# TEACHING

*Connecticut-Administrator*
*Connecticut Administrator Test*

**Questions And Answers PDF Format:**

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# Latest Version: 6.0

## Question: 1

To develop staff leadership skills that advance the school vision, which activities that school leaders can ask staff members to participate in fall into the category of helping staff increase their skill and knowledge bases?

A. Serve on school leadership teams, lead faculty study groups, help on school improvement projects, and lead curriculum planning committees.
B. Help screen and interview job applicants, attend district meetings, work on less familiar projects, and help others work with challenging parents.
C. Discuss reasons and ways that school leaders handled situations as opportunities to observe and reflect, and journal leader practice observations.
D. Join and participate in professional organizations, mentor new employees, and present information to other members of the school staff

### Answer: B

Explanation:
These are activities that school leaders can ask staff to participate in to increase their skill and knowledge bases. The (a) activities are ways school leaders can get staff involved in school leadership to develop these skills. The (c) activities are ways school leaders can offer staff opportunities for observation and reflection to develop leadership skills. The (d) activities are ways school leaders can support staff participation in professional development to promote leadership skills.

## Question: 2

School leaders may be confronted by angry parents complaining about something that is outside of a leader's control. In the experiences of successful school leaders, which of the following is most effective?

A. Communicating that this is outside of their control
B. Listening and then communicating understanding
C. Responding to each parental complaint as it occurs
D. Referring the parent to somebody who has control

### Answer: B

Explanation:
Telling already agitated parents that their complaint is outside the school leader's control (a) will only exacerbate their frustration, as will putting them off by referring them to someone else (d). Answering each parental complaint as it occurs (c) interrupts the parent, who will perceive this

as defensiveness and/or disinterest in getting to the root of the problem. Experienced school leaders report many parents simply want them to listen to everything they say; others add that communicating understanding (b), which shows compassion and concern, is critical.

## Question: 3

In isolating factors that affect student learning, researchers have found which of these has the most impact?

A. Family involvement and support
B. Family socioeconomic status
C. Qualifications of teachers
D. The sizes of classes

## Answer: C

Explanation:
Researchers have found that among family involvement and support (a), family socioeconomic status (b), qualifications of teachers (c), and the sizes of classes (d), 44 percent of the impact on student learning is attributed to teacher qualifications. This means that the other 56 percent of the impact is divided among the other three factors; so of these four factors, teacher qualifications have the most impact on student learning.

## Question: 4

Which of the following is a benefit of having a centralized budget within a district?

A. increased flexibility in meeting the individual needs of students and classes
B. increased buy-in from school leaders and staff members
C. improved financial coordination between different campuses
D. more efficient control and tracking of expenses

## Answer: D

Explanation:
One benefit of having a centralized budget is that tracking and planning expenses tends to be more efficient since the locus of control is not as distributed among a plurality of leaders. In a decentralized budget, each school plans its own budget, at least in part. In this system, there is more potential for the mismanagement of funds, since the budgetary and purchasing decisions are given to more people. Decentralized budgets do have the benefit of flexibility in purchasing and potential for buy-in from staff members and leaders, since it allows for decisions to come from people who are closer to campus needs. In the case of a centralized budget, leadership should make particular effort to become aware of individual campus needs. In the case of a decentralized budget it is important to make sure there are effective means of financial accountability in place. Answer C is not a factor that would be directly affected by budgets being centralized or decentralized.

## Question: 5

Which statement is MOST accurate concerning how school leaders can ensure that faculty instructional practices treat minority students equitably?

A. Leaders can best get teachers to model appreciation of diversity for students by talking about it.
B. If teaching practices conflict with student cultures, leaders instruct teachers to be aware of this.
C. Having all teachers know a few words or phrases in each students L1 is simply token lip service.
D. Leaders should make sure that all staff members learn to pronounce students' names correctly.

**Answer: D**

Explanation:
The best way to get teachers to model for students is for school leaders to model for teachers rather than only talking about it (a). If teaching practices conflict with student cultural beliefs, values, or practices, leaders must instruct teachers to replace or change these, not simply be aware of the conflict (b). Having all teachers know a few words or phrases in each student's first language (L1) makes classrooms welcoming, psychologically safe learning environments (c). Similarly, leaders should ensure all staff members learn to pronounce students' names correctly

## Question: 6

Regarding data collection, recording, and submission for monitoring student progress and relating it to state assessments, which school leader responsibility to help faculty is MOST accurately described?

A. Deciding how often, and to whom, teachers submit data
B. Ensuring teachers collect data periodically, for example, quarterly
C. Having faculty aid one another with data-recording forms
D. Applying state-assigned rubrics to assessment for faculty

**Answer: A**

Explanation:
School leaders are responsible for deciding how often and to whom teachers submit data; for example, they might want teachers to submit data every 2 to 3 weeks to their team leaders to enable structured data discussions during team meetings. School leaders are responsible to ensure teachers collect data continuously: quarterly (b) is insufficient to adjust instruction, can impede viewing monitoring as essential, and fails to further faculty instruction and assessment goals. School leaders are also responsible for helping faculty choose and develop data-recording forms (c) and ensuring faculty application of state-assigned rubrics to predict student performance on state assessments (d).

## Question: 7

Research into achievement gaps in suburban schools known for excellence found which of the following about students from racial and ethnic minority groups?

A. Black and Latino students spent less time on homework and completed homework less.
B. Researchers attributed differences in grades and homework to motivation and effort.
C. Asian students had higher grades and finished more homework by spending equal time.
D. Researchers attributed grade and homework differences to skill and home support gaps.

**Answer: D**

Explanation:
Research found black and Latino students completed less homework, even though they spent similar amounts of time (a) as white and Asian students. Researchers attributed differences in grades and homework not to student motivation or effort (b) but to gaps in student skills and differences in home supports (d). Asian students had higher grades and finished more homework by spending more time (c) on studying and homework.

## Question: 8

Among tenets of the philosophy of differentiating instruction that are compatible with standards-based instruction, which is described correctly here?

A. The Zone of Proximal Development enables optimal learning.
B. Designed learning opportunities are superior to natural ones.
C. Activating prior knowledge enhances relevance, not learning.
D. Sense of community aids social, not academic, development.

**Answer: A**

Explanation:
The philosophy of differentiating instruction is compatible with standards-based instruction required for accountability as long as educators apply principles of effective curriculum and instruction. For example, differentiation principles include these: leading students into Vygotsky's Zone of Proximal Development (where students can do more with assistance than they can alone) optimizes learning (a). So do natural learning opportunities (b). Activating prior student knowledge not only makes new learning relevant to students but also enables them to learn best (c). Sense of community, wherein students feel respected and important, makes learning more effective both socially and academically (d).

## Question: 9

Which of the following practices best represents the least restrictive environment (LRE) for a student who receives special education services?

A. The student remains in a classroom with other students who receive special education services throughout the day, with the exception of ancillary classes.

B. The student attends classes with students who do not receive special education services, but reports to a special education teachers classroom during independent practice of each core class.
C. The student reports to a special education teacher's classroom for math and reading only.
D. The student attends classes with students who do not receive special education services and classroom teachers provide modifications to the curriculum and/or accommodations to assist the student.

| **Answer: D** |
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Explanation:
The least restrictive environment for a student who receives special education services is the same environment as their peers who do not receive these services. Any time a student is removed from the main program of education, their environment is restricted. A students LRE is determined by their Individualized Education Plan and may differ based on their learning needs. However, a students IEP and academic performance must be reviewed regularly to ensure that the student is in the least restrictive environment possible.

## Question: 10

The National Association of Secondary School Principals (NASSP) recommendations for ethical behaviors by school leaders include the following:
I. Fulfilling their professional duties honestly and with integrity
II. Obeying all the federal, state, and local laws and regulations
III. Basing all decisions on the value of student success and well-being
IV. Acting to change laws, policies and regulations against education goals
V. Implementing the local board of education regulations and policies
Which combination of these could MOST present a conflict for a leader in some instances?

A. I and III
B. II and IV
C. II, IV, and V
D. III, IV, and V

| **Answer: C** |
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Explanation:
Obeying federal, state, and local laws and regulations (II) and implementing the local board of education's administrative regulations and policies (V) could both conflict with acting to change laws and regulations that are against valid education goals (IV), or vice versa, as obeying and implementing laws, regulations, and policies can be countermanded by acting to change laws, regulations, or policies.