Study Guide for the
Educational Leadership: Administration and Supervision Test
Revised 2010
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Study Guide for the *Educational Leadership: Administration and Supervision* Test

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Chapter 1
Introduction to the Educational Leadership: Administration and Supervision Test and Suggestions for Using This Study Guide
CHAPTER 1

Introduction to the *Educational Leadership: Administration and Supervision* Test

The *Educational Leadership: Administration and Supervision* Test assesses understanding of key concepts that school administrators need to know in order to do their jobs. In developing assessment material for this test, ETS has worked in collaboration with educators, higher education content specialists, and accomplished practicing school leaders to keep the test updated and representative of current standards.

<table>
<thead>
<tr>
<th>Test Name and Code</th>
<th>Questions, Length of Test</th>
<th>Major Content Areas Covered and Approximate Percentage of Questions in Each Area</th>
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| *Educational Leadership: Administration and Supervision* (0411) | 95 questions, two hours | ▪ Vision and Goals (19%)  
▪ Teaching and Learning (25%)  
▪ Managing Organizational Systems and Safety (14%)  
▪ Collaborating with Key Stakeholders (13%)  
▪ Ethics and Integrity (17%)  
▪ The Education System (12%) |
Suggestions for Using This Study Guide

Q. Why should you use this study guide?

This test is different from a final exam or other test you may have taken for other courses because it is comprehensive—that is, it covers material you may have learned in several courses during your entire preparation program. The test requires you to synthesize information you have learned from many sources and to understand the subject as a whole.

Therefore, you should review and prepare for it, not merely practice with the question formats. A thorough review of the material covered on the test will significantly increase your likelihood of success.

Moreover, studying for your licensing exam is a great opportunity to reflect on and develop a deeper understanding of pedagogical and administrative knowledge and methods before you begin your educational career. As you prepare to take the test, it may be particularly helpful for you to think about how you would apply the study topics and sample exercises to your own clinical experience.

Q. How can you best use the “Study Topics” chapters of this study guide to prepare for the *Educational Leadership: Administration and Supervision* Test?

First, assess your current knowledge and use that assessment to complete your preparation and review for the test.

- **Become familiar with the test content.** Learn what will be tested, as covered in chapter 4.
- **Assess how well you know the content in each area.** After you learn what topics the test contains, you should assess your knowledge in each area. How well do you know the material? In which areas do you need to learn more before you take the test? It is quite likely that you will need to brush up on most or all of the areas.
- **Develop a study plan.** Assess what you need to study and create a realistic plan for studying. You can develop your study plan in any way that works best for you. A “Study Plan” form is included in appendix A at the end of the book as a possible way to structure your planning. Remember that you will need to allow time to find books and other materials, time to read the materials and take notes, and time to apply your learning to the practice questions.
- **Identify study materials.** Most of the material covered by the test is contained in standard textbooks in the field. If you no longer own the texts you used in your course work, you may want to borrow some from friends or from a library. Use standard textbooks and other reliable, professionally prepared materials. Don’t rely heavily on information provided by friends or from searching the Internet. Neither of these sources is as uniformly reliable as textbooks. Also review other relevant course materials provided by your instructors.
CHAPTER 1

- **Work through your study plan.** You may want to work alone, or you may find it more helpful to work with a group or with a mentor. Work through the topics and questions provided in chapter 4. Rather than memorizing definitions from books, be able to define and discuss the topics in your own words and understand the relationships between diverse topics and concepts. If you are working with a group or mentor, you can also try informal quizzes and questioning techniques.

- **Proceed to the practice questions.** Once you have completed your review, you are ready to benefit from the practice test in chapter 5 of this guide.

**Q.** What’s the best way to use the chapter on multiple-choice questions to prepare for the *Educational Leadership: Administration and Supervision* Test?

- **Read chapter 4.** This chapter will sharpen your skills in reading and answering multiple-choice questions. For you to succeed on multiple-choice questions, you must focus carefully on the question, avoid reading things into the question, pay attention to details, and sift patiently through the answer choices.

**Q.** What’s the best way to use the practice test chapter?

- **Answer the practice multiple-choice questions.** Work on the practice multiple-choice questions in chapter 5, then use chapter 6, “Right Answers and Explanations,” to mark the questions you answered correctly and the ones you missed. In this chapter also look over the explanations of the questions you missed and see whether you understand them.

- **Decide whether you need more review.** After you have looked at your results, decide if there are areas that you need to brush up on before taking the actual test. Go back to your textbooks and reference materials to see if the topics are covered there. You might also want to go over your questions with a friend or teacher who is familiar with the subjects.

- **Assess your readiness.** Do you feel confident about your level of understanding in each of the subject areas? If not, where do you need more work? If you feel ready, complete the checklist in chapter 7 to double-check that you’ve thought through the details. If you need more information about registration or the testing situation itself, use the resources in appendix B: “For More Information.”
Chapter 2
Background Information on The Praxis Series™ Assessments
What Are The Praxis Series™ Subject Assessments?

The Praxis Series™ Subject Assessments are designed by ETS to assess your knowledge of the subject area you plan to practice, and they are a part of the licensing procedure in many states. This study guide covers an assessment that tests your knowledge of the actual content in the area you hope to be licensed. Your state has adopted The Praxis Series tests because it wants to be certain that you have achieved a specified level of mastery of your subject area before it grants you a license.

The Praxis Series tests are part of a national testing program, meaning that the test covered in this study guide is used in more than one state. The advantage of taking Praxis tests is that if you want to practice in another state that uses The Praxis Series tests, you can transfer your scores to that state. Passing scores are set by states, however, so if you are planning to apply for licensure in another state, you may find that passing scores are different. You can find passing scores for all states that use The Praxis Series tests online at www.ets.org/praxis or on the website of the state for which you are seeking certification/licensure.

What Is Licensure?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license has demonstrated a certain level of competence. The overriding concept behind licensure is expressed in the commonly used phrase that the person holding the license will do no harm. A license tells the public that the person holding the license can be trusted to educate children competently and professionally.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation: some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because it assesses your entire body of knowledge or skill for the field you want to enter, preparing for a licensure exam takes planning, discipline, and sustained effort. Studying thoroughly is highly recommended.

Why Does My State Require The Praxis Series Assessments?

Your state chose The Praxis Series Assessments because the tests assess the breadth and depth of content—called the “domain” of the test—that your state wants its educators to possess before they begin to practice. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of educators in each subject area in each state. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of educators. You can find out the passing score required for The Praxis Series Assessments in your state by looking in the pamphlet Understanding Your Praxis Scores, which is free from ETS (see www.ets.org). If you look through this pamphlet, you will see that not all states use the same test modules, and even when they do, the passing scores can differ from state to state.
CHAPTER 2

What Kinds of Tests Are The Praxis Series Subject Assessments?

Two kinds of tests comprise The Praxis Series Subject Assessments: multiple choice (for which you select your answer from a list of choices) and constructed response (for which you write a response of your own). Multiple-choice tests can survey a wider domain because they can ask more questions in a limited period of time. Constructed-response tests have far fewer questions, but the questions require you to demonstrate the depth of your knowledge in the area covered.

What Do the Tests Measure?

The Praxis Series Subject Assessments are tests of content knowledge. They measure your understanding of the subject area in which you want to practice. The multiple-choice tests measure a broad range of knowledge across your content area. The constructed-response tests measure your ability to explain in depth a few essential topics in your subject area. The content-specific tests, most of which are constructed response, measure your understanding of fundamental concepts in your field. The tests do not measure your actual ability, however. They measure your knowledge and how you might apply it. Educators in your field who help us design and write these tests, and the states that require these tests, do so in the belief that knowledge of a subject area is the first requirement for licensing.

How Were These Tests Developed?

ETS began the development of The Praxis Series Subject Assessments with a survey. For each subject, educators around the country were asked to judge which knowledge and skills a beginning school leader needs to possess. Professors in schools of education who prepare school leaders were asked the same questions. These responses were ranked in order of importance and sent out to hundreds of educators for review. All of the responses to these surveys (called “job analysis surveys”) were analyzed to summarize the judgments of these professionals. From their consensus, we developed the specifications for the multiple-choice and constructed-response tests. For each subject area, a committee of practicing educators wrote these specifications (guidelines). The specifications were reviewed and eventually approved by school leaders. From the test specifications, groups of school leaders and professional test developers created test questions.

When your state adopted The Praxis Series Subject Assessments, local panels of practicing educators in each subject area met to examine the tests question by question and evaluate each question for its relevance to beginning school leaders in your state. This process is known as a “validity study.” A test is considered “valid” for a job if it measures what people must know and be able to do on that job. For the test to be adopted in your state, school leaders in your state must judge that it is valid.
These educators also performed a “standard-setting study”; that is, they went through the tests question by question and decided, through a rigorous process, how many questions a beginning school leader should be able to answer correctly. From this study emerged a recommended passing score. The final passing score was approved by your state’s Department of Education.

In other words, throughout the development process, practitioners in the field—educators—have determined what the tests would contain. The practitioners in your state determined which tests would be used for licensure in your subject area and helped decide what score would be needed to achieve licensure. This is how professional licensure works in most fields: those who are already licensed oversee the licensing of new practitioners. When you pass The Praxis Series Subject Assessments, you and the practitioners in your state can be assured that you have the knowledge required to begin practicing your profession.