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**GENERAL INFORMATION ABOUT THE ILLINOIS CERTIFICATION TESTING SYSTEM**

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General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the Illinois Certification Testing System
INTRODUCTION

The content tests are designed to assess a candidate’s knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the **objective statement**, which broadly defines the knowledge and skills that an entry-level educator needs to know; and

2. the **descriptive statements**, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee’s mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

**Objective Statement**

**Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students’ word analysis and vocabulary skills.**
**Descriptive Statements**

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students’ phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.

- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students’ use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.

- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

**PRACTICE TEST QUESTIONS**

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.
SUPERINTENDENT TEST OBJECTIVES

I. Facilitating a Vision of Educational Excellence
   II. Communication, Collaboration, and Community Leadership
   III. Resource Management and School Governance

SUBAREA I—FACILITATING A VISION OF EDUCATIONAL EXCELLENCE

0001 Understand the importance of creating a vision of educational excellence that is shared and supported by the school community.

For example:

- Demonstrate knowledge of principles and procedures for developing a school district's educational vision, mission, and goals.
- Recognize techniques and skills for collaborating with and motivating teachers, support staff, students, families, administrators, school board members, and community members to develop and achieve a shared vision of educational excellence for the school district.
- Demonstrate knowledge of procedures for obtaining and organizing financial, human, and material resources to realize the implementation of the school district's vision, mission, and goals.
- Recognize how to identify, clarify, and address barriers to achievement of the school district's vision, mission, and goals and how to monitor, evaluate, and revise the school district's vision, mission, goals, and implementation plans in response to influences.
- Demonstrate knowledge of principles and procedures for creating and implementing educational programs, policies, and plans that are linked to learning goals and reflect the school district's educational vision and mission.
- Demonstrate understanding of the potential effects of emerging issues and trends on the educational vision, mission, and goals of the school district (e.g., changing school finance variables, testing requirements, state or federal mandates).

0002 Understand the role of education in a pluralistic society and the political, social, economic, historical, philosophical, and cultural contexts of education.

For example:

- Recognize the role of public education in developing and renewing a democratic society and an economically productive nation.
- Recognize the historical, moral, philosophical, and political traditions of education in the United States and other countries.
- Demonstrate understanding of ways in which racial, ethnic, linguistic, religious, political, and socioeconomic factors influence education and the school community.
- Demonstrate understanding of the needs, interests, and contributions of different groups in a pluralistic society and the implications of diversity for education.
- Recognize the principles of representative governance and the dynamics of educational policy and advocacy under a democratic political system.
- Demonstrate understanding of global and emerging issues, trends, and forces that affect teaching, learning, educational leadership, and the school community.
0003 Understand human growth and development and learning and teaching theories and methodologies.

For example:

- Recognize principles and stages of physical, cognitive, social, and emotional growth and development and their implications for the school environment and instructional program.
- Demonstrate understanding of principles, applications, and appropriate use of learning and teaching theories, educational philosophies, and research methodologies (e.g., clinical, developmental, cognitive, peer coaching).
- Demonstrate understanding of the effects of sociological, economic, linguistic, cultural, and other factors on student development and needs.
- Demonstrate knowledge of strategies for promoting successful learning experiences for all students.
- Examine the role of extracurricular programs and school-sponsored activities in addressing students' developmental, social, cultural, physical, and academic needs.
- Evaluate the effectiveness and implications of classroom management practices.

0004 Understand how to create and sustain a productive learning environment that supports continuous improvement.

For example:

- Demonstrate knowledge of principles and techniques for promoting high expectations among and communicating high expectations to students and staff.
- Demonstrate knowledge of procedures for collaboratively developing a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practices and sound educational research findings.
- Demonstrate knowledge of strategies for creating a learning environment and culture where creativity, responsible risk taking, experimentation, and reflective practices are valued and practiced.
- Demonstrate understanding of ways in which technological applications for administrators, students, and staff can be used to enhance the learning environment, the instructional program, and professional growth.
- Demonstrate ways in which structural factors (e.g., staffing patterns, class scheduling, school district organizational structures, facilities design) can be adjusted to support teaching and learning strategies and desired student outcomes.
- Demonstrate knowledge of procedures for developing and maintaining pupil personnel services and programs that meet the educational needs of students and their families.
- Demonstrate knowledge of how to advocate for and nurture a constantly improving learning environment.
0005 Understand how to promote and nurture a positive school climate that values respect, dignity, and fairness for all individuals.

For example:

- Demonstrate understanding of the effects of school climate and school culture on student and staff performance.
- Demonstrate knowledge of strategies for creating and maintaining a positive school climate that values students and staff, recognizes their accomplishments, provides multiple learning opportunities, and promotes the treatment of all individuals with respect, dignity, and fairness.
- Demonstrate knowledge of strategies for creating a climate that promotes academic rigor and excellence and fosters the belief that all children can learn and succeed.
- Recognize methods for using symbols, ceremonies, stories, and other activities that reflect the school community's diversity to develop a nurturing and high-performing school culture and climate.
- Demonstrate knowledge of practices and procedures for ensuring the safety of schools for students, staff, families, and community members.

0006 Understand principles of instruction and assessment.

For example:

- Demonstrate knowledge of principles and techniques associated with instructional methods and practices.
- Identify components of a special education comprehensive case study evaluation and strategies for promoting successful learning experiences for students with exceptionalities.
- Recognize the significance of student differences (e.g., learning styles, cultural backgrounds, languages, exceptionalities) for instructional planning and assessment.
- Demonstrate knowledge of a variety of methods and techniques for assessing and monitoring students' educational performance and progress.
- Demonstrate knowledge of how to facilitate and engage in activities that result in systematic assessment of and response to individual students' academic performance, reporting on that performance, and evaluation of the instructional program.
0007 Understand principles of curriculum planning, development, and evaluation.

For example:

- Recognize basic principles of curriculum design and examine relationships between students' developmental levels and the curriculum.
- Demonstrate knowledge of how to use educational standards, research, applied theory, informed best practices, recommendations from learned societies, and state and federal mandates to make curricular decisions.
- Demonstrate knowledge of strategies for the collaborative development of curricula appropriate for varied teaching and learning styles.
- Demonstrate understanding of issues and procedures related to aligning curricular goals and objectives with state educational standards.
- Demonstrate knowledge of strategies for developing curricula that reflect democratic values and community goals, social needs, changing conditions, and the diversity of the classroom, community, nation, and world.
- Recognize procedures for curriculum implementation, evaluation, and refinement (e.g., adapting curricula to meet evolving student needs, involving school community groups in curriculum development).

SUBAREA II—COMMUNICATION, COLLABORATION, AND COMMUNITY LEADERSHIP

0008 Understand principles and procedures related to educational leadership and accountability.

For example:

- Identify characteristics, advantages, and limitations of theories of leadership and their applications to school environments.
- Demonstrate knowledge of the purposes of education and the role of educational leadership in modern society.
- Demonstrate knowledge of how to use group leadership skills to define roles, assign functions, and determine accountability for attaining educational goals.
- Demonstrate knowledge of how to collect, organize, and analyze various types of information, including data on student performance, to assess progress toward a school district's vision, mission, and goals.
- Identify activities and strategies for coordinating school district staff and outside agencies in determining and enforcing educational standards.
- Demonstrate knowledge of procedures for setting and evaluating goals and for establishing and implementing long-range plans for school district improvement.
- Demonstrate knowledge of strategies for communicating expectations and results to the school board, students, staff, school district administrators, parents/guardians, and the community.
0009 Understand the use of interpersonal and communications skills to collaborate with members of the school community.

For example:

- Demonstrate knowledge of interpersonal skills and techniques for facilitating effective collaboration with individuals and organizations throughout the community.
- Demonstrate understanding of communication skills, marketing strategies, and public relations techniques for disseminating information, engaging members of the school community in dialogue, and promoting the school district’s educational vision.
- Demonstrate understanding of formal and informal listening skills.
- Demonstrate knowledge of techniques and activities for communicating school district information clearly and effectively through writing and speaking.
- Demonstrate knowledge of appropriate techniques, channels, and media for articulating and communicating school district plans, ideas, and goals to the school board, staff, parents/guardians, students, and the community.
- Demonstrate understanding of techniques and activities for negotiating; managing, defusing, and resolving conflicts; and building consensus in situations involving the school community.

0010 Understand how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

For example:

- Demonstrate knowledge of the relationships among the multiple groups of stakeholders that comprise the school community, including parents/guardians, religious groups, business and industry, service organizations, local and county government, students, taxpayers, and employees of community organizations.
- Demonstrate knowledge of the conditions and dynamics of a diverse school community and of principles and techniques for responding to diverse community interests and needs.
- Demonstrate knowledge of strategies for collaborating with school district staff, school community members, and community agencies to address student needs.
- Demonstrate knowledge of principles and techniques for encouraging members of the school community to demonstrate integrity and ethical behavior and to treat all people fairly, equitably, and with dignity.
- Identify the functions and purposes of local, state, and federal service organizations and resources and appropriate procedures for locating, contacting, and mobilizing community resources.
0011 Understand the importance of building educational partnerships with diverse groups and organizations to support the school district's policies and programs.

For example:

- Demonstrate knowledge of features and components of successful models of partnerships between schools and businesses, industries, government agencies, vocational training institutions, and colleges and universities.
- Demonstrate knowledge of procedures and considerations involved in forming partnerships with individual businesses, community groups, government agencies, and institutions of higher learning to strengthen educational programs and support the school district's policies.
- Demonstrate knowledge of strategies for using business and community resources and services to enhance educational opportunities for students and support the school district's vision, mission, and goals.
- Demonstrate understanding of ways in which community and school district organizational structures and major opinion leaders influence the school district's programs and goals.
- Recognize the political nature of schools and how to apply political skills to build support for the school district's educational vision, mission, goals, and priorities.
- Recognize principles, strategies, and activities for identifying and considering political and community interests in the school district's decision-making process.

0012 Understand how to work effectively with school boards.

For example:

- Recognize the responsibilities and functions of superintendents and school boards in school district governance.
- Examine the superintendent's role in working with the school board (e.g., helping board members reach consensus, serving as a liaison between the board and constituencies, providing guidance to board members about legal and other issues, making recommendations for change, ensuring timely and effective communication with school board members).
- Distinguish between school board policies and operating procedures and recognize ways of implementing board policies and operating procedures.
- Demonstrate knowledge of skills and procedures for helping school board members define the school district's goals and priorities, identify problems, understand the legal and ethical implications of policy options, establish workable policies, and conduct self-evaluations.
SUBAREA III—RESOURCE MANAGEMENT AND SCHOOL GOVERNANCE

0013 Understand how to apply management, organizational, decision-making, and problem-solving techniques.

For example:

- Demonstrate knowledge of practices and models for the management of the school district as an organizational system.
- Demonstrate knowledge of how to use core organizational processes, including planning, communication, decision making, problem solving, and information management to manage the operations of the school district.
- Recognize techniques for building and utilizing teams to meet educational challenges and achieve educational goals.
- Demonstrate knowledge of techniques for framing, analyzing, and resolving problems.
- Demonstrate knowledge of basic statistical, data collection, and data analysis techniques in educational decision-making and problem-solving contexts.
- Demonstrate knowledge of skills for monitoring and evaluating the results of decisions and for making needed adjustments.

0014 Understand how to promote, facilitate, and manage change in order to improve the school district.

For example:

- Demonstrate knowledge of the change process within the school district and community and procedures for initiating school district–level change, identifying and overcoming obstacles to change, and managing effectively with the ambiguity and uncertainty inherent in the change process.
- Demonstrate understanding of how to use motivational theory to create conditions that positively influence staff, students, and families in various situations.
- Demonstrate knowledge of methods for empowering all constituents (e.g., staff, students, parents/guardians, community) to support change efforts through the use of delegation, collaboration, and collegial strategies.
- Demonstrate knowledge of techniques and activities for involving the school organization and community in school improvement efforts.
- Demonstrate knowledge of procedures for creating operational plans to support the school district's goals and for using organizational monitoring systems to ensure policy implementation.
- Demonstrate knowledge of procedures for monitoring and assessing the progress of school activities, making adjustments, and formulating new action steps as necessary.
0015 Understand principles and procedures for managing financial and technological resources.

For example:

- Demonstrate knowledge of public school financing at the federal, state, and local levels.
- Demonstrate knowledge of how to use financial management processes (e.g., planning, budgeting, procurement, accounting, monitoring, cost control).
- Identify types and characteristics of budgets, recognize stages in the budget process, and demonstrate knowledge of procedures for developing an efficient school district-level budget process that is guided by educational priorities.
- Recognize procedures and activities for identifying financial and material assets, using resources to acquire them, and allocating them according to the school district's goals and priorities.
- Demonstrate knowledge of strategies for educating the community about school funding and referenda related to school financing.
- Recognize applications of technology in educational management and evaluate current technologies in terms of their usefulness in school district management and business operations.
- Demonstrate knowledge of procedures for developing and implementing long-range plans to ensure the efficient use of the school district's technology and information systems.

0016 Understand principles of human resource management and professional development.

For example:

- Recognize appropriate policies, criteria, and procedures for recruiting, screening, selecting, inducting, compensating, disciplining, retaining, promoting, and dismissing personnel.
- Demonstrate understanding of human resource issues related to equity, diversity, exceptionalities, and grievance resolution.
- Demonstrate knowledge of how to use job-analysis procedures, negotiation skills, and supervisory and performance evaluation techniques to enhance the knowledge and skills of instructional and noninstructional staff.
- Recognize legal requirements and contractual obligations in human resource management.
- Demonstrate knowledge of professional development models and adult learning theory.
- Demonstrate knowledge of procedures for working collaboratively with school district staff to identify professional development needs, set goals, and implement plans and techniques for continuous professional growth.
0017 Understand how to manage the school district's facilities, equipment, and auxiliary services.
For example:

- Demonstrate understanding of practices, policies, regulations, and procedures for operating and maintaining the school district's facilities, equipment, and auxiliary services.
- Demonstrate knowledge of procedures for ensuring that the physical plant is accessible, well maintained, functional, secure, and operationally ready to support the full range of a school district's curricular and extracurricular programs.
- Demonstrate knowledge of principles and strategies for ensuring the physical safety of students and school district personnel and for addressing potential security problems.
- Demonstrate knowledge of activities, procedures, and skills for providing efficient delivery of auxiliary services, including health and nutrition, risk management, transportation, and information management services.
- Demonstrate knowledge of procedures for crisis planning and for responding to emergencies and crises.

0018 Understand principles of public school governance and legal and ethical guidelines related to schools and education.
For example:

- Recognize the legal rights and responsibilities of students, staff, school board members, and parents/guardians (e.g., confidentiality, right to an independent evaluation, suspension).
- Recognize federal and state educational laws and regulations.
- Identify elements of a professional code of ethics for school administrators.
- Recognize methods for creating a collaborative relationship with staff to implement policies that promote professional and ethical behavior and practices.
- Recognize state and federal requirements regarding least restrictive environment (e.g., placement based on an Individualized Education Program [IEP], an Individualized Family Service Plan [IFSP], or a section 504 plan).
- Recognize how school district policies, professional ethical standards, the Illinois and U.S. constitutions, and statutory and case law regulate the behavior of students, staff, and administrators in schools.
1. A new superintendent is having difficulty recruiting parents/guardians and other community members to serve on a committee to help develop a new district vision. Which of the following steps by the new superintendent is likely to be most effective in motivating community members to join the committee?

A. Limit faculty representation on the committee to faculty members who have a history of positive relations with parents/guardians and the community.

B. Establish clear procedures for the new committee that will ensure that members have a voice in and can affect committee decision making.

C. Survey community members to determine their current perceptions about the district's responsiveness to community input.

D. Establish a schedule of activities for the committee that will ensure that committee members' workload and time commitment will be relatively light.

2. One of a district's goals is to improve student performance on standardized tests in math. The superintendent establishes a committee to review the current math program and develop a list of recommended changes. Which of the following guidelines would be most helpful for the committee to follow when preparing its recommendations?

A. Limit recommended changes to those that can be achieved within the existing budget and personnel structure.

B. Organize recommended changes in a limited number of major categories.

C. Rank recommended changes according to their probable effectiveness in improving student test scores.

D. Identify possible areas in the budget where funds could be transferred to the math program.
3. Which of the following is likely to become the most significant challenge faced by public education as a result of the declining U.S. birthrate and the aging of the baby boom generation?

A. maintaining taxpayer support for providing sufficient funding to ensure effective public schools

B. revising curricula to ensure that public schools prepare students adequately for a rapidly changing job market

C. maintaining class sizes that are large enough to expose students to diverse perspectives and points of view

D. preparing teachers and other education professionals who have lost their jobs for finding work in other sectors of the economy

4. Which of the following classroom management practices is likely to be most effective for middle school classes?

A. Classroom rules are broadly defined and are presented as general guidelines that can be applied in various ways for different situations.

B. Consequences for violating classroom rules are clearly specified and consistently enforced.

C. Classroom rules are developed by a team of students, teachers, and the principal of each school and are the same in each of the school's classes.

D. Consequences for violating a classroom rule are determined collectively by students in the class.

5. Which of the following is the most appropriate and effective way for a superintendent to communicate high expectations for district principals?

A. Regularly meet with district principals to assist them in brainstorming solutions to problems that have arisen at their schools.

B. Regularly visit district schools to observe the work of the principals and provide them with assessments of their effectiveness based on these observations.

C. Encourage principals to propose their own solutions to problems that arise at their school, and support them in the process of implementing those solutions.

D. Assign principals specific tasks to accomplish at their schools and regularly review their progress in accomplishing these tasks.
6. A new superintendent observes that the district's student population has become much more diverse in recent years. Incidents involving tension and negative stereotyping between members of different groups have been increasing. Efforts to improve school climate are likely to be most successful if the superintendent:

A. introduces changes gradually and only after district administrators and staff have had the opportunity to develop trust in the new leadership.

B. ensures that changes are ongoing and multifaceted and include many aspects of the school environment.

C. identifies staff members who are members of different cultural groups to be responsible for overseeing changes at each school.

D. implements curricular changes before attempting to change other aspects of the school environment.

7. In problem-based learning, students are asked to formulate a hypothesis to solve a problem or explain an event. Students then collect information to test the hypothesis and draw conclusions based on this information. Finally, students reflect on the processes used during each step of the activity. This type of instructional method is likely to promote student learning primarily by:

A. increasing students' ability to use higher order thinking skills such as analysis, synthesis, and evaluation.

B. helping students relate new content area knowledge and skills to their own previous experiences.

C. facilitating the ability of the teacher to modify instruction to address each student's ability and needs.

D. enabling students to gain a greater sense of control over their own learning.

8. The primary advantage of allowing teachers flexibility in how they implement district curriculum guidelines in their classrooms is that such flexibility:

A. assists teachers in integrating content from other areas of the curriculum into their classes.

B. encourages administrators to use a variety of methods for evaluating the success of the curriculum in achieving district goals.

C. enhances the ability of teachers to respond to variation in students' preparation and learning styles.

D. ensures that revisions to the curriculum can be implemented quickly and with minimal disruption to student learning.
9. When meeting with district staff at the beginning of the school year, a superintendent reviews a set of performance standards that each staff member is expected to meet. When communicating these expectations to the staff member, the superintendent should make sure to:

A. inform the staff member that recognition and rewards will be provided for meeting the standards.

B. specify the consequences if the staff member fails to meet the standards.

C. emphasize that the district will attempt to provide the resources necessary to enable the staff member to meet the standards.

D. explain that there are procedures for modifying the standards if they prove too challenging for the staff member.

10. Newspapers are most likely to publish a press release prepared by a school district if the press release:

A. focuses on a single topic of interest.

B. presents both information and opinions about a topic.

C. is written in an informal style.

D. reflects a consensus of school officials.

11. A superintendent wants to encourage parents/guardians and other members of the community to donate resources to district schools. Which of the following approaches would be most appropriate and effective for this purpose?

A. publishing a specific "wish list" of resources needed by each school

B. limiting the value of the resources that are donated

C. keeping requests for resources as general as possible

D. limiting the request to monetary donations
12. A superintendent extends the district's job-shadowing and job-mentoring programs to include an apprenticeship agreement between the school district and several local businesses. This agreement allows a limited number of students in the district to develop professional-level knowledge and skills in a field by working in a business under the guidance of an expert or master in that field. The student typically spends 200 hours engaged in classroom instruction and 1,000 hours working at the business. The program's administrators could best promote the success of the apprenticeship program by making sure that:

A. students admitted to the program have demonstrated a strong commitment to their chosen field and to completing the program.

B. the faculty advisor to each student is a certified or licensed expert in the field in which the student is apprenticed.

C. the school limits participation in the program to students who are academically in the top 10 percent of their class.

D. participating businesses guarantee that they will hire those students who successfully complete their apprenticeships.

13. According to Illinois state law, local school boards have sole responsibility for:

A. establishing the basic standards for the curriculum taught in district schools.

B. hiring and dismissing the district superintendent.

C. overseeing the work of non-instructional district managers (e.g., chief school business officer).

D. negotiating contracts with district administrators.

14. Which of the following is the best example of using a systems approach when revising a school district's curriculum?

A. replacing the old curriculum with the new curriculum at the same time in all district schools

B. considering the effects that the curriculum revision will have on all other aspects of school functioning

C. implementing the new curriculum gradually over the course of a school year

D. consulting with all interested stakeholders during the development of the curriculum
15. A superintendent has worked with stakeholders in the district to make a decision related to school governance. The superintendent has also specified criteria for evaluating whether the decision has achieved the desired results. These criteria will be most effective in accomplishing this goal if they:

A. are broadly defined.
B. include both objective and subjective components.
C. are measurable.
D. provide an assessment of the decision-making process.

16. A superintendent wants to increase district staff members' intrinsic motivation to promote and support change. According to motivational theory, the superintendent could best address this goal by taking which of the following steps?

A. giving praise and recognition to staff members who participate willingly in the change process
B. assuring that each staff member has a meaningful role to play in the change process
C. making participation in the change process part of the criteria for evaluating staff members
D. providing an environment that fosters close interpersonal relationships among staff members

17. While working on the district budget for the next fiscal year, a superintendent learns that student attendance has declined by approximately 5 percent in the current year. Which of the following statements best describes the likely effect of this decline on the superintendent's budget?

A. More money is likely to become available because variable expenditures decrease by about 5 percent, while district revenues remain the same.
B. The budget consequences are likely to be minimal because total revenues and expenditures will both remain about the same.
C. Budget cuts may be necessary because revenues from state aid will decrease, while fixed costs, such as heat and insurance, remain the same.
D. The effect on the budget is likely to be minimal because revenues and expenditures will both decline by about 5 percent.
18. A superintendent appoints a search committee to hire a new elementary school principal. The search committee interviews each candidate separately. The candidate makes a short statement and then responds to questions from committee members. The superintendent could best ensure that the candidates are treated equitably during their interviews by:

A. requiring that all candidates finish their opening statements in a predetermined amount of time.

B. instructing the committee to use the same set of questions and follow-up questions with all the candidates.

C. explaining to all candidates the reasons for the committee's final hiring recommendations.

D. asking the candidates to provide summaries of their statements in advance for committee review.

19. A school board asks the district superintendent to develop a five-year plan for implementing capital improvements needed at the district's schools. In developing the plan, which of the following steps should the superintendent take first?

A. Ask the principal of each school to identify and prioritize capital improvements needed at his or her school.

B. Ask parents, staff, and other stakeholders to submit ideas for desired capital improvements to the district's schools.

C. Review projected revenues that may be available over the next five years for capital improvements to the district's schools.

D. Hire an outside consultant to inspect the district's schools and make recommendations for capital improvements.

20. According to Illinois state law, a superintendent would be required to report which of the following incidents to local law enforcement authorities?

A. An eighteen-year-old student initiates a fight with a younger student on school grounds.

B. A sixth grade student brings a Swiss Army® knife to school.

C. A tenth grade student is found to have a small amount of marijuana at school.

D. A fifteen-year-old student comes to school smelling like alcohol.
This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

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<thead>
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<th>Question Number</th>
<th>Correct Response</th>
<th>Test Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B</td>
<td>Understand the importance of creating a vision of educational excellence that is shared and supported by the school community.</td>
</tr>
<tr>
<td>2.</td>
<td>C</td>
<td>Understand the importance of creating a vision of educational excellence that is shared and supported by the school community.</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>Understand the role of education in a pluralistic society and the political, social, economic, historical, philosophical, and cultural contexts of education.</td>
</tr>
<tr>
<td>4.</td>
<td>B</td>
<td>Understand human growth and development and learning and teaching theories and methodologies.</td>
</tr>
<tr>
<td>5.</td>
<td>C</td>
<td>Understand how to create and sustain a productive learning environment that supports continuous improvement.</td>
</tr>
<tr>
<td>6.</td>
<td>B</td>
<td>Understand how to promote and nurture a positive school climate that values respect, dignity, and fairness for all individuals.</td>
</tr>
<tr>
<td>7.</td>
<td>A</td>
<td>Understand principles of instruction and assessment.</td>
</tr>
<tr>
<td>8.</td>
<td>C</td>
<td>Understand principles of curriculum planning, development, and evaluation.</td>
</tr>
<tr>
<td>9.</td>
<td>C</td>
<td>Understand principles and procedures related to educational leadership and accountability.</td>
</tr>
<tr>
<td>10.</td>
<td>A</td>
<td>Understand the use of interpersonal and communications skills to collaborate with members of the school community.</td>
</tr>
<tr>
<td>11.</td>
<td>A</td>
<td>Understand how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.</td>
</tr>
<tr>
<td>12.</td>
<td>A</td>
<td>Understand the importance of building educational partnerships with diverse groups and organizations to support the school district’s policies and programs.</td>
</tr>
<tr>
<td>13.</td>
<td>B</td>
<td>Understand how to work effectively with school boards.</td>
</tr>
<tr>
<td>14.</td>
<td>B</td>
<td>Understand how to apply management, organizational, decision-making, and problem-solving techniques.</td>
</tr>
<tr>
<td>15.</td>
<td>C</td>
<td>Understand how to apply management, organizational, decision-making, and problem-solving techniques.</td>
</tr>
<tr>
<td>16.</td>
<td>B</td>
<td>Understand how to promote, facilitate, and manage change in order to improve the school district.</td>
</tr>
</tbody>
</table>

(continued on next page)
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<thead>
<tr>
<th>Question Number</th>
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<tbody>
<tr>
<td>17.</td>
<td>C</td>
<td>Understand principles and procedures for managing financial and technological resources.</td>
</tr>
<tr>
<td>19.</td>
<td>A</td>
<td>Understand how to manage the school district’s facilities, equipment, and auxiliary services.</td>
</tr>
<tr>
<td>20.</td>
<td>C</td>
<td>Understand principles of public school governance and legal and ethical guidelines related to schools and education.</td>
</tr>
</tbody>
</table>
OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score
To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score
The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores
Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.
READING YOUR REPORT: A SAMPLE

A sample of a Superintendent test score report is provided below.

According to the above sample, the examinee did not pass the Superintendent test ①, because the examinee’s total test score of 234 ② is below the passing score of 240.

The examinee did better on the Facilitating a Vision of Educational Excellence section ③ of the test than on the Resource Management and School Governance section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.