# cid:image003.jpg@01D1B73F.29BF98A0School Leader Licensure Assessment (6990)

# Test at a Glance - ADVANCE COPY

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| Test Name | School Leader Licensure Assessment |
| Test Code | 6990 |
| Time | 240 minutes  |
| Number of Questions | Section I: 120 selected-response questionsSection II: 4 constructed-response questions |
| Test Delivery | Computer Delivered |

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| --- | --- | --- |
| Content Categories | ApproximateNumber ofQuestions | ApproximatePercentage ofExamination |
| Strategic Leadership | 20 | 13% |
| Instructional Leadership | 27 | 17% |
| Climate and Cultural Leadership | 22 | 13% |
| Ethical Leadership | 19 | 12% |
| Organizational Leadership | 16 | 10% |
| Community Engagement Leadership | 16 | 10% |
| Analysis Constructed Response (CR) | 4 | 25% |

## About This Test

The School Leader Licensure Assessment (SLLA) is designed to measure the extent to which entry-level school leaders demonstrate the standards-relevant knowledge and skills necessary for competent professional practice.

The content of the SLLA was defined by a national committee of expert practitioners and preparation faculty and confirmed by a national survey of the field.

The School Leader Licensure Assessment is aligned with the 2015 Professional Standards for Educational Leaders (PSEL), developed by the National Policy Board for Educational Administration (NPBEA). These standards were previously known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

This test may contain some questions that do not count toward your score.

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## Topics Covered

Representative descriptions of topics covered in each category are provided below.

### I. Strategic Leadership

* 1. Mission, vision, goals, and core values

 A school leader

1. Understands how to develop an educational mission for the school to promote the academic success and well-being of each student
2. Understands how to analyze multiple sources of data about current practice before developing or revising the mission, vision, and goals
3. Selects appropriate school goals that
 are aligned with district goals and based
 on data
4. Evaluates if the current mission, vision,
 and goals are appropriate
5. Understands how to implement a vision and goals that reflect core values and are created with challenging and measureable expectations for all students and educators
6. Determines if expectations are
 measurable, rigorous, and connected to
 the vision and goals
7. Develops goals that are specific,
 measurable, attainable, results driven,
 and time bound
8. Identifies resources for developing the
 mission, vision, and goals
9. Knows how the vision and goals relate to local, state, and federal policies
10. Understands how to model the school’s mission, vision, and core values in all aspects of leadership
	1. Shared commitments to implement the vision
	 and goals

A school leader

1. Understands how to engage staff
and community members with diverse perspectives in implementing the vision
and achieving goals
2. Identifies strategies to engage internal
 and external communities with diverse
 perspectives to implement the vision
 and goals
3. Knows how to develop shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies to achieve the vision and goals
4. Builds consensus
5. Develops a plan to delegate
 responsibilities
6. Knows how to determine and implement effective strategies to evaluate progress toward the vision and goals
7. Knows how to communicate the shared vision and goals in ways that facilitate key faculty, staff, students, parents, and community members’ ability to understand, support, and act on them
8. Selects and assesses communication
 strategies for faculty, staff, students,
 parents, and community members
	1. Continuous improvement toward the vision
	 and goals

 A school leader

1. Understands how to use and interpret multiple sources of data to conduct a needs analysis to identify unique strengths, needs, gaps, and areas of improvement for students and teachers
2. Knows how to use data-driven decision making, research, and best practices systematically to design and monitor plans, programs, and activities to achieve the vision and goals
3. Knows effective strategies to facilitate needed change
4. Manages uncertainty and risk
5. Supports the needs of individuals during
 the change process
6. Communicates the needs, process, and
 outcomes of improvement efforts
7. Identifies and knows strategies to
 address barriers to achieving the vision
 and goals
8. Knows how to engage staff, students, and community in planning, implementing, and assessing programs and activities
9. Understands the strategic planning process to promote alignment among all aspects of the school organization
10. Formulates appropriate critical
 questions to outline processes and
 criteria
11. Uses relevant data and evidence-based
 inquiry to formulate a plan
12. Identifies and aligns resources,
 including technology, to support and
 achieve the mission, vision, goals and
 core values
13. Engages faculty, staff, family and
 community members

### II. Instructional Leadership

* 1. Professional development and building
	 capacity

 A school leader

1. Knows how to develop and implement job-embedded, standards-based professional development that meets the learning needs of students and staff
2. Develops processes to support
 teachers’ growth and student learning
3. Analyzes situations and recommends
 appropriate teaching and learning
 practices
4. Understands how to use data to provide ongoing feedback to teachers that improves practice and student learning
5. Develops a process to provide
 actionable feedback (e.g., co-teaching,
 peer coaching, and classroom
 walk-throughs) to increase teacher
 effectiveness and student performance
6. Participates in collaborative data
 analysis (e.g., evaluates student work
 and disaggregates test scores) to
 increase teacher effectiveness and
 student performance
7. Understands how to guide and monitor individual teacher professional development plans and progress for continuous improvement of teaching and learning
8. Identifies the professional development
 needs of each teacher
9. Creates a professional development
 plan
10. Monitors and assesses the
 effectiveness of the professional
 development plan
11. Understands how to establish expectations and provide opportunities for teachers to strengthen their content knowledge, skills, and practice to achieve intended outcomes for students
12. Understands how to provide differentiated professional development opportunities for faculty and staff
13. Understands and provides a variety of
 resources (e.g., seminars, book studies,
 workshops, mentoring, coaching) to
 support job-embedded professional
 learning
14. Develops and supports a culture of
 collaborative learning through a
 professional learning community
15. Knows how to develop the capacity of faculty and staff
16. Provides support and opportunities for
 teacher leadership
17. Provides support and opportunities for
 leadership from other members of the
 school community
18. Understands how to promote a healthy work-life balance for self and others
19. Understands his or her own learning
and effectiveness through self-reflection, professional development, and informal
and formal peer collaboration
20. Knows how to foster continuous improvement of personal and collective instructional capacity to achieve intended outcomes for each student
	1. Rigorous curriculum and instruction

 A school leader

1. Understands how to strengthen teachers’ knowledge of rigorous curriculum and standards-based instructional programs
2. Creates a culture supporting rigor and
 relevance in curriculum and instruction
3. Ensures collaborative schoolwide
 practices and programs focus on a
 rigorous curriculum and standards-
 based instruction to meet student and
 staff needs
4. Understands how to work with teams, including teachers and other instructional staff, to analyze student work and monitor student progress
5. Collaboratively facilitates disaggregation
 of data to inform instruction
6. Provides time for collaborative
 discussion of data and instructional
 strategies
7. Understands how to develop and implement curricular and instructional programs to ensure student needs are met
8. Identifies student needs
9. Develops plans to meet and monitor
 identified needs through appropriate
 curricular and instructional practices
10. Evaluates the effectiveness of
 instructional programs
11. Knows how to align rigorous curriculum
and instruction horizontally and vertically
to ensure consistency and coherence
12. Engages in constructive discussions
 within the school and with feeder
 schools
13. Engages in ongoing development with
 feeder schools to ensure consistency
 and coherence of curriculum
14. Understands how to assure alignment
of curriculum and instruction, student assessments, program evaluation methods, and professional development with content standards
15. Analyzes school improvement plans to
 ensure these elements are met and
 linked together systematically
16. Understands how to assist teachers with differentiated teaching strategies, curricular materials, educational technologies, and other resources
17. Knows how to work with faculty and staff to evaluate emerging educational trends and use research findings for school improvement
18. Knows how to identify and use research-based and evidence-based strategies and practices in ways that close opportunity and achievement gaps
19. Understands how to conduct frequent classroom visits, walk-throughs, and observations to provide constructive, meaningful, actionable feedback that supports the development of faculty and staff
20. Understands how to promote the effective
 use of technology in teaching and learning
21. Provides students with access to
 technology tools that enhance learning
 and support the curriculum
22. Supports teachers in the use of
 technology in instruction and
 assessment of student learning
	1. Assessment and accountability

 A school leader

1. Understands how to use assessment and accountability systems to improve the quality of teaching and learning for each student
2. Facilitates ongoing analyses of data
 about the performance of subgroups
 and all students to improve instructional
 programs
3. Understands how to analyze multiple sources of data, including formative and summative assessments
4. Uses data to evaluate student learning,
 effective teaching, and program quality
5. Provides timely feedback to teachers,
 students, and parents
6. Knows how to analyze, interpret, and communicate data to the school community about progress being made toward the vision and goals
7. Knows how to support teachers in development of appropriate classroom assessments that are aligned with the school’s curriculum and provides meaningful feedback for student performance and instructional purposes
8. Develops a plan that provides
 opportunities for collaboration and
 feedback about classroom assessments
9. Knows how to use valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement
10. Understands the different types of
 assessments
11. Uses assessments appropriately to
 evaluate and maximize student learning

### III. Climate and Culture Leadership

* 1. Community of care and support for teachers of care and support for teachers

 A school leader

1. Knows how to create opportunities and a safe environment in which the faculty and staff examine and express their beliefs, ideas, values, and practices about teaching and learning
2. Knows how to provide opportunities for teachers to take appropriate risks for improving teaching and learning
3. Knows how to create structures and procedures that provide time and resources for a collaborative teaching and learning community
4. Promotes shared responsibility and
 accountability within the teaching and
 learning community
5. Understands how to empower and
motivate teachers and staff to improve
their professional practice and focus on continuous learning and improvement
6. Understands how to hold faculty and staff accountable for a safe and supportive climate
7. Knows how to promote a healthy work-life balance for self and others
8. Understands how to develop and support open, productive, caring, and trusting working relationships
	1. Equity and cultural responsiveness

 A school leader

1. Understands that each student should
be treated fairly, respectfully, and with
an understanding of students’ culture
and context
2. Knows how to recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning
3. Ensures the use of culturally relevant
 curriculum and instructional strategies
4. Integrates the cultures and languages of
 the school community into the school’s
 learning environment
5. Understands how to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, cocurricular programs, and other resources for student success
6. Identifies opportunity gaps
7. Understands how to implement policies and practices that address student misconduct in a positive, fair, and unbiased manner
8. Conducts legal, fair, and timely
 investigations
9. Analyzes disaggregated discipline
 incident data
10. Protects privacy, rights and due process
11. Knows how to confront and alter institutional biases toward protected social groups (e.g., race, class, culture and language, gender and sexual orientation, and special status students or students with disabilities) to promote each student’s academic success and well-being
12. Identifies and alters systems of practice
 that perpetuate inequities
13. Eliminates marginalization
14. Avoids practices of deficit-based
 schooling
15. Understands how to develop a shared understanding of and commitment to maintaining high standards for all students and closing achievement gaps
16. Creates a culture of high expectations
 for all students
17. Identifies achievement gaps
18. Develops plans to reduce gaps
19. Understands how to act with cultural competence and responsiveness in interactions, decision making, and practice
20. Displays openness to change and
 differences
21. Communicates cultural competence
 to faculty and staff
22. Investigates reports of inequity
23. Engages people from different social
 groups (e.g., race, class, culture and
 language, gender and sexual
 orientation, and special status students
 or students with disabilities)
24. Understands how to address matters of equity and cultural responsiveness in all aspects of leadership
25. Understands the traditions and cultural history of the school and community
	1. Community of care and support for students

 A school leader

1. Understands how to build and maintain
a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of students
2. Implements a school safety program
3. Implements support systems (e.g., peer
 mediation, positive behavior programs)
4. Coordinates with appropriate
 professional support services
 (e.g., social worker, crisis counselor,
 and programs by school counselors)
5. Facilitates the implementation of
 programs for students who are
 economically disadvantaged
6. Understands how to create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community
7. Ensures the implementation of
 awareness and prevention programs
 addressing harassment, intimidation,
 and bullying
8. Knows how to provide resources and coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of students and promote student engagement
9. Identifies and provides information
 about school and community outreach
 programs (e.g., nutrition, hygiene, and
 medical)
10. Understands how to promote adult-student, student-peer, and school-community relationships that value and promote academic learning and positive social and emotional development
11. Understands how to cultivate and reinforce student engagement in school and positive student conduct

### IV. Ethical Leadership

* 1. Ethical and legal behavior

 A school leader

1. Understands how to model personal and professional ethics, integrity, justice, and fairness and expects the same of others
2. Behaves in a trustworthy manner
3. Recognizes when ethics have been
 breached and takes appropriate action
4. Holds self and others accountable for
 ethical behavior
5. Practices appropriate technology use
 (e.g., social media)
6. Understands how to reference the
 mission, vision, goals, and core values
7. Knows how to safeguard and promote
the values of individual freedom and responsibility, equity, social justice, community, and diversity
8. Understands how to use appropriate systems and procedures to protect the rights and confidentiality of faculty, staff, and students
9. Understands that he or she is responsible for each student’s safety, academic success, and well-being
10. Knows how to model transparent, consistent decision-making practices
11. Makes data and rationales explicit
12. Communicates reasons for decisions
 as appropriate
13. Facilitates an open decision-making
 process
14. Disseminates data in a transparent
 or open manner within legal constraints
15. Understands how to implement practices that hold faculty, staff, and students accountable for ethical and legal behavior
16. Implements practices to hold staff
 members accountable for their actions
17. Understands how to establish and maintain an inclusive school community
18. Knows how to address unethical behavior as it may adversely affect students and adults
19. Recognizes how unethical behavior
 may adversely affect students and
 adults and takes appropriate action
	1. Ethical values and beliefs

 A school leader

1. Understands the importance of self-reflection and establishing goals for improvement
2. Understands how to employ ethical decision making regarding policies
3. Provides equitable access for students
4. Offers equitable access to hiring and
 promotion for faculty and staff
5. Understands how to provide moral direction for the school and promote ethical behavior among faculty, staff, and students
6. Understands that the school leader is responsible for each student’s safety, academic success, and well-being

### V. Organizational Leadership

* 1. Managing operational systems

 A school leader

1. Knows how to implement district policy
for facility use and needs
2. Prioritizes short term and long-range
 facilities’ needs
3. Follows procedures for community
 use of school facilities
4. Knows district policy on how to develop
a process to ensure compliance with local, state, and federal safety regulations for the building and grounds
5. Ensures readiness for required
 inspections (e.g., fire, safety,
 water, and air)
6. Knows how to use technology to improve the quality and efficiency of operations and management
7. Acquires equipment and technology and
 monitors its maintenance and
 appropriate use
8. Develops a plan for acquisition and
 maintenance of equipment and
 technology
9. Implements an appropriate Internet-use
 policy and monitors compliance
10. Knows how to institute, manage, and monitor operations and administrative systems that promote the mission,
vision, goals, and core values
11. Knows how to use and maintain data
and communication systems to deliver accountable information
	1. Aligning and obtaining fiscal and
	 human resources

 A school leader

1. Knows how to allocate funds based on student needs within the framework of
local, state, and federal regulations
2. Develops and monitors a collaborative
 budget process
3. Acts as a responsible, ethical, and
 accountable steward of the school’s
 resources
4. Knows how to implement effective strategies to recruit, select, support, develop, and retain effective and caring certified faculty and other staff
5. Plans for effective induction and
 mentoring programs
6. Ensures a process for teacher
 recruitment that is reflective of the
 diversity of the school community
7. Understands how to assign personnel to address student needs, legal requirements, and equity goals
8. Understands how to evaluate educational programs to ensure that all instructional and student support needs are met
9. Advocates for hiring needs
10. Knows how to strategically manage personnel assignments for optimizing student-learning needs
	1. Protecting the welfare and safety of students
	 and staff

 A school leader

1. Understands how to ensure a safe environment by proactively addressing challenges to the physical and emotional safety and security of students faculty, and staff
2. Develops a comprehensive safety and
 security plan in accordance with local,
 state, and federal policy
3. Involves appropriate faculty, staff,
 students, parents, and community
 members to develop the plan
4. Conducts ongoing reviews of the plan
5. Knows how to develop and advocate for
a system of support to ensure the welfare and safety of students, faculty, and staff
6. Identifies counseling and health
 services for students and staff
7. Aligns resources to meet the identified
 needs
8. Knows how to involve teachers, students, and parents in developing, implementing, and monitoring guidelines for student welfare and safety
9. Is familiar with student health programs
 (e.g., vision screening, scoliosis, health,
 and immunization records)
10. Plans student safety programs
 (e.g., background checks, student
 identification, and safe transportation
 to and from school)
11. Knows how to identify and document
key emergency support personnel in
and outside of the school
12. Communicates the information about
 key emergency support and school
 personnel to appropriate parties
13. Knows how to communicate with faculty, staff, students, parents and community members on a regular basis to discuss safety expectations
14. Documents communication of safety
 expectations to faculty, staff, students,
 parents, and community members

### VI. Community Engagement Leadership

* 1. Collaborate with families and other community members

 A school leader

1. Knows how to access and use resources from the school, family members, and community to support student and adult learning, with a focus on removing barriers to learning
2. Collaborates with faculty, staff,
 students, parents, and community
 members to use resources and ensure
 barriers to learning are removed
3. Integrates a variety of programs and
 services that fully engage the school
 and the entire community
4. Understands how to support and engage families in decision making about their children’s education
5. Understands how to use effective public information strategies to communicate with families and community members (e.g., social media, e-mail, night meetings, and multiple languages)
6. Understands and models the need for
 two-way communication
7. Knows how to apply communication and collaboration strategies to develop positive family and local community partnerships, including recognizing and celebrating educational success
8. Organizes internal and external venues
 and practices to celebrate the
 successes of the students and school
9. Knows how to use appropriate strategies for communicating effectively with the media
10. Uses a communication plan shared with
 faculty, staff, students, parents, and
 community members
11. Demonstrates an ability to communicate
 with the media
	1. Community interests and needs

 A school leader

1. Knows how to identify the competing perspectives of faculty, staff, students, parents, and community members
2. Understands how to engage with the
local community in a proactive manner
3. Participates, actively and regularly,
 in a variety of community events
4. Advocates for the school within the
 community
5. Knows how to accommodate diverse student and community dynamics by
using appropriate strategies and
research methods
6. Understands how to use diverse representatives of the community
to strengthen educational programs
and planning
7. Involves members of diverse
 community groups in all school
 planning and improvement efforts
8. Understands how to demonstrate cultural sensitivity and competence by engaging members of communities in shared responsibilities that improve education and achievement of all students
	1. Maximizing community resources

 A school leader

1. Understands how to collaborate with community agencies that provide health, social, and other services to families and children
2. Knows how to develop mutually beneficial relationships with business, religious, political, and service organizations to share both school and community resources, such as buildings, playing fields, parks, and medical clinics
3. Provides school resources for families
 and the community
4. Identifies and documents the
 relationships and ensures equitable and
 open access to all groups in all venues
 as required or legally permissible
5. Understands how to use resources from the community appropriately and effectively to support student learning
6. Evaluates the effective use of current
 community resources in support of
 student learning
7. Knows how to seek community support
to sustain existing resources and identifies additional resources as needed
8. Provides information to the community
 about the benefits of existing and
 needed resources
9. Identifies and solicits community
 resources to support student learning
10. Knows how to advocate publicly for the school and district and for the importance
of education, student needs, and priorities of families and the community
11. Facilitates constructive discussions with
 the school community about local, state,
 and federal laws, policies, and
 regulations
12. Fosters relationships with policy makers
 to meet student needs (e.g., increases
 resources and influences policy)
13. Advocates for excellence and equity
 in education

### VII. Analysis

A school leader

1. Understands the strategic planning process and how to use and interpret multiple sources of data to ensure continuous improvement toward the vision and goals
2. Understands how to work with teachers to implement a rigorous, standards-based curriculum and effective instructional practices consistently to ensure student academic success
3. Understands how to act with cultural competence and establish a culture of high expectations for all students, including addressing opportunity gaps, inequity, and institutional bias in all aspects of decision making and practice
4. Understands how to model and hold others accountable for ethical and legal behavior, including implementing practices that hold faculty, staff, and students accountable for ethical and legal behavior