# 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 | Approximate Number of Questions | Approximate Percentage of Examination |
| 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