 Instructional Leadership for Student Success	25	25%	1 extended (60 min)	30%
	0002 School Culture & Learning Environment	16	15%	2 shorter (30 min each)	30%
	Total	41	40%	3	60%
Two (110)	0001 Developing Human Capital	0	0%	Video observation (70 min) + 4-task set (70 min)	55%
	0002 Family & Community Engagement	10	10%	1 shorter (40 min)	20%
	0003 Operational Systems, Data Systems & Legal Guidelines	16	15%	—	—
	Total	26	25%	3	75%

Source: NYSED, *Fields 109/110: Revised (May 2019) School Building Leader Assessment Design and Framework*, April 2020 (© 2023). Four hours of testing time per part; 4:15 total appointment. Passing scaled score 520, each part scored separately.

THE TWO FACTS THAT SHOULD RESHAPE YOUR STUDYING

Developing Human Capital has no selected-response items at all — it is 55% of Part Two and it is tested entirely through writing. And **Operational Systems / Data / Legal is 16 of Part Two's 26 items**, the biggest selected-response block anywhere on the assessment.

Part One · Field 109

0001

Instructional Leadership for Student Success

25 items · 25% + 30%

Leads the community in developing and implementing a shared mission and vision of high learning and well-being for each student, and effective, research-supported, culturally responsive instruction in every classroom. Uses data to analyze patterns, set ambitious goals, and build, monitor and revise plans.

- Developing and modelling, *in collaboration with* school and community members, a mission and vision of student-centered education, equity and inclusiveness, technology integration and digital citizenship, and college and career readiness for each student
- Collecting, analyzing and using data to set mission-aligned goals; developing implementation plans; monitoring, evaluating and *revising plans as needed*
- Establishing and monitoring a coherent, challenging, technologically rich, culturally responsive curricular system aligned to the NYS P–12 Learning Standards, within and across grade levels
- Planning, supervising and supporting rigorous, equitable, culturally responsive instructional and assessment systems based on research- or evidence-based best practices
- Leading collaborative efforts to use assessment data to monitor progress, evaluate curriculum and identify instructional needs — *including recognizing the effects of systemic biases on data analysis*
- Ensuring instructional practices that are developmentally appropriate, equitable and culturally responsive, build on student strengths, and serve students with diverse characteristics and needs (ELLs, students with disabilities)
- Making equitable use of technology and information systems to support learning and monitor effectiveness
- Maximizing time on quality instruction and protecting instruction from disruption
- Establishing monitoring and accountability systems to evaluate the instructional program's impact
- Recognizing changing expectations and emerging trends, and advocating on behalf of each student
- Leading continuous improvement and change processes — communicating openly, diagnosing needs, promoting coherence, instilling accountability, supporting stakeholders

0002

School Culture and Learning Environment to Promote Excellence, Equity, and Social Justice

16 items · 15% + 30%

Develops and sustains a culture of high expectations, equity and inclusiveness, and caring and trust. Creates a safe, supportive, fair environment; advocates for social justice and confronts disproportionality; ensures student academic, behavioral and social-emotional needs are at the center of all decision-making.

- Articulating core values and maintaining a culture of high expectations, love of learning, student support, shared accountability for *academic excellence, racial equity, social justice, confronting disproportionality*, and well-being for each student
- Ensuring faculty and staff set and maintain high academic and behavior expectations for all students
- Promoting an environment where school engagement, active learning, digital citizenship and positive behavior are expected and supported
- Navigating uncertainty, risk and competing initiatives, keeping student needs the primary consideration in all decision-making and resource use
- Creating a personalized, motivating, safe, supportive and equitable learning environment; allocating resources, technologies and opportunities *equitably*
- Establishing coherent and equitable systems of academic, behavioral and social supports, including services, technologies and accommodations
- Promoting a learning environment that embraces the cultural and linguistic diversity of the community *as an asset for teaching and learning*
- Ensuring full and equitable access to programs, curricula and supports; *recognizing and confronting implicit and institutional biases* that impede access and opportunity

- Using and monitoring equitable positive behavior systems and social-emotional supports, including recognizing the impact of adverse childhood experiences
- Implementing and evaluating procedures for preventing and resolving conflicts equitably
- Using data to evaluate the culture and learning environment and driving its continuous improvement
- Modelling integrity, fairness, transparency, perseverance, cultural responsiveness and the belief that each student can learn — and expecting the same of others

Part Two • Field 110

0001

Developing Human Capital to Improve Faculty and Staff Effectiveness and Student Achievement

0 items · 55% via writing

Recruits and retains a diverse, effective faculty; develops professional capacity; builds a professional learning community; uses effective observation and evaluation practice; provides differentiated growth opportunities; adheres to human resource requirements.

- Recruiting, developing and retaining a *diverse* faculty and staff committed to the school's mission and to the success and well-being of all students
- Assigning and scheduling faculty strategically to meet student needs and allocate resources equitably
- Designing effective *induction and mentoring* plans; managing turnover and succession
- Maintaining a professional learning community characterized by collaboration, teamwork and trust; reflective practice; innovation and problem-solving; *action research*; ethical and equitable practice
- Creating individualized professional growth plans and using supervisory approaches matched to individual strengths and needs
- Supervising, observing and evaluating performance using approved systems, and providing *actionable and effective feedback*
- Collaborating with faculty to develop high-quality coaching, workshops, team meetings and other professional learning that sustains growth and cultural responsiveness
- Mentoring emerging leaders, *cultivating and distributing leadership*, and creating a diverse leadership pipeline
- Acting in accordance with law and policy on human resource administration, *collective bargaining and contract management*, and issues of equity, ethics, diversity and fairness

0002

Family and Community Engagement

10 items · 10% + 20%

Ensures the school is accessible to families and community; communicates regularly; sustains collaboration and engagement; treats community cultural, social, financial and intellectual resources as assets; advocates; collaborates with district schools and offices.

- Ensuring the school and its staff are *accessible and welcoming* to families and community members
- Guiding staff to build positive relationships with parents/guardians, *recognize funds of knowledge* in students' families, and engage them in learning in and out of school
- Maintaining a presence in the community; communicating regularly *in families' preferred mode*; engaging families in planning and implementing school improvement
- Promoting family engagement and developing partnerships with families and community to achieve school goals
- Building productive partnerships with business and industry, *higher education*, nonprofits, government agencies and other community resources to access and integrate external resources
- Ensuring the school is a resource for families and community, and responding to diverse interests and needs

- Establishing systems for *two-way* communication, including media relations, digital communication and public information strategies
- Advocating for the needs and priorities of students, families, community, school and district
- Collaborating with the district office, school board and other district schools, including feeder and connecting schools, per established policies and protocols

0003

Operational Systems, Data Systems, and Legal Guidelines to Support Achievement of School Goals

16 items · 15%

Uses and monitors operational, administrative, technological and fiscal systems in support of the mission; ensures systems support student success and staff well-being; ensures adherence to legal requirements.

- Managing and monitoring operational and administrative systems — facilities, technologies, security, food services, transportation, budget oversight, governance
- Using technological tools, data systems and communications systems to support management, deliver effective presentations and reports, and promote *data literacy and appropriate data use*
- Planning, managing and monitoring school budgets, using data to inform planning and allocating fiscal resources *equitably*
- Applying knowledge of public school financing, funding sources, *strategies for obtaining additional resources such as grants*, and requirements on the uses of funding
- Using efficient procedures for accurate financial management and accountability — record keeping, reporting and *internal controls*, consistent with legal requirements
- Allocating facilities, technologies, space and time effectively and equitably to provide a safe, secure and healthy environment
- Using procedures for building security, information security and privacy, *crisis prevention and response planning*, and emergency management
- Enabling the physical plant and equipment to operate safely and efficiently
- Adhering to laws, policies, regulations, professional norms and ethical standards on student, staff and parent/guardian rights; educational equity; student safety and welfare; *students with disabilities, English language learners and other protected classes*; building management; digital citizenship
- *Conducting investigations* in accordance with district policies, protocols and collective bargaining agreements

How your writing is scored

The same three criteria govern all six constructed responses. Two raters score each response and must agree within one point.

CRITERION 1

Completeness

The degree to which the response addresses **all parts** of the assignment. This is arithmetic, not literary — a skipped sub-prompt costs you regardless of how good the rest is.

CRITERION 2

Accuracy

The degree to which the response demonstrates the relevant knowledge and skills **accurately and effectively**. Bought by quoting the exhibit rather than paraphrasing it.

CRITERION 3

Depth of Support & Understanding

Appropriate examples and details showing **sound reasoning** and a strong understanding of the relevant knowledge and skills — in practice, of the building leader's role.

SCORE	WHAT IT REFLECTS
4	A thorough command of the relevant knowledge and skills
3	A general command — the lowest passing shape
2	A limited command — failing
1	Little or no command — failing
U	Unscorable — off-topic, unreadable, not in English, or insufficient original work
B	No response

THE LINE BETWEEN A 2 AND A 3

Coverage, not eloquence. Most responses land at 2 or 3. What separates them is answering every part, citing the documents by number, justifying each action, and proposing something practical that a real building leader could actually do. Your Resources notes put it plainly: **“the lengthy responses are often the weaker or rambling responses.”**

Vocabulary that earns points

Use these terms — spelled out on first use — and the grader can find the competency in your writing.

Professional learning community (PLC) Collaboration, teamwork, trust, reflective practice, action research, shared problem-solving, commitment to continuous improvement.

Job-embedded professional learning Learning that happens inside the work — team planning time, coaching, peer observation — rather than a one-off workshop.

Action research Practitioner inquiry: staff pose a question about their own practice, gather data, act, and evaluate. Legitimate to name as part of a plan.

Needs assessment The structured diagnosis step. Almost always the correct opening move of an action plan.

Disproportionality When a subgroup is represented in referrals, suspensions, special education or gifted programs at a rate out of line with enrollment.

Culturally responsive-sustaining education NYSED's framework; treats students' cultural and linguistic diversity as an asset for teaching and learning.

Funds of knowledge The knowledge and skills already present in students' households and communities, which staff should recognize and draw on.

Distributed leadership Cultivating and distributing leadership among faculty; building a diverse leadership pipeline.

Teacher Improvement Plan (TIP) The formal, timeline-bound support plan attached to a Developing or Ineffective rating.

HED The APPR rating categories: Highly Effective, Effective, Developing, Ineffective.

SLO Student Learning Objective — the required student-performance measure under §3012-d.

Formative vs. interim vs. summativeIn-lesson checks; periodic common assessments; end-of-course or state tests. Know which one a document is showing you.

NYS P–12 Learning Standards (NYSLs)The current standards. The older items say “Common Core” — that is a legacy marker.

Shared Decision-Making Team / SLTThe stakeholder body that should own a schoolwide plan. In NYC, School Leadership Teams under Chancellor's Regulation A-655.

The information-collection toolkitSurveys (anonymous and identified) · data analysis · formal and informal observation · student work · focus groups · informal conversation · review of board policy and state and federal law · visits to other schools · review of the literature.

PART IV

Law, Finance & Operations

The biggest selected-response block on the assessment, and the area most study material covers worst. Everything here was checked against NYSED, NYSTCE, federal and NY Senate sources in August 2026 — with links, and with anything unconfirmed marked rather than asserted.

WHY THIS PAGE IS THE PRIORITY

Competency 0003 carries **16 of Part Two's 26 selected-response items** — the largest single block on either part — and it is the area most study material covers worst. Everything below was verified against NYSED, NYSTCE, federal and NY Senate primary sources in August 2026, with links. Anything that could not be verified is marked unverified rather than asserted.

IDEA & CSE Discipline of SWD Section 504 FERPA Title I & ESSA Title IX McKinney-Vento DASA APPR §3020-a §3214 Suspension Codes & Safety Plans Mandated Reporter NYC & Chancellor's Regs Finance Internal Controls Court Cases Certification

IDEA, the CSE process and NY timelines

IDEA, 20 U.S.C. §1400 et seq. Part C covers birth–age 2; Part B covers ages 3–21. **FAPE** is special education and related services designed to meet the child's unique needs. **LRE** means educating with non-disabled peers to the maximum extent appropriate — removal only when education in regular classes with supplementary aids and services cannot be achieved satisfactorily.

TRIGGER	DEADLINE	CITE
District receives a referral	10 school days to request parental consent to evaluate or give the parent a copy of the referral plus notice of intent to decline	§200.4(a)(2)(iv)
Building administrator receives a referral	Conference within 10 school days	§200.4(a)(9)(iii)(a)
Parental consent received	Initial individual evaluation completed within 60 days	§200.4(b)(1), (b)(7)
Consent to evaluate, student not previously identified	Board arranges programs and services within 60 <i>school</i> days	§200.4(e)(1), (d)
Referral for review, student already identified	Programs and services within 60 school days of referral	§200.4(e)(1)
Recommendation is an approved private school	Arrange within 30 school days of the Board receiving the recommendation	§200.4(e)(1)
IEP review	At least annually	§200.4(f)
Reevaluation	At least every 3 years; not more than once a year unless agreed	§200.4(b)(4)

THE DISTINCTION ITEMS EXPLOIT

The **evaluation** deadline is “60 days.” The **arrange-services** deadline is “60 *school* days.” They are different clocks and the exam knows it.

Sources: ed.gov IDEA · 8 NYCRR §200.4 (NYSED)

Discipline of students with disabilities – 8 NYCRR Part 201

- **The 10-school-day rule.** A superintendent may place a student with a disability in an interim alternative educational setting for up to 10 consecutive school days. A **disciplinary change of placement** occurs when removal exceeds 10 consecutive school days, or a series of removals forms a **pattern** totalling more than 10 school days in a year.
- **Manifestation determination review (§201.4).** Must be made **immediately if possible, and in no case later than 10 school days** after the decision to change placement. Participants: a district representative knowledgeable about the student, the parent, and relevant CSE members.
- **The two-prong standard.** Was the conduct (1) *caused by, or did it have a direct and substantial relationship to*, the disability; or (2) *the direct result of the district's failure to implement the IEP?* If yes to either: 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. A failure-to-implement finding obliges the district to take immediate steps to remedy the deficiency.
- **The 45-school-day exception.** Regardless of manifestation, a student may be placed in an IAES for up to 45 school days for **weapons, illegal drugs or controlled substances, or infliction of serious bodily injury** at school or a school function.

CORRECTING A WIDELY CIRCULATED STUDY FILE

SCHOOL LAW CASES.docx says removal of a student with a disability is “only permitted with the parent's permission.” That is not the operative rule. The rule is **stay-put + manifestation determination + the 45-school-day IAES authority**. Learn it that way.

Sources: §201.4 · §201.7

Section 504 and ADA Title II

- **29 U.S.C. §794;** regulations at **34 C.F.R. Part 104.**
- **Three-prong definition of disability:** (1) a physical or mental impairment that **substantially limits a major life activity**; (2) a **record** of such impairment; (3) being **regarded as** having such an impairment.
- **Major life activities** include caring for oneself, seeing, hearing, eating, sleeping, walking, speaking, breathing, learning, reading, concentrating, thinking, communicating, plus major bodily functions.
- **FAPE under 504** = regular or special education and related aids and services designed to meet the individual needs of students with disabilities **as adequately as the needs of non-disabled students are met.**
- **Evaluation and placement** decisions are made by a **group of knowledgeable persons** drawing on varied sources — aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior.
- **Procedural safeguards:** notice, opportunity to review records, an **impartial due process hearing** with parent participation and counsel, and a review procedure.
- **504 vs. IDEA:** under IDEA, FAPE requires an IEP. Under 504, FAPE turns on following the procedures for setting, evaluation, placement and safeguards. **Implementing an IDEA IEP satisfies the 504 FAPE standard.**
- unverified Whether a *written* 504 plan is required by the regulation. The regulation requires a documented placement decision by a knowledgeable group; the written-plan requirement is common practice, not clearly a regulatory mandate. Don't assert it flatly.

Source: OCR Parent & Educator Resource Guide to Section 504

FERPA – 20 U.S.C. §1232g; 34 C.F.R. Part 99

- Rights belong to parents and transfer to the **eligible student** at **age 18 or upon enrolling in a postsecondary institution**, whichever comes first.
- **Education records** are records directly related to a student and maintained by the institution. **Excluded:** sole-possession records, law enforcement unit records, treatment records.
- **Directory information** may be disclosed without consent if designated and noticed; families may **opt out**. It may not include a Social Security number, or a student ID used alone for access.
- **Exceptions to consent:** disclosure to **school officials with legitimate educational interests**, and a **health or safety emergency** where the information is necessary to protect the student or others.
- **Inspection:** comply within a reasonable time, not more than 45 days.
- **Amendment:** families may request amendment of inaccurate or misleading records; if denied, the school **must offer a hearing**.
- **Annual notification** of rights is required.

THE PRACTICE-BANK VERSION OF THIS

You may discuss a child only with **that child's** parent — not with a parent-organization president who has no child in the class. Records requested by an out-of-district school require a **written request**, and **special education records require parental consent**.

Source: studentprivacy.ed.gov

Title I, Part A and ESSA accountability

- Allocated via four statutory formulas driven primarily by **federal census poverty data** and state per-pupil costs. NY districts apply through the NYSED Consolidated Application for ESSA-Funded Programs.
- **Schoolwide Program** is available when low-income students are at least 40% of enrollment, and serves **all** students. **Targeted Assistance** serves only children failing or at risk of failing state standards.
- A **comprehensive needs assessment** and documented stakeholder consultation are required.
- **Parent and family engagement:** a written policy developed *in consultation with parents*, an annual Title I meeting, and a school-parent compact. Districts with allocations over \$500,000 must reserve **at least 1%** for family engagement, with **90% distributed to schools** and parents meaningfully involved in deciding its use.
- **Supplement not supplant:** the district must show its state and local funding methodology is Title I neutral.

ESSA designations in NY: Recognition · Local Support · **Targeted Support and Improvement (TSI)** · **Additional Targeted Support and Improvement (ATSI)** · **Comprehensive Support and Improvement (CSI)**.

LEVEL	INDICATORS
Elementary / middle (5)	Weighted Average Achievement · Core Subject Performance · English Language Proficiency · Chronic Absenteeism · Student Growth
High school (6)	The above with Graduation Rate replacing Growth, plus Graduation Rate and College, Career and Civic Readiness

Determinations apply to **All Students and to each accountability subgroup** — racial and ethnic groups, economically disadvantaged students, students with disabilities, and English language learners.

Sources: NYSED Title I Fact Sheet · NYSED ESSA Accountability

Title IX – 20 U.S.C. §1681; 34 C.F.R. Part 106

No person shall, on the basis of sex, be excluded from participation in, denied the benefits of, or subjected to discrimination under any education program receiving federal financial assistance. Covers sex-based harassment, sexual violence, **pregnancy discrimination**, equal athletic opportunity, discriminatory dress-code enforcement, and **retaliation**.

CURRENCY POINT – GET THIS RIGHT

The **2024 Title IX Rule** was **vacated nationwide** by *Tennessee v. Cardona* (E.D. Ky., Jan 9, 2025). OCR has announced it enforces Title IX under the **2020 Rule**. Any prep material citing the 2024 rule is out of date.

Source: OCR Dear Colleague Letter, Feb 4, 2025

McKinney-Vento – students in temporary housing

Federal: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX Part A of ESSA. NY: **Education Law §3209** and **8 NYCRR §100.2(x)**.

- **Definition:** lacking a “fixed, regular and adequate nighttime residence” — doubled up due to loss of housing or economic hardship; shelters; motels; places not designed for sleeping; cars, parks, abandoned buildings, bus or train stations; migratory children in similar circumstances.
- **School selection:** the **school of origin** (where enrolled when last permanently housed or most recently attended, including the designated receiving school at the next grade level) **or** the school serving the area of current residence. **The best-interest determination is made with the parent, and it comes first** — transportation feasibility is not a precondition.
- **Immediate enrollment** without school records, immunization records, proof of residency or other documents. The enrolling school requests records from the prior district within 5 days.
- **Transportation** to the school of origin up to 50 miles each way, continuing for the remainder of the school year after permanent housing is obtained, plus one additional year if that year is the student's terminal year (8th or 12th grade). **The district pays.**
- Each district designates a **liaison**; disputes require written explanation, **immediate enrollment and transport to the desired school** pending resolution, and liaison assistance with a §310 appeal to the Commissioner.
- **Unaccompanied youth** — not in the physical custody of a parent or guardian, including runaway and abandoned youth — may enroll **without parental consent or guardianship papers**, with no age limit.

Source: NYSED McKinney-Vento

DASA – the Dignity for All Students Act

NY Education Law Article 2. This is the statute that drives the cyberbullying performance task in the official Part One sample set — know it operationally, not just by name.

§11 – definitions

- **Harassment / bullying** = the creation of a hostile environment by conduct or by threats, intimidation or abuse, **including cyberbullying**.
- **Protected characteristics:** race, color, **weight**, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), or sex. NYSED guidance notes this includes traits historically associated with race, such as **hair texture and protective hairstyles**.
- **Cyberbullying** = harassment or bullying through any form of electronic communication (§11(8)).
- **School function** = a school-sponsored extra-curricular event or activity.

§13 – the operational core

OBLIGATION	REQUIREMENT
Designated recipient	Identify the principal, superintendent or designee as the employee charged with receiving reports , and designate a Dignity Act Coordinator at each school, trained and with name and contact information shared with staff, students and families
Employee oral notification	Any employee who witnesses or receives a report must promptly orally notify the principal, superintendent or designee no later than one school day
Employee written report	File a written report no later than two school days after the oral notification
Investigation	The principal, superintendent, designee or DAC must lead or supervise a thorough investigation of all reports and ensure it is completed promptly
Law enforcement	Notify promptly the appropriate local law enforcement agency when the conduct is believed to constitute criminal conduct
Reporting up	Principal reports data and trends regularly to the superintendent; material incidents reported annually to NYSED via the School Safety and Educational Climate (SSEC) collection

Training: all employees receive training on awareness, identifying social patterns, prevention and response, and effects on students (CR 100.2). Certification applicants complete **at least six clock hours** of DASA training.

unverified Article 2 spans §§10–18. Only §11 and §13 were verified verbatim here; check the others individually before relying on section numbers.

Sources: Ed. Law §11 · §13 · NYSED DASA Information Guide

APPR – Education Law §3012-d (and the new §3012-e)

- Covers **classroom teachers and building principals** in districts and BOCES.
- **Two categories:** (1) **Student Performance** — a required SLO, with an optional second measure; (2) **Teacher Observations / Principal School Visits** using a state-approved rubric.
- **Rating categories (HEDI):** Highly Effective, Effective, Developing, Ineffective. The **composite rating** comes from a matrix combining the two category ratings.
- **Observers:** a principal or other trained administrator, plus an **impartial independent trained evaluator**. Peer observation by an Effective or Highly Effective teacher is optional.
- **Grades 3–8 ELA and math state assessments shall not be required to be utilized in any manner** in evaluations.
- **Consequences:** a student may not be instructed for two consecutive years by two teachers each rated Ineffective the prior year (waivable). Improvement plans and **expedited §3020-a** attach to consecutive Ineffective ratings.

CURRENCY CALLOUT

Chapter 143 created **Education Law §3012-e — NYS-STEPS** (Standards-based Educator Evaluation and Professional Support). It moves to locally designed systems, **decouples school leader evaluation from teacher evaluation**, requires multiple measures, and requires alignment to the NYS Teaching and Educational Leadership Standards **including the Culturally Responsive-Sustaining Education Framework**, with a Level 1–4 rating per standard. Districts may continue §3012-d plans through 2031–32, but **all must adopt a STEPS plan by June 30, 2032**. The exam is likely still keyed to §3012-d and HEDI — know both.

Sources: Ed. Law §3012-d · NYSED Chapter 143 guidance

Education Law §3020-a – tenured teacher discipline

STEP	REQUIREMENT
Charges	Filed in writing between the actual opening and closing of the school year. Generally no charges more than 3 years after the alleged misconduct, except where the conduct would constitute a crime
Probable cause	Board determines by majority vote within 5 days of receiving charges; if found, a written statement of charges, maximum penalty and employee rights is sent by certified mail or personal delivery
Request for hearing	Employee has 10 days from receipt to notify the board. Failure to respond waives the hearing
Hearing officer	Commissioner requests a list from the AAA; board and employee have 15 days to mutually select, or the Commissioner appoints
Pre-hearing conference	Within 10–15 days of the hearing officer agreeing to serve; typically one day
Final hearing	Completed no later than 60 days after the pre-hearing conference (extendable for extraordinary circumstances)
Decision	Written decision within 30 days of the last day of hearing (10 days for expedited)
Penalties	Written reprimand, fine, suspension without pay for a fixed time, or dismissal ; plus remedial measures — leave, continuing education, counseling
Appeal	Application to NY State Supreme Court under CPLR §7511 within 10 days of receiving the decision

THE BUILDING-LEADER TAKEAWAY

Your observation write-ups, letters to file and investigation records *are* the evidentiary record for a §3020-a. Contemporaneous, fact-based, non-retaliatory documentation is the whole game.

Source: Ed. Law §3020-a

Education Law §3214 – student suspension and due process

	PRINCIPAL'S SUSPENSION	SUPERINTENDENT'S SUSPENSION
Length	1–5 school days	More than 5 days , up to one year or expulsion
Decision-maker	Principal (also board, trustees, superintendent, district superintendent)	Superintendent or Board
Process	Notice of the charged misconduct; if the pupil denies it, an explanation of the basis ; and on request, an informal conference with the principal for the pupil and person in parental relation	A fair hearing on reasonable notice , with the right to representation by counsel , the right to question witnesses and to present witnesses and evidence
Instruction	For a pupil of compulsory attendance age , “immediate steps shall be taken for his or her attendance upon instruction elsewhere” (§3214(3)(e))	

The short-term process is *Goss v. Lopez* codified. Note that suspension generally **stands pending** the hearing, and notice must be in writing.

Source: Ed. Law §3214

Codes of Conduct and School Safety Plans – Project SAVE

§2801 – Code of Conduct

- Addresses conduct standards, dress code, disciplinary measures, security procedures, **teacher removal from class**, detention and suspension protocols, disability compliance, law enforcement and parental notification, human services referrals, and **minimum suspension periods** for disruptive or violent behavior.
- **Developed in collaboration** with student, teacher, administrator and parent organizations, school safety personnel and other school personnel, before board adoption.
- **Annual review and update**, with at least one **public hearing**.
- Summary given to students at a general assembly at the start of the year; copies to parents; a **plain-language summary mailed before the start of each school year**; filed with the Commissioner within 30 days of adoption.

§2801-a – Safety Plans

- **Two documents**: a district-wide school safety plan (**public**) and building-level emergency response plans (**confidential**).
- The **district-wide safety team** is appointed by the Board. The **building-level emergency response team is appointed by the principal** and includes law enforcement.
- Reviewed **at least annually**. The district-wide plan is available for **public comment at least 30 days before adoption**, with at least one public hearing.
- District-wide plan filed with the Commissioner; building-level plans submitted to **local law enforcement and the State Police within 30 days** of adoption.
- Building-level plans — **including floor plans and blueprints** — **are confidential** and exempt from public disclosure.

Sources: Ed. Law §2801 · §2801-a

Mandated reporter obligations in NY

- **Citation: Social Services Law §413**. School mandated reporters include **teachers, guidance counselors, psychologists, social workers, school nurses and administrators**, in public and private schools. Unlicensed persons functioning in a teaching role are also mandated reporters.
- **Trigger: “reasonable cause to suspect”** that a child has been abused or maltreated. You report **suspicion, not proof**. **You do not investigate first**.
- Report to the **Statewide Central Register**. **Mandated reporter hotline: 1-800-635-1522**.
- **Delegation**: where several mandated reporters share the same information, one may call on behalf of all — but **one of them must call**. **A supervisor cannot prevent a mandated reporter from calling**.
- **Written report: form LDSS-2221A**. unverified The commonly cited 48-hour deadline was not confirmed against a primary source here — check the form before relying on the number.
- **Penalties for failure to report**: a **class A misdemeanor**, and **civil liability** for damages proximately caused by the failure.
- unverified Good-faith immunity (SSL §419) and the general-public hotline number (sources conflict between 1-800-342-3720 and 1-800-343-3720).

Sources: NYSED P-12 Mandated Reporter Q&A · SSL §413

NYC governance and Chancellor's Regulations

Article 52-A = §§2590 through 2590-r. Under §2590-h the **Chancellor is the superintendent and chief executive officer** of the city school district — controlling specialized high schools, special education and city-wide services; establishing and discontinuing schools; setting standards and curricula; **appointing community superintendents and principals**; and intervening in underperforming schools. Under §2590-e, Community District Education Councils have a role in the community superintendent's employment and submit the superintendent's **annual performance evaluation to the Chancellor**.

REG	TITLE	WHAT A PRINCIPAL NEEDS TO KNOW
A-101	Admissions, Readmissions, Transfers	Zoned schools serve zoned resident children first; students may remain through the terminal grade after moving out of zone. Registration requires two proofs of address and proof of age . Children may not be required or asked to present documentation of immigration status, nor denied admission based on it. Safety transfers determined within one week of required documentation.
A-420	Corporal Punishment 06/2025	Corporal punishment = any act of physical force upon a student for the purpose of punishing that student . Excluded: physical escort, brief contact or redirection to promote safety or calm a student, and restraint to protect from physical injury where no alternative can reasonably be employed. Principal reports all allegations to OSI within one school day ; witness statements within two school days ; school-based investigation findings to Senior Field Counsel within 30 school days . Interview victims and witnesses separately ; give the accused employee 48-hour notice with union representation rights.
A-421	Verbal Abuse 06/2025	Language that belittles or embarrasses, substantially interferes with performance or well-being, causes fear for physical safety, or reasonably causes emotional harm. Same reporting and investigation timelines as A-420.
A-443	Student Discipline Procedures check current version	Principal's suspension 1–5 school days . Immediate telephone notification plus written notice within 24 hours ; informal conference scheduled within 2 school days . Superintendent's suspension required for weapons use, Category I weapon possession, drug sale or extreme force. Hearing scheduled within 5 school days or the student is reinstated pending rescheduling. No academic penalty ; continued instruction — full-time K–8, minimum 2 hours daily for grades 9–12 during a principal's suspension. For students with IEPs the principal determines whether a manifestation determination review is required.
A-655	School and District Leadership Teams	SLT and DLT composition, the role in the Comprehensive Educational Plan , and alignment of the school-based budget with the CEP. contents unverified
C-30	Selection of Principals and APs	Level I committee: a school or district supervisor, two UFT teachers , one DC 37 support staff member, four to seven parents , a superintendent designee as chair, and one to two students at high schools. The hiring manager selects 3–5 candidates ; the committee interviews and completes rating sheets within 60 days . Level II: the hiring manager reviews ratings and makes the final selection. For principals the superintendent must consult with the School Leadership Team and give written notification before announcement . Vacancies should be filled within six months of posting.

CAUTION ON A-443

The full text retrievable is dated 2004. NYC has amended student discipline policy repeatedly since — Discipline Code revisions, restrictions on K–2 suspensions, superintendent-approval requirements. The 5-day / 24-hour / 2-school-day / 5-school-day skeleton tracks §3214 and is stable; the **offense categories and approval layers are the parts most likely to have changed**. Pull the current version from the NYCPS Chancellor's Regulations index before relying on specifics.

School finance

The three revenue sources

1. **Property tax** — generated from the assessed value of the community's worth
2. **State aid to education** — formula-driven, designed in theory to equalize per-child revenue
3. **Other** — federal aid, unreserved fund balance, tuition payments, interest income

Wealth dynamics: most districts rely heavily on property tax. **Low-wealth districts receive proportionately more state aid;** high-wealth districts depend more on their own property wealth. That gap is the equity hook the exam pulls on.

Three conceptual frameworks

- **Equality** — every per-pupil expenditure receives **the same amount** to meet the same standards
- **Equity** — every per-pupil expenditure receives **approximately the same amount** to meet approximately the same standards
- **Adequacy** — every per-pupil expenditure receives **enough** to meet **basic** educational standards

Balanced by law. Expenses cannot legally exceed revenue (deficit, prohibited). Revenue exceeding expenses is a surplus, which becomes **fund balance** (legal).

The NY budget calendar

April 1	NYS fiscal year starts; districts notified about state aid
April 15	Board adopts both the proposed budget and a contingency budget
Third Tuesday in May	The vote. Pass → implement July 1. Fail → re-vote or adopt contingency
Third Tuesday in June	Re-vote. Fail → adopt contingency budget July 1

NYC is governed differently under Article 52-A.

Structures and vocabulary

- **Three-part budget** (the classic NY ballot structure): **Administration · Program · Capital**
- **Five-part district budget:** General Support, Instruction, Transportation, Community Services, Undistributed
- **Zero-based budgeting** (build from zero each cycle) vs. **program budgeting**
- **Fund balance:** *unreserved* is used the following year to offset taxes; *reserved* is set aside for purposes defined by NYS law
- **TANS** (Tax Anticipation Notes) · **RANS** (Revenue Anticipation Notes) · **tax levy** · **tax certiorari** · **equalization rates** · **STAR** · **combined wealth ratio** · **Taylor Law** · **co-mingling**
- **Tax rate** = $\text{levy} \div \text{assessed valuation} \times 100$ (per \$100 of assessed value). **True value** = $\text{assessed value} \div \text{equalization ratio}$
- **A tax increase and a budget increase are not the same thing**

Internal controls, audits and the Roslyn lesson

This is where Competency 0003's fiscal items actually live — not in formulas, but in whether you know how money gets stolen and what stops it.

Segregation of duties

Purpose: timely detection of fraud **and innocent errors**. Basic rule: **no single person performs processing from beginning to end**.

- The same person cannot accept cash, record the deposit, make the deposit and reconcile the account
- **The requestor cannot be the approver**
- A secondary approver is required over a threshold
- Bank statements reconciled monthly by someone with **no** cash receipt or disbursement duties

The internal claims auditor

- **Appointed by and reports directly to the Board**
- Audits **each voucher before payment** — purchase order, authorization, receiving report, **original invoice**, clear description of goods or services
- Determines whether the expenditure is **actual and reasonable**
- **The treasurer may only pay off an auditor-approved warrant**; after checks print, the auditor compares them against the approved warrant report

Audit types: internal and external; financial, operational, compliance, information systems, forensic.

ROSLYN — \$11.2 MILLION, AND EVERY CAUSE IS A MISSING CONTROL

No segregation of duties. Inadequate policies. A claims auditor and treasurer who did not do their jobs — hand-checks bypassed the claims auditor, no warrants between auditor and treasurer, no check log so gaps in the sequence went undetected. A clerk with access to the **signature plate**. No Board oversight — the monthly budget status report was not reviewed, and accounts routinely over budget was a missed red flag. No information-systems security — vendor names changed after checks were issued. And **no limit on the superintendent's budget transfer authority**.

Comptroller Hevesi's 5-Point School Accountability Plan, the response: (1) **six hours of training** for board members on financial oversight; (2) establish an **internal audit function**; (3) create an **audit committee**; (4) mandate a **competitive RFP for audit firms at least every five years**; (5) improve annual external audits by requiring **direct School Board involvement**.

Court cases worth knowing

CASE	HOLDING	WHY A BUILDING LEADER CARES
Brown v. Board of Education (1954)	Overturned <i>Plessy</i> 's “separate but equal”; separate educational facilities are inherently unequal. Ended <i>de jure</i> segregation	The baseline for all equity analysis; underlies subgroup accountability and disproportionality review
Swann v. Charlotte-Mecklenburg (1971)	Addressed <i>de facto</i> segregation; upheld busing to achieve racial balance	Zoning, enrollment and program-access decisions must be examined for segregative effect
New Jersey v. T.L.O. , 469 U.S. 325 (1985)	School officials may search a student on reasonable suspicion — a lower standard than probable cause	The single most-tested legal rule on this exam. Reasonable suspicion of a violation is the minimum requirement
Goss v. Lopez (1975)	Students facing short suspension are owed notice of the charges, an explanation of the evidence, and an opportunity to respond	Codified in NY as Education Law §3214(3)(b)(1)
Tinker v. Des Moines (1969)	Student speech is protected unless it materially and substantially disrupts school operation	The disruption standard governs dress, symbols and expression questions
Lau v. Nichols (1974)	Failing to provide English language instruction to non-English-speaking students denies meaningful access, violating the Civil Rights Act	The foundation of ENL service obligations and of equity claims about ELL programming
Epperson v. Arkansas (1968) · Edwards v. Aguillard (1987)	Evolution may not be prohibited, and creationism may not be required as balance	Curriculum content challenges from parents or board members
Mt. Healthy v. Doyle (1977)	Even where protected conduct was a motivating factor, no liability if the employer shows it would have taken the same action anyway	Why contemporaneous, fact-based, non-retaliatory documentation protects a personnel action

THREE CORRECTIONS TO A WIDELY CIRCULATED STUDY FILE

SCHOOL LAW CASES.docx needs three fixes. Its **Vernonia** entry says random testing of all extracurricular participants is unconstitutional — contradicted by *Board of Education v. Earls* (2002). Its **Honig** entry gives “only with the parent's permission,” which is not the rule. And the **Lemon** test was largely abandoned in *Kennedy v. Bremerton* (2022). The open question the file raises about off-campus web speech was answered by *Mahanoy v. B.L.* (2021). unverified Those four cases were not checked against primary sources here — verify before relying on them.

Certification – what has changed

YOUR NOTE SAID	STATUS
Complete your internship	Correct — consistent with the registered-program pathway
6-hour DASA class; check TEACH	Verified — “at least six clock hours.” Candidates whose NYS program degree date is after Dec 30, 2013 generally completed it in-program
You need EAS	unverified for SBL The Administrator Certificate decision tree references EAS, but the leadership-exam page lists only the SBL assessment. Confirm in TEACH's “Search Certification Requirements”
Tests 109 and 110	Verified. The Revised (Sept 2013) version — 107/108 — was retired as of Sept 2, 2025
Initial is good for 5 years	Verified
3 years in an admin job for Professional	Verified — three years of acceptable educational leadership experience, with mentoring from a certified administrator during the first year
Pay the state to extend 3 years, then retake the tests	Out of date. Since Aug 2, 2023 , holders may apply for up to two reissuances, each valid five years . Applications cannot be filed more than six months before expiration
The 5 years begins when you file	unverified NYSED ties validity to the certificate's effective date . Verify in TEACH

THE STRUCTURAL CHANGE TO PLAN AROUND

The new **Administrator certificate** opened for applications Jan 29, 2025. **SBL holders are not required to convert** and existing SBL, SAS and SDA certificates continue to be recognized. But SBL/SDL program registration ended Feb 1, 2025; all existing SBL/SDL programs **discontinue Sept 1, 2030**; and you must apply and qualify for an SBL Internship, Initial or Transitional D certificate **on or before Jan 1, 2031**. Going forward, an educational leader with **more than 25% of their assignment** in a school- or district-level administrative post must hold the Administrator certificate, and a **Superintendent Extension requires the Administrator certificate first** — an SBL alone cannot get it.

Sources: NYSED Administrator Certificate · Certificate Reissuance · School Leadership Examinations · SBL Experience Requirements

PART V

Performance-Task Playbook

Every prompt, every fill-in template, the full teacher observation rubric, what the official model responses actually did, and the exact places responses lose points. This is where the exam is won.

THE ARITHMETIC THAT DECIDES YOUR SCORE

Performance tasks are **60% of Part One and 75% of Part Two**. Completeness is scored first, and it is arithmetic: count the obligations in the prompt before you write. Assignment 1 has **26 discrete blanks**. Each short task has **6**. Each human capital task has **3–4**. The video task has **10**. An obligation the grader can't find is an obligation you didn't meet.

One structure for all six responses

Every scoreable unit on this exam is the same four-move block. Learn it once; deploy it 26 times.

Claim

The strength / need / priority / question / action / finding / challenge is **X**.

Evidence

The evidence is **[a specific number, table or quotation]** in Document N, and **[a second data point]**.

Reasoning

This matters because **[causal link to student achievement, a named subgroup, or teacher practice]**.

Role

As building leader **we** would **[a collaborative, process-first action]**.

BUYS COMPLETENESS

The label and the one-block-per-prompt-part rule. Start a new paragraph or bullet for every lettered obligation, and use the prompt's own letter.

BUYS ACCURACY

Two cited data points per claim, quoted or numerically specific. The rubric penalizes “a largely inaccurate interpretation of the information in the exhibits” — quoting the exhibit is the only defense.

BUYS DEPTH

Reasoning plus Role. The rubric defines depth as demonstrating “a thorough understanding of the role of the School Building Leader in the given situation.” This is where we, PLCs, job-embedded PD and subgroup equity language earn their keep.

The universal five-move sequence

For any task that asks “what would you do.”

- **Name the issue and anchor it in a number.** One sentence. Never open with a solution.

- **Ask the two questions before acting.** Do not move to a solution until you have built a process to collect information and assess it. This is exactly what prompts D and E on Assignment 1, and B and C on the short tasks, are testing.
- **Describe the inquiry process concretely.** Pull from the toolkit: surveys (anonymous and identified), data analysis, formal and informal observation, student work, focus groups, informal conversation, review of board policy and state and federal law, visits to other schools, review of the literature. **Name a challenge for each method.**
- **Act — collaboratively, with named mechanisms.** Grade-level and departmental teams, PLCs, needs assessment, job-embedded and targeted professional learning, peer coaching, Teacher Improvement Plans, teacher leaders, action research. Explain why each works.
- **Anticipate challenges and manage them.** Two challenges, two management strategies, every time. This is its own rubric row on Assignment 1 and its own prompt on Part Two Assignment 3.

Part One • the three tasks

ASSIGNMENT 1

Instructional Leadership

600–800 WORDS • 60 MIN • 30% OF PART ONE

You get a scenario and **six documents** — student performance indicators, formative results, a student survey, a teacher survey, teacher evaluation composites and observation summary data. Then eight prompts. The 109 and 107 versions of this task are near-identical, which is the strongest signal on the exam that its structure is stable.

A. One strength is _____. The evidence is _____ and _____ (*citing documents*). **B.** 1. The first need is _____. The evidence is _____. 2. The second need is _____. The evidence is _____. 3. The third need is _____. The evidence is _____. **C.** The highest priority need is _____ (*must be one of the three above*) because _____. **D.** 1. Question 1 is: _____? Importance is _____. 2. Question 2 is: _____? Importance is _____. **E.** 1. I will get answers to D1 by _____. 2. I will get answers to D2 by _____. **F.** The actions to address C are _____ and _____, because _____ and _____. **G.** I will use A to address C by _____. **H.** The challenges these actions may create are _____ and _____. The ways I would manage them are _____ and _____.

WHAT THE OFFICIAL MODEL DID

Identified staff dedication as the strength (backed by 76% of ELA and 84% of math teachers wanting professional learning). Named three needs: stagnant math, ELL and SWD achievement far below peers, and a **contradiction between evaluation composites and observation ratings**. Chose ELL/SWD achievement as the priority — 19% and 20% of enrollment, both under 45% proficient. Asked what targeted learning teachers need, and how to align teacher self-perception with evidence. Answered both through a **needs assessment** and cycles of inquiry. Acted through grade-level and departmental teams plus **job-embedded** learning. Leveraged the staff's appetite for learning. Named two challenges: tension from teachers with inflated self-perception, and communicating the ELL/SWD focus as part of overall school improvement. **733 words.**

The scoring commentary praised it for illustrating “the inquiry stance of a strong instructional leader” and for drawing on **all** sources of data provided.

ASSIGNMENTS 2 & 3

Educational Equity • School Culture and Learning Environment

300–400 WORDS EACH • 30 MIN EACH • 15% EACH

Two shorter tasks, **one exhibit each**, and the *same four prompts both times*. Learn this shape once and you have both tasks.

A. The primary issue is _____ because _____. (*Assignment 3 phrasing: “An important school culture and learning environment issue is ____ because ____”*) **B.** 1. The first question is: _____? It is important because _____. 2. The second question is: _____? It is important because _____. **C.** 1. To get answers to question 1 I would _____. The challenges may

be _____. 2. To get answers to question 2 I would _____. The challenges may be _____. **D.** One possible finding is _____, and the potential action it implies is _____.

The methods that always work

Administer a **survey differentiated by audience** (students / parents and guardians / staff). Hold **discussions or interviews with staff**. Conduct **formal observations or walkthroughs with a rubric**. Review existing data. Then **share the results with staff and plan collaboratively**.

The challenges that always score

Low response rates. **Validity of self-reported responses**. Respondents lacking a shared definition (what counts as cyberbullying, what co-teaching means). **Staff feeling singled out or intruded upon**. Time to administer and analyze. Establishing productive dialogue. The commentary calls these “significant and highly probable for the situations.”

THE “POSSIBLE FINDING” SHOULD BE THE PLAUSIBLE BAD NEWS

The problem is bigger than believed · staff lack the strategies they need · the process is restricting access. Then the implied action must connect *directly* to it — targeted learning in the identified areas, a transparent plan through the Shared Decision-Making Team, following district procedures. **Anchor in law and structures when the scenario invites it:** DASA drove the cyberbullying investigation; the Code of Conduct framed the discipline scenario.

Part Two · the three tasks

ASSIGNMENT 1

Video Observation and Analysis

300–600 WORDS · 70 MIN · 30% OF PART TWO

THE RULES OF ENGAGEMENT

A **15-minute clip that plays exactly once** — no pause, no stop, no replay. While it plays you can see **only the component text** of the rubric. Afterward you see the assignment and the full rubric while you write. The official sample is a **third-grade ELA class of 35 students**, objective: “students will be able to think analytically, address problems creatively, and advocate persuasively.”

Before you press play: copy the lesson objective off the screen onto your notebooklet. Pre-draw **four quadrants**, one per component. Remember the 15 minutes you see is part of a roughly 40-minute lesson — criticizing the absence of strategies that may occur in the part you don't see is a trap.

What the response must contain — all four, or you cap at a 2

- For **each** rubric component, cite observable, objective evidence from the video.
- Assign a **performance level of 1 to 5 for each** component, citing that evidence.
- Identify **one significant strength**, naming the relevant component(s) and the observable evidence.
- Identify **one significant area for improvement**, same requirement.

For **Component 1**, I assigned a performance level of _____. *One sentence on what the teacher did.* The evidence is: 1. _____ 2. _____ 3. _____ (3–4 discrete, quoted, observable) *One sentence tying the evidence back to the level. ...repeat for Components 2, 3 and 4.* One significant strength is **Component** _____. The observable evidence is _____. One significant area for improvement is **Component** _____. The observable evidence is _____.

The Teacher Observation Rubric

Three domains, four components, five levels. **Label components, not domains** — domain labels confuse graders and buy you nothing.

Component 1 – Engages students in learning tasks that develop understandings and/or skills relevant to the learning objective

1

Students are passive or inattentive, **OR** participating in tasks vaguely or superficially related to the objective

2

Tasks focused primarily on **basic facts or procedures**, with little attention to deeper understanding or complex application

3

Students engaged in tasks that **address** understandings or skills relevant to the objective

4

Tasks that **develop deep understandings and/or complex skills** relevant to the objective

5

Differentiated tasks that deepen and extend understanding by addressing individual learning needs

Component 2 – Elicits and builds on students' responses to promote conceptual and/or skills development

1

Teacher does most of the talking and students provide few responses, **OR** teacher responses cause significant confusion

2

Primarily **surface-level questions**; responses evaluated as simply correct or incorrect

3

Teacher **elicits** responses that require and promote conceptual or skills development

4

Teacher **elicits and builds on** responses to promote development

5

Teacher designs experiences that let **students evaluate their own ability** to understand and apply

Component 3 – Uses instructional strategies in ways that deepen understanding and/or ability to apply

1

Facts only, no opportunity to apply or practice, **OR** a clear **mismatch** between strategies and student readiness

2

Strategies address concepts **vaguely or superficially**, or give very limited opportunity to apply

3

Strategies **help** students understand or apply relevant concepts or skills

4

Strategies **deepen** understanding or ability to apply

5

Deepen understanding and **facilitate interactions among students** to promote development

Component 4 – Demonstrates rapport with and respect for students in a positive and challenging learning environment

- 1
Evidence of **disrespectful or disruptive behavior interfering with learning**
- 2
Environment serves primarily to **control behavior** and **does not challenge students academically**
- 3
Rapport and respect in a **positive** learning environment
- 4
Rapport and respect in a **positive and challenging** environment
- 5
...where **students take risks and support each other** to achieve

THE STRUCTURAL LOGIC – MEMORIZE THIS SHAPE

Level 1 = absence or harm, usually an “OR” pair. **Level 2** = surface, basic, control. **Level 3** = the objective is addressed / helped / positive. **Level 4** = deepened, built on, challenging. **Level 5** = **student agency** — differentiation to individual needs, student self-evaluation, student-to-student interaction, risk-taking and peer support.

Do

- Quote what you actually heard the teacher say.
- Reuse the same observed moment across components — the guidance says this is expected.
- Write it as notes for a post-observation conference, addressed to the teacher.
- Cite **3–4 well-chosen** pieces of evidence per component.

Don't

- **No “should have.”** Just the facts, no prescriptions.
- Don't label domains — components only.
- Don't prejudge. A lesson that isn't your style may be strong.
- **Never leave a component unrated.** That alone caps Completeness at a 2, which is failing.

ASSIGNMENT 2

Developing Human Capital

4 TASKS × 100–200 WORDS · 70 MIN · 25% OF PART TWO

Five documents: student performance, teacher evaluation composites, a multi-year teacher survey, and two observation-summary excerpts. **Each of the four tasks is scored separately** — a brilliant Task 2 cannot rescue a thin Task 3. Every task carries the same standing instruction: *“be very specific, clearly identifying the situation, what you would do about it, and the evidence necessary to justify your answer.”*

Task 1 The most pressing immediate area is _____. I would address it by _____. This would be effective because _____.

Task 2 The two most important long-term actions are 1. _____ and 2. _____. These have long-term benefits because _____. **Task 3** I would ensure Teacher __ develops into a more effective teacher by _____, because _____. **Task 4** The growth opportunities I would suggest for Teacher __ are _____ and _____, because _____.

THE DIVISION THAT SCORES

Task 1 is immediate = individual performance. Name the specific teachers from the evaluation table — the official model scores well precisely because it says “the three teachers rated Developing: one ELA, one science, and one in Specialty Areas” and cites Document 2. **Task 2 is long-term = structures, systems and culture** — norms for collaborative team meetings, collaborative analysis of survey results with team leaders, building a professional learning community.

The struggling teacher (Task 3)

Review prior evaluations → conference → **ask the teacher to self-reflect and self-identify growth areas first** → name strengths to leverage against the challenge areas → a **Teacher Improvement Plan** with a timeline targeting the unsatisfactory components → observations and conferences between benchmarks → **peer coaching and mentoring from a highly effective same-subject colleague who models lessons** → a summative observation at the end to plan future growth.

The high performer (Task 4)

Learn their **goals and aspirations**. Then leverage their strengths toward *school* needs — facilitating professional learning, mentoring, family communication, leadership roles. The model is explicit about the trap: “**be sensitive to not make suggestions that would simply be additional work**” and “**if the teacher would be interested.**” Opportunity, not workload.

ASSIGNMENT 3

Family and Community Engagement

400–500 WORDS · 40 MIN · 20% OF PART TWO

A. The two important issues are 1. _____ and 2. _____. **B.** Issue 1 would benefit from family/caregiver involvement because _____, and it would work by _____. Issue 2 would benefit because _____, and it would work by _____. **C.** For Issue 1 I would take this action _____. It would be effective because _____. For Issue 2 I would take this action _____. It would be effective because _____. **D.** Additional challenges these actions may create are _____ and _____. Ways to manage them are _____ and _____.

PROMPT B IS WHERE RESPONSES LOSE POINTS

It asks why **and how** the issues could benefit from family involvement. Answer both halves explicitly. And note the competency is family **and community** engagement — business partners, higher education institutions and community organizations are all fair game as actors.

When two constituencies conflict, address both — including the group that agrees with you. The official model identifies both the opposed half and the supportive half, because the rubric requires that “the two issues identified are significant.” And treat disengagement as an **access and welcome** problem, not apathy: a 35% response rate means those families *could become disenfranchised*, and the answer is targeted outreach to them specifically.

Time and length budget

PART	TASK	WORDS	MINUTES	% OF PART
109	Assignment 1 — Instructional Leadership	600–800	60	30%
109	Assignment 2 — Educational Equity	300–400	30	15%
109	Assignment 3 — School Culture & Learning Environment	300–400	30	15%
109	41 selected-response items	—	120	40%
110	Assignment 1 — Video Observation and Analysis	300–600	70	30%
110	Assignment 2 — Developing Human Capital (4 tasks)	100–200 each	70	25%
110	Assignment 3 — Family & Community Engagement	400–500	40	20%
110	26 selected-response items	—	60	25%

The official models come in at 733 / 400 / 387 / 493 words — at or just under the ceiling, never short. Treat the word count as a time budget, not a target: “the lengthy responses are often the weaker or rambling responses.”

The do / don't list

Do

- **Label every answer** with the prompt's own letter, and start a new paragraph for each.
- **Answer in the order asked**, and answer every buried second half — “...and why?” “...what challenges?”
- **Cite two specific pieces of evidence per claim**, by document number, quoting survey and observation language.
- **Write we / us / our**. Answer as the building leader, not as a teacher.
- **Prioritize the subgroup furthest from the mean** — ELL/ENL, students with disabilities, economically disadvantaged, newcomer populations.
- **Build the process before the plan**: questions → inquiry → findings → actions → challenges.
- **Use the named machinery**: PLCs, grade-level and departmental teams, needs assessment, job-embedded and teacher-led PD with follow-up, peer coaching, Teacher Improvement Plans, action research, DASA where relevant.
- **Read the prompts before the exhibits**, then hunt anomalies and outliers.
- **Spell out every acronym on first use** — ELL, SWD, ENL, PLC, MGP, DASA, TIP, BOCES, ICT.
- **Match every challenge with a management strategy**. Challenges alone is a half-answered prompt.

Don't

- **Don't lead with the solution.** Jumping to a fix before establishing inquiry is the single most-cited failure in the source material.
- **Don't write “should have”** on the video task. No prescriptions.
- **Don't label domains** on the video task — four components only.
- **Don't prejudge the teacher**, and don't criticize the absence of strategies from the 25 minutes you didn't see.
- **Don't pad.** Length is not score.
- **Don't use I / me / mine**, and don't answer from a teacher's chair.
- **Don't use undefined acronyms or jargon.**
- **Don't chase an interesting but irrelevant data point.** A stray variable costs you accuracy.
- **Don't pick a priority need that isn't one of the three you already listed** — prompt C is explicitly constrained.
- **Don't merge answers into one flowing essay.** An obligation the grader can't find is one you didn't meet.
- **Don't assume graders are current practitioners.** Write plainly, define terms, make it self-contained.

PART VI

Practice Items

98 items — every official NYSED sample selected-response item for both parts, 16 legacy 107/108 items, and a 66-item practice bank. Answers and rationales are in the companion Answer Key. Fill in the bubble next to your choice.

PART ONE · COMPETENCY 0001

Monsen Middle School

Ms. Y is the new principal of Monsen Middle School, which enrolls 673 students in grades 6–8 in a suburb of a small city. She has worked at Monsen for ten years — eight as an English language arts (ELA) teacher and two as a member of the administrative team. The superintendent told her that her familiarity with the school was a main reason she was chosen to lead it "during a time of transition."

The district is in year three of a five-year plan to implement new curricula aligned to the New York State P–12 Learning Standards. The plan is driven by goals of improving state assessment scores and building twenty-first-century skills. Over two years, district leadership, principals, teacher-leaders, and outside consultants studied alignment, identified gaps, and built new curricular frameworks. Information-sharing meetings and professional learning gave faculty, parents/guardians, and other stakeholders opportunities to understand and contribute to the work. Ms. Y led Monsen's coordinating committee and knows all aspects of the initiative.

This year the new curriculum is being piloted: one teacher per grade level in ELA and one teacher per grade level in math. Next year ELA and math go schoolwide while social studies and science begin their pilots. By year five all four core disciplines will have converted. Special-area teachers are separately updating and vertically aligning their curricula. Most teachers are cautiously hopeful; a small but vocal group is opposed, seeing the change as "too much, too fast."

At the end of the first semester the superintendent asks principals to assess the pilot: (1) are teachers changing instructional practice, (2) are those changes yielding improved student performance, and (3) has the pilot been well received? Ms. Y reviews state assessment results, districtwide common interim assessments closely aligned to the state tests, her walkthrough notes from eighth-grade ELA and math classrooms, and a faculty survey administered to all faculty.

Document 1 — Assessment Data

State Assessment Results, All Students — Two-Year Comparison (percentage at or above Level 3, "meets proficiency standard")

SUBJECT	SCHOOL 2 YRS AGO	SCHOOL LAST YR	DISTRICT 2 YRS AGO	DISTRICT LAST YR	STATE 2 YRS AGO	STATE LAST YR
ELA	40%	42%	41%	42%	40%	45%
Math	41%	42%	42%	44%	40%	45%

Interim Assessments — Three-Year Comparison, Quarters 1 and 2 (percentage of students answering more than 65% of items correctly)

TEACHER SUBGROUP	2 YRS AGO Q1	2 YRS AGO Q2	LAST YR Q1	LAST YR Q2	CURRENT YR Q1	CURRENT YR Q2
ELA: All Teachers	46%	48%	47%	48%	49%	51%
ELA: Pilot Teachers	—	—	—	—	54%	58%
Math: All Teachers	44%	47%	49%	51%	50%	53%
Math: Pilot Teachers	—	—	—	—	56%	61%

Document 2 – Excerpt from Principal's Notes on Eighth-Grade Walkthroughs (current year)

GRADE 8 ELA – MR. A (PILOT)

Walkthrough 1: Novel study, *To Kill a Mockingbird*. Pre-reading: students work in groups to analyze speeches by people who took a stand for justice (8R2, 9). Student volunteers role-play the speakers and explain the position taken; students answer guided questions. Scaffolding includes teacher-selected speeches and assigned groups. Some students struggled and Mr. A provided support. Exit ticket: Which speech most impressed you? Why? Enrichment: research the consequences of the speech.

Walkthrough 2: Character study — Atticus Finch (8R1, 6). Mr. A posts questions on the whiteboard: What does Atticus say? What does he do? What do others say about him? Students use think-pair-share, then add comments to the whiteboard; the room is noisy but most pairs are on task. Homework: a short essay describing Atticus from the point of view of another character of the student's choosing.

GRADE 8 ELA – MS. M (NOT IN PILOT)

Walkthrough 1: Novel study, same novel. Introduction: students receive character charts, chapter worksheets, and a reading schedule. Ms. M explains the packets, lectures on the time period and civil rights laws to “set the scene,” and assigns Chapter 1. Some students complain about the length of the novel. Students are aware of a reading quiz tomorrow on Chapter 1.

Walkthrough 2: Students watch the trial-scene movie excerpt and compare and contrast Atticus in the book and in the movie. Whole-class discussion; a list is generated on the whiteboard. Ms. M puts a Venn diagram on the board; students suggest characteristics and identify similarities and differences. Students leave with a filled-in copy. Ms. M does not explain how it will be used in future instruction.

GRADE 8 MATHEMATICS – MS. C (PILOT)

Walkthrough 1: Volume of three-dimensional figures (NY-8.G.9). Ms. C demonstrates pouring sand into a cone and then into a cylinder and asks how much sand fills each, leading to a discussion of volume. Students work in pairs to derive the volume formulas and explain their reasoning; some pairs struggle and Ms. C works with them. Exit ticket: a volume problem, with the option to work in pairs (most do). Enrichment: is the volume of a sphere greater or less than that of a cylinder of the same diameter?

Walkthrough 2: Sprint exercise (area and volume of three-dimensional objects) (NY-8.G.9). On sheet 1 students solve problems independently, then review and correct in pairs with Ms. C supporting as needed. On sheet 2 students answer as many problems as possible in three minutes; Ms. C gives the answers and students review and correct together. The goal is to improve from sheet 1 to sheet 2, and the class applauds improvement. Students vote on the hardest and easiest problems and volunteers explain solutions.

GRADE 8 MATHEMATICS – MR. P (NOT IN PILOT)

Walkthrough 1: Algebraic equations. Mr. P collects homework and guides volunteers to solve equations at the whiteboard. The teacher anticipates questions and answers them. The class is quiet and cooperative during independent practice. Exit ticket: write the problem you found most difficult and keep a copy of the solution as a reference. Homework is assigned.

Walkthrough 2: Test review. Students receive graded tests. Mr. P reviews the questions and demonstrates solutions to difficult problems; three student volunteers also solve problems at the board. Students copy solutions into the test-prep section of their notebooks. Some students who did well are not fully engaged. Students needing extra help are told to see Mr. P. No homework.

Document 3 – Excerpt from Faculty Survey (January, current year), 85% response rate

STATEMENT	STRONGLY AGREE	AGREE	UNSURE/NO OPINION	DISAGREE	STRONGLY DISAGREE
The new curriculum will improve student engagement.	20%	25%	33%	11%	11%
The new curriculum will improve student learning.	15%	22%	38%	16%	9%
The new curriculum will improve outcomes for all students.	11%	22%	40%	18%	9%
Teachers' instructional practice matters more to student learning than the prescribed curriculum.	49%	29%	16%	4%	2%
I fully understand the five-year curriculum implementation plan.	13%	20%	42%	20%	5%
I am comfortable with the pace of the curriculum changes.	20%	27%	29%	15%	9%
I have received sufficient information and training to understand what will be expected of teachers.	16%	24%	27%	20%	13%
I am looking forward to teaching the new curriculum. (pilot teachers did not respond)	13%	23%	38%	18%	8%

Open comments (views expressed by five or more respondents): Teachers were not involved in the decision to change the curriculum. / I am excited to get started. / I am frustrated that years of lesson plans can no longer be used. / I hope this is positive but worry the new curriculum will be too much for some students. / I'm in the pilot and I love it. / Professional learning has given me new ideas and perspectives. / I don't feel I have time to do everything expected of me. / My students like the new curriculum. / My students have heard the new curriculum is too difficult.

1. OFFICIAL NYSED SAMPLE ITEM • PART ONE • INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Refers to the Monsen Middle School scenario above.

Based on the information provided, it will be most appropriate for Ms. Y to report to the superintendent that the new English language arts (ELA) and math curricula appear to be:

- (A) gaining support from teachers as they learn about the initial results of the pilot program.
- (B) promoting student-centered instructional practices and improving interim assessment outcomes.
- (C) improving access to high-quality instructional and assessment systems for all students.
- (D) encouraging teachers to integrate technology and twenty-first-century skills into lessons more effectively.

2. OFFICIAL NYSED SAMPLE ITEM • PART ONE • INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Refers to the Monsen Middle School scenario above.

After reviewing her walkthrough notes, Ms. Y can most reasonably conclude that the new curricula for English language arts (ELA) and math promote which change in teachers' practice?

- (A) employing multimedia content to increase student engagement with learning
- (B) planning interventions based on collaborative analysis of student assessment data
- (C) expanding the use of strategies to monitor student progress and provide individualized support
- (D) maintaining classroom environments that better encourage student learning and positive behavior

3. OFFICIAL NYSED SAMPLE ITEM · PART ONE · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Refers to the Monsen Middle School scenario above.

Ms. Y reviews her progress overseeing the curricula initiative at Monsen and assesses the work that remains to be done during the current school year. Based on the results of the faculty survey, her most immediate priority should be:

- (A) communicating to teachers that the implementation of new curricula will significantly improve student learning.
- (B) working with her leadership team to ensure that all teachers understand the initiative and have accurate information about the new curricula.
- (C) sharing anecdotal evidence to persuade teachers that all students can successfully navigate the new curricula.
- (D) meeting one-on-one and in small groups with teachers who are opposed to the new curricula in order to overcome resistance to the initiative.

4. OFFICIAL NYSED SAMPLE ITEM · PART ONE · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Refers to the Monsen Middle School scenario above.

Ms. Y meets with other principals in the district to discuss the pilot program and learns that their experiences have been largely similar to Monsen's. Based on this information, which recommendation for district leadership would likely be most helpful as the district moves toward full implementation of the new curricula?

- (A) expanding professional learning related to current best practices for instruction and formative assessment
- (B) adopting more rigorous interim assessments that are closely aligned with the New York State P–12 Learning Standards
- (C) selecting curricular materials and resources that meet the goals of the New York State P–12 Learning Standards
- (D) mandating that all core-content teachers utilize specific differentiation strategies to support access to the new curricula

5. OFFICIAL NYSED SAMPLE ITEM · PART ONE · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Refers to the Monsen Middle School scenario above.

Ms. Y can best support the successful implementation of the new curricula at Monsen over the next two years by taking which action during the second semester of the current year?

- (A) expanding the pilot program by asking additional teachers to teach the new curricula during the third and fourth quarters
- (B) working with teacher-leaders to enable teachers who are less familiar with the new curricula to observe in pilot classrooms
- (C) requesting that teachers currently participating in the pilot program develop common lesson plans for the first and second quarters
- (D) using upcoming staff meetings to facilitate teachers' review of interim assessment data from pilot and non-pilot classrooms

PART ONE · COMPETENCY 0002**Bridgemere Middle School**

Mr. D begins his first year as principal at Bridgemere Middle School, which enrolls approximately 950 students in grades 6–8. Bridgemere is one of two middle schools in a diverse urban district, and its student population mirrors district demographics. The school and the district achieve at or above state averages. The school's vision statement is posted prominently on its website: "An inclusive school where diversity is valued and all students have access to the instruction and support they need to learn at the highest level."

Enrollment has been steady, attendance is above state averages, and more than 75 percent of parents/guardians attend conferences. The faculty is experienced — an average of twelve years of teaching — with little turnover over the past decade, and a majority of teachers live in the district.

When hiring Mr. D, the superintendent expressed concern that despite a vision of inclusion, achievement gaps were developing, and asked him to identify those gaps, analyze root causes, and work with faculty to close them. Teacher-leaders voice strong support for the vision, as do most teachers. Most parents/guardians are happy about the school's commitment to inclusion — but some express concern about discipline policies and procedures, and several say their children received referrals and even suspensions that do not seem fair.

Mr. D promises to look closely at discipline incidents. With his leadership team he gathers discipline policy information, referral and suspension data, and disaggregated achievement data. Administrative staff survey faculty and students. The team then considers what actions to take.

Document 1 – Assessment Data

State Assessment Results, All Students (percentage at or above Level 3)

SUBJECT	SCHOOL	DISTRICT	STATE
ELA	51%	44%	45%
Math	51%	45%	45%

State Assessment Results by Student Group — Three-Year Comparison (percentage at or above Level 3)

GROUP	% OF SCHOOL POP.	3 YRS AGO	3 YRS AGO	2 YRS AGO	2 YRS AGO	LAST YR	LAST YR
		ELA	MATH	ELA	MATH	ELA	MATH
Female	52%	51%	48%	54%	51%	56%	54%
Male	48%	43%	44%	44%	45%	46%	48%
Grade 6	32%	47%	45%	51%	47%	52%	50%
Grade 7	33%	49%	46%	49%	48%	50%	50%
Grade 8	35%	48%	47%	48%	49%	51%	52%
Economically Disadvantaged	70%	45%	44%	47%	46%	48%	48%
English Language Learners	12%	37%	39%	38%	41%	40%	44%
Students with Disabilities	11%	39%	38%	40%	39%	43%	41%
White	49%	51%	49%	54%	52%	57%	57%
Black or African American	18%	42%	42%	41%	41%	39%	38%
Hispanic or Latino	22%	44%	44%	45%	46%	46%	47%
Asian or Native Hawaiian/Other Pacific Islander	4%	55%	55%	57%	59%	59%	62%
Multiracial	7%	44%	44%	49%	45%	52%	52%

Document 2 – Discipline

Summary of Levels of Behavior Infractions (from the School Code of Conduct)

- **Level 1:** noncompliance with adult direction or insubordination; noncompletion of assigned work; inappropriate social interactions (talking out of turn, teasing, not getting along); difficulty with self-regulation; difficulty communicating or managing emotions appropriately; minor misconduct in the hallway, cafeteria, or other public spaces.
- **Level 2:** aggressive arguing; alcohol or drug possession or being under the influence (first offense); emotional outbursts including profanity; damage to personal or school property; leaving school without permission; horseplay or physical aggression such as pushing or shoving.
- **Level 3:** alcohol or drug possession or being under the influence (second offense); attacking a student or school personnel; bullying or harassment; sexual offense; fighting; verbal or written threats.

Discipline Referrals by Student Group (last year)

GROUP	% OF SCHOOL POP.	LEVEL 1 (1,751 TOTAL)	LEVEL 2 (810 TOTAL)	LEVEL 3 (342 TOTAL)
Female	52%	39%	32%	26%
Male	48%	61%	68%	74%
Economically Disadvantaged	70%	69%	71%	73%
English Language Learners	12%	12%	*	—
Students with Disabilities	11%	18%	15%	*
White	49%	31%	27%	21%
Black or African American	18%	36%	42%	47%
Hispanic or Latino	22%	18%	19%	20%
Asian or Native Hawaiian/Other Pacific Islander	4%	*	*	—
Multiracial	7%	*	*	*

Suspension Rates by Student Group (last year)

GROUP	% OF SCHOOL POP.	1–2 DAY (201 TOTAL)	3–4 DAY (109 TOTAL)	5+ DAY (37 TOTAL)
Female	52%	25%	29%	18%
Male	48%	75%	71%	82%
Economically Disadvantaged	70%	70%	68%	74%
English Language Learners	12%	*	*	*
Students with Disabilities	11%	*	*	*
White	49%	26%	22%	*
Black or African American	18%	41%	46%	54%
Hispanic or Latino	22%	15%	19%	*
Asian or Native Hawaiian/Other Pacific Islander	4%	*	*	—
Multiracial	7%	26%	11%	*

* Percentage suppressed to protect student privacy.

Document 3 – Excerpt from Faculty and Student Survey Results (current year)

STATEMENT	FACULTY (88% RESPONDING)	STUDENTS (90% RESPONDING)
Students feel respected and supported in their classes.	90%	51%
Students feel respected in common spaces of the school.	85%	53%
Student diversity is appreciated and all students' cultures are respected.	93%	51%
There is a welcoming atmosphere of trust and collaboration between students and staff.	96%	57%
Classroom rules and expectations are clear and consistent.	88%	46%
Classroom rules and expectations support a safe environment for learning.	96%	49%
All students are consistently treated fairly.	96%	46%
Discipline problems are handled fairly according to the Code of Conduct.	93%	44%
Consequences for discipline infractions are fair and communicated clearly.	94%	49%

Views expressed by five or more teachers: All students are treated fairly and equitably. / I make sure my students feel respected and supported at all times. / Teachers and staff promote safety in all areas of the school. / Teachers all follow the Code of Conduct, which students appreciate.

Views expressed by five or more students: My teachers are always threatening me and my friends with referrals. / Some students don't get referrals when others get them for the exact same thing. It's not fair. / I get referrals but no one tells me what I've done wrong. / I get a Level 2 [or 3] consequence for a Level 1 [or 2] infraction.

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

Refers to the Bridgemere Middle School scenario above.

Based on the information provided, the most urgent concern for Mr. D and school leaders at Bridgemere is:

- (A) the low percentage of students who feel that they are treated fairly and respectfully at school.
- (B) assessment scores that reflect achievement gaps for students who are English language learners and students with disabilities.
- (C) uncertainty about behavior infraction levels and the high number of discipline referrals for all infraction levels.
- (D) the disproportionate rates of discipline referrals and suspensions for African American, economically disadvantaged, and male students.

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

Refers to the Bridgemere Middle School scenario above.

After reviewing the state assessment data, Mr. D recognizes that he needs additional information in order to understand the root causes of achievement gaps at Bridgemere. Which action should be his highest priority in continuing to evaluate the school's learning environment?

- (A) reviewing referral rates by classroom and meeting with teachers and school counselors to determine if student support systems are in use in all classrooms
- (B) disaggregating student achievement data by classroom to identify teachers in need of professional learning related to culturally responsive instruction
- (C) meeting with all special education and English as a new language faculty to determine if they have adequate resources to support student learning
- (D) working with teacher-leaders across grades to determine if teachers are using instructional practices that support active learning and student engagement

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

Refers to the Bridgemere Middle School scenario above.

Mr. D plans to hold a series of meetings focused on improving school culture at Bridgemere. Based on the survey results and on his interactions with teachers and teacher-leaders, Mr. D can best ensure that faculty and staff recognize the need for improvement by sharing which type of information at the outset of the meetings?

- (A) state assessment results, disaggregated by student groups
- (B) a comparison of discipline referral rates across schools in the district
- (C) a side-by-side comparison of faculty and student responses to the survey
- (D) discipline referral rates, alongside excerpts from the school Code of Conduct

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

Refers to the Bridgemere Middle School scenario above.

Mr. D facilitates an all-staff meeting focused on disciplinary process and suspensions at Bridgemere. During the meeting, some teachers question whether the leadership team's concern about this issue is warranted. While acknowledging that there are exceptions, several teachers contend that faculty and staff are generally consistent and fair in issuing referrals. Others add that referrals and suspensions are important tools for managing student behavior. Mr. D can best begin to address the teachers' comments by pointing out that:

- (A) discipline referrals during the previous school year were approximately 300 percent of total student enrollment.
- (B) survey responses show that a majority of faculty members do not believe that discipline referrals negatively affect students.
- (C) high rates of referrals and suspensions for some student groups indicate that the school has failed to recognize institutional biases.
- (D) referrals and suspensions have not been successful in promoting positive student behavior or improving student achievement levels.

PART ONE · COMPETENCY 0001**Central Avenue High School (LEGACY Field 107)**

Legacy Field 107 item set (pre-2020), superseded by Field 109. Terminology differs: Common Core Learning Standards rather than the New York State P–12 Learning Standards, and “professional development” rather than “professional learning.”

Ms. L has served as the school building leader at Central Avenue High School for several years. The school is located in an urban district and enrolls approximately 1,870 students. Many of the teachers at Central Avenue have taught at

the school for ten years or more. A majority is consistently rated effective or highly effective, but close to 20 percent has been rated ineffective or developing at some point over the last five years.

Student performance at Central Avenue has generally lagged behind state and district performance. Three years ago, the district undertook an initiative to implement Data-Driven Instruction and Inquiry (DDI) in all district schools. Recognizing DDI as a powerful tool for improving student performance, Ms. L led a building-wide effort to implement fully the district's DDI system at Central Avenue. The school began administering district-adopted inventory and quarterly assessments, with data analysis conducted at department-wide meetings. Since then, the school's performance on standardized assessments has improved overall, with mathematics showing particularly significant gains. A strong commitment to the use of DDI by mathematics faculty has been credited for a good deal of this improvement. Improvement in English Language Arts (ELA) has been minimal, however, and student performance in this area continues to lag behind district and state averages.

As the new school year begins, Ms. L focuses attention on analyzing and improving student performance in ELA. She reviews formative assessment data in ELA and mathematics, as well as Regents examination results for Central Avenue students over the last three years. In addition, she directs an assistant principal to gather information about and report on DDI activities occurring among the school's ELA staff.

Document 1 – Formative Assessment Results (last year)

Percentage of students answering more than 65% of formative assessment items correctly

	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
ELA, Grade 9	80%	82%	79%	81%
ELA, Grade 10	79%	75%	78%	80%
ELA, Grade 11	80%	82%	81%	82%
ELA, Grade 12	82%	79%	80%	83%
Mathematics, Grade 9	70%	76%	79%	81%
Mathematics, Grade 10	62%	67%	71%	75%
Mathematics, Grade 11	66%	69%	73%	77%
Mathematics, Grade 12	68%	71%	76%	79%

Document 2 – Student Performance on Regents Exams, All Students, Three-Year Comparison

EXAM	3 YRS AGO (65–84 / 85+)	2 YRS AGO (65–84 / 85+)	LAST SPRING (65–84 / 85+)
Comprehensive English	57% / 6%	58% / 6%	58% / 7%
Integrated Algebra	47% / 2%	55% / 7%	61% / 12%
Geometry	39% / 3%	46% / 7%	54% / 10%
Algebra 2/Trigonometry	—	—	—
Global History and Geography	49% / 6%	49% / 9%	52% / 10%
US History and Government	64% / 11%	65% / 11%	67% / 13%
Living Environment	55% / 10%	55% / 12%	58% / 14%
Physical Setting/Earth Science	38% / 8%	43% / 10%	46% / 12%
Physical Setting/Chemistry	32% / 4%	38% / 7%	42% / 9%
Physical Setting/Physics	—	—	—

NOTE: The “—” symbol indicates that data for a group of fewer than five students have been suppressed to protect the privacy of individual students.

Document 3 – Assistant Principal's Report on DDI Activities in the English Department (last year)

To: Principal L

From: Assistant Principal R

RE: Update on Data-Driven Instruction and Inquiry (DDI) Activities in the English Language Arts (ELA) Department

I observed an ELA department meeting held recently to review first-quarter formative assessment results for all grade levels. All ELA faculty members were supposed to attend, but a number were absent. The discussion was serious and well-intended, but the data analysis that occurred was superficial and the meeting lacked focus. Eleventh and twelfth grade teachers, in particular, seemed to emphasize how much students got wrong instead of deepening the discussion to discover exactly what students got wrong and why students answered questions incorrectly. The department chair ended the meeting by urging teachers to make time in their own schedules to review the data more extensively.

In a separate discussion, I found the ELA department chair to have good intentions regarding DDI. However, the department action plans that we reviewed focused on surface-level concerns, despite the use of appropriate templates. Also, he has yet to see that ensuring teacher participation in this work is essential to improve teaching and learning. It was clear from our conversation that he views his administrative duties and demands on his time from teachers and students as leaving little time for regular DDI meetings.

In conversations with individual ELA teachers, I found only two or three who fully understand the importance of data and regularly use classroom-level DDI to inform their instructional planning. Most of the faculty seem to be disconnected from the DDI process. They rarely use data for their classes, relying instead on their own experience and intuition to plan and modify instruction — especially at the upper grade levels. A few teachers expressed reluctance to increase the rigor of instruction in response to poor test results. They believe that raising the level of rigor “too sharply” while students are performing at low levels would frustrate students and have a negative effect on their engagement with academics.

I'd be happy to discuss any of these matters further with you as needed. Please advise.

Sincerely,
Assistant Principal R

10. LEGACY 107/108 ITEM · PART ONE · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Refers to the Central Avenue High School (LEGACY Field 107) scenario above.

In comparing formative assessment data with student performance on the Regents Exam in Comprehensive English, which issue should concern Ms. L the most?

- (A) The content on the formative assessments does not appear to match the rigor of the standards assessed on the Regents Exam.
- (B) The results of the formative assessments are likely to have substantially lower reliability than the results of the Regents Exam.
- (C) The formative assessments are unlikely to be as comprehensive in their coverage of the school curriculum as is the Regents Exam.
- (D) The formative assessments differentiate content according to grade level and quarter, while the Regents Exam does not.

11. LEGACY 107/108 ITEM · PART ONE · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Refers to the Central Avenue High School (LEGACY Field 107) scenario above.

To improve student learning at Central Avenue High School, Ms. L should prompt faculty in the ELA department to implement which strategy first?

- (A) Create classroom assessments that more closely reflect content addressed in district-adopted formative assessments and the Regents Exam.
- (B) Use available standardized assessment data to identify areas of their curriculum in which student performance is weakest as drivers for action planning.
- (C) Compare formative assessment and Regents Exam data for their school with data from demographically similar high schools within and outside of the district.
- (D) Identify additional sources of student performance data to determine the degree to which classroom instruction is aligned with curriculum standards.

12. LEGACY 107/108 ITEM · PART ONE · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Refers to the Central Avenue High School (LEGACY Field 107) scenario above.

Which course of action taken by Ms. L would provide the most useful additional data for developing a plan to improve student performance in English?

- (A) Conduct a time study to quantify the amount of time currently spent by ELA faculty on DDI activities.
- (B) Identify professional resources on assessment and instruction in ELA currently available in the school.
- (C) Administer a survey to ELA faculty to gather information about professional development needs related to DDI.
- (D) Review the school's formative assessment results in ELA for a period covering at least the last three years.

13. LEGACY 107/108 ITEM · PART ONE · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Refers to the Central Avenue High School (LEGACY Field 107) scenario above.

Based on the information provided, the ELA department chair is most likely to need administrative support to succeed in

- (A) recognizing how department issues affect the broader school community
- (B) establishing an atmosphere of collegiality and trust among department staff
- (C) marshaling additional resources to address new and emerging department needs
- (D) focusing on defined school and district priorities over competing department work

14. LEGACY 107/108 ITEM · PART ONE · INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS

Refers to the Central Avenue High School (LEGACY Field 107) scenario above.

In addition to continuing the implementation of DDI, Ms. L's highest priority as instructional leader should be to

- (A) establish academic expectations that are consistent with student performance in ELA
- (B) ensure that ELA teachers provide appropriately rigorous instruction for all students
- (C) promote buy-in among ELA faculty for a plan designed to promote instructional improvement
- (D) review faculty reports on student performance and progress in ELA classes on a regular basis

PART ONE · COMPETENCY 0002**Millview Middle School (LEGACY Field 107)**

Legacy Field 107 item set (pre-2020), superseded by Field 109. Competency 0002 was titled "School Culture and Learning Environment to Promote Excellence and Equity"; Field 109 adds "and Social Justice." The legacy term "limited English proficient (LEP)" has been replaced by "English language learners."

Ms. J is the new school building leader of Millview Middle School, which includes grades 6–8 and is located in a suburban community. The school has an enrollment of approximately 580 students, about 50% of whom qualify for

free or reduced-price meals. Staffing has remained stable over the past five years. The local community has experienced little change in recent years in terms of its demographic and economic profile.

When she was hired, Ms. J met with the new superintendent to gain some background information about the school and to learn more about the superintendent's goals for the school. During this meeting, the superintendent noted that although academic performance for many students at Millview has been satisfactory, Ms. J will be expected to address the achievement gap between students who are economically disadvantaged and the rest of the student population.

Ms. J responded to the achievement gap concern by reviewing the school's recent state assessment results. The data strongly support the view that school staff must take steps to improve the academic performance of students who are economically disadvantaged. In addition, she reviewed the results of a student perception survey that was administered in classrooms by the school counselors the previous spring and a teacher survey administered at the end of the previous school year. She further noted that data gathered over the past few years have consistently shown a lower attendance rate among economically disadvantaged eighth-grade students than among the student population overall.

Document 1 – State Assessment Results, by Student Group (last year)

Percentage of students, by group, scoring at or above Level 3 ("meets proficiency standard")

GROUP	ELA	MATH	SCIENCE	TOTAL TESTED
Grade 6 — All Students	69%	68%	N/A	174
Grade 6 — Limited English Proficient	33%	50%	N/A	12
Grade 6 — Economically Disadvantaged	45%	48%	N/A	80
Grade 7 — All Students	64%	70%	N/A	184
Grade 7 — Limited English Proficient	36%	50%	N/A	14
Grade 7 — Economically Disadvantaged	38%	45%	N/A	92
Grade 8 — All Students	58%	60%	72%	201
Grade 8 — Limited English Proficient	31%	50%	44%	16
Grade 8 — Economically Disadvantaged	34%	42%	55%	95

Document 2 – Excerpt from Student Perception Survey (4th quarter last year), approximately 90% of students responded

STATEMENT	% AGREEING OR STRONGLY AGREEING
Adults in this school support and treat students with respect.	55%
Adults in this school care a lot about all students.	58%
Adults in this school listen to what every student has to say.	45%
Adults in this school believe that every student can be successful.	48%
Adults in this school challenge you to do your best.	33%
Your teachers help you learn.	55%
You like school a lot.	65%
You try hard at school.	33%
Getting good grades is important to you.	45%
You feel comfortable sharing your ideas and thoughts in class.	55%
You feel valued in this school.	49%
Your teachers provide academic help when you need it.	54%
You set high expectations for yourself in school.	37%
Your teachers give all students an equal opportunity to participate in class discussions and activities.	56%

Document 3 – Excerpt from Summary of Anonymous Teacher Survey, approximately 80% of teachers responded

STATEMENT	% AGREEING OR STRONGLY AGREEING
Every student can be motivated to learn.	42%
Every student can succeed academically.	44%
Teachers can have a positive impact on every student's learning.	52%
Teachers are able to ensure every student is actively engaged.	58%
Teachers play the primary role in determining students' ability to achieve.	38%
Teachers have significant capacity to counteract negative outside factors.	35%
Teachers exert the greatest influence on student attitudes toward school and learning.	30%

Open-ended comments (views expressed by five or more respondents): “Some groups of students just don't seem to care about school or getting good grades.” / “A teacher can't do much when students don't bother to show up.” / “A lot of students are so far behind that it would be hard for them ever to catch up and get passing grades.” / “I do what I can, and while it works for some groups of students, it never seems to be enough for others.” / “Some students come to school with a great attitude while others are completely apathetic.”

15. LEGACY 107/108 ITEM · PART ONE · SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE AND EQUITY

Refers to the Millview Middle School (LEGACY Field 107) scenario above.

Based on the information provided, Ms. J's highest initial priority should be to explore which question?

- (A) Why are students learning more effectively in some subjects, such as science, than in others, such as mathematics and English Language Arts?
- (B) Do procedures need to be put in place to deal with attendance and other discipline issues?
- (C) Does the curriculum in any subject area need revision to increase alignment with state standards and to meet student needs?
- (D) What can be done to ensure that teachers employ equitable teaching strategies to engage and motivate all students to do their best?

16. LEGACY 107/108 ITEM · PART ONE · SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE AND EQUITY

Refers to the Millview Middle School (LEGACY Field 107) scenario above.

After completing an initial review of the student survey results and the state assessment results, which additional action by Ms. J would likely be most useful for providing further insight into the issues currently facing the school?

- (A) Compare the state assessment results with those of demographically similar middle schools across the state.
- (B) Correlate students' performance on the state assessment with classroom performance and report card grades.
- (C) Disaggregate responses to the student survey to determine the results for different student groups.
- (D) Conduct a series of in-depth interviews with a random sample of student survey respondents.

17. LEGACY 107/108 ITEM · PART ONE · SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE AND EQUITY

Refers to the Millview Middle School (LEGACY Field 107) scenario above.

After reflecting on the ideas and perceptions revealed in the anonymous teacher survey, Ms. J should be most concerned about following up on teachers'

- (A) failure to understand that great teaching can promote student performance
- (B) limited understanding of the role of motivation in student learning
- (C) excessive emphasis on grades as a yardstick for student success
- (D) tendency to focus on students' differences rather than on their similarities

18. LEGACY 107/108 ITEM · PART ONE · SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE AND EQUITY

Refers to the Millview Middle School (LEGACY Field 107) scenario above.

Ms. J determines that she will facilitate a series of faculty and department meetings on a regular basis, with the goal of addressing the learning needs of diverse student populations. Considering the information provided, these meetings are likely to be most effective in achieving this goal if Ms. J guides teachers to use the meetings to focus on

- (A) developing clear, comprehensive instructional outcomes suitable for diverse student populations
- (B) developing and refining instructional strategies that improve student learning for diverse populations
- (C) researching and discussing emerging theories regarding how students from diverse populations learn
- (D) evaluating each other's assumptions about factors that support or hinder the learning process for students from diverse populations

PART TWO · COMPETENCY 0002**Willowbrook Elementary School – Willowbrook Reads**

Mr. G is the new school building leader at Willowbrook Elementary School, a suburban school that enrolls approximately 470 students in grades K–5. Willowbrook is known for a high level of family/caregiver involvement and

for its strong focus on foundational skills. Most teachers at Willowbrook have received ratings of effective or highly effective, and students generally perform at or above district and state averages. Student performance remained strong as Willowbrook implemented a new, district-adopted curriculum aligned to the New York State Learning Standards (NYSLS) last year.

Several years ago, the previous school building leader at Willowbrook established a partnership with the undergraduate teacher education program at a local college. Under the partnership, students at the college who are enrolled in an upper-level reading instruction course serve as tutors. At Willowbrook, the tutors work with students who are struggling readers. The college tutors each spend four hours per week tutoring at Willowbrook as a course requirement. Several college faculty members teach sections of the reading instruction course on a rotating basis. Most faculty who teach this course do not meet with Willowbrook staff. Instead, a faculty coordinator at the college meets with administrators and the English language arts (ELA) coordinator at Willowbrook at the beginning of each school year and on an as-needed basis as the year proceeds.

The Willowbrook Reads tutoring program was embraced by Willowbrook's staff and by the school community when it began, and the tutoring sessions yielded improvements in reading achievement for Willowbrook students who participated. Now entering its fifth year, the program provides tutoring in reading to approximately 75 students. During his first weeks at Willowbrook, Mr. G met with the parents/guardians of 23 students who participate in the program. These parents/guardians were unanimous in their support for the program, stating that their children have better attitudes toward reading and show greater confidence in their reading abilities as a result of tutoring. Parents/guardians of students in grades 3 through 5 also noted that their children spend two to three hours more per week reading at home than they did before they began participating in the program.

In initial meetings with school staff, however, Mr. G learned that teacher support for the program has declined somewhat. Individual teachers expressed concern that energy for the program has been waning and that college faculty do not seem as engaged with the program as they had been at the outset. Mr. G hopes to strengthen Willowbrook's partnership with the college's undergraduate teacher education program and reinvigorate staff support for the Willowbrook Reads program. He reviewed formative assessment data related to literacy skills, as well as the results from an annual teacher survey regarding the program. In addition, he read a letter to the college faculty coordinator written by Ms. R, the previous school building leader at Willowbrook, at the end of the program's first year.

Document 1 – Fourth Quarter Formative Assessment Results for Literacy Skills, Grades 1 through 5

Percentage of students answering more than 65% of formative assessment items correctly

SKILL	5 YRS AGO	3 YRS AGO	LAST YEAR
Grade 1 — Print Concepts	79%	84%	85%
Grade 1 — Phonological Awareness	74%	80%	80%
Grade 1 — Phonics and Word Recognition	72%	78%	77%
Grade 1 — Fluency	68%	73%	73%
Grade 1 — Key Ideas and Details	64%	70%	70%
Grade 1 — Craft and Structure	59%	66%	65%
Grade 1 — Integration of Knowledge and Ideas	63%	68%	69%
Grade 2 — Phonics and Word Recognition	78%	82%	82%
Grade 2 — Fluency	72%	76%	75%
Grade 2 — Key Ideas and Details	67%	72%	72%
Grade 2 — Craft and Structure	63%	69%	68%
Grade 2 — Integration of Knowledge and Ideas	66%	71%	70%
Grade 3 — Phonics and Word Recognition	83%	86%	87%
Grade 3 — Fluency	77%	81%	81%
Grade 3 — Key Ideas and Details	70%	74%	73%
Grade 3 — Craft and Structure	65%	70%	70%
Grade 3 — Integration of Knowledge and Ideas	68%	73%	72%
Grade 4 — Phonics and Word Recognition	87%	89%	88%
Grade 4 — Fluency	81%	85%	85%
Grade 4 — Key Ideas and Details	71%	76%	76%
Grade 4 — Craft and Structure	69%	74%	72%
Grade 4 — Integration of Knowledge and Ideas	72%	76%	75%
Grade 5 — Phonics and Word Recognition	88%	92%	92%
Grade 5 — Fluency	86%	89%	88%
Grade 5 — Key Ideas and Details	73%	78%	77%
Grade 5 — Craft and Structure	68%	74%	74%
Grade 5 — Integration of Knowledge and Ideas	72%	77%	78%

Document 2 – Survey of Teachers with Students Participating in the Willowbrook Reads Tutoring Program

Percentage agreeing or strongly agreeing

STATEMENT	3 YRS AGO*	LAST YEAR**
Struggling readers in my class benefit from the program.	90%	80%
Tutors are knowledgeable about effective reading instruction.	76%	65%
Tutors respond effectively to my students' varied needs.	81%	70%
Tutors are familiar with the school's ELA curriculum.	71%	45%
Struggling readers look forward to time with their tutor.	86%	79%
I find it easy to work with tutors.	76%	60%
Tutors are available to consult with me.	76%	65%
Tutors need additional training to be effective.	19%	45%
The college coordinator is available to communicate as needed.	57%	45%
The college coordinator is responsive to comments and concerns.	67%	50%
Teachers would benefit from collaborating with college partners on reading planning and design.	52%	58%
Teachers would benefit from professional learning led by college faculty.	62%	67%

* 88% of eligible teachers responded.

** 94% of eligible teachers responded.

Document 3 – Letter to the College Faculty Coordinator from the Previous School Building Leader

Dear Professor K,

Please accept my congratulations on a very successful first year for the Willowbrook Reads tutoring program. Willowbrook's students have benefited greatly from the college's involvement in our school community.

Over the course of the year, 22 college tutors made regular visits to Willowbrook, and 72 of our students across several grade levels received one-on-one tutoring. The results, I'm pleased to say, were outstanding. Students were excited about working with the tutors, and all showed gains in reading. The collaborative efforts of the college's faculty and students were well received by our staff. The program enjoyed the enthusiastic support of parents/guardians and the entire school community. All in all, we accomplished a great deal, of which we should be proud.

As we reflect on this past year and move toward the next, we are excited about exploring some of the ideas for program expansion that you and other faculty at the college have suggested. My teachers are particularly interested in your idea about having college faculty who are involved in the Willowbrook Reads program lead professional learning activities at our school. The inclusion of the professional learning link would no doubt be very useful for sharing current research and best practices in the field of reading instruction with teachers. We are also interested in pursuing your idea of increasing opportunities for our teachers to consult with college faculty on reading instruction that is effective and appropriate for all of their students. Opportunities such as these would provide excellent support for school staff and would help sustain the strong relationship we all enjoyed in this first year.

Please share my congratulations with your colleagues. We are very appreciative of all of your efforts, and of the efforts of your students.

Best regards,

Ms. R

Principal

Willowbrook Elementary School

19. OFFICIAL NYSED SAMPLE ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Willowbrook Elementary School — Willowbrook Reads scenario above.

Mr. G is planning an initial meeting with the current college faculty coordinator for the Willowbrook Reads tutoring program. Based on the information provided, Mr. G should give most attention to which issue at the meeting?

- (A) improving the college faculty's responsiveness to Willowbrook staff
- (B) increasing the tutors' knowledge of Willowbrook's current curriculum
- (C) exploring formative assessment data for Willowbrook students
- (D) identifying additional strategies for teaching reading at Willowbrook

20. OFFICIAL NYSED SAMPLE ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Willowbrook Elementary School — Willowbrook Reads scenario above.

Mr. G plans to share school data with college faculty involved in the Willowbrook Reads tutoring program in order to encourage their engagement in further program planning. Which modification to the data shown would best serve this purpose?

- (A) providing formative assessment results for each year since the program began, rather than for selected years only
- (B) organizing the teacher survey data to more clearly indicate areas of significant teacher concern
- (C) breaking out the formative assessment results for program participants versus nonparticipants
- (D) including with the teacher survey data information regarding the specific tutors who worked in each classroom

21. OFFICIAL NYSED SAMPLE ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Willowbrook Elementary School — Willowbrook Reads scenario above.

Based on the information provided, Mr. G can best leverage which area of strength in order to reinvigorate teacher support at Willowbrook for the Willowbrook Reads tutoring program?

- (A) gains in student performance in literacy skills since the program was implemented
- (B) the potential interest of college faculty in providing teachers with professional learning activities related to the program
- (C) the percentage of teachers reporting positive classroom experiences with tutors
- (D) reports from parents/guardians about the program's positive impact on children's attitudes about and time spent in reading

22. OFFICIAL NYSED SAMPLE ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Willowbrook Elementary School — Willowbrook Reads scenario above.

Which action taken by Mr. G would likely be most helpful for promoting the effectiveness and vitality of the Willowbrook Reads tutoring program moving forward?

- (A) Establish a system to ensure regular, ongoing communication between the school and college faculty.
- (B) Provide college faculty with formative and state assessment results in reading as the results become available.
- (C) Invite college faculty to conference with teachers and tutors periodically throughout each semester.
- (D) Put in place procedures for individual teachers to contact college faculty as tutor-related issues arise in their classrooms.

23. OFFICIAL NYSED SAMPLE ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Willowbrook Elementary School — Willowbrook Reads scenario above.

Over the next several years, Mr. G's highest priority for strengthening Willowbrook's partnership with the college's undergraduate teacher education program should be:

- (A) ensuring that the college's undergraduate teacher education students are adequately prepared to serve as tutors.
- (B) expanding opportunities for Willowbrook staff to work directly with the college's undergraduate teacher education faculty.
- (C) evaluating the extent to which the partnership with the college continues to support the goal of improving student success.
- (D) encouraging Willowbrook teachers to pursue professional learning related to reading at the college campus.

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

A high school is preparing to pilot a “bring-your-own-device” policy in several science classes. In the pilot, students will be asked to bring their own Internet-enabled devices, such as smartphones and laptops, to access digital resources as part of classroom learning activities. In addition, the pilot classes will include expanded use of digital resources and student-led inquiry. The school's leadership team is hopeful that the bring-your-own-device policy will expand the use of technology and enhance the curriculum without straining the budget. Prior to the beginning of the pilot, it will be most important for the school building leader to consider:

- (A) how the needs of students who do not have their own devices will be met.
- (B) what instructional practices can be used to reinforce digital citizenship.
- (C) how school leadership can increase the faculty's comfort with technology.
- (D) what security measures are needed to protect students' personal information.

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

A middle school building leader is determining whether to search a student's backpack for a possible illegal substance. Which statement describes the minimum requirement for moving forward with the search?

- (A) The student gives verbal permission to conduct the search.
- (B) A reasonable suspicion exists that the student is violating the law.
- (C) The student has been observed committing an illegal action.
- (D) The search is conducted in the presence of the student's parents/guardians.

PART TWO · COMPETENCY 0002

Willowbrook Elementary School – Everyone Reads (LEGACY Field 108)

Legacy Field 108 item set (pre-2020), superseded by Field 110. This is the same item set as the Willowbrook Reads scenario with cosmetic differences: the program is named “Everyone Reads,” the standards are the Common Core Learning Standards rather than the NYSLS, “professional development” replaces “professional learning,” and “family involvement” replaces “family/caregiver involvement.” The answer key is identical. The legacy source prints only “Correct Response” letters and no rationales.

Mr. G is the new school building leader at Willowbrook Elementary School, a suburban school that enrolls approximately 470 students in grades K–5. Willowbrook is known for a high level of family involvement and for its strong focus on foundational skills. Most teachers at Willowbrook have received ratings of effective or highly effective, and students generally perform at or above district and state averages. Student performance remained strong as Willowbrook implemented a new, district-adopted curriculum aligned to the New York State Common Core Learning Standards last year.

Several years ago, the previous school building leader at Willowbrook established a partnership with the undergraduate teacher education program at a local college. Under the partnership, students at the college who are enrolled in an upper-level reading instruction course serve as tutors. At Willowbrook, the tutors work with students who are struggling readers. The college tutors each spend four hours per week tutoring at Willowbrook as a course requirement. Several college faculty members teach sections of the reading instruction course on a rotating basis. Most faculty who teach this course do not meet with Willowbrook staff. Instead, a faculty coordinator at the college meets with administrators and the English language arts (ELA) coordinator at Willowbrook at the beginning of each school year and on an as-needed basis as the year proceeds.

The Everyone Reads tutoring program was embraced by Willowbrook's staff and by the school community when it began, and the tutoring sessions yielded improvements in reading achievement for Willowbrook students who participated. Now entering its fifth year, the program provides tutoring in reading to approximately 75 students. During his first weeks at Willowbrook, Mr. G met with the parents/guardians of 23 students who participate in the

program. These parents/guardians were unanimous in their support for the program, stating that their children have better attitudes toward reading and show greater confidence in their reading abilities as a result of tutoring. Parents/guardians of students in grades 3 through 5 also noted that their children spend two to three hours more per week reading at home than they did before they began participating in the program.

In initial meetings with school staff, however, Mr. G learned that teacher support for the program has declined somewhat. Individual teachers expressed concern that energy for the program has been flagging and that college faculty do not seem as engaged with the program as they had been at the outset. Mr. G hopes to strengthen Willowbrook's partnership with the college's undergraduate teacher education program and reinvigorate staff support for the Everyone Reads program. He reviewed formative assessment data related to literacy skills, as well as the results from an annual teacher survey regarding the program. In addition, he read a letter to the college faculty coordinator written by Ms. R, the previous school building leader at Willowbrook, at the end of the program's first year.

Document 1 – Fourth Quarter Formative Assessment Results for Literacy Skills, Grades 1 through 5

Percentage of students answering more than 65% of formative assessment items correctly

SKILL	5 YRS AGO	3 YRS AGO	LAST YEAR
Grade 1 — Print Concepts	79%	84%	85%
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Grade 1 — Phonics and Word Recognition	72%	78%	77%
Grade 1 — Fluency	68%	73%	73%
Grade 1 — Key Ideas and Details	64%	70%	70%
Grade 1 — Craft and Structure	59%	66%	65%
Grade 1 — Integration of Knowledge and Ideas	63%	68%	69%
Grade 2 — Phonics and Word Recognition	78%	82%	82%
Grade 2 — Fluency	72%	76%	75%
Grade 2 — Key Ideas and Details	67%	72%	72%
Grade 2 — Craft and Structure	63%	69%	68%
Grade 2 — Integration of Knowledge and Ideas	66%	71%	70%
Grade 3 — Phonics and Word Recognition	83%	86%	87%
Grade 3 — Fluency	77%	81%	81%
Grade 3 — Key Ideas and Details	70%	74%	73%
Grade 3 — Craft and Structure	65%	70%	70%
Grade 3 — Integration of Knowledge and Ideas	68%	73%	72%
Grade 4 — Phonics and Word Recognition	87%	89%	88%
Grade 4 — Fluency	81%	85%	85%
Grade 4 — Key Ideas and Details	71%	76%	76%
Grade 4 — Craft and Structure	69%	74%	72%
Grade 4 — Integration of Knowledge and Ideas	72%	76%	75%
Grade 5 — Phonics and Word Recognition	88%	92%	92%
Grade 5 — Fluency	86%	89%	88%
Grade 5 — Key Ideas and Details	73%	78%	77%
Grade 5 — Craft and Structure	68%	74%	74%
Grade 5 — Integration of Knowledge and Ideas	72%	77%	78%

Document 2 — Survey of Teachers with Students Participating in the Everyone Reads Tutoring Program

Percentage agreeing or strongly agreeing

STATEMENT	3 YRS AGO*	LAST YEAR**
Struggling readers in my class benefit from the program.	90%	80%
Tutors are knowledgeable about effective reading instruction.	76%	65%
Tutors respond effectively to my students' varied needs.	81%	70%
Tutors are familiar with the school's ELA curriculum.	71%	45%
Struggling readers look forward to time with their tutor.	86%	79%
I find it easy to work with tutors.	76%	60%
Tutors are available to consult with me.	76%	65%
Tutors need additional training to be effective.	19%	45%
The college coordinator is available to communicate as needed.	57%	45%
The college coordinator is responsive to comments and concerns.	67%	50%
Teachers would benefit from collaborating with college partners on reading planning and design.	52%	58%
Teachers would benefit from professional development led by college faculty.	62%	67%

* 88% of eligible teachers responded.

** 94% of eligible teachers responded.

Document 3 – Letter to the College Faculty Coordinator from the Previous School Building Leader

Dear Professor K,

Please accept my congratulations on a very successful first year for the Everyone Reads tutoring program. Willowbrook's students have benefited greatly from the college's involvement in our school community.

Over the course of the year, 22 college tutors made regular visits to Willowbrook, and 72 of our students across several grade levels received one-on-one tutoring. The results, I'm pleased to say, were outstanding. Students were excited about working with the tutors, and all showed gains in reading. The collaborative efforts of the college's faculty and students were well received by our staff. The program enjoyed the enthusiastic support of parents/guardians and the entire school community. All in all, we accomplished a great deal, of which we should be proud.

As we reflect on this past year and move toward the next, we are excited about exploring some of the ideas for program expansion that you and other faculty at the college have suggested. My teachers are particularly interested in your idea about having college faculty who are involved in the Everyone Reads program lead professional development activities at our school. The inclusion of the professional development link would no doubt be very useful for sharing current research and best practices in the field of reading instruction with teachers. We are also interested in pursuing your idea of increasing opportunities for our teachers to consult with college faculty on reading instruction that is effective and appropriate for all of their students. Opportunities such as these would provide excellent support for school staff and would help sustain the strong relationship we all enjoyed in this first year.

Please share my congratulations with your colleagues. We are very appreciative of all of your efforts, and of the efforts of your students.

Best regards,

Ms. R

Principal

Willowbrook Elementary School

26. LEGACY 107/108 ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Willowbrook Elementary School — Everyone Reads (LEGACY Field 108) scenario above.

Mr. G is planning an initial meeting with the current college faculty coordinator for the Everyone Reads tutoring program. Based on the information provided, Mr. G should give most attention to which issue at the meeting?

- (A) improving the college faculty's responsiveness to Willowbrook staff
- (B) increasing the tutors' knowledge of Willowbrook's current curriculum
- (C) exploring formative assessment data for Willowbrook students
- (D) identifying additional strategies for teaching reading at Willowbrook

27. LEGACY 107/108 ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Willowbrook Elementary School — Everyone Reads (LEGACY Field 108) scenario above.

Mr. G plans to share school data with college faculty involved in the Everyone Reads tutoring program in order to encourage their engagement in further program planning. Which modification to the data shown would best serve this purpose?

- (A) providing formative assessment results for each year since the program began, rather than for selected years only
- (B) organizing the teacher survey data to more clearly indicate areas of significant teacher concern
- (C) breaking out the formative assessment results for program participants versus nonparticipants
- (D) including with the teacher survey data information regarding the specific tutors who worked in each classroom

28. LEGACY 107/108 ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Willowbrook Elementary School — Everyone Reads (LEGACY Field 108) scenario above.

Based on the information provided, Mr. G can best leverage which area of strength in order to reinvigorate teacher support at Willowbrook for the Everyone Reads tutoring program?

- (A) gains in student performance in literacy skills since the program was implemented
- (B) the potential interest of college faculty in providing teachers with professional development activities related to the program
- (C) the percentage of teachers reporting positive classroom experiences with tutors
- (D) reports from parents/guardians about the program's positive impact on children's attitudes about and time spent in reading

29. LEGACY 107/108 ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Willowbrook Elementary School — Everyone Reads (LEGACY Field 108) scenario above.

Which action taken by Mr. G would likely be most helpful for promoting the effectiveness and vitality of the Everyone Reads tutoring program moving forward?

- (A) Establish a system to ensure regular, ongoing communication between the school and college faculty.
- (B) Provide college faculty with formative and state assessment results in reading as the results become available.
- (C) Invite college faculty to conference with teachers and tutors periodically throughout each semester.
- (D) Put in place procedures for individual teachers to contact college faculty as tutor-related issues arise in their classrooms.

30. LEGACY 107/108 ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Willowbrook Elementary School — Everyone Reads (LEGACY Field 108) scenario above.

Over the next several years, Mr. G's highest priority for strengthening Willowbrook's partnership with the college's undergraduate teacher education program should be

- (A) ensuring that the college's undergraduate teacher education students are adequately prepared to serve as tutors
- (B) expanding opportunities for Willowbrook staff to work directly with the college's undergraduate teacher education faculty
- (C) evaluating the extent to which the partnership with the college continues to support the goal of improving student success
- (D) encouraging Willowbrook teachers to pursue professional development related to reading at the college campus

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

A middle school building leader is determining whether to search a student's backpack for a possible illegal substance. Which statement describes the minimum requirement for moving forward with the search?

- (A) The student gives verbal permission to conduct the search.
- (B) A reasonable suspicion exists that the student is violating the law.
- (C) The student has been observed committing an illegal action.
- (D) The search is conducted in the presence of the student's parents/guardians.

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

A family with several children in a school was displaced from their home. The children's mother has notified the school that the family must move to a shelter in a nearby school district. Under the McKinney-Vento Homeless Assistance Act, which response best describes the school building leader's first responsibility in this situation?

- (A) making a decision regarding the children's placement based on the expected length of the family's residence at the shelter
- (B) working with the children's mother to determine whether continuing to attend their current school would be in the children's best interest
- (C) providing the children's mother with the documents she will need to register the children at a school near the shelter
- (D) determining the feasibility of providing the children with transportation that would allow them to stay at their current school

PART TWO · COMPETENCY 0003**XYZ Elementary School – Declining Grade 4 ELA**

You are the school building leader of XYZ Elementary School where fourth grade English Language Arts (ELA) proficiency scores have declined for the past three years (Document 1). The number of students exhibiting proficiency (levels 3 and 4) has dropped from 89% to 80% to 68%. The superintendent has asked you for an immediate action plan to improve the ELA scores. (PSEL 4, 7, 10)

Document 1 – Fourth Grade ELA Scores (% Proficiency)

SCHOOL YEAR	PERFORMANCE LEVEL 3	PERFORMANCE LEVEL 4	TOTAL
2012	58	31	89
2013	54	28	80
2014	47	21	68

Document 2 – Fourth Grade ELA Formative Assessment Results (Average Mean Scores)

Reading Comprehension and Vocabulary Acquisition

GRADE	2013	2013	2014	2014
	FALL	SPRING	FALL	SPRING
3	42	50	29	31
4	31	39	21	24
5	37	46	23	26

Document 3 – Teacher Survey: How much time do you devote to each instructional component?

STATEMENT	% OF TEACHERS
1. I regularly teach comprehension skills across my curricula.	71%
2. I teach vocabulary daily.	68%
3. I provide my students requiring remediation with daily differentiated instruction in reading.	52%
4. I differentiate all my lessons.	42%

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

Refers to the XYZ Elementary School — Declining Grade 4 ELA scenario above.

What is your next step?

- (A) Order test prep materials and mandate 30 minutes of practice every day.
- (B) Meet with the fourth grade teachers to discuss why the scores are declining.
- (C) Disaggregate the data and look for patterns, consult with available staff, write a plan and submit it to the superintendent.
- (D) Request that the superintendent give you time to convene a committee, with you as a member that includes teachers to investigate declining scores and then develop an action plan.

34. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

Refers to the XYZ Elementary School — Declining Grade 4 ELA scenario above.

Looking at the three documents, what evidence can you provide to support the need for additional professional development in English language arts?

- (A) Document 3 indicates that teachers differentiate their lessons less than half of their instructional time.
- (B) Document 1 indicates ELA scores went up slightly between 2012 and 2013.
- (C) Document 2 indicates that minimal growth took place from pre-test to post-test over two years.
- (D) Documents 1, 2, or 3 do not provide evidence for additional professional development.

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

Refers to the XYZ Elementary School — Declining Grade 4 ELA scenario above.

What can you point to in your action plan to the superintendent that will support your claim about the lower ELA scores?

- (A) ELA scores have continually dipped over three years.
- (B) The teacher survey (Document 3) indicates that teachers do not differentiate instruction enough across the curriculum.
- (C) The gain in formative pre/post testing is decreasing.
- (D) All of the above.

PART TWO · COMPETENCY 0001

Mrs. Chin – Teacher Absence and Regents Preparation

You are the school building leader of a suburban high school. A parent complains to you that her child's Living Environment teacher, Mrs. Chin, is frequently absent. She wants to know what you are going to do about it to assure continuity of instruction. It is a Regents class and she is concerned that her child will be unprepared for the exam. You gather the necessary information as evidenced in Documents 1, 2, and 3. (PSEL 2, 6, 8, 9)

Document 1 – Department Absence

TEACHER	ABSENCE CURRENT YEAR	ABSENCE PREVIOUS YEAR
Flack	3	3
Franks	2	4
Chin	15	11
Lind	3	3
Marigold	2	5
Marks	1	1

Document 2 – Department APPR

TEACHER	APPR RATING LAST YEAR	APPR RATING TWO YEARS AGO
Flack	Highly Effective	Highly Effective
Franks	Highly Effective	Highly Effective
Chin	Effective	Effective
Lind	Highly Effective	Highly Effective
Marigold	Highly Effective	Highly Effective
Marks	Highly Effective	Highly Effective

Document 3 – Department Living Environment Regents Results (Average Class Score)

TEACHER	REGENTS RESULTS LAST YEAR	REGENTS RESULTS TWO YEARS AGO
Flack	87	86
Franks	84	81
Chin	72	73
Lind	88	87
Marigold	82	82
Marks	90	88

36. PRACTICE BANK ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Mrs. Chin — Teacher Absence and Regents Preparation scenario above.

After gathering the necessary information and examining the facts, what course of action will you take?

- (A) Tell the parent that the teacher has a medical condition that prevents her from coming to work every day.
- (B) Let the parent know that you are aware of the problem and that you are working with the teacher to improve her attendance.
- (C) Inform the parent that people have a right to be sick.
- (D) Transfer the child to the class of a teacher with better attendance.

37. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

Refers to the Mrs. Chin — Teacher Absence and Regents Preparation scenario above.

In examining the evidence you gathered prior to meeting with the teacher, you determined:

- (A) Mrs. Chin's absence record was not significantly different from the rest of the department.
- (B) Mrs. Chin's Regents results were not significantly lower than colleagues.
- (C) Mrs. Chin's rating was lower than colleagues' ratings.
- (D) Mrs. Chin's Regents scores may have been influenced by the teacher's absence.

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

A female student alleges that her remedial reading teacher told her that she is behaving like an animal. When you, the school building leader, meet with the reading teacher to discuss the student's allegation, the reading teacher states that there was an animal character in the reading selection and the student misunderstood her statement. What action do you take?

- (A) Interview all the students in the reading group and then decide whether the allegation is true.
- (B) Tell the student that she misunderstood what the teacher said.
- (C) Meet with the union representative to discuss the allegation.
- (D) Meet with the teacher and the student to discuss the matter.

PART TWO · COMPETENCY 0003**K–5 Ability Grouping for English Language Arts**

You are the school building leader of a K-5 elementary school whose test results have been steadily declining over the past four years and have now taken a sharp dip downward as a result of the new testing based on the Next Generation Learning Standards (Document 1). After much research (Documents 2 and 3), you and your school leadership team collaboratively decide that grouping the third through fifth grade students by ability for English language arts is the best way to meet the needs of diverse learners. (PSEL 1, 4, 6, 10)

Document 1 – NYS ELA Results by Grade, % Scoring Proficiency (Levels 3–4)

YEAR	GRADE 3	GRADE 4	GRADE 5	SCHOOL AVERAGE
2014	78	70	66	71
2015	74	68	56	66
2016	44	38	36	39

Document 2 – NYS ELA Results by Subgroup, % Scoring Below Proficiency (Levels 1–2), 2015 and 2016

YEAR	TOTAL	WHITE	BLACK	HISPANIC	ASIAN
2015	34	8	12	10	4
2016	61	12	22	19	8

Document 3 – NYS ELA Results: Economically Disadvantaged, English Language Learners, Students with Disabilities, % Scoring Below Proficiency (Levels 1–2)

YEAR	TOTAL	ECONOMICALLY DISADVANTAGED	ELL	SWD
2015	34	20	10	8
2016	61	39	18	8

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

Refers to the K–5 Ability Grouping for English Language Arts scenario above.

What is the first action you should take?

- (A) Present the idea to your faculty at the June staff conference.
- (B) Discuss the plan with the Parents Association as the first step.
- (C) Meet with the assistant superintendent for Curriculum and discuss the plan with him/her.
- (D) Announce the plan to the faculty at the August staff conference.

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

Refers to the K–5 Ability Grouping for English Language Arts scenario above.

In your research with the school leadership team, the following issue should not be considered:

- (A) English language learners
- (B) Grade 6 reading results
- (C) Students with disabilities
- (D) Students from economically disadvantaged families

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

Refers to the K–5 Ability Grouping for English Language Arts scenario above.

When organizing a school for reading homogeneously, the following issue must be considered:

- (A) Giving all the students the same reading materials.
- (B) Placing all Level 3 & 4 students into classes mixed with Level 1 & 2 students.
- (C) Placing all students with disabilities in classes according to their IEPs.
- (D) Placing all minority students in the same class.

42. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

You recently attended a conference about learning styles. As part of the conference, you visited a high school with similar demographics to your high school in which teachers act as facilitators and students learn by working cooperatively with their peers. You were very impressed with this model and want to implement it in your traditional high school. A discussion with your department chairs indicates teachers will resist the idea and cling to their traditional way of teaching. How should you proceed?

- (A) Forget about the idea due to teacher resistance.
- (B) Call the superintendent to ask advice.
- (C) Tell the faculty about the professional development they will be receiving in order to implement this strategy.
- (D) Set up a committee of teachers, parents and administrators to study the concept.

PART TWO · COMPETENCY 0001**Inwood Elementary School – Mrs. Angelique and the NGLS Modules**

The school building leader, Mrs. Angelique, of Inwood Elementary School, Grades 1-5, is concerned with her New York State English Language Arts assessment results in grades 3-5. Although they have slightly declined over the past three years, the results have taken a sharp dip downward as a result of testing based on the Next Generation Learning Standards. The staff of the school is senior with no untenured teachers; in fact, there are no teachers on staff with less than six years' experience. Mrs. Angelique has required that her staff implement the English Language Arts modules verbatim and disregard the previous curricula as a result of a mandate by the assistant superintendent for instruction. Due to the sharp dip downward, the school's leadership team surveyed teachers about implementation of the Next Generation Learning Standards. The results of the survey indicated that 86% of the teachers objected to the

inflexible change of direction in the school's teaching and learning and commented: "Why can't we keep reading and writing workshop and integrate the curriculum within our regular instruction?" Upon further investigation, the leadership team determined that teachers' professional development about teaching the Next Generation Learning Standards within English Language Arts only came as a result of cursory introductions at monthly faculty meetings. The leadership team explained their concern to Mrs. Angelique, who said: "I'm only following orders." (PSEL 2, 4, 6, 10)

Document 1 – Level 3+4 Performance on English Language Arts Assessments

GRADE	LAST YEAR	TWO YEARS AGO	THREE YEARS AGO
3	68	78	80
4	60	70	78
5	70	80	82

Document 2 – Teacher Seniority

GRADE	NUMBER OF TEACHERS	AVERAGE NUMBER OF YEARS TEACHING
3	4	8
4	4	12
5	3	11

Document 3 – Professional Development by Grade

GRADE	NUMBER OF TEACHERS	AVERAGE NUMBER OF HOURS OF PROFESSIONAL DEVELOPMENT
3	4	3
4	4	4
5	3	3

43. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

Refers to the Inwood Elementary School — Mrs. Angelique and the NGLS Modules scenario above.

Of all the issues with implementing the Next Generation Learning Standards, which was not true:

- (A) The school culture is in flux over this issue.
- (B) The Next Generation English Language Arts curricula had adequate professional development prior to implementation.
- (C) Mrs. Angelique was a loyal employee of the district.
- (D) The leadership team conveyed to the school building leader the sentiment of the faculty about implementing the standards.

44. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

Refers to the Inwood Elementary School — Mrs. Angelique and the NGLS Modules scenario above.

If you were a member of the leadership team what suggestion would you make to successfully integrate the Next Generation Learning Standards into the instructional program?

- (A) Have teachers understand that they are professionals and they should stop whining and follow directions of their school building leader.
- (B) Recommend disregarding the Next Generation Learning Standards.
- (C) Start a petition for removal of Mrs. Angelique.
- (D) Provide regular time weekly for the discussion of the English Language Arts curricula and their integration into reading and writing workshop.

45. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

Refers to the Inwood Elementary School — Mrs. Angelique and the NGLS Modules scenario above.

After examining Documents 1, 2, and 3, what conclusion could you come to as the school building leader of the Inwood Elementary School?

- ☐ (A) English Language Arts achievement scores will eventually go up.
- ☐ (B) Tenured teachers don't like professional development.
- ☐ (C) Professional development and closer supervision for teachers in Grades 3, 4, and 5 might be necessary.
- ☐ (D) Increased professional development ensures higher test scores.

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

You are the school building leader of an elementary school. A student comes home from school and tells his father that his teacher grabbed his arm and twisted it. His father asks why this happened and the boy said that he was fooling around and not paying attention. The father comes up to see you. He demands that the teacher be fired. How would you respond?

- ☐ (A) Tell the father that since his son was misbehaving, it was okay for the teacher to grab his son's arm to get his attention.
- ☐ (B) Schedule a conference with the teacher, the father and you.
- ☐ (C) Write down the father's allegations and tell him that you will get back to him after you investigate the incident.
- ☐ (D) Ask the teacher why she did it and then have her apologize to the student.

PART TWO · COMPETENCY 0002**Contested English Grade (75%)**

A parent contacts you, her daughter's high school principal, to protest the English grade, 75%, her daughter received on her report card. The parent demands a conference with you and the classroom teacher. The parent informs you that she will be bringing her sister who is an English teacher in a neighboring high school to the meeting. In the interim, you meet with the English teacher. The teacher shows you the grading rubric employed and the last report card grades for the class according to the rubric. (PSEL 4, 5, 6, 9)

Document 1 — Grading Rubric

COMPONENT	WEIGHT
Unit Tests	30%
Quizzes	30%
Homework	10%
Participation	30%

Document 2 — Report Card Grade Analysis

NUMBER OF STUDENTS	RANGE
5	90–100
6	80–89
5	70–79
3	65–69
2	Below 65

47. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

Refers to the Contested English Grade (75%) scenario above.

What should you do with the information obtained prior to the parent meeting?

- Ⓐ Compare the teacher's Grading Rubric with other teachers in the English department.
- Ⓑ Show the Grading Rubric to the superintendent.
- Ⓒ Give the English teacher a disciplinary letter for unfair grading.
- Ⓓ Ask the English teacher why she only failed two students.

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

Refers to the Contested English Grade (75%) scenario above.

What do the Documents indicate about the English teacher's grading process?

- Ⓐ The English teacher placed too much emphasis on Homework.
- Ⓑ The English teacher had a spread of grades across the class.
- Ⓒ The English teacher didn't like the youngster in question, giving her a 75.
- Ⓓ The English teacher should have given every student a 90.

49. PRACTICE BANK ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Contested English Grade (75%) scenario above.

What action should you take first?

- Ⓐ Inform the parent that you will meet with her but not with her sister.
- Ⓑ Ask the parent if she has discussed her daughter's grade with the English teacher.
- Ⓒ Set up the conference with you, the parent, her sister, and the English teacher.
- Ⓓ Meet with the teacher, discuss the grade and then meet with the parent and her sister without the teacher present.

PART TWO · COMPETENCY 0003**10% Extracurricular Club Budget Cut**

The superintendent instructs you, the school building leader, to immediately cut 10% from the extracurricular club budget for the upcoming school year. You have 12 clubs with 22 advisors and co-advisors. (PSEL 3, 5, 9, 10)

Document 1 – Clubs with Advisors/Co-Advisors

CLUB	ADVISOR	CO-ADVISOR
Automotive	1	—
Community Service	1	1
Cycling	1	—
Fall Sports	1	2
French	1	1
Honor Society	1	1
Invention	1	—
Robotics	1	—
Spanish	1	1
Spring Sports	1	2
Winter Sports	1	2
Total = 12 clubs	12	11

Document 2 – Club Average Monthly Attendance

CLUB	WEEKLY FREQUENCY	AVERAGE MONTHLY ATTENDANCE
Automotive	1	80
Community Service	1	68
Cycling	1	48
Fall Sports	2	155
French	1	64
Honor Society	1	72
Invention	1	52
Robotics	1	60
Spanish	1	64
Spring Sports	2	155
Winter Sports	2	155

Document 3 – Clubs Staffing Budget Summary

CLUB	COST
Automotive	\$5,000
Community Service	\$8,500
Cycling	\$5,000
Fall Sports	\$12,000
French	\$8,500
Honor Society	\$8,500
Invention	\$5,000
Robotics	\$5,000
Spanish	\$8,500
Spring Sports	\$12,000
Winter Sports	\$12,000
Total	\$90,000
10% Reduction	\$81,000

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

Refers to the 10% Extracurricular Club Budget Cut scenario above.

How do you decide which clubs and/or advisors to cut?

- (A) Analyze the attendance for each club, staffing, and take into account politically sensitive clubs when deciding on bringing the club budget into alignment with the superintendent's expectations.
- (B) Reduce all club co-advisors.
- (C) Cut all sports clubs because students have enough sports activities outside of school.
- (D) Discuss the merit of each club with your Parents Association president.

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

Refers to the 10% Extracurricular Club Budget Cut scenario above.

A rationale for potentially cutting the cycling club might be:

- (A) There's not much positive benefit from exercising by riding a bicycle.
- (B) It has the lowest monthly attendance.
- (C) No one rides bicycles to school these days.
- (D) Participants could be hit by cars if they ride in the streets so the school might be subjected to more law suits.

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

Refers to the 10% Extracurricular Club Budget Cut scenario above.

Looking at the three documents, all the following are avenues for savings for the club program next school year, except:

- (A) Cutting co-advisors from clubs with smaller numbers.
- (B) Limiting fall registration to exclude freshmen from club participation because of the transition time needed to adjust to high school.
- (C) Combining clubs with similar functions.
- (D) Charging a registration fee for participation in the club program.

53. PRACTICE BANK ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

A parent contacts you to contest her daughter's Spanish grade. The parent contends that the teacher did not like her daughter and punished her by giving her a grade lower than the one she deserved. As school building leader, what is your first step?

- (A) Ask the parent what evidence she has that indicates her daughter was not graded fairly.
- (B) Inform the parent that she has to discuss the grade with her child's teacher first before you get involved.
- (C) Contact the teacher to discuss her grading rubric.
- (D) Change the grade if you feel that the teacher has not graded the child appropriately.

PART TWO · COMPETENCY 0001
Reducing Teaching Staff by Six Positions

You are the school building leader of a large inner city high school with a significant English language learner population. The superintendent informs you that, due to budgetary constraints, you will have to reduce your teaching staff by six positions next year. (PSEL 5, 9, 10)

Document 1 – Positions by Department

DEPARTMENT	POSITIONS
English Language Arts	21
Social Studies/History	15
Mathematics	12
Biology/Living Environment	9
Physics	7
Chemistry	7
Spanish	8
French	5
Health and Physical Education	10
Music and Art	6
Total	100

54. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

Refers to the Reducing Teaching Staff by Six Positions scenario above.

What is your first step?

- (A)** Tell your assistant principals you are cutting 1 assistant principal and 5 teaching positions.
- (B)** Ask the parents which positions they'd like cut.
- (C)** Meet with the superintendent and tell him that you are not cutting the budget because it is not in the best interest of the children.
- (D)** Establish a committee to discuss the impending budget cut and have the committee study how to reduce the budget.

PART TWO · COMPETENCY 0003**Queens Elementary School (K–8, 733 Students)**

The Queens Elementary School is located in a middle class, minority community within a major city. The local K–8 school is large, having 733 students coming from a variety of backgrounds. You have been principal at this school for twelve years and you are assisted by two assistant principals. There are 51 teachers on staff with a small number of them (8%) teaching less than three years. The school's leadership team examined the school's achievement data and concluded that there are some areas where achievement was less than expected. (PSEL 4, 7, 9, 10)

Document 1 – Staffing

CATEGORY	NUMBER
Principal	1
Assistant Principals	2
Total teachers	51
Percent teachers teaching out of license	8% (4)
Teachers with less than 3 years	8% (4)
Teachers with Master's + 30	45% (23)
Percent teachers not highly qualified	12% (6)
Percent teachers without appropriate certification	11% (5)

Document 2 – Student Demographics

	TOTAL POP.	BLACK	HISPANIC	ASIAN	WHITE	ELL	SWD	SUSPENSIONS	ATTENDANCE	FREE/REDUCED LUNCH
Percent		75%	12%	9%	4%	1%	20%	1%	97%	54%
Number	733	550	88	66	29	5	147	4		396

Document 3 – English Language Arts Achievement by Subgroup (number / % at Levels 3 and 4)

GROUP	GRADE 3 (N=72)	GRADE 4 (N=79)	GRADE 5 (N=85)	GRADE 6 (N=99)	GRADE 7 (N=80)	GRADE 8 (N=84)
All Students	50/70%	47/60%	35/42%	40/40%	38/48%	48/57%
Asian	8/100%	—	—	6/50%	—	—
Black	33/69%	35/60%	28/46%	29/37%	28/44%	34/51%
Hispanic	6/67%	3/33%	5/33%	5/50%	6/75%	6/75%
White	—	—	—	—	—	—
SWD	8/47%	3/23%	3/20%	0	1/6%	3/27%
Free/Reduced Lunch	27/66%	22/48%	16/39%	23/39%	14/38%	22/58%

Document 4 – Mathematics Achievement by Subgroup (number / % at Levels 3 and 4)

GROUP	GRADE 3 (N=72)	GRADE 4 (N=79)	GRADE 5 (N=85)	GRADE 6 (N=99)	GRADE 7 (N=80)	GRADE 8 (N=84)
All Students	42/58%	46/58%	31/36%	43/43%	36/45%	42/40%
Asian	28/58%	—	—	7/58%	—	—
Black	28/58%	30/52%	19/31%	30/38%	26/41%	30/46%
Hispanic	5/55%	5/55%	8/54%	6/60%	6/76%	5/63%
White	—	—	—	—	—	—
SWD	1/13%	1/8%	6/40%	1/5%	0	3/27%
Free/Reduced Lunch	21/51%	22/49%	14/34%	25/44%	17/46%	26/68%

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

Refers to the Queens Elementary School (K–8, 733 Students) scenario above.

In reviewing the achievement data for English Language Arts and Mathematics, the school leadership team found all of the following to be true, except:

- (A) The Students with Disabilities cohort scored consistently lower than All Students in English Language Arts and Mathematics.
- (B) The All Students cohort in third grade performed highest at levels 3 and 4 on the English Language Arts examination than other grades.
- (C) The All Students fifth grade cohort performed lowest at levels 3 and 4 on the Mathematics examination than other grades.
- (D) The All Students eighth grade cohort performed lowest at levels 3 and 4 on the Mathematics examination than other grades.

56. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

Refers to the Queens Elementary School (K–8, 733 Students) scenario above.

In reviewing the staffing information, the following conclusion can be correctly drawn:

- (A) Almost half of the teaching staff has a Master's Degree + 30 credits.
- (B) Over 50% of the teaching staff is teaching out of license.
- (C) There is a large number of teachers on staff teaching less than three years.
- (D) There is a large number of teachers on staff without appropriate certification.

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

Refers to the Queens Elementary School (K–8, 733 Students) scenario above.

Which of the following data is correct when examining the student demographics:

- (A) There are a large number of English language learners attending school.
- (B) There is a high suspension rate.
- (C) There is a significant number of Students with Disabilities (20%) enrolled in this school.
- (D) The largest ethnic group is represented by the Hispanic subgroup.

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

Refers to the Queens Elementary School (K–8, 733 Students) scenario above.

In working with the school leadership team on English Language Arts student achievement, the first step in addressing potential problems might include:

- (A) Examining 6th grade English Language Arts achievement for subgroup performance.
- (B) Examining 3rd grade English Language Arts achievement for subgroup performance.
- (C) Examining 8th grade English Language Arts achievement for subgroup performance.
- (D) Examining 4th grade English Language Arts achievement for subgroup performance.

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

Refers to the Queens Elementary School (K–8, 733 Students) scenario above.

In working with the school leadership team on mathematics student achievement, the first step in addressing potential problems might include:

- (A) Examining 3rd grade mathematics achievement for subgroup performance.
- (B) Examining 4th grade mathematics achievement for subgroup performance.
- (C) Examining 5th grade mathematics achievement for subgroup performance.
- (D) Examining 6th grade mathematics achievement for subgroup performance.

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

Refers to the Queens Elementary School (K–8, 733 Students) scenario above.

After reviewing the achievement data for English Language Arts and mathematics, as school building leader, which grade needs your attention because of underachievement?

- (A) 3rd grade
- (B) 4th grade
- (C) 5th grade
- (D) 6th grade

PART TWO · COMPETENCY 0003**Middle School Gifted and Talented Equity**

You are a middle school principal whose school is located in a blue collar middle class suburban community. It includes 789 students in grades seven and eight from a variety of ethnic backgrounds. There are 65 teachers on staff, most of whom have been teaching at the school for more than five years. In reviewing the school's data, you identify issues around the school's gifted and talented program. (PSEL 3, 4, 9, 10)

Document 1 – Staffing

CATEGORY	VALUE
Principal	1
Assistant Principal	1
Total teachers	65
Teacher turnover rate	6%
Percent teachers teaching out of license	0
Percent teachers with less than 3 years	2%
Percent teachers with Master's + 30	75%
Percent teachers not highly qualified	0

Document 2 – Middle School Demographics

	BLACK	HISPANIC	ASIAN	WHITE	TOTAL	LEP	SWD	SUSPENSIONS	ATTENDANCE	FREE/REDUCED LUNCH
Number	332	227	101	129	789	9	109	89		226
Percent	42%	29%	13%	16%		1%	14%	11%	97%	29%

Document 3 – Gifted and Talented Program Participation

	BLACK	HISPANIC	ASIAN	WHITE	TOTAL	LEP	SWD
Percent of G&T participants	6%	10%	28%	56%	147	1%	8%

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

Refers to the Middle School Gifted and Talented Equity scenario above.

An issue with the school's gifted and talented program might be:

- (A) The senior teachers only teach gifted and talented classes.
- (B) Black and Hispanic subgroups are underrepresented.
- (C) Limited English Proficient and Students with Disabilities are adequately represented.
- (D) The data shows that there are not enough students participating who receive free and reduced lunch.

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

Refers to the Middle School Gifted and Talented Equity scenario above.

The subgroup most over represented in the gifted and talented program is identified as:

- (A) Black
- (B) Hispanic
- (C) Asian
- (D) White

Academy Elementary School (K–5, 1,369 Students)

Academy Elementary School is located in a multi-ethnic community within an urban area. The K-5 school is quite large having 1369 students coming from a variety of ethnic backgrounds. You have been school building leader at this school for four years and you are assisted by three assistant principals. There are 69 teachers on staff with a small number of them (11) teaching less than three years. The school's data committee examined the school's achievement data and concluded that there are some academic issues. (PSEL 4, 7, 9, 10)

Document 1 – Staffing

CATEGORY	VALUE
Principal	1
Assistant Principals	3
Total teachers	69
Teacher turnover rate	9%
Teachers teaching out of license	1
Teachers with less than 3 years	11 / 16%
Teachers with Master's + 30	55 / 80%
Percent teachers not highly qualified	0
Ineffective rating (number/%)	0 / 0%
Developing rating (number/%)	2 / 3%
Effective rating (number/%)	48 / 70%
Highly Effective rating (number/%)	19 / 28%

Document 2 – Student Demographics

	TOTAL POP.	BLACK	HISPANIC	ASIAN	WHITE	ELL	SWD	SUSPENSIONS	ATTENDANCE	FREE/REDUCED LUNCH
Percent		8%	28%	60%	4%	40%	14%		94%	86%
Number	1,369	110	383	821	55	547	192	4		1,177

Document 3 – Accountability: Adequate Yearly Progress

GROUP	ENGLISH LANGUAGE ARTS MADE AYP	ENGLISH LANGUAGE ARTS 95% TESTED	MATHEMATICS MADE AYP	MATHEMATICS 95% TESTED
All Students	YES	YES	YES	YES
Asian	YES	YES	YES	YES
Black	YES	YES	YES	YES
Hispanic	YES	YES	YES	YES
White	YES	YES	YES	YES
SWD	NO	YES	NO	YES

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

Refers to the Academy Elementary School (K–5, 1,369 Students) scenario above.

According to the documents above, an important academic issue for Academy Elementary School is:

- (A) All subgroups not making Annual Yearly Progress
- (B) The Students with Disabilities (SWD) subgroup not making Annual Yearly Progress in English Language Arts and Mathematics
- (C) The Asian students are not making Annual Yearly Progress in English Language Arts and Mathematics
- (D) The large number of suspensions

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

Refers to the Academy Elementary School (K–5, 1,369 Students) scenario above.

According to the documents above, an important academic issue that the data committee should examine is:

- (A) The number and percent of effective and highly effective teachers
- (B) The number of children receiving free/reduced lunch
- (C) The number of English Language Learners
- (D) The average daily attendance

65. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

Refers to the Academy Elementary School (K–5, 1,369 Students) scenario above.

In reviewing the staff at Academy Elementary School, it is apparent that:

- (A) There are far too many teachers “not qualified.”
- (B) There is a significant number of teachers teaching out of license.
- (C) There is a significant number of teachers that do not have a Master's degree.
- (D) There is a significant number of teachers rated as either effective or highly effective.

PART TWO · COMPETENCY 0001**Reassigning Grade 3, 4 and 5 Mathematics Teachers**

After reviewing results on the Next Generation state tests in mathematics for all third, fourth and fifth grade teachers, an elementary school principal observed that most of the fourth grade students scored poorly while students in the third and fifth grade scored significantly better. The principal decides to change grade assignments for teachers in grades 3, 4, and 5 for next school year. (PSEL 3, 4, 6, 10)

Document 1 – NYS Math Results by Grade, % Scoring Proficiency

PERFORMANCE LEVEL	GRADE 3	GRADE 4	GRADE 5
Levels 3–4	59	37	57
Levels 1–2	41	63	43

Document 2 – NYS Math Results by Subgroup, Number Scoring at Performance Levels 1–2

GRADE	REGISTER	TOTAL	WHITE	BLACK	HISPANIC	ASIAN	ELL	SWD
3	75	30	3	11	10	6	8	5
4	77	48	11	16	13	8	11	6
5	79	33	7	11	9	6	5	6

Document 3 – APPR Ratings for Teachers, Grades 3, 4 and 5

TEACHER	GRADE	APPR RATING
Teacher A	3	Effective
Teacher B	3	Highly Effective
Teacher C	3	Highly Effective
Teacher D	4	Effective
Teacher E	4	Effective
Teacher F	4	Developing
Teacher G	5	Effective
Teacher H	5	Highly Effective
Teacher I	5	Highly Effective

66. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

Refers to the Reassigning Grade 3, 4 and 5 Mathematics Teachers scenario above.

What is the first step the principal should take?

- (A) Discuss the reasons for the new assignments with the individual teachers involved.
- (B) Discuss the results with teachers in the third, fourth and fifth grades together.
- (C) Announce the new assignments at the June staff conference.
- (D) Discuss his plan with the superintendent.

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

Refers to the Reassigning Grade 3, 4 and 5 Mathematics Teachers scenario above.

Looking at Document 1, what data influenced the principal's decision to change teachers' grade assignments?

- (A) The high percentage of students scoring at performance levels 1-2 in third grade.
- (B) The high percentage of students scoring at performance levels 1-2 in fifth grade.
- (C) The high percentage of students scoring at performance levels 1-2 in fourth grade.
- (D) The high percentage of students scoring at performance levels 1-2 in all grades.

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

Refers to the Reassigning Grade 3, 4 and 5 Mathematics Teachers scenario above.

Looking at Document 2, what data influenced the principal's decision to change teachers' grade assignments?

- (A) The large number of Black and Hispanic students scoring at level 1-2 in fourth grade.
- (B) The large number of White students scoring at level 1-2 in third grade.
- (C) The large number of Students with Disabilities scoring at level 1-2 in fourth grade.
- (D) The small number of English Language Learners scoring at level 1-2 in fifth grade.

69. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

Refers to the Reassigning Grade 3, 4 and 5 Mathematics Teachers scenario above.

Looking at Document 3, what data influenced the principal's decision to change teachers' grade assignments?

- (A) The number of highly effective teachers in the third and fifth grade.
- (B) The number of developing teachers in the third grade.
- (C) The number of ineffective teachers in grades three, four and five.
- (D) The number of developing teachers in fifth grade.

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

A school building leader reviewed the Individual Education Plans (IEPs) of all special education students in the school. Currently, the school has three self-contained and three Integrated Co-Teaching (ICT) classes. The school building leader decided that all students would benefit from the ICT model. What action should the school building leader take first to place all special education students in co-teaching classrooms?

- (A) Announce the new plan to the staff.
- (B) Discuss his potential plan with the Director of Special Education.
- (C) Tell the superintendent about his decision.
- (D) Get the approval of his special education teachers.

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

A father calls the principal's office and indicates that his family has been evicted from their home and placed in a shelter in another school district ten miles away. The parent wants his child to continue attending your school and tells the principal that he expects the school to pay \$15 per day cab fare for his child to continue attending your school. How do you respond?

- (A) Inform the parent that children have to attend school in the district in which they currently reside.
- (B) Notify the parent that the child can still attend the school if the parent can transport the child to school.
- (C) Tell the parent to contact social services.
- (D) Inform the parent that transportation will be arranged at the district's expense for his children to continue attending your school.

PART TWO · COMPETENCY 0002**Mr. Smith – The Unselected Class Trip Chaperone**

A parent, Mr. Smith, was not chosen to be a chaperone on his daughter's second grade school trip. Mr. Smith notifies his child's teacher that he will be at the destination anyway to escort his child. Mr. Smith told the classroom teacher that his daughter will be uncomfortable chaperoned by another parent. The teacher discusses this issue with you, the school building leader. (PSEL 5, 8, 9)

Document 1 – Parental Participation in Class Trips Guidelines

- There is a limit to the number of chaperones which your teacher will let you know about in advance. Teachers will make their best effort to equitably schedule all parents who wish to chaperone on at least one field trip during the year.
- If you have volunteered to supervise a group of students it is clearly understood that you will not leave your group unsupervised at any time.
- **Exchanging Students** — Students in your group must stay together throughout the day. Students may not be exchanged with other groups.

- **Behavior** — If a student misbehaves or will not follow your instructions, correct the child with a warning that if the behavior continues you will take him/her to the teacher in charge. Never use physical force or harsh/abusive comments in an attempt to produce compliance.

Document 2 — List of Parent Chaperones

PARENT	TIMES SELECTED AS CHAPERONE	PARENT CHAPERONE AGREEMENT SIGNED
Mrs. Average	1	X
Mrs. Chia	0	X
Mrs. Kaminsky	0	X
Mr. Smith	1	X
Mrs. Markson	1	X
Mr. Tom	0	X
Mrs. O'Connor	1	X

72. PRACTICE BANK ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Mr. Smith — The Unselected Class Trip Chaperone scenario above.

What is your first step?

- (A) Notify the father that it is permissible for him to go to the destination on his own and chaperone his daughter.
- (B) Permit the father to go on the bus with the class and act as a chaperone for a group.
- (C) Allow the father to get there independently and then chaperone a group of students.
- (D) Inform the father that he cannot come near the class on the trip because he was not selected as a chaperone.

73. PRACTICE BANK ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Mr. Smith — The Unselected Class Trip Chaperone scenario above.

Which of the following reasons might the teacher give Mr. Smith for not being selected as a chaperone?

- (A) Mr. Smith has already served as a chaperone while other parent chaperones have not.
- (B) Mr. Smith did not offer to buy the teacher lunch if he attends the field trip.
- (C) Mr. Smith never signed the Parent Chaperone Agreement.
- (D) Mr. Smith was rude and non-cooperative.

74. PRACTICE BANK ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

You are the principal of an elementary school and a parent schedules an appointment to meet with you. She states that her child's third grade teacher does not check homework at all. The parent feels that it is the teacher's responsibility to review homework in order to know how each child is performing in her class. How do you respond?

- (A) Tell the parent that each teacher sets her own policy for checking homework.
- (B) Inform the parent that you will meet with the teacher and then call her.
- (C) Ask the parent to speak to the teacher first and then, if not satisfied, to come back and see you.
- (D) Notify the parent that you will discuss homework policy at the next faculty meeting.

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

For the past few weeks, a student has been pulling the fire alarm as a joke. False alarms are occurring two to three times per day. Teachers are complaining that they are losing valuable instructional time each time they have to vacate the building. As school building leader, what is your course of action?

- (A)** Remind the staff that the building must be vacated every time a fire alarm goes off.
- (B)** Notify the staff to disregard the bells and continue their instruction because you will announce a real emergency or a fire drill.
- (C)** Station teachers near every fire alarm box so that the handle could not be pulled and cause a false alarm.
- (D)** Interview students to find out if they know who is pulling the alarm.

PART TWO · COMPETENCY 0002
Fairway Middle School – The “Crossing Over” Ceremony

Fairway School District is a small district comprised of middle and upper middle class families in a suburban community. Students attend the Middle School in 6th, 7th, and 8th grades with the students transitioning to 9th grade at Fairway High School which is connected to the middle school building. Approximately 10 years ago, the previous principal bowed to parental pressure and created a separate ceremony to mark students' transition from middle school to high school. Although officially called a “Crossing Over” ceremony due to the architectural feature of the middle school connecting with the high school, almost all students and their parents refer to it as a “graduation.” Eighth graders celebrate their completion of Middle School with a “Crossing Over” ceremony, dinner-dance, and cruise/luncheon to the Statue of Liberty.

This year, the newly selected middle school principal decided to scale down these events in order to send a message that while completion of middle school is an event worth celebrating, it is not the equivalent to graduation from high school. The “Crossing Over” ceremony and dinner/dance were moved from their usual time to early Friday evening. The budget for decorating the middle school gym was significantly reduced. The school building leader explained that the event had turned into such an extravaganza that it had grown beyond the simple celebration it was intended to be. The school building leader believed moving it to early Friday evening, shortening the time of the dance, and eliminating the large decorating expense would simplify the event and bring it more in-line with the type of celebration the principal envisioned.

However, the school building leader faced significant opposition from parents and dissatisfaction from teachers. Parents and teachers were angry. On the day of the ceremony, instruction was still wasted with students leaving school throughout the day, parents taking large groups of students out to lunch, and students distracted by preparations taking place in the building. (PSEL 4, 5, 8, 9)

Document 1 – Student Demographics

GRADE	MALE	FEMALE	TOTAL POP.
6	83	76	159
7	82	79	161
8	80	89	169
9	86	93	179
Total	331	337	668

Document 2 – Parent and Teacher Survey

QUESTION 1: DO YOU SUPPORT CHANGING THE 8TH GRADE MOVING UP CEREMONY?			YES	NO		
Parents			14%	86%		
Teachers			20%	80%		
QUESTION 2: WHAT LEVEL OF INVOLVEMENT DID YOU HAVE IN THE DECISION-MAKING PROCESS?			LARGE	MODERATE	LITTLE	NONE
Parents		0	0	5	95	
Teachers		0	0	12	88	

76. PRACTICE BANK ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Fairway Middle School — The “Crossing Over” Ceremony scenario above.

Which one of the “Crossing Over” ceremony issues is not true?

- (A) The principal originally made this decision with limited input from teachers and parents.
- (B) The principal never empowered a committee of parents, teachers, administrators, and students to explore ways to improve the 8th grade “Crossing Over” ceremony.
- (C) Elimination of this “Crossing Over” ceremony has a negative impact on the culture of the school.
- (D) The principal demonstrated that autocratic leadership characterized by individual control over decisions with little input from group members is an effective way to engage parental and teacher support.

77. PRACTICE BANK ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Fairway Middle School — The “Crossing Over” Ceremony scenario above.

In reviewing the parent and teacher survey summaries, the principal should note:

- (A) There was very little opposition to changing a tradition.
- (B) The parents surveyed did not care about changing the ceremony.
- (C) Teachers were not especially discontent.
- (D) Input to changing the moving up ceremony was universal.

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

The Parent Organization president informs the school building leader that she has received numerous complaints from parents about a teacher, Mrs. Smith. She states that parents are complaining that the teacher is unprepared and often talks on her cell phone while students are in the room. What is the school building leader's first action?

- (A) Thank the Parent Organization president for this information and let her know that you will look into the matter.
- (B) Speak to Mrs. Smith about these allegations.
- (C) Inform the Parent Organization president that you cannot discuss a teacher's behavior because such matters are confidential and she does not have a child in that class.
- (D) Interview students to determine if Mrs. Smith uses her cell phone in class.

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

During recess, a child falls and cuts his leg. The teacher calls the mother to report the accident and tells mom that the injury was due to broken pavement that the district did not want to spend \$20,000 to repair. The teacher suggests that the parent sue the school district. The teacher left for the day without filing an accident report. In fact, when you check, an accident report was not completed until three days later. A lawsuit is filed two weeks later. What, as school building leader, should you do first?

- (A) Give the teacher a disciplinary letter for her file because she suggested to the parent that the parent file a lawsuit.
- (B) Give the teacher a disciplinary letter for her file because she did not report an accident.
- (C) Give the teacher a disciplinary letter for her file because she suggested the lawsuit and for failure to report an accident.
- (D) Try to talk the parent out of suing the school district.

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

You are a school building leader who suspends a male student for his involvement in a fight in the cafeteria. You notify the parent by telephone and in writing that the child is suspended from attending school for three days. The parent refuses to accept the suspension and states that she is sending her son to school tomorrow anyway and, in addition, she is calling the superintendent to complain about your actions. What do you do?

- (A) Notify the parent that there will be a suspension hearing in your office tomorrow morning at 8:00 AM.
- (B) Tell her that the superintendent does not overturn school building leader suspensions.
- (C) Reduce the suspension to one day in an effort to find common ground with the parent.
- (D) Recommend anger management counseling for the student.

PART TWO · COMPETENCY 0003**Evolution Instruction and a Religious Objection**

You are the principal of a middle school of 800 students. A parent informs you that she does not want her child exposed to instruction or textbooks that deal with the Theory of Evolution in her child's science class because "it is not what the Bible teaches." Her child's class is learning about Darwin's Theory of Evolution next week. (PSEL 2, 3, 8, 9)

Document 1 – Student Registration in Middle School with Designation of Religious Affiliation

RELIGIOUS AFFILIATION	NUMBER	PERCENT
Catholic	400	50
Christian	160	20
Jewish	100	12.5
Lutheran	100	12.5
Muslim	38	5
Other	2	<1

Document 2 – Parent Survey

HOW MUCH DO YOU AGREE THAT:	% RESPONDENTS WHO AGREE OR STRONGLY AGREE
1. ...schools should teach the theory of creationism along with evolution.	15
2. ...schools should be able to teach secular subjects without religious intervention.	62
3. ...you would want your child exempt from instruction involving controversial subject matter.	26

Document 3 – NYSED School Law

May a school district allow the teaching of creationism in its schools?

No. In addition, the United States Supreme Court has well established that a school district cannot prohibit the instruction of evolution or require that instruction of evolution be balanced with instruction in creation science. (*Epperson v. Arkansas*, 393 U.S. 97 (1968); *Edwards v. Aguillard*, 482 U.S. 578 (1987).)

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

Refers to the Evolution Instruction and a Religious Objection scenario above.

How does the principal handle this situation?

- (A) Have the student removed from the class when evolution is discussed and study the Bible in the library.
- (B) Inform the parent that since the students are required to know this theory for the Regents exam that the child must stay in class.
- (C) Tell the parent that her child is not responsible for this work since it contradicts the parents' beliefs.
- (D) Notify the parent that it is her right to have her child removed from class during this lesson and provided alternative instruction.

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

Refers to the Evolution Instruction and a Religious Objection scenario above.

What does the principal say to the child's teacher?

- (A) Ignore the parent's request; make the child memorize the facts of Darwin's Theory of Evolution.
- (B) Honor the parent's request; have the child sit in the library during this component of the unit with alternate work.
- (C) Honor the parent's request and have the child sit in the library with a copy of the Bible to compare theories of creationism and evolution.
- (D) Have the child sit in the library during this component of the unit and read "Inherit the Wind."

83. PRACTICE BANK ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Evolution Instruction and a Religious Objection scenario above.

According to Documents 1, 2 and 3:

- (A) There is a clear mandate to teach creationism.
- (B) A majority of the population would oppose the teaching of creationism.
- (C) Parents should have the final say about teaching religion in schools.
- (D) The Theory of Evolution should not be taught.

84. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

A teacher who does not have a homeroom or first period class is late almost every day. When you, the newly appointed school building leader, confront her, she states that she has a childcare problem and has to drive her child to school every day. She cannot get to work at 8:00 AM; she arrives around 8:20 AM daily. How do you respond to this teacher?

- Ⓐ Inform her that contractually she has to be at work by 8:00 AM and that she has to work out her childcare problem immediately.
- Ⓑ Make sure that the teacher never has a homeroom or a first period class so that her childcare situation can be addressed.
- Ⓒ Allow her to arrange with her colleagues to cover her class in case she is not going to be there in time for her first class.
- Ⓓ Ask the superintendent to transfer her to an elementary school that has a later starting time for teachers and students.

PART TWO · COMPETENCY 0002**Newspaper Reporter and School Violence Data**

A newspaper reporter contacts the high school principal to discuss recent fights between students that have taken place in and around high school grounds. The reporter goes to the State Education Department website to recover statistics about violence in your high school. The reporter wants to use a statement from the high school principal as part of an upcoming article about increased incidents in and around your high school. (PSEL 1, 8, 9)

Document 1 – High School Incidents (Population 4,561)

INCIDENT TYPE	REPORTED CASES	SUSPENSIONS
Bullying	23	20
Minor Altercations	71	10
Assault	3	3
Theft	4	4
Drug Possession	11	11
Alcohol Possession	8	8
Disruptive Incidents	72	36
Total	192	92

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

Refers to the Newspaper Reporter and School Violence Data scenario above.

Which of the following is not a question suggested by the data:

- Ⓐ There seem to be a lot of incidents at the high school. What programs are you putting in place to address misbehavior?
- Ⓑ You only have a low suspension rate. Why not suspend more students for maladaptive behavior?
- Ⓒ Are all incidents reported?
- Ⓓ Are there more male suspensions than females?

86. PRACTICE BANK ITEM · PART TWO · FAMILY AND COMMUNITY ENGAGEMENT

Refers to the Newspaper Reporter and School Violence Data scenario above.

What action should the principal take?

- (A) Inform the reporter that the school has begun programs to deal with gangs, character education, and anti-bullying.
- (B) Decline the invitation to speak with the reporter, directing the reporter to the superintendent for a statement while informing the superintendent of the reporter's inquiry.
- (C) Invite the reporter to meet with the principal and his cabinet.
- (D) Refer the reporter to the local police for information.

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

A teacher reports to the school building leader that a cleaner frequently smells as if he has alcohol on his breath. As school building leader, how would you proceed?

- (A) Ask the Head custodian to investigate.
- (B) Send the cleaner home immediately.
- (C) Meet with the cleaner and the Head custodian.
- (D) Make a determination if the cleaner is intoxicated.

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

A student tells his teacher that another student has a weapon in his backpack. He states that the student showed it to him during passing. The teacher informs the school building leader immediately about the allegation. What should the school building leader do?

- (A) Ask the student how he knows that the boy has a weapon in his backpack.
- (B) Have a security officer remove the student with the weapon from class and search his backpack; if no weapon is found, send him back to class.
- (C) Contact the police immediately.
- (D) Search his backpack; if no weapon is found, search his person and locker.

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

A father comes to the main office and asks to speak with his son. Your secretary tells you, the school building leader, that there is an order of protection barring the father from any school contact with his child. What do you tell this parent?

- (A) Arrange a supervised visit with the Guidance Counselor in attendance.
- (B) Call the mother and get her permission for the father to speak to his son.
- (C) Phone the district's lawyer for advice.
- (D) Inform the father that he cannot have any contact with his son.

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

You receive a phone call from the principal of a school in another state asking for academic, behavioral, and special education records for a student who just left your school. He would like you to fax them to him as soon as possible. As school building leader, how do you respond to this request?

- (A) Have your secretary fax them to him.
- (B) Send them to the school through the mail.
- (C) Ask the principal for a written request.
- (D) Send all but the special education records to the school.

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

A parent wrote a letter to the principal requesting that her children receive free lunch because she lost her job as a real estate agent for Premier Homes in the community and was forced to take a job as a real estate agent at a lower paying agency. What action would you take?

- (A) Send her a letter indicating that she is not eligible because she is still working.
- (B) Send her a letter indicating that her request is approved.
- (C) Send her a free and reduced lunch application along with eligibility guidelines for free and reduced lunch.
- (D) Forward her request to the county Department of Social Services.

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

You have been informed that one of the students in the school lost a parent due to infectious meningitis. The parent association wants the child barred from school because they believe the youngster may be a health threat to others. As school building leader, what is your next action?

- (A) Assign the student to home instruction while you are gathering information about the disease.
- (B) Discuss the matter with the superintendent before deciding what to do with the student.
- (C) Request medical clearance before allowing the child to attend school.
- (D) Let the school nurse decide whether the student can return to school.

PART TWO · COMPETENCY 0003**Title I / Title III Funding Reduction**

Due to a decreasing number of students eligible to receive Title I and Title III funding, your elementary school's budget for next year is \$75,750 less than this year. This will mean a reduction in services and resources for your school. (PSEL 1, 2, 4, 9)

Document 1 – Federal Funding

	# ECONOMICALLY DISADVANTAGED	TITLE I ALLOCATION	# ELL	TITLE III ALLOCATION	TOTAL
Current School Year	220	\$110,000	120	\$54,000	\$164,000
Upcoming School Year	100	\$50,000	85	\$38,250	\$88,250

Document 2 – Student Participants in Title I Services

	READING	MATH	TOTAL
Current School Year	140	80	220
Upcoming School Year	115	70	185

Document 3 – Survey of School Leadership Team

HOW MUCH DO YOU AGREE THAT:	% RESPONDENTS WHO AGREE OR STRONGLY AGREE
1. The reduction in services will affect the achievement of economically disadvantaged students.	90%
2. Title I and Title III services are important for our school.	97%
3. The reduction in allocation will affect other programs.	98%

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

Refers to the Title I / Title III Funding Reduction scenario above.

What action would you take first in determining how to deal with this loss of funding?

- (A) Develop a plan that would increase class size in all classes in order that you provide additional remediation with the funds saved.
- (B) Ask the Parents' Association what the school's priorities are.
- (C) Meet with the superintendent to get his input on where to cut.
- (D) Create a plan along with the school leadership team that ensures the needs of all students will be met.

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

Refers to the Title I / Title III Funding Reduction scenario above.

The reduction in funding may not be as bad as it first appeared because:

- (A) There are too many teachers funded by federal funds anyway.
- (B) There are fewer children requiring Title I and Title III intervention.
- (C) The school will now be prepared for sequestration should it occur again.
- (D) There will be fewer children retained at the end of the school year scoring at Levels 1 and 2.

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

Refers to the Title I / Title III Funding Reduction scenario above.

According to Document 3, the School Leadership Team agreed:

- (A) The reduction in the number of eligible students was due to outstanding teaching.
- (B) Title I is not a good indicator of Economic Disadvantage.
- (C) Title I services are less important than Title III services.
- (D) The reduction in staffing will adversely affect the school's programming for eligible youngsters.

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

A school bus driver reports that there has been frequent fighting on the bus. One of the students opened the Emergency Door and threw another student's backpack out of the moving bus. What course of action should the school building leader take?

- (A) Immediately suspend the child who tossed the book bag for committing a dangerous action.
- (B) Suspend both children for fighting.
- (C) Investigate the incident and suspend the instigator.
- (D) Check each student's file to see if the student committed any other bus infractions this year before deciding on a punishment.

97. PRACTICE BANK ITEM · PART TWO · DEVELOPING HUMAN CAPITAL

A teacher informs you, the school building leader, that another teacher is releasing her students prior to the end of the period. These noisy students are standing in the hall and disturbing the other classes. How would you resolve this situation?

- (A) Send the teacher a memo reminding her to keep the students in the room until the bell rings.
- (B) Tell the first teacher not to notify you about another teacher's conduct.
- (C) Observe the hall at dismissal and meet with the teacher afterward to discuss her early dismissal.
- (D) Ask students if their teacher is dismissing them before the bell.

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

During the annual Talent Show, a group of students perform a song with lyrics that offend gay and lesbian students. The students sang different lyrics during rehearsals. What action would you take as school building leader?

- ☐ (A) Have the students offer a public apology at an assembly.
- ☐ (B) Suspend the students who sang the offensive lyrics.
- ☐ (C) Arrange a meeting with the students' parents as soon as possible.
- ☐ (D) Tell the Talent Show advisor that he should have had better control over the content of the show.

PART VII

Recall Cards

235 cards across nine decks — the same set as the on-screen Quiz Mode. Cover the key, answer out loud, then check. Each deck has a two-letter code; the key uses the same numbers.

Legal Timelines & Numbers

32 CARDS · CODE LT

Deadlines and hard numbers: IEP, discipline, DASA, 3020-a, FERPA, Title I, McKinney-Vento, Chancellor's Regs.

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

Hint: Same number as the manifestation determination window.

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

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

Hint: The word 'school' is missing from this one on purpose.

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

Hint: Same number, different word attached.

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

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

Hint: One is yearly, one is every three.

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

Hint: Immediately if possible, with a hard outer limit.

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

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

Hint: The 'special circumstances' number.

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

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

Hint: One and two: oral then written.

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

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

Hint: Forty-something days.

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

Hint: Under half.

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

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

Hint: Half of a hundred.

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

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

Hint: Thirty to appeal, five to mail.

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

Hint: One school week.

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

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

Hint: Miss it and you lose the right entirely.

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

Hint: Sixty then thirty.

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

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

Hint: Three, with a criminal exception.

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

Hint: One then two, same as DASA.

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

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

Hint: A day for the letter, two for the meeting.

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

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

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

Hint: Thirty before, thirty after.

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

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

Hint: Five, and you get two more bites.

Law: Rules & Standards

35 CARDS · CODE LR

The bright-line rules a building leader has to know cold - searches, due process, FAPE, 504, Title IX, DASA, mandated reporting.

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

Hint: Lower than what police need on the street.

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

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

Hint: Notice, evidence, and the student's side.

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

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

Hint: The word 'counsel' is the giveaway.

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

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

Hint: The hearing is a right; the suspension is not paused.

LR-8 Define FAPE.

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

Hint: Removal is a last resort, not a starting point.

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

Hint: Have it, had it, or are treated as having it.

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

LR-12 Who makes 504 evaluation and placement decisions?

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

Hint: One prong is about the child, one is about the district.

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

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

Hint: You fix your own failure, immediately.

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

Hint: Not the newer one.

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

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

Hint: Suspicion, not proof.

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

Hint: One criminal, one civil.

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

LR-21 List the DASA protected characteristics.

Hint: Two of them surprise people: weight and religious practice.

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

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

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

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

Hint: Two triggers, whichever hits first.

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

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

Hint: Two answers: paper first, and one category needs more.

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

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

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

Hint: Opt out of the lesson, not out of the Regents.

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

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

Hint: There is exactly one exception, and it is announced in advance.

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

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

Hint: Nobody is screened out before applying.

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

Court Cases

23 CARDS · CODE CA

Name to holding and holding to name. Only cases the source material verified.

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

Hint: The one that killed 'separate but equal.'

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

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

Hint: Quotas out, but not everything.

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

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

Hint: The prayer at issue was written by our own Regents.

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

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

Hint: Purpose, effect, entanglement.

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

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

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

Hint: Armbands.

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

Hint: School-sponsored speech, not personal speech.

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

Hint: The book-challenge case.

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

Hint: The third step is the employer's escape hatch.

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

Hint: Title VI, not Title IX.

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

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

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

Hint: The constitutional answer is not the NYC answer.

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

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

Hint: Athletes specifically.

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

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

Hint: Two words: notice and indifference.

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

Hint: The old 'parent permission' framing is wrong.

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

Finance & Operations

31 CARDS · CODE FO

Revenue, budgets, internal controls, and the Roslyn scandal - the Competency 0003 money questions.

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

Hint: Two obvious ones and a catch-all.

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

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

Hint: Same, approximately the same, and enough.

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

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

Hint: You start with what you have to spend.

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

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

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

Hint: Running it, teaching it, building it.

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

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

Hint: The Board adopts two budgets, not one.

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

Hint: Third Tuesday, twice.

FO-12 What are TANS and RANS?

Hint: Both are 'anticipation' notes.

FO-13 How is the tax rate calculated?

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

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

Hint: It catches honest mistakes too, not just theft.

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

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

Hint: Reports to the Board, not the superintendent.

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

Hint: One word matters most: original.

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

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

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

Hint: Eleven-plus million on Long Island.

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

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

Hint: The red flag was sitting in a monthly report nobody read.

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

Hint: Training, internal audit, committee, RFP, board involvement.

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

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

FO-27 What is zero-based budgeting?

Hint: Start from nothing every year.

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

Hint: One serves everybody, one serves a list.

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

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

Hint: 'Immediate' means no committee.

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

Hint: Not 'ask the superintendent where to cut.'

Exam Design & Scoring

26 CARDS · CODE ED

Item counts, weights, minutes, word counts, and exactly how the graders score you.

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

Hint: The lower number is Part One.

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

ED-3 What is the format of Field 110?

ED-4 How long is the Field 110 appointment?

Hint: Four hours of work, plus a quarter hour of setup.

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

Hint: Three quarters of it is writing.

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

Hint: A trick answer - it's a number you wouldn't guess.

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

Hint: The law and operations one.

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

Hint: Thirty, twenty-five, twenty.

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

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

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

Hint: Short. Four of them.

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

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

Hint: One long one, two short ones.

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

Hint: Did you answer it all, did you get it right, did you prove it.

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

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

Hint: Thorough, general, limited, little.

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

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

Hint: The four-task one.

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

Hint: It is about levels, not evidence.

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

Hint: Substantial versus some.

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

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

Hint: One shot, no rewind.

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

ED-24 Are you scored on your writing ability?

Hint: Not on style, but clarity is still required.

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

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

Hint: Aim near the ceiling without padding.

Teacher Observation Rubric

18 CARDS · CODE RU

The four components, the five levels, and exactly what your video write-up has to contain.

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

Hint: Engage, deepen, environment.

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

Hint: Four components, three domains - so one domain has two.

RU-3 State Component 1.

RU-4 State Component 2.

Hint: It's about what the teacher does with student answers.

RU-5 State Component 3.

RU-6 State Component 4.

Hint: Rapport and respect - plus one more word most people forget.

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

Hint: The top level is not about the teacher at all.

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

Hint: Differentiation, self-evaluation, peer interaction, risk-taking.

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

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

Hint: Right-or-wrong questioning.

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

Hint: One verb separates them.

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

Hint: Orderly but not rigorous.

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

Hint: Evidence, levels, one strength, one growth area.

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

Hint: Level first, then a specific number of evidence bullets.

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

Hint: No freelancing outside the rubric.

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

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

Hint: Different rubric, different words - and only four levels.

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

Answer Patterns

30 CARDS · CODE PA

Fast judgment drills. A situation goes in, the rewarded move comes out.

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

Hint: One word.

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

Hint: Direction beats level.

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

Hint: Don't reconcile it - present it.

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

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

Hint: Absolutes.

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

Hint: One verb kills it.

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

Hint: Inquiry before action.

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

Hint: All diagnosis is not equal.

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

Hint: Rank is not a tiebreaker.

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

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

Hint: The resisters are bait.

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

PA-13 Who should carry out your improvement plan?

Hint: Not you, alone.

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

Hint: Generic PD is never the answer.

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

Hint: Say the actual words.

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

Hint: It sounds realistic. It is not.

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

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

Hint: The single most reliable discriminator on the exam.

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

Hint: Central office before staff.

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

Hint: Who gets left out?

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

Hint: Chain of command.

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

Hint: Two moves, and one of them is a phone call you make.

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

Hint: And give the parent a specific date.

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

Hint: Don't only write about the opposition.

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

Hint: Not apathy.

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

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

Hint: One noun.

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

Hint: Four methods, then one habit.

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

Hint: Not budget or weather - people.

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

Hint: Don't write good news.

Frameworks & Vocabulary

26 CARDS • CODE FW

The competencies, acronyms, and systems vocabulary the exam assumes you already own.

FW-1 What are the two Field 109 competencies?

Hint: Instruction, and culture plus equity.

FW-2 What are the three Field 110 competencies?

Hint: People, families, operations.

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

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

Hint: Top to bottom.

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

Hint: One is about students, one is about practice.

FW-6 What is an SLO?

FW-7 Who conducts observations under 3012-d?

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

Hint: The exam loves this one.

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

Hint: The replacement for 3012-d, with a 2032 deadline.

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

Hint: The culturally responsive one.

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

Hint: Two good ones and three levels of support.

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

Hint: Two achievement measures, language, attendance, growth.

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

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

Hint: It's not just the schoolwide number.

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

Hint: Norms plus collaborative data analysis.

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

Hint: Classroom-proximate, not meeting-room.

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

Hint: Issue, questions, methods, finding.

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

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

Hint: Informational only.

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

Hint: Collective bargaining.

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

Hint: The plan and the budget alignment.

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

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

Hint: Consult the SLT.

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

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

Hint: One of them includes police, and one of them you appoint.

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

Say-It-Out-Loud Drills

14 CARDS · CODE OD

Longer prompts. You talk for 45 seconds; the host checks your answer against a skeleton, not word for word.

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.

Hint: Don't reconcile the numbers. Lead with the gap.

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?

Hint: Do not soften it.

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.

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

Hint: Two questions, each with a 'why,' then a method for each.

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

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.

Hint: Cite the document number out loud.

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

Hint: Immediate is individuals; long-term is structures.

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

Hint: The teacher self-identifies first.

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

Hint: There is one sentence you must say about workload.

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.

Hint: Do not write only about the opposition.

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.

Hint: Say out loud why you are not forming a committee.

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.

Hint: The 3-to-2 cliff is the thing you must not skip.

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.

Hint: One school day, then two school days.

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.

Hint: Two numbers, both 10, doing different jobs.

PART VIII

Day-Of Game Plan

Minute-by-minute pacing for both parts, the order to attack the sections in, the video-task setup ritual, and everything to have sorted before you walk in.

BEFORE ANYTHING ELSE

Sit Part One and Part Two on different days if you possibly can. Eight hours and forty-five minutes of scenario reading and constructed-response writing in one sitting is a stamina problem, not a knowledge problem, and stamina is the thing you cannot cram. If you must do both in one day, the 45-minute lunch between them is not a break — it is a reset, and there's a protocol for it below.

The order to attack each part in

You may work on the assignments in any order. Use that.

THE RULE

Performance tasks first

They need pre-writing, planning and a clear head, and they carry 60% and 75% of the score. Selected-response items can be answered tired; a 26-obligation essay cannot. Do the writing while your thinking is sharp, then let the multiple-choice carry you home.

THE EXCEPTION

Part Two's video comes when the tutorial says it does

The video plays once and you control when you press play — so get set up first: objective copied, four quadrants drawn, rubric components read. But don't leave it until you're tired, either. Treat it as the first real task of Part Two.

Part One · four hours

0:00–0:10

Survey the whole test. Read all three assignment prompts and skim the six documents on Assignment 1. Do not write yet. You want the shape in your head before the clock feels real.

0:10–1:15

Assignment 1 — Instructional Leadership. 10 minutes outlining on the notebooklet against the A–H template, 45 minutes writing, 10 minutes checking that all 26 blanks are filled. 600–800 words.

1:15–1:50

Assignment 2 — Educational Equity. 5 minutes on the exhibit hunting the outlier, 20 minutes writing, 5 checking. 300–400 words.

1:50–2:25

Assignment 3 — School Culture. Same shape, same template. 300–400 words.

2:25–2:35

Stand up. Breathe. Do not review what you wrote — you'll only churn. Reset for the selected-response block.

2:35–3:45

41 selected-response items. That's roughly 100 seconds each. Scenario sets first — read the questions *before* the exhibits, then hunt.

3:45–4:00

Sweep. Clear every flagged item. **Answer everything** — there is no penalty for a wrong answer, so a blank is a guaranteed zero.

Part Two • four hours

0:00–0:10

Read the video assignment and the four rubric components before you touch play. Copy the lesson objective onto the notebooklet. Draw four quadrants, one per component. This is the highest-value ten minutes of the day.

0:10–0:30

Watch. 15–18 minutes, once, no pause. Write what you see *and hear* into the quadrants — quotes, not judgments. Aim for 4–6 observations per component so you can afford to discard some.

0:30–1:20

Write the video analysis. Level all four components. Evidence for each. One strength, one area for improvement, each tied to a component number. 300–600 words.

1:20–2:30

Developing Human Capital. Five documents, four separately scored tasks at 100–200 words each. Roughly 15 minutes per task plus 10 reading the documents. Name specific teachers and cite the document number every time.

2:30–3:10

Family & Community Engagement. Two issues, why *and how* family involvement helps, an action for each, and challenges with management. 400–500 words.

3:10–3:50

26 selected-response items. Roughly 90 seconds each. **16 of these are law and operations** — if you've drilled the timelines, this is where you bank points fast.

3:50–4:00

Sweep. Flags cleared, nothing blank.

If you're doing both in one day

THE 45 MINUTES BETWEEN

Eat something with protein. Go outside if you can. **Do not review anything.** Do not relitigate Part One — it's submitted and reviewing it only imports anxiety into Part Two. Walk, hydrate, look at something far away.

WATCH THE CRASH

Part Two's video task is the highest-stakes 70 minutes on the assessment and it lands right after lunch. Go in knowing that, and give it the full setup ritual even though you're tired. The four quadrants do the remembering for you.

PROTECT THE WRITING

If you fall behind, cut from the selected-response sweep, not from a constructed response. A rushed guess costs one item. A missing prompt part costs a whole rubric row.

In the room

What you get

- A **felt pen and erasable notebooklet** — a small hand-held whiteboard. Use it for outlining and for the video quadrants. Your final response must be typed in the on-screen box.
- A **word-count feature** in the lower-left corner of the response box.
- A visible clock. You can navigate to any item and **flag items for review**.
- A **headset** for the Part Two video.
- **15 minutes** for the CBT tutorial and nondisclosure agreement before the 4 hours of testing time begins.

What you don't

- **No reference materials.** Nothing you haven't memorized is available.
- **No pausing the video.** Once. That's it.
- No penalty for guessing — so **never leave a blank**.
- Responses must be **your own original work**, in your own words.

Logistics checklist

THE WEEK BEFORE

- Confirm date, reporting time and test center address on your Pearson VUE confirmation
- Check the ID requirements — name must match your registration exactly
- Plan the route and the parking; add 30 minutes of slack
- Do one full timed Part One and one full timed Part Two, on separate days
- Re-read **Answer Patterns** and the distractor checklist

THE NIGHT BEFORE

- Lay out ID, confirmation, keys, glasses, layers — test centers run cold
- Skim the templates in the **Task Playbook** until the letters A–H are automatic
- One light pass of the **Cheatsheet** — the five competencies and the scoring criteria
- Set two alarms
- **Stop studying and sleep.** Sleep is worth more than another hour of items at this point

THE LAST THING TO REMEMBER

Two raters score each constructed response and must agree within one point. Most responses land at a 2 or a 3. The difference is not eloquence — it's **answering every part, citing the documents by number, justifying each action, and proposing something a real building leader could actually do on Monday**. When you're unsure, default to: gather information, involve people, advocate for the students furthest from the mean, and tie it back to student achievement.

PART IX

Sources & Links

Direct links to every official NYSTCE document for Fields 109 and 110, the New York reference material a building leader is expected to know, and an honest guide to the third-party study files circulating online — including which ones contain errors.

START WITH THIS

Everything the test maker publishes about this exam is **free**. The assessment framework, sample selected-response items with NYSED's own rationales, all six performance tasks, the scoring rubrics and official model responses are all on the NYSTCE site at no cost. Before you buy a commercial guide, work through the free official material — on this exam it is the only material that is definitionally correct.

Official NYSTCE · Fields 109 & 110 **PRIMARY — USE THESE FIRST** the whole official set

- **Preparation materials hub, 109/110** nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY109_PrepMaterials.html The single page that links everything below. If you bookmark one URL, bookmark this one.
- **Assessment framework (PDF)** nystce.nesinc.com/content/docs/NY109_110_OBJ_FINAL.pdf The only document that specifies what the exam measures: all five competencies, every performance indicator, the item counts, the percentage weightings and the minutes per task. Everything on this site is keyed to it. If a study resource disagrees with this PDF, the study resource is wrong.
- **Field 109 test page** nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY109_TestPage.html · **Field 110 test page** nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY110_TestPage.html Fees, current testing-window dates, score report dates, and the test-specific policy links. The window calendar is republished each year — check it before you plan anything.
- **Field 109 — introduction** nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_intro_109.asp · **directions** nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_direx_109.htm How the part is laid out and the exact directions you will see on screen. Reading the directions in advance buys you minutes on test day.
- **Field 109 — sample selected-response items** nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_SRI_109_subtest1.htm Official items across two scenario sets, with full data exhibits and **NYSED's own rationales** for every option. These rationales are the closest thing that exists to the exam explaining itself. Reproduced and annotated in this site's Practice module.
- **Field 109 — performance tasks, rubrics and model responses** nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_CRI_109_subtest1.htm All three Part One constructed responses with full directions, the multi-document exhibit set, the scoring rubrics, official sample responses at multiple score points, and the commentary explaining why each earned its score. The commentary is the most under-read document in SBL prep.
- **Field 110 — introduction** nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_intro_110.asp · **directions** nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_direx_110.htm Same for Part Two — and Part Two's layout is the less familiar one, since 75% of it is writing.
- **Field 110 — sample selected-response items** nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_SRI_110.htm Official Part Two items with rationales. Note how heavily they lean on operations, data and law.
- **Field 110 — video observation and analysis task** nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_Vid_110.htm The 70-minute task that is 30% of Part Two on its own: the teacher observation rubric, the four components you must rate, and what a scoring response looks like. If you only open one Part Two document, open this.
- **Field 110 — Human Capital task set** nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_CRI_110_Comp1.htm · **Family & Community task** nystce.nesinc.com/Content/STUDYGUIDE/NY_SG_CRI_110_Comp2.htm The remaining two Part Two performance tasks with documents, rubrics and sample responses.

- **Competency correlation table** nystce.nesinc.com/content/correlation/NY_Correlation_109-110.htm Maps 109/110 competencies to the leadership standards. Useful if your preparation program teaches to the standards rather than to the exam.
- **Understanding your score report (PDF)** nystce.nesinc.com/content/docs/NYSTCE_New_Understanding_Candidate_Score_Reports.pdf • **SBL score report explainer (PDF)** nystce.nesinc.com/content/docs/NYSTCE_ISR_back_SBL_May_19.pdf What the scaled score and the per-competency performance indexes on your report actually mean — worth reading *before* you sit, so a retake decision is not made in the dark.
- **Policies** nystce.nesinc.com/PageView.aspx?f=GEN_Policies.html • **Retake policy** nystce.nesinc.com/PageView.aspx?f=GEN_RetakePolicy.html • **Scores and reporting dates** nystce.nesinc.com/PageView.aspx?f=GEN_GetResults.html The 30-day retake wait, score release timing, ID requirements, and the withdrawal and refund rules.

New York reference material **WHERE COMPETENCY 0003 ACTUALLY COMES FROM** the law and policy layer

- **Professional Standards for Educational Leaders — NYS Version** nysed.gov/teacher-leader-development/teaching-and-educational-leadership-standards (PDF nysed.gov/sites/default/files/programs/teacher-leader-development/psels.nys-version_1.24.24.pdf) **Naming note:** a lot of SBL material refers to the “2015 New York State Educational Leadership Policy Standards.” NYSED does not publish anything under that title today. New York's adaptation is **Professional Standards for Educational Leaders (NYS Version), adopted 2017** — ten standards. The **NPBEA PSEL 2015** nysed.gov/sites/default/files/file-23-professional-standards-for-educational-leaders-2015.pdf original is also hosted on nysed.gov. Beginning in 2025–26, principal practice rubrics in NY evaluation plans must address each NYS-version standard.
- **Culturally Responsive-Sustaining Education Framework** nysed.gov/crs/framework (PDF nysed.gov/sites/default/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf) Maps directly onto Competency 0002. The four principles, in NYSED's own words: **Welcoming and Affirming Environment · High Expectations and Rigorous Instruction · Inclusive Curriculum and Assessment · Ongoing Professional Learning**. There is also a **crosswalk to the PSELs** nysed.gov/sites/default/files/programs/teacher-leader-development/crosswalk_psels-and-cr-s-education-framework.pdf with observable indicators — an unusually good study document.
- **8 NYCRR §200.4 — referral, evaluation, IEP and placement** nysed.gov/special-education/section-2004-procedures-referral-evaluation-iep-development-placement-and-review The special education timelines, in the regulation's own words: respond to a referral request within **10 school days**; initial evaluation within **60 days of consent**; programs arranged within **60 school days of consent to evaluate**. Selected-response items live in exactly these numbers.
- **Dignity for All Students Act** nysed.gov/student-support-services/dignity-all-students-act (guide, PDF nysed.gov/sites/default/files/programs/student-support-services/dasa-information-guide.pdf) Signed 2010, effective July 1, 2012, amended effective July 1, 2013. Reporting duties, the Dignity Act Coordinator, and what counts as material incident reporting.
- **NYS-STEPS (Education Law §3012-e)** nysed.gov/educator-quality/nys-steps • **§3012-d APPR guidance** nysed.gov/educator-quality/guidance-new-york-states-annual-professional-performance-review-teachers-and Both systems legally coexist. LEAs may transition to NYS-STEPS voluntarily from 2024–25 and **must adopt by June 30, 2032**; until then an LEA continues under its approved §3012-d plan. Candidates routinely get this wrong in both directions. **Do not** use nysed.gov/appr — that page has not been updated since 2018.
- **McKinney-Vento in New York** nysed.gov/essa/mckinney-vento-homeless-education • **NYS-TEACHS** nysteachs.org/ Students in temporary housing: immediate enrollment, enrollment while documents are gathered, school-of-origin choice, transportation, comparable services. NYS-TEACHS runs the state helpline under contract to NYSED.
- **NYS P-12 Learning Standards by content area** nysed.gov/standards-instruction/nys-p-12-learning-standards-content-area The Next Generation standards. Note that New York began phasing out Common Core ELA in 2022 — any study material still saying “Common Core” is dated.
- **NYSED State Aid Office** stateaid.nysed.gov/ • **State Aid to Schools: A Primer (PDF)** nysed.gov/sites/default/files/programs/fiscal-analysis-research/primer-2025.pdf • **Education Finance** nysed.gov/program-offices/education-finance The three revenue sources, the formulas, the budget calendar. The Primer is the single best plain-English explainer of NY school funding.
- **OSC — the claims auditing process** osc.ny.gov/local-government/publications/claims-auditing-process/introduction • **auditing roles and responsibilities** osc.ny.gov/local-government/publications/cost-saving-ideas-school-district-auditing

roles-responsibilities-and-resources Internal controls, segregation of duties, and who does what: claims auditor, internal auditor, external auditor, audit committee. This is where the operational-integrity items come from, and the OSC guides are clearer than any test-prep summary.

- **NYC Chancellor's Regulations** schools.nyc.gov/about-us/policies/chancellors-regulations (NYC candidates) Volumes A (students), B (school-based budgeting), C (employees), D (parent and community). Two worth knowing: **A-443 student discipline** schools.nyc.gov/docs/default-source/default-document-library/a-443-3-5-04-english.pdf — note the posted revision date is still **March 5, 2004**, so pair it with the current NYC Discipline Code — and **A-420 corporal punishment** schools.nyc.gov/docs/default-source/default-document-library/a-420-english.pdf, reissued **June 20, 2025**. The regulations are NYC-specific: they will not appear on the exam by name, but they are the concrete version of the policy reasoning the exam does test.

Third-party material — how to judge it **READ THIS BEFORE YOU TRUST A FILE** 4 categories

- Legacy Fields 107/108 material The 2013 assessment was **retired as of Sept 2, 2025** — but its test pages, framework and sample items are **still live** on the NYSTCE site and are easy to download by mistake. The underlying leadership content still transfers, and the 108 material contains a full copy of the teacher observation rubric, so it is worth extra scenario reps. The formats, weightings, timings and terminology are not. Tell-tale markers of 107/108-era material: “Common Core” rather than the Next Generation standards, “professional development” rather than “professional learning,” “limited English proficient” rather than “English language learners,” and a Competency 0002 title that stops before “and Social Justice.”
- Out-of-state leadership exam guides Arizona, Colorado, Georgia, Illinois, Indiana, Missouri, New Mexico, Ohio, Oklahoma, Oregon, Texas, California's CPACE, Florida's FELE — all built on ISLLC/PSEL, so the leadership reasoning overlaps substantially and they are fine for extra scenario reps. But **none of them carry New York law, New York timelines, NYSED terminology or the 109/110 format**, which is where a meaningful share of your score lives. Filler, not core.
- EAS (Educating All Students, Field 201) A different NYSTCE assessment entirely. Barron's EAS guides and EAS study notes turn up in SBL folders constantly. They are not preparation for 109/110. Check your own certification requirements in TEACH rather than assuming which tests you need.
- Commercial guides and “question banks” Two tests: does it name the current fields (109/110, not 107/108), and does it reproduce NYSED's own rationales or substitute its own? Practitioner rationales can be excellent, but where one contradicts an official rationale, the official one wins. And nothing legitimate reconstructs a live form — anyone selling you that is selling you a problem.

Errors in widely circulated study files

These files pass hand to hand through SBL cohorts. All of these defects are real, and all are corrected on the relevant page of this site.

WHERE IT APPEARS	THE ERROR	WHAT IS ACTUALLY TRUE
School law case summaries	Vernonia described as limiting drug testing to student athletes	Board of Education v. Earls (2002) extended suspicionless drug testing to all competitive extracurricular participants.
School law case summaries	Honig v. Doe stated as a flat bar on removing students with disabilities	Stay-put applies, but IDEA permits a 45-school-day interim alternative educational setting for weapons, drugs or serious bodily injury, following a manifestation determination.
School law case summaries	The Lemon test presented as current establishment-clause doctrine	Largely abandoned in Kennedy v. Bremerton School District (2022) in favor of a history-and-tradition analysis.
Title IX material	The 2024 Title IX rule described as in force	The 2024 rule was vacated January 9, 2025. OCR enforces the 2020 Rule .
Certification notes	“Pay to extend three years, then retake the tests”	Replaced August 2, 2023: up to two reissuances of five years each .
NYSED Test 110 performance task file	Assignment 3 labelled Competency 0001	It is Competency 0002 (Family and Community Engagement). A labelling slip in the source document.
A commonly shared 66-item practice bank	Four defects in the answer key	One key contradicts its own explanation, one item number is duplicated, one is omitted, and one option is worded backwards. Each is flagged inline in this site's Practice module.

What your study material has to cover

Use this to audit whatever collection you have assembled. The right-hand column is where this site covers it.

COMPETENCY	WEIGHT	WHAT YOU NEED IN HAND	ON THIS SITE
109 · 0001 Instructional Leadership	25 items + 30%	Official 109 sample items and rationales · the extended task with rubric and model responses · a working vocabulary of named instructional strategies	Task Playbook, Practice
109 · 0002 School Culture & Learning Environment	16 items + 30%	The two shorter tasks with rubrics · DASA · the CR-S Framework's four principles · equity and school-climate language	Cheatsheet, Law & Ops
110 · 0001 Developing Human Capital	0 items + 55%	The teacher observation rubric in full · the video task and its four components · the Human Capital task set · practice video footage to rehearse on	Task Playbook, Day-Of
110 · 0002 Family & Community Engagement	10 items + 20%	The official Part Two partnership scenario · the 40-minute task with rubric · community-partnership and two-way-communication frameworks	Practice, Task Playbook
110 · 0003 Operational, Data & Legal	16 items — the biggest SR block	IDEA and CSE timelines · §3020-a and §3214 · FERPA · Title I · McKinney-Vento · DASA · school finance, internal controls and the claims auditor role	Law & Ops — the deepest page here

IF YOU AUDIT ONLY ONE THING

Check whether your material covers **Developing Human Capital as writing** and **Operational/Data/Legal as recall**. Most collections are strong on instructional leadership — the familiar part — and thin on exactly the two blocks that decide Part Two.