

EDUCATIONAL ADMINISTRATION

MORNING SESSION

Spring 2008

DIRECTIONS:

1. Do not write your name on any materials to be submitted. **Only the number assigned to you should appear.**
2. At the conclusion of the examination, you will be required to return your disc and a printed copy of your responses, or your handwritten responses.
3. The examination consists of two parts. You are required to write on three of the six questions identified in Part "A" during the morning session, and three of the six questions in Part "B" during the afternoon session.
4. Your examination will be graded on your responses to the morning questions as well as the three afternoon responses. It is highly recommended that you read all the questions presented during each session, and think through your responses before writing.

PART A

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. There has been an enormous paradigm shift in the understanding, expectations, and delivery of professional development during the last 15 to 20 years. Give a brief description of what staff development was like 20 years ago (typically) and then a clear description of what it should be like today – in its best form. Give four professional development models/strategies that are being used today to grow adults in much better ways than ever before (not talking about canned reading or math programs, etc.). Strong responses will include considerable detail about what the model/strategy is, how it's used, and responsibilities for leadership (at all levels). (Appropriate citations would make response stronger).
- A2. In today's school environment, leaders are expected to not only provide a culture of learning but also meet the varied requirements of NCLB while ensuring collaboration time for teachers so that they can improve student achievement and close the achievement gap. One of the critical elements for a leader to know is how to ensure that the curriculum being taught in the classrooms is what is critical for students to know, what will be tested, and how the curriculum is being delivered. Additionally, leaders must be able to assure the community that student achievement is increasing each year. As the district leader for Curriculum & Instruction, how will you ensure that what is being taught is what will be tested and will improve student achievement? What elements will you review to ensure that all the components of the district provide support for curriculum and

instruction (elements would include, policies, budget, guides, buildings, personnel, professional development, assessment and the use of data)? What steps will you use to evaluate these components as well as the implementation and monitoring of the written curriculum? What steps will you take to correct anything that is not occurring correctly and what plans will you put in place to ensure that the gap is closed?

- A3. You have been hired as the assistant superintendent for human resources of a school district of 10,000 students. The superintendent has asked you to perform an audit of the human resource functions within the school and recommend changes based on “best practices”. Identify three human resource functions that you would audit, identifying what practices, policies, and/or procedures you would ensure are in place, or that you would work to put in place based upon “best practices”. Be sure to provide *specific support* from the research literature, business management literature, etc. for the actions/improvements that you would take.
- A.4 Identify the two types of sexual harassment, which are actionable under Title VII and Title IX. Give examples of each type as they may apply in the school environment and give examples of policies that should be in place to protect the school district from liability.
- A5. Equity and Adequacy, as applied to State Foundation Formulas, are different concepts and are assessed through different strategies. For example, Missouri’s former formula was based on the concept of equity while the new formula (SB 287) is based on adequacy. Please discuss in detail the difference between equity and adequacy by emphasizing the distinct concepts inherent in both approaches.
- A6. Charlotte Danielson and Tom McGreal (and others) have described at least six steps or elements in designing a district based evaluation system for personnel. Their work primarily has been focused on teacher evaluation, but really could apply to most classifications of personnel. Describe and discuss at least four of these “steps in design” and be sure to speak in some way to the following issues:
- Purposes of assessment and evaluation
 - The reasons why what we’ve done in the past has not been very productive
 - Major legal aspects of assessment and evaluation
 - Use of standards

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PART B

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- B1. You have been requested by your board of education to discuss with them at their next regular meeting information related to the area of educational specification. Specifically, the board would like for you to discuss the following:
- What are educational specifications?
 - What are the components that make up the educational specification?
 - What are the environmental elements that affect students' learning?
 - Who should be a part of the planning group for creating district-wide educational specifications?
- Prepare a written response for your use at the upcoming meeting.
- B2. You have just been hired as the new superintendent in the Abilene School District, a school district with a population of approximately 56,000 and a student enrollment of approximately 10,000. Because of a number of unethical practices that had been exposed in the community at large, some of the community's most admired leaders were being charged for ethics violations. Many citizens had great concerns that these leaders' practices would have a negative influence on the community. Consequently, one of the goals that the school board identified for the new superintendent to meet was to

influence/promote the development of an ethical educational organization. between and among employees and between and among students.

Using the principles of Jean Jacques Rousseau, Aristotle, and John Rawls, identify and defend how you would begin and conduct your leadership practices related to employee performance and student learning.

- B3. The American Association of School Administrators through the work of John Hoyle, Professional Standards for the Superintendency, identified eight standards and associated indicators that define the practice of the superintendency. The standards are: (1) Leadership and district culture, (2) Policy and governance, (3) Communications and community relations, (4) Organizational management, (5) Curriculum planning and development, (6) Instructional management, (7) Human resources management, (8) Values and ethics of leadership. Select three of these standards and discuss the role and responsibilities of the superintendent in carrying them out in an exemplary fashion. Also explain how you would evaluate the effectiveness of each of these standards in a school district.
- B4. You have been appointed superintendent of schools for Jefferson School District, a school district that the school board has reported has a strong school and community relations plan in place, even though the rumors outside the school district are that quiet dissention exists between and among the various publics in the school district, particularly between the public and the school districts' administrators and teachers. When you arrive in your office and begin to review district programs with the administrators responsible for each of the programs, you discover that the Jefferson School and Community Relations Plan is a collection of "Dos and Don'ts" which appear to be maxims that are somewhat dated. When you ask how the plan is used, the response is that administrators use the information periodically as they work with faculty, staff, students, and parents. When you ask for the data that the school district has collected from the public that identify how the internal and external public feels about its schools, you learn that such data do not exist. Also, as you visit with members of the school district's workforce, you learn that the public rarely is involved with or engaged with its schools.

Discuss the following: What are the key concepts that would be used in your work to assure that a workable School & Community Plan is eventually developed and in place for purposes of attracting and maintaining the engagement of the public with its schools and what would be your rationale for use of those concepts? In your discussion, identify what you would do first, second, third, etc. and justify your answer.

- B5. Frances Fowler identifies six steps in the classical stage model of the policy process. Identify each of these stages and in some detail describe the various activities that make-up each stage, Finally, identify the one stage that you believe is most critical in the entire process, then state your rationale for selecting that one.

- B6. The following question is a “multi-course” question that integrates content from courses you took during your SLU program. This is a broad, multi-discipline comprehensive question. You should be able to use information from many courses to answer this question if you choose to do so.

For many years, a problem identified as the “learning gap” has troubled educational leaders. The “learning gap” refers to the achievement score difference that exists between students who are poor and those who are not. Many state and federal policies, educational improvement/reform programs, and professional development strategies have been designed to address the problem.

Please discuss the nature of this problem, and then the policies, programs, and/or practices that could alleviate the problem. Using your analysis, apply your ideas in a specific case. In other words, how will you, as a district-level administrator (identify your role, e.g. superintendent) address the problem of the achievement gap in your district. Please clarify the issues that you must address to alleviate the problem in your system (educational change, political realities, financial issues, history, and so on), as well as the steps or actions you will use to make the changes you desire.

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PART A

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. In a review of the literature regarding learning organizations, Bradley Cousins (1996) reported that, "Organizations that learn are extraordinarily open and forthcoming, thrive on experimentation and risk, tolerate ambiguity. At the same time such organizations are able to construct consensus interpretations as well as to surface and eliminate hidden barriers to collective learning. Not many schools or school districts currently bear much resemblance to such a profile but it seems clear that organizational change and development in this direction can only enhance the reform effort" (p 646).

As an executive leader in an educational institution your task is to guide such change. How will you move your school district from its current state to the learning organization that Cousins' described above? The books on the required reading list and the courses (including Research Topics) in your doctoral program address the concept of educational improvement and provide tools that can be applied to your role as a leader of improvement. Develop an action plan for the first year of implementing such a model in your school district/organization. Explain your rationale for the approach you take and justify your choices by referring to your readings and course materials.

- A2. As the newly hired superintendent responsible for ensuring that the district PD plan

supports the improvement of teaching thus improving student achievement within the district, what relationship should exist between PD and teacher evaluation? What components would you use to ensure that all PD in the district is high quality? What guidelines would you put into place to ensure continued development that would link to student achievement gains? What indicators of quality would you use to assess the effectiveness or success of your system? How might you tie PD and Teacher Evaluation to student achievement? Your answer should include how you will initiate and guide the system as well as what the system will include. Please provide examples and references for your answers.

- A3. With NCLB, schools are constantly focused on adequate yearly progress, annual performance reports, and other data that indicates student achievement. School leaders must constantly be functioning on several levels: the classroom where there is an emphasis on effective instructional practices, the school where teachers are learning and collaborating together, and the district systemic changes emphasize creating results-oriented schools that make data-driven decisions for developing and carrying out improvement plans.

Most states are now focused on curriculum and instruction when looking at what makes student achievement occur. As the newly hired assistant superintendent for curriculum and instruction, you find that the district test scores have remained below state average for the past two years and you could be facing being placed on the list of schools targeted for school improvement. What steps will you take to determine if the district has a guaranteed and viable curriculum along effective instructional practices? Be sure to cite research from class readings to support your steps – in all areas of policy, budget, facilities, and written curriculum. List the steps you will take in various areas and methods you will use to review, improve, implement, and monitor needed change that will improve student achievement within your new district. As this new leader in a district, identify and describe what leadership actions you would take to promote change (a) in the school organization and (b) to move the faculty forward to meet the demands of accountability while promoting student learning. Provide specific examples (e.g. models, frameworks, programs, structures, curriculum audit areas). Again, explain why you have chosen these specific behaviors and provide a rationale of why you would do what you describe.

- A4. 1. Identify two recent U.S. Supreme Court cases that have impacted on public schools in the past three years. Briefly state the facts and holding of the court and indicate how you anticipate that these cases will affect the administration of public schools in the coming year.
2. School vouchers continue to be a topic of debate throughout the country. Advocates claim that school vouchers will help expand educational opportunities for children of low economic status who are trapped in failing schools. Critics, however, feel school vouchers will undermine the public education system, and

promote segregation between racial and religious lines. Identify and discuss the constitutional issues which the United States Supreme Court has recently set forth on the issue of school vouchers.

A5. Select three of the following five components of a school budget and explain how you would use these areas to analyze a school budget:

1. Balance
2. Revenue
3. Expenditures
4. Administration of the Budget
5. Debt

Please be specific relative to the application of these factors to budget analysis.

A6. You have been hired as the assistant superintendent for human resources of a school district of 10,000 students. The superintendent has asked you to perform an audit of the human resource functions within the school and recommend changes based on "best practices". Identify three human resource functions that you would audit, identifying what practices, policies, and/or procedures you would ensure are in place, or that you would work to put in place based upon "best practices". Be sure to provide *specific support* from the research literature, business management literature, etc. for the actions/improvements that you would take.

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PART B

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- B1. The term educational specification is relatively new in school circles. You have been requested by your board of education to develop a definition of the term that can be used to inform school district stakeholders of its role. The board would also like you to discuss with them the desired makeup of an ed-specs team for the district. Additionally, the board would like to know how the use of educational specification documents constitutes a major contribution of educators in your district to the school conceptualization and planning process.
- B2. The American Association of School Administrators through the work of John Hoyle, Professional Standards for the Superintendency, identified eight standards and associated indicators that define the practice of the Superintendency. Select three of these standards and discuss the role and responsibilities of the superintendent in carrying them out in an exemplary fashion. Also explain how you would evaluate the effectiveness of each of these standards in a school district.

- B3. As superintendent of schools you are asked to serve as the chairperson of a state-wide committee to study the problem of financing adequate school facilities in your state. Presently the state provides no specific funding for school buildings. Describe the process/steps you will propose to your committee for passing legislation that will enable the state to assist in funding the construction and renovation of schools.
- B4. After you have been hired to provide leadership for a school district, you learn that the school district organization has been quite traditional with top-down decision-making involving the leadership and often directed by the board of education. Additionally, there is an obvious need that student performance must improve in the schools. It is apparent that you will have challenges in your efforts to develop a collaborative organization that engages both the internal and external community in collaborative decision-making using consensus as the primary model and focused on improving student performance. Identify the plan of action you would take over a three-year time period to move the district from its traditional operation to becoming a collaborative organization that engages others in its operations and decision-making focused on improving student performance. Include the theoretical underpinnings of effective school and community relations
- B5. As the newly appointed superintendent of schools, the board of education has set forth as a primary goal for your administration the formulation of a publicly defensible ethical framework supporting your administration. This goal has been prompted by an unfortunate set of unethical circumstances that led to the termination of the former superintendent. Develop a set of operational principles that you intend to follow in your administration based on the Categorical Imperative of Immanuel Kant, the Social Justice theory of John Rawls, and the Discourse Ethics notion of Jürgen Habermas.
- B6. Please list the five components of a school district budget and provide a brief explanation of each component.

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PART A

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. As a newly hired superintendent, you have found that the district does not have a high quality comprehensive professional development plan (the previous one just met the letter of the law). You have always embraced the NSDC standards for professional development. Describe in considerable detail how you design and deliver a new district professional development plan that would move the NSDC standards into practice. Be sure to speak to implications for specific role groups.
- A2. As the newly hired assistant superintendent for curriculum and instruction, you have begun the process of reviewing the written curriculum and data analysis of student scores only to find that there are deficits. The superintendent has asked you to do a complete curriculum audit and return with the findings and recommendations that align to all five standards. What steps will you take to determine if the district has a guaranteed and viable curriculum? Be sure to cite research from class readings to support your steps – in all areas of policy, budget, facilities, and written curriculum. List the steps you will take in various areas and methods you will use to review, improve, implement, and monitor needed change that will improve student achievement within your new district.
- A3. How can personnel evaluation contribute to the overall quality and improvement of a school district? (Be specific about the best practices in personnel evaluation and their connection to quality and improvement.) How would you, as the superintendent, create

an evaluation system that functions in that way? Include how you will explain and clarify that connection for your faculty and staff, and in what ways (be specific) you will judge the effectiveness of your new evaluation system in the context of school quality and improvement?

A.4 Discuss and describe the authority of schools to discipline students. Include a discussion of the requirements of due process for regular and special education students in public schools.

A5. Select three of the following five components of a school budget and explain how you would use these areas to analyze a school budget:

1. Balance
2. Revenue
3. Expenditures
4. Administration of the Budget
5. Debt

Please be specific relative to the application of these factors to budget analysis.

A6. You have been hired as the assistant superintendent for human resources of a school district of 10,000 students. The superintendent has asked you to perform an audit of the human resource functions within the school and recommend changes based on "best practices". Identify three human resource functions that you would audit, identifying what practices, policies, and/or procedures you would ensure are in place, or that you would work to put in place based upon "best practices".

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PART B

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- B1. There are a variety of methods available by which a school building can be constructed. School districts need to investigate and understand the advantages and disadvantages of a variety of construction delivery methods available to them. As superintendent, your board of education has requested that you provide them a written report as related to the following construction delivery methods: conventional (competitive bidding), construction management, design/build. Please prepare your report for board review and discussion.
- B2. As the newly appointed superintendent of school, the board of education has set forth as a primary goal for your administration the formulation of a publicly defensible ethical framework supporting your administration. This goal has been prompted by an unfortunate set of unethical circumstances that led to the termination of the former superintendent. Develop a set of operational norms that you intend to follow in your administration based on natural law theory and make a detailed comparison between the classical and modern world viewpoints.

- B3. You have just been employed as the superintendent of schools for the Wysco Public Schools. The schools serve approximately 4,200 students with diverse ethnic, racial, and socio-economic demographics. The community is critical of the schools and its administration and teachers and the morale throughout the schools and support centers is low. To add to the problems, student performance has lessened over the past 5 years and the Wysco Public Schools has 4 of its 7 schools non-accredited by the state.

You interviewed as the person who could turn this around and the school board hired you to do just that. Identify and discuss the 3-year plan for your leadership with the school district and your work with the school board that you would like to implement, given school board approval, and briefly describe how you would go about gaining school board approval.

- B4. Frances Fowler identifies six steps in the classical stage model of the policy process. Identify each of these stages and in some detail describe the various activities that make-up each stage. Finally, identify the one stage that you believe is most critical in the entire process, then state your rationale for selecting that one.

- B5. One of the standards required in the superintendent's position is strategic leadership and district culture. A superintendent should know and be able to describe the following three indicators: (1) Formulate a written vision statement on the future direction of the school district (2) Discuss the tested leadership and motivation theories they would use to motivate staff, students, and the community to achieve the district vision (3) Exhibit multicultural and ethnic understanding and a passion for equity in the vision process. Discuss each of the three indicators in regard to the role and responsibilities of the superintendent in carrying them out in an exemplary fashion.

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PART A

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. . . . when student learning measures are used in the evaluation of teachers and other educators, they must conform to professional standards of practice. While numerous pitfalls exist with the unschooled use of assessment data for evaluation of any sort, particularly for use in performance evaluation, it is important to maximize the benefits and minimize the liabilities in linking student learning and teacher effectiveness. (Tucker & Stronge, 2005, p. 96)

Tucker, P.D., & Stronge, J. H. (2005). *Linking teacher evaluation and student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Assume that your school board agrees with Tucker and Stronge. As a new superintendent in the district you have been given a charge to move your current, traditional performance assessment system (e.g. checklists, alternate year visits, etc) to one that is based on the best practices of personnel evaluation. Additionally, the system must link student learning to personnel evaluation. Be sure to provide details and examples to address: 1. the process/approach you would take to lead the changes, 2. the "best practices" that need to be included, and 3. the way in which student learning will be linked to personnel evaluation.

A2. As the newly hired superintendent responsible for ensuring that the district PD plan supports the improvement of teaching thus improving student achievement within the district, what relationship should exist between PD and personnel evaluation? What policies would you institute to ensure continued development? What indicators of quality would you use to assess the effectiveness or success of your system? How might you tie PD and Teacher Evaluation to student achievement? Your answer should include how you will initiate and guide the system as well as what the system will include.

A3. In Robert Marzano's book, *What Works in Schools*, he cites the number one factor in effective schools and effective teachers' classrooms as being a guaranteed and viable curriculum. Curriculum is woven through many areas of a school system and should be supported by all aspects of the school district.

As the newly hired assistant superintendent for curriculum and instruction, you find that the district test scores have remained stable but below the state average for the past three years. What steps will you take to determine if the district has a guaranteed and viable curriculum? Be sure to cite research from class readings to support your steps – in all areas of policy, budget, facilities, and written curriculum. List the steps you will take in various areas and methods you will use to review, improve, implement, and monitor needed change that will improve student achievement within your new district.

A.4 1. Discuss and describe the authority of schools to discipline students. Include a discussion of the requirements of due process for regular and special education students in public schools.

2. Discuss the constitutional issues involved in testing students for drugs.

A5. Select three of the following five components of a school budget and explain how you would use these areas to analyze a school budget:

1. Balance
2. Revenue
3. Expenditures
4. Administration of the Budget
5. Debt

Please be specific relative to the application of these factors to budget analysis.

A6. You have been hired as the assistant superintendent for human resources of a school district of 10,000 students. The superintendent has asked you to perform an audit of the human resource functions within the school and recommend changes based on "best practices". Identify three human resource functions that you would audit, identifying what practices, policies, and/or procedures you would ensure are in place, or that you would work to put in place based upon "best practices". Be sure to provide *specific support* from the research literature, business management literature, etc. for the actions/improvements that you would take.

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PART B

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- B1. The superintendent needs a broad perspective of the planning process involved in creating or altering educational learning environments. Identify and describe in detail the steps in the facility planning process, and identify the activities or milestone events related to each of the steps.
- B2. With NCLB, schools are constantly focused on adequately yearly progress, annual performance reports, and other data that indicates student achievement. School leaders must constantly be functioning on several levels: the classroom where there is an emphasis on effective instructional practices, the school where teachers are learning and collaborating together, and the district where systemic changes emphasize creating results-oriented schools that make data-driven decisions for developing and carrying out improvement plans.

As the leader of a district, identify and describe what leadership actions you would take to promote change (a) in the school organization and (b) to move the faculty forward to meet the demands of accountability while promoting student learning. Provide specific examples (e.g. models, frameworks, programs, structures, approaches). When citing

leadership change behaviors, be specific and base it on research and “best practices” providing a defense by citing class and readings, information, or materials. Again, explain why you have chosen these specific behaviors and provide a rationale of why you would do what you describe.

- B3. Assume you are a new superintendent. You have just received the state test results from last year's student assessment. In the areas of reading and math at the elementary and middle school level you note that your students are scoring below the state average. You recall that prior to being selected for the position you learned that student scores had been low for the past two years. In fact this was one of major reasons the previous superintendent decided to leave the position. What steps would you take to address the declining test scores. Be specific on how you would engage people in the process. What leadership qualities will you need to exhibit? Describe in detail the use of researched based practices and or best practices in your multi-step approach to the problem.
- B4. You are the superintendent of schools and you are concerned about the problem you are facing with the increased number of students in your district. You have a need to build several new elementary schools plus renovate your existing middle school and high school. Unfortunately, your school district is at the 15% debt ceiling. The only answer you see is for the state to establish a plan which would provide funding for school construction and renovations. Describe in detail the specific steps you would take to organize the passage of legislation which would provide this type of funding. Elaborate in detail about each step and the strategies you would use.
- B5. Assume you have just been hired as the new principal of a school (you pick the level i.e. elementary, middle, high). The superintendent has informed you that the school has never had any formal process for school improvement that speaks to student achievement. She (the superintendent) has asked you to prepare a well thought out document that describes the elements of your school improvement plan – answering the who, what, why, how, when types of questions. Citations from the research will support the strongest responses.
- B6. Among the standards for ethical leadership in school districts are the ethics of power, duty, and justice. Consider the following:

The Superintendent of Schools for the Beauville School District is a known and recognized figure in this large school district located in the urban fringe. Dr. Ritz has been the superintendent for 7 years and during that time has faced challenges related to employee quality performance and student performance and achievement. Employees have negotiated a very tight policy related to the hours spent on campus, the extent of their service to students, the extent to which they will have personal privacy, and the extent to which they will take responsibility for student performance and achievement. During this time, student performance by most measures has decreased and placed the district at risk of losing its accreditation.

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PART A
ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. Since the "Nation At Risk" report of 1983, many schools have responded to the need for school reform. Most educational critics would say that too little has been done and that no real change has occurred. Analyze this phenomenon from the perspective of the building principal. Include in your analysis both historical perspectives as well as dimensions of what would/could have made it different (better).
- A2. Recent research has become very clear about the specific roles and responsibilities for each major stakeholder involved in building and maintaining a high quality professional learning program in schools and districts. Please describe in considerable detail (with appropriate citations) the performance characteristics that each of the following roles should exemplify as they perform the responsibilities of leading for high quality professional development. (What would it look like and be like if they were doing it well)?

Teacher:

Principal:

Central Office Staff Development Leader:

Superintendent:

Board of Education Member:

- A3. School leaders of today must function on various levels in order to continually improve student achievement and close the achievement gap which in turn maintains accreditation. They must continually monitor state achievement scores, graduation rates, attendance, reading levels, and ACT scores to name just a few areas. Accountability on these leaders includes not only student achievement but teacher development and providing instructional leadership as well. These same instructional leaders must focus on the classroom where there is an emphasis on effective instructional practices that assist in meeting state standards while also focusing on systemic issues that emphasize creating results-oriented schools focused on improvement plans made from an analysis of current and past data.

Consider yourself a new leader of a building or a district. In this role, you need to identify and describe what action plans you will develop and implement to advance the school organization and faculty to achieve higher levels of student achievement while improving techniques for student learning. Be specific and provide your rationale for each example (e.g. models, frameworks, programs, structures, and approaches) based on research and "best practices" of your chosen actions and processes.

Be sure to also address the needed leadership behaviors to be utilized in effecting these changes. Please be specific and base it on research and "best practices" providing a defense by citing specific researchers/writers, class readings, information, or materials. Again, explain why you have chosen these specific behaviors.

- A4. 1. Identify two recent court decisions which have had a significant impact on the administration of public schools and explain why they are important.
2. Why is the concept of state action important to school administrators?

A5. Select three of the following five components of a school budget and explain how you would use these areas to analyze a school budget:

- 26. Balance
- 27. Revenue
- 28. Expenditures
- 29. Administration of the Budget
- 30. Debt

Please be specific relative to the application of these factors to budget analysis.

A6. You have been hired as the assistant superintendent for human resources of a school district of 10,000 students. The superintendent has asked you to perform an audit of the human resource functions within the school and recommend changes based on "best practices". Identify three human resource functions that you would audit, identify what practices, policies, and/or procedures you would ensure are in place, and provide support for the recommended practices, policies, and/or procedures that you would put in place that reflect "best practices".

HIGHER EDUCATION

AFTERNOON SESSION

Spring 2006

DIRECTIONS:

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The examination consists of two parts. You wrote on Part "A" during the morning session. This afternoon you are expected to answer three of the eight questions.

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PART B

ANSWER QUESTION THREE OF THE EIGHT QUESTIONS

- B1. The Governor of the State has recognized that the State's booming population will soon mandate that a new State university campus will need to be created. While not displeased with the state of higher education in the public sector, she knows that this is precisely the right time to think "outside of the box" and explore alternatives to the traditional academic community. Concomitantly, the Governor does not want to "throw the baby out with the bath water." So, she has employed several consultants to advise her as to how a new campus might be organized and administered; she has asked you, specifically, to paint a word picture of a new kind of academic community and to join her in thinking outside of the box. Moreover, she wants this new community to function in the spirit of best practices and to be a model for those students of higher education who are concerned with the key principles associated with the organization and administration of higher education.
- B2. In the penultimate draft of the University's new budget for the next fiscal year, your staff recognizes that a systemic error has been made in the calculations and a budget gap has opened that places the budget in deficit to the tune of \$5 million. You have realized this number after all the so-called "tough" decisions have been made, namely, tuition, salaries, new spending, et cetera. . The Chair of the Board's Finance Committee and President will

not relent: you must balance the budget! What recommendations and rationale will you present to the CEO and Trustees?

- B3. Identify three historical events which have had a significant impact on contemporary higher education in the United States, and explain why they are significant.
- B4. Clark Kerr (1977), former President of the University of California system, said, "Curriculum is a battleground on which society debates education." Drawing on your knowledge of curricular debates throughout the history of higher education, discuss the key "battles" that resulted in curricular reform in the United States. Include in your answer current and anticipated curricular debates and innovations.
- B5. 1. What is the importance of the United States Supreme Court's decisions in Board of Trustees of the University of Alabama, et al. v. Patricia Garrett et al. and Kimel v. Florida Board of Regents for public and private colleges and universities?
2. What is the importance of the Tarasoff v. Regents of California to college student personnel administrators?
- B6. As the president of a small non-sectarian private liberal arts college, the board of trustees has set forth as one of your goals for the next academic year the planning of an institutional development campaign because of dwindling tuition revenue. Develop a strategy that you will follow in implementing this goal, which incorporates the discourse ethics principles of Jürgen Habermas and the social contract notion of Jean-Jacques Rousseau. Be specific as to how your strategy is embedded in the ideas of these two philosophers.
- B7. "Understanding student development is critical if one is to be an effective student affairs educator. The growth and development of students is a central goal of higher education, and student affairs professionals play an integral role in its achievement" (Evans, Forney, Guido-DiBrito, 1998).

Drawing on your knowledge of student development theory, campus culture, and the characteristics and demographics of our current students, describe how we as higher education professionals can facilitate the development of our students.

- B8. No matter what year it is, colleges and universities will always have issues. According to Bud Thomas, there are three kinds of issues: 1) Ongoing issues such as budget cuts, student suicide attempts, and academic dishonesty; 2) Issues unique to a particular campus such as a high number of students with disabilities, a need for sophomore transition classes, and problems with TA unions; and 3) Issues and trends on the national scene such as technology, globalization, and an aging U.S. population.

Using your knowledge of the student affairs profession including its foundations, principles, theoretical bases, organization, programs and services, describe how student affairs professionals can proactively and collaboratively address and shape issues and trends that will influence student experience.

EDUCATIONAL ADMINISTRATION

MORNING SESSION

Fall 2005

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PART A

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. What is the relationship between professional development and personnel evaluation? What are the practices that would be used in a school district system that is built on the relationship you describe? As a district administrator/leader of this system, how would you plan, organize, lead, and manage the system? What indicators of quality would you use to assess the effectiveness or success of your system? Explain your approach carefully and provide evidence from course materials and other readings that support your approach. Your answer should include how you will initiate and guide the system as well as what the system will include.
- A2. In today's schools, accountability looks at what the school produces (MAP scores, graduation rates, closing the achievement gap, etc.). In trying to improve achievement and close the achievement gap so as to make adequate yearly progress under No Child Left Behind, school leaders must function on several levels. One such level centers on the classroom where there is an emphasis on effective instructional practices that meet state standards while another focus is systemic and emphasizes creating results-oriented

schools that make data-driven decisions for developing and carrying out improvement plans.

As the new leader of this building or district, identify and describe what actions you would take to move the (a) school organization and (b) the faculty forward to meet the demands of accountability while promoting student learning. Be specific and provide examples (e.g. models, frameworks, programs, structures, approaches) based on research and “best practices” of your chosen actions and processes. Provide a rationale of why you would do what you describe.

Additionally, what leadership behaviors would you utilize to effect change? Be specific and base it on research and “best practices” providing defense by citing class readings, information, or materials. Again, explain why you have chosen these specific behaviors.

- A3. You have been hired as the assistant superintendent for human resources of a school district of 10,000 students. The superintendent has asked you to perform an audit of the human resource functions within the school and recommend changes based on “best practices”. Identify three human resource functions that you would audit, identify what practices, policies, and/or procedures you would ensure are in place, and provide support for the recommended practices, policies, and/or procedures that you would put in place by citing specific research in support of “best practices”.
- A4. Assume you have just been hired as the new principal of a school (you pick the level i.e. elementary, middle, high). The superintendent has informed you that the school has never had any formal process for school improvement that speaks to student achievement. She (the superintendent) has asked you to prepare a well thought out document that describes the elements of your school improvement plan – answering the who, what, why, how, when types of questions. Citations from the research will support the strongest responses.
- A5. During the school day a high school principal is approached by a student who informs him that another student, whom he names, has cocaine in the trunk of his car which is parked on the school parking lot. The principal gets the named student from class and has him open the trunk. After searching the trunk the principal finds a bag of white powdery substance which he then turns over to the police. The car is registered to the student’s father. The police take the student into custody and he is later charged with possession of a controlled substance. However, the father comes forward and advises the police and the school that the drugs were his, and that his son did not know they were in the car. The school goes forward with a disciplinary hearing and expels the student. A law suit is then filed in federal court charging the school with violation of the student’s rights. Explain the constitutional issues the court is likely to address in this case, and indicate whether you think the school will be found to have violated any the student’s constitutional rights.

A6. A recent statement made by a state leader at a national conference was that public school superintendents do not fully understand how to influence policy development. Produce an argument against that statement by

(1) Identifying strategies that you would use to work politically with policy development for purposes of more equitable educational services for children and

(2) Discussing how you would advocate for that policy

(a) At the local level and

(b) At the state level.

EDUCATIONAL ADMINISTRATION

AFTERNOON SESSION

Fall 2005

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PART B

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- B1. Perhaps one of the greatest challenges in schools and districts today is their ability to become learning organizations or capacity builders. If you were a new principal or superintendent (pick your context), in a non-learning organization where staff often said "They'll never let us," or "What am I supposed to do?" how and what would you do to begin to turn your organization into a powerful learning organization. Be specific in your design/plan and use citations from the research to strengthen your response.
- B2. As the superintendent of schools there are numerous domains that define the practice of the position. Two of the most critical of these areas are (1) leadership and district culture and (2) policy and governance. Discuss the specific role and responsibilities you would have in carrying out each of these two areas in an exemplary manner. Also as an incoming superintendent, identify the strategies you would use to assess the present status of each of these two domains in your new school district.

B3. As the superintendent of schools, the board of education has set forth as one of your goals for the next fiscal year the formulation of a publicly defensible ethical framework supporting a tax levy referendum. This goal has been prompted by the failure of two previous tax levy elections. Develop a set of operational principles that will constitute the framework for the election campaign based upon the social contract notion of Jean-Jacques Rousseau and the utilitarianism of John Stuart Mill. Be specific as to how your principles are embedded in the ideas of these two philosophers.

B4. Select three of the following five components of a school budget and explain how you would use these areas to analyze a school budget:

1. Balance
2. Revenue
3. Expenditures
4. Administration of the Budget
5. Debt

B5. We know that design of educational buildings are shaped, by and responsive to, their educational programs. (Graves 2003)

Educational programs are shaped to meet the evolving demands of changing workforce needs, developing cultural values and, available technologies. With this in mind, discuss each of the three questions below.

1. What major changes occurred in school building design as the country transitioned from the colonial/agricultural society of 1620-1840 to the industrial age of 1841-1950?
2. Discuss how the changing needs of a society moving from the Agricultural Age to the Industrial Age influenced changes in school design.
3. Discuss your thoughts on why the industrial age schoolhouse design has persisted even into and beyond the Information Age.

B6. One of the most frequent reasons that superintendents may not be successful in providing leadership for a school district and its community is failure to establish successful relationships not only for himself/herself but also for the school district. Develop a plan that you will use in the first three years of your superintendency for establishing strong relationships for yourself and for your school district with both the internal community and the external community. Include specific details about what each step will include and place the steps of the plan in chronological order (Year 1, Year 2, Year 3).

EDUCATIONAL ADMINISTRATION

MORNING SESSION

Spring 2005

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PART A

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. Standard # 2 of the ISLLC standards says: *“A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.”* Describe the characteristics of a school culture that supports a high performing instructional program? And, what specific things do principals do to make them happen? Be specific and give details and citations where appropriate.
- A2. There has been an enormous paradigm shift in the understanding, expectations, and delivery of professional development during the last 10 to 15 years. Give a brief description of what staff development was like 20 years ago (typically) and then a clear description of what it should be like today – in its best form. Give five examples/strategies that are being used today to grow adults in much better ways than ever before. Strong responses will include considerable detail about what the example/strategy is, how it's used, and responsibilities for leadership (at all levels). (Citations would be helpful)

A3. You have been hired as the assistant superintendent for human resources of a school district of 10,000 students. The superintendent has asked you to perform an audit of the human resource functions within the school and recommend changes based on "best practices". Identify the human resource functions that you would audit, identify what practices, policies, and/or procedures you would ensure are in place, and provide support for the recommended practices, policies, and/or procedures that you would put in place that reflect "best practices".

A4. The accountability movement has shifted the criteria of measuring school quality from what the school offers (number of courses, number of books in the library, etc.), to what the school produces (MAP scores, narrowing the achievement gap, etc.).

First identify how (a) the school organization and (b) the faculty must change in order to meet the demands of accountability and promote student learning. Your answer should provide specific examples of school improvement processes and practices (e.g. models, frameworks, programs, structures, approaches) and faculty activities based on research and "best practices". Defend the implementation of improvement processes and faculty activities by citing class readings or class materials.

Second, identify what you would do as the educational leader (superintendent, elementary principal, or secondary principal) to effectuate these changes. Your answer should include specific examples of leadership behavior and activities based on research and "best practices". Defend these behaviors by citing class readings or class materials.

A5. During the school day a high school principal hears a disturbance in the hall outside her office. She goes out into the hall and finds several students shouting at each other. Two of the students are wearing t-shirts with a silkscreen photo of naked prisoners with military personnel standing over them and the statement "stop the war, stop the torture". The principal recognizes the photo as one that has been broadcast and published by the media. She then breaks up the altercation among the students and takes the two students wearing the t-shirts into her office and tells them to go home and change shirts or they will be suspended. The students return the next with similar t-shirts and the principal suspends them for 10 days. If the students challenge their suspensions in court, what constitutional issues will the court consider?

A6. Select three of the following five components of a school budget and explain how you would use these areas to analyze a school budget:

1. Balance
2. Revenue
3. Expenditures
4. Administration of the Budget
5. Debt

Please be specific relative to the application of these factors to budget analysis.

EDUCATIONAL ADMINISTRATION

AFTERNOON SESSION

Spring 2005

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PART B

ANSWER THREE OF THE FOLLOWING SEVEN QUESTIONS

- B1. Describe the component parts of an Educational Specification document. Discuss the desired make-up of an ed.-specs team. Discuss in some detail the content of each part of the document and its importance in communicating with the architect. Tell me how educational specifications documents constitute a major contribution of educators to the school conceptualization and planning process.
- B2. "Teaching, alone among the professions, makes the same demands on novices as on experienced practitioners." "Most other professions build in a period of apprenticeship. Doctors participate in internships and residencies, intensive experiences that prepare them for the rigors of independent practice. Accountants and architects are hired by firms, where they work—for a few years at least—under the close supervision of a veteran. But teachers are simply 'thrown in the deep end,' receiving little real assistance. . ." (p. 57). (Danielson, C. & McGreal, T. L. (2002). *Teacher evaluation: To enhance professional practice*. Alexandria, VA: ASCD.)

As an administrator who must evaluate teacher, discuss the causes and nature of the problem that Danielson has described in the comment above. What will you do about

the problem? What steps can you take to address the problem? What are the advantages and disadvantages of your approach? How will you know if you are making progress?

- B3. During the past two decades, school districts have experienced increasingly strong interests on behalf of the public in holding their schools publicly accountable for improving student performance and achievement. In addition, the public has expressed interests in becoming increasingly involved in the decision-making processes about their schools. Assume that you have just been employed as a new superintendent of schools for a community that needs to go through significant change to improve student performance. Develop a plan for strategically engaging your public in effective decision-making about how to change so that student performance and achievement can be improved.
- B4. Educators in the past have insisted that politics cannot be a part of the educational discussion regarding how children are educated. In other words, "We do not 'play' politics with children's educational lives!" However, differing points of view about how children should be educated surface routinely, often challenging school district officials' decisions. Assume that you are the superintendent in a school district that has active interests in politically influencing decisions that affect the public schools in some way. How would you develop your leadership as a "politician" in support of serving all children? What are three of the most important steps you would take? Provide a rationale for your answers to each of the two questions.
- B5. The following are the eight areas identified by the American Association of School Administrators as defining the practice of the superintendency: (1) leadership and district culture, (2) policy and governance, (3) communications and community relations, (4) organizational management, (5) curriculum planning and development, (6) instructional management, (7) human resources management, and (8) values and ethics of leadership. Select three of the areas and discuss the role and responsibilities of the superintendent in carrying them out in an exemplary fashion.
- B6. In your position as the superintendent of schools, the board of education has set forth as one of your goals for the next academic year the formulation of a publicly defensible student rights and responsibilities policy. This goal has been prompted by the dissatisfaction of the teachers, who believe that the present policy is ineffective in terms of promoting positive student behavior. Develop a process for the review and formulation of a new policy, and establish a set of principles that will constitute the framework for the process based on the Pragmatism of John Dewey and the Utilitarianism of Jeremy Bentham. Be specific as to how your principles are embedded in the ideas of these two philosophers.

EDUCATIONAL ADMINISTRATION

MORNING SESSION

Fall 2004

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PART A

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. The following are the eight areas identified by the American Association of School Superintendents as defining the practice of the superintendency: (1) leadership and district culture, (2) policy and governance, (3) communications and community relations, (4) organizational management, (5) curriculum planning and development, (6) instructional management, (7) human resources management, and (8) values and ethics of leadership. Select three of the areas and discuss the role and responsibilities of the superintendent in carrying them out in an exemplary fashion.
- A2. There are conflicts of opinion related to a number of educational issues. Identify three educational issues in your state for which there are conflicts of opinion and discuss the following for each educational issue:
 - (a) What are the conflicting opinions?
 - (b) What are the strategies you might use to resolve or reduce the conflicts on the state level?
 - (c) What are the strategies you might use to resolve or reduce the conflicts on the local

level?

- A3. The accountability movement has shifted the criteria of measuring school quality from what the school offers (number of courses, number of books in the library, etc.), to what the school produces (MAP scores, narrowing the achievement gap, etc.).

First identify how (a) the school organization and (b) the faculty must change in order to meet the demands of accountability and promote student learning. Your answer should provide specific examples of school improvement processes and practices (e.g. models, frameworks, programs, structures, approaches) and faculty activities based on research and “best practices”. Defend the implementation of improvement processes and faculty activities by citing class readings or class materials.

Second, identify what you would do as the educational leader (superintendent, elementary principal, or secondary principal) to effectuate these changes. Your answer should include specific examples of leadership behavior and activities based on research and “best practices”. Defend these behaviors by citing class readings or class materials.

- A4. There are many schools and districts that have poor staff development, but there are no great schools that have poor staff development! A possible implication here is that leadership could make a huge difference in the success of professional learning. Describe (in considerable detail) what the role of building and district leadership should be - with regard to professional learning in “great” schools. What would they do (be specific) that would be different than leadership in “good” schools?
- A5. Identify and discuss the constitutional issues, which Federal and State Courts must consider when deciding cases, which involve the issuance of school vouchers.

OR

Discuss the legal obligations of school districts in relation to peer sexual harassment. Include in your discussion a review of the legal basis for peer sexual harassment suits that have been brought against schools.

- A6. The movement to require increased accountability of schools for the performance of their teachers and students has influenced state and national legislators to pass legislation that ties achievement of selected standards to funding. Local school districts, then, must focus improvement efforts on improving student performance as measured by achievement of standards for performance.

In order to lead both the internal and external school communities through the change efforts for improvement in student performance, the superintendent of schools must have strong public relations with both the internal and external communities. Assume that you are a new superintendent of a school district. Identify a plan of action that you would employ as the primary leader to create positive school and community relations **and** to bring the internal and external school communities together to support the school improvement efforts related to student performance.

EDUCATIONAL ADMINISTRATION

AFTERNOON SESSION

Fall 2004

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PART B

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- B1. Dissemination of information about effective personnel evaluation models, including a set of standards and strategies, should influence policies and practices in schools and school districts. Some school systems are changing their routine, "checklist" approach to personnel evaluation so that they have more effective systems.

What policies and practices should be included in a more effective approach to personnel evaluation? Using your answer to that question, describe how you, as a new superintendent, will plan and implement a more effective approach to personnel evaluation in your district. Be specific about your expected outcomes, the steps you will take, the resources and information that will guide you, and how you will assess your progress.

- B2. In your position as the superintendent of schools, the board of education has set forth as one of your goals for the next academic year the formulation of a publicly defensible student rights and responsibilities policy. This goal has been prompted by the dissatisfaction of the teachers, who believe that the present policy is ineffective in terms

of promoting positive student behavior. Develop a process for the review and formulation of a new policy, and establish a set of principles that will constitute the framework for the process based on the social covenant notion of Thomas Hobbes and the utilitarianism of Jeremy Bentham. Be specific as to how your principles are embedded in the ideas of these two philosophers.

- B3. As the assistant superintendent for human resources, the superintendent has asked you to develop job descriptions for two new positions, Director of Employee Relations and Director of Risk Management. Up to this time, the responsibilities of employee relations and risk management have been carried-out by other administrations in the human resources department. The influx of new employees has prompted the need for these additional positions. Be specific and include the following in your job descriptions: job summary, organizational relationships, organizational tasks, and job qualifications.
- B4. Please list the five components of a school district budget and provide a detailed explanation of each component.
- B5. You are a new superintendent and you have been in the district about four months. The Board is interested in planning a large-scale renovation project for all school buildings including 5 elementary schools 2 middle schools and a high school. The Board has asked that you draft an overview document for their study that describes the first phase of developing a strategic plan to accomplish this. They are interested in what the district would have to do to provide a database for planning, and engaging the community early in the process.

Draft a memorandum outlining the initial planning study, citizen engagement models, and selection of a district planning task force.

Specifically: Respond to all parts of the following directions

1. Describe at least five data bases you would build to analyze the current state of the district, the demographics of the community, current state of the school facilities, and future growth or decline of student population. Note: Do not just bullet list these, describe them.
 2. Discuss and build a case for citizen engagement early in the process.
 3. Describe the forums, processes and desired outcomes of a citizen engagement program.
- B6. The task of leading a school system today demands that a school administrator be both an agent of change and an effective manager of complex organizations. Administrators are

asked to lead their school districts with a vision that may transcend the initial mission of public schools in our country. (1) From what source do educational leaders derive the power to make such change? (2) How do these leaders behave in bringing about transforming/transcending change? (3) From what source(s) do educational leaders derive the power to act as effective and efficient managers of their organizations, and (4) in what ways do they behave in managing and directing these organizations? Address all 4 parts of the question)

EDUCATIONAL ADMINISTRATION

MORNING SESSION

Spring 2004

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PART A

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. The public voice has become loud and clear. Superintendents are faced with the need to engage the public effectively and meaningfully with their schools. Outline and discuss a plan for effectively engaging a school district's multiple "publics" in the schools, which includes participating in the decision-making function related to their schools. Provide specific examples to support your analysis and discussion.
- A2. School improvement efforts have required some very skillful change efforts in order to reach challenging, but desired, school and student outcomes. Usually, a number of issues (conflicts of interest) develop in response to suggested or actual change in education and strong political reaction and/or activity occurs related to those issues..
 - (1) Identify one issue that involves Federal/national points of view, State points of view, and local points of view. Identify what the issue is and discuss the varied viewpoints at each of the three levels. Include in your discussion what makes the issue a political issue at each of the three levels.
 - (2) Identify one local issue that does not involve Federal or State levels. Explain what

the issue is, what the points of view are, and identify what ethical stance a school leader should use in resolving the local issue.

- A3. Knowledge about the most effective personnel evaluation approach is available to district and building-level educational administrators. Such knowledge should inform and influence educational leaders who are responsible for personnel evaluation. Examples of the areas in which such knowledge exists include, but may not be limited to:
- the purposes that drive effective personnel evaluation,
 - standards that provide the base for personnel evaluation approaches,
 - designs for comprehensive evaluation policies and systems, and
 - evaluation strategies/practices

In the role of a superintendent or principal who is new to a school system: 1.) describe and discuss the personnel evaluation knowledge that will guide and inform your approach to personnel evaluation. And 2.) describe and discuss the steps you will take to plan, implement and evaluate that approach in the school or district you have joined. Be specific and provide examples and evidence to support your choices. Identify whether you are taking the role of superintendent or principal.

- A4. The accountability movement has shifted the criteria of measuring school quality from what the school offers (number of courses, number of books in the library, etc.), to what the school produces (MAP scores, narrowing the achievement gap, etc.).

First identify how (a) the school organization and (b) the faculty must change in order to meet the demands of accountability and promote student learning. Your answer should provide specific examples of school improvement processes and practices (e.g. models, frameworks, programs, structures, approaches) and faculty activities based on research and “best practices”.

Second, identify what you would do as the educational leader (superintendent, elementary principal, or secondary principal) to effectuate these changes. Your answer should include specific examples of leadership behavior and activities based on research and “best practices”.

- A5. Identify the two types of sexual harassment, which are actionable under Title VII and Title IX. Give examples of each type as they may apply in the school environment and give examples of policies and procedures that should be in place to protect the school district from liability.

Or

Identify two recent U.S. Supreme Court cases that have impacted on public schools in the past four years. Briefly state the facts and holding of the court and indicate how you anticipate that these cases will affect the administration of public schools in the coming

years.

- A6. As a new superintendent, you have been asked to develop a master plan to up-grade existing facilities. Please describe the three major phases of such a plan and a realistic timeline for the evaluation, planning, and development phases (including the community survey).

EDUCATIONAL ADMINISTRATION

AFTERNOON SESSION

Spring 2004

DIRECTIONS:

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PART B

ANSWER THREE OF THE FOLLOWING SEVEN QUESTIONS

- B1. As the assistant superintendent for human resources, the superintendent has asked you to prepare a plan for automating the human resources department. Up to this point, none of the human resources functions have been automated. Include the following in your plan: routine human resources procedures that should be automated; a description of the hardware and software selection process; a description of desirable software applications. Begin by giving a rationale for the automating process and provide examples throughout your answer.
- B2. As the newly appointed superintendent of school, the board of education has set forth as a primary goal for your administration the formulation of a publicly defensible ethical framework supporting your administration. This goal has been prompted by an unfortunate set of unethical circumstances that led to the termination of the former superintendent. Develop a set of operational norms that you intend to follow in your administration based on the social contract theory and also make a detailed comparison between the classical and modern world viewpoints.

B3. The state legislature has just passed a traditional collective bargaining law for public employees. It is so traditional that boards of education are not free to develop their own policies governing the process of collective bargaining. From the perspective of the superintendent of schools, develop a set of implementation procedures based on a traditional framework that addresses the following: Recognition and bargaining unit determination, the scope of negotiations, the bargaining process, impasse procedures, work stoppage, and the master agreement.

B4. Fullan and Sergiovanni talk about schools moving from being run managerially tight but culturally loose to being run managerially loose but culturally tight. From a building principals' perspective, explain in considerable detail what this means. The strongest answers would cite the research and provide some clear examples.

B5. A Professional Learning Community is usually described as having at least five (5) context requirements:

- Shared Values and Vision
- Collective Learning and Application
- Supportive and Shared Leadership
- Supportive Conditions
- Shared Personal Practice

Describe in detail each of the five context requirements (in a least a long paragraph) and cite a successful practice or two within each.

B6. Select three of the following five components of a school budget and explain how you would use these areas to analyze a school budget:

1. Balance
2. Revenue
3. Expenditures
4. Administration of the Budget
5. Debt

Please be specific relative to the application of these factors to budget analysis.

B7. Power is often granted to people through their position in the school district. We refer to this as *positional or legitimate power*. There are a number of other types of power people may exert when working with others. These include *Referent Power, Coercive Power, and Expert Power*. Define and discuss each using examples of how a Superintendent may apply them.

EDUCATIONAL ADMINISTRATION

MORNING SESSION

Fall 2003

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PART A

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. For school superintendents, expectations for performance accountability both for themselves and for their schools come from multiple directions. During the past decade, those expectations have increased and have become more public. The challenge for superintendents to be successful and their schools to be successful in meeting expectations AND in establishing good public relations with both internal and external school district publics is great.

Develop a plan for establishing good public relations within a school district with both internal and external publics. Provide an overall rationale for the plan, and include actions you would take and/or decisions you would make about the following: acquisition of information, communication vehicles/strategies, your visibility, and accountability of all staff.

- A2. Public schools have operated in an increasingly political environment over the past two decades. As the CEO, the superintendent is expected to be skilled in working politically

toward ends that benefit all children in his/her school district. Additionally, the superintendent must be able to influence policy development (local, state, and/or national) that will benefit the children in public schools. The difficulties of influencing policy development often occur because of conflicts of interest between and among the stakeholders.

Select ONE of the following topics and discuss at least three strategies that can be used by the superintendent to help reduce conflicts of interest:

- . Funding the schools
- . Reducing extra-curricular programs
- . Evaluating employee performance

- A3. The accountability movement has shifted the criteria of measuring school quality from what the school offers (number of courses, number of books in the library, etc.), to what the school produces (MAP scores, narrowing the achievement gap, etc.).

First identify how (a) the school organization and (b) the faculty must change in order to meet the demands of accountability and promote student learning. Your answer should provide specific examples of school improvement processes and practices (e.g. models, frameworks, programs, structures, approaches) and faculty activities based on research and "best practices". Defend the implementation of improvement processes and faculty activities by citing class readings or class materials.

Second, identify what you would do as the educational leader (superintendent, elementary principal, or secondary principal) to effectuate these changes. Your answer should include specific examples of leadership behavior and activities based on research and "best practices". Defend these behaviors by citing class readings or class materials.

- A4. As the assistant superintendent for human resources, the superintendent has asked you to develop job descriptions for two new positions, Director of Affirmative Action and Director of Employee Benefits. Up to this time, the responsibilities of affirmative action and employee benefits have been carried-out by other administrators in the human resources department. The influx of new employees has prompted the need for these additional positions. Be specific and include the following in your job descriptions: job summary, organizational relationships, organizational tasks, and job qualifications.
- A5. As the superintendent of schools, the board of education has set forth as one of your goals for the next fiscal year the formulation of a publicly defensible ethical framework supporting a tax levy referendum. This goal has been prompted by the failure of two previous tax levy elections. Develop a set of operational principles that will constitute the framework for the election campaign based upon the social contract notion of Jean-Jacques Rousseau and the utilitarianism of John Stuart Mill. Be specific as to how your principles are embedded in the ideas of these two philosophers.

- A6. Currently, best practices in personnel evaluation systems take into account the different needs of each employee. This is commonly referred to as “differentiated evaluation.”

Some experts (e.g., Glatthorn) argue that professional development should be concerned solely with personnel growth and is divorced from the evaluation process completely. Others (e.g., Danielson) suggest that professional development is integrated into the personnel evaluation system. In other words, some experts argue for a differentiated approach by separating development from evaluation and others argue for a differentiated approach by placing development as one “track” within a multiple-track system. First, select which of these approaches you (as an educational leader) would choose and explain why you chose that approach. Then, given your selection, address each of the following in your answer:

-connect the value of your chosen approach to the purpose(s) of personnel evaluation;

-discuss the elements/components/practices of the approach you have chosen from the building-level perspective (as a principal) or from the district-level perspective (as a superintendent). Be sure to identify the level; and

-clarify the strengths and weaknesses of your approach, providing examples of how you, as a leader, will address the weaknesses.

EDUCATIONAL ADMINISTRATION

AFTERNOON SESSION

Fall 2003

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PART B

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- B1. Describe the role of leadership (both building and district based) in providing for a "high quality teacher in every classroom". What kind of context would you create? How would the content be established? Describe the process you would use.
- B2. Since the initial effective schools research of Edmonds (and others) in the late 1970s, one thing has emerged over and over as a central characteristic of successful schools. Successful schools are characterized by high agreement among staff and community as to goals and purposes, a clear sense of mission, and the active presence of purposing (Sergiovanni). Describe and explain the behaviors and attitudes of school principals who are able to provide this characteristic.
- B3. Identify two recent U.S. Supreme Court cases that have impacted public schools in the past two years. Briefly state the facts and holding of the court and indicate how you anticipate that these cases will affect the administration of public schools in the coming years.

OR

Identify and discuss the constitutional issues that Federal and State Courts must consider when deciding cases that involve the issuance of school vouchers.

- B4. Schools districts throughout the United States are experiencing severe budget reductions due to a loss of State Aid as a result of lower tax revenue caused by current economic conditions. As the superintendent, you are responsible for analyzing the district's current budget and developing possible solutions to be considered by the Board of Education. Briefly discuss how you would use the following factors to analyze a budget and propose possible solutions in light of projected reductions in State Aid.
- a. Balance
 - b. Revenue
 - c. Expenditures
 - d. Debt
- B5. Many of our school buildings in use today were constructed in the late 1950's. Since then, education has undergone many changes that have placed increasing demands on these buildings. Looking at areas such as technology, legislation, school finance, legal challenges, and emerging educational trends in curriculum and pedagogy, describe how these have impacted existing school buildings, and new construction.
- B6. The task of leading a school system today demands that a school administrator be both an agent of change and an effective manager of complex organizations. Administrators are asked to lead their school districts with a vision that may transcend the initial mission of public schools in our country. (1) From what source do educational leaders derive the power to make such change? (2) How do these leaders behave in bringing about transforming/transcending change? (3) From what source(s) do educational leaders derive the power to act as effective and efficient managers of their organizations, and (4) in what ways do they behave in managing and directing these organizations? Address all 4 parts of the question)

EDUCATIONAL ADMINISTRATION

MORNING SESSION

Spring 2003

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PART A

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. As superintendent of schools, you recently completed the process of leading your school district in developing a comprehensive school improvement plan. The plan is accompanied with a workable budget plan. In response to the newspaper's publication and review of the plan and the budget, a few criticisms of your leadership have surfaced throughout the school community.

You have just learned that your school district revenue will be 10% less next year than it was for the current year. Since your school district balances are low, that means reduction of expenditures for next year's budget.

Identify and discuss what you will do as superintendent of schools to lead your school board and your internal and external school community through decisions about budget reductions, as well as preparing them for a potential tax levy increase in the near future if economic conditions do not improve—all while maintaining good public relations.

- A2. Economist Paul Krugman reported that between 1970 and 1994, the percentage of total income of families in the bottom fifth declined from 5.4 to 4.2 percent while the share of the top 5 percent increased from 15.6 to 20 percent. Current financial indices show that

the gap in income disparity has increased since 1994. This shift of income can create political conflicts that affect public schools' ability to assure the successful education of all children. Identify two of those political conflicts for discussion and analysis, explaining how and why each is a conflict, and identifying the ethical principle that superintendents of school should use in making decisions about each conflict.

- A3. Teacher evaluation should be built around a range of sources of data and information, allowing teachers to demonstrate their mastery of the standards (a research-based set of teaching standards). In addition, teacher evaluation should provide opportunities for teachers at different stages to be involved in different processes and activities. Finally, teacher evaluation should be heavily focused on the formative aspect of evaluation, using staff-directed activities for the purpose of promoting professional learning.
- To accomplish these desired outcomes, the majority of school districts that are redesigning their evaluation program use a basic three-track model as their framework. [Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development. p 78]

Briefly describe each of the three tracks to which Danielson and McGreal refer, including the tracks' appropriate uses, and the purpose for each. Then, imagine that you are working with three teachers in a school; each of the three belong in a different evaluation track. Describe the approach you will take to develop and use the appropriate track for each teacher. Explain why each track is appropriate for each teacher. You may use the steps that Danielson and McGreal described in your text, though focus your approach on the steps you would take to work with each teacher. Finish by discussing the advantages that come with this approach to teacher evaluation.

- A4. Schools and districts are working on two distinct kinds of improvement initiatives. One centers on the classroom—emphasizing effective instructional practices in teaching to state standards. The other focus is systemic—creating result-oriented schools that use analysis of achievement data to develop improvement plans. [McTighe, J., and Thomas, R. S. (2003). *Backward design for forward action*. *Educational Leadership* (60) 5, p. 52.]

Select your leadership role (principal, superintendent, other) and describe the actions you would use to move your school or district forward in both "kinds of improvement initiatives" described in McTighe's and Thomas' quotation. Explain why you would do what you describe. In your discussion be sure to include the following:

- Mission
- Vision
- Planning, implementing, and monitoring the initiatives
- Change management (e.g., organizational learning, empowerment, support), and
- Leadership.

A5. Identify the two types of sexual harassment, which are actionable under Title VII and Title IX. Give examples of each type as they may apply in the school environment and give examples of policies that should be in place to protect the school district from liability.

OR

Discuss the rights of students and school districts in regard to search and seizure in the schools. Include in your response a discussion of constitutional considerations as well as significant court cases.

A6. Describe the components of a Master Plan for a major facilities project. This project will impact all the schools in the district and consists of significant upgrades for all buildings and the possible addition of a new Middle School. The master plan will need to include your descriptions on two parts:

- Preliminary data gathering activities
- Community engagement forums

1. List and describe at least four key data sets you will need to gather to provide information that will guide the project development.

2. Describe at least two community engagement forums you will develop:

- ✓ To inform the community
- ✓ To sample its ideas on the future of their school system
- ✓ To express their preferences and priorities for proposed improvements and/or future construction

EDUCATIONAL ADMINISTRATION

AFTERNOON SESSION

Spring 2003

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PART B

ANSWER THREE OF THE FOLLOWING SEVEN QUESTIONS

- B1. As the assistant superintendent for human resources, the superintendent has asked you to prepare a plan for automating the human resources department. Up to this point none of the human resources functions have been automated. Include the following in your plan: Routine human resources procedures that should be automated; a description of the hardware and software selection process; a description of desirable software applications. Begin by giving a rationale for the automating process and provide examples throughout your answer.
- B2. As the newly appointed superintendent of schools, the board of education has set forth as one of the primary goal for your administration the formulation of a publicly defensible ethical framework supporting your administration. This goal has been prompted by an unfortunate set of unethical circumstances that led to the termination of the former superintendent. Develop a set of operational norms that you intend to follow in your administration based on the Categorical Imperative of Immanuel Kant, the Meditations of Marcus Aurelius Antoninus, and the Discourse Ethics of Jürgen Habermas.

- B3. The state legislature has just passed a traditional collective bargaining law for public employees. It is so traditional that boards of education are not free to develop their own policies governing the process of collective bargaining. From the perspective of the superintendent of schools, develop a set of implementation procedures based on a traditional framework that addresses the following: Recognition and bargaining unit determination, the scope of negotiations, the bargaining process, impasse procedures, work stoppage, and the master agreement.
- B4. In the book *“What’s Worth Fighting for in the Principalship”* author Michael Fullan describes the **Non-rational World of the Principal**. Explain what he and/or other important researchers mean by this issue and describe what school principals should do and be like in response to the issue.
- B5. There has been much research done on the issues of “individual development and organizational development”. Explain in detail what these two terms mean (citing the research) and describe the role of school leadership in facilitating this work in schools.
- B6. Select three of the following five components of a school budget and explain how you would use these areas to analyze a school budget:
1. Balance
 2. Revenue
 3. Expenditures
 4. Administration of the Budget
 5. Debt

Please be specific relative to the application of these factors to budget analysis.

- B7. Pressure continues for generating alternatives and options to our traditional public system of education in the United States. Some of these alternatives include charter schools, private or independent schools, parochial schools, and home schooling. New discussions have centered on providing public funding for some or all of these options. Formulate a position on public funding for some, none or all of these options and defend your position using historical, philosophical, and ethical arguments.

OR

What is Transcendent or Transcendental Leadership? Give two examples of how a school leader might lead using a transcendental leadership style?

EDUCATIONAL ADMINISTRATION
MORNING SESSION
Fall 2002

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PART A

ANSWER THREE OF THE FOLLOWING SIX QUESTIONS

- A1. When you accept a position as a school district superintendent in a new school district, it is essential that developing and maintaining effective school and community relations is a priority for your work. **Identify and discuss each process and/or action** (there should be several) that you would use and/or take to establish and maintain an effective school and community relations program within the first three (3) years of employment. In your discussion, include the following: 1) What information would you collect? 2) How would you collect that information? 3) How would you use that information? 4) What concepts would guide your decisions?
- A2. Because the education of children is and has been of broad national, state, and local interest to our country's citizenry, school leaders are frequently challenged to make decisions where conflicts of interest exist for schools and, consequently, they become involved in political interaction. Identify three areas where conflicts of interest often exist for schools. For each: (1) describe why there is a conflict of interest; (2) identify the ethical principle(s) you would use in each of the conflicts to make decisions within those conflicts; and (3) justify your choice of ethical principles.
- A3. "Form influences substance in any area of human affairs, and it is no different in the very human domain of evaluating performance. We have learned that certain forms and procedures greatly facilitate carrying out the principles" (Saphier, 1993, p. 27) "that make supervision and evaluation strengthen the school as an organization" (p. 17).

For many years most schools and districts have used personnel evaluation procedures that support a compliance-focused, summative evaluation model. Given Saphier's statement, based on your reading and/or coursework, what new forms/procedures (approaches, strategies, activities) could be implemented that would influence the substance of the models so that they "strengthen the school as an organization." Please define and describe each change you suggest, discuss why you chose each, identify the most important changes (priorities), and predict the impact their implementation. Please indicate resources and sources when appropriate.

- A4. In a review of the literature, Bradley Cousins (1996) reported that, "Organizations that learn are extraordinarily open and forthcoming, thrive on experimentation and risk, tolerate ambiguity. At the same time such organizations are able to construct consensus interpretations as well as to surface and eliminate hidden barriers to collective learning. Not many schools or school districts currently bear much resemblance to such a profile but it seems clear that organizational change and development in this direction can only enhance the reform effort" (p 646).

As an educational leader your task is to guide such change. Identify yourself as either a superintendent or principal who is new to the district or school (elementary or secondary). Discuss how you will move your organization from its current state to the organization that Cousins' described above. Explain why you chose your approach(es) and justify your choices by referring to your readings or class materials.

- A5. Identify the two types of sexual harassment which are actionable under Title VII and Title IX. Give examples of each type as they may apply in the school environment and give examples of policies that should be in place to protect the school district from liability.

Or

Identify and describe the constitutional issues involved in the voucher cases which may be or have been considered by the courts. You may refer to either state or federal courts in your response.

- A6. Nearly half of our school buildings in use today were constructed a half century ago. Since then, education has undergone many changes that have placed increasing demands on these buildings. Look at areas such as technology, legislation, and emerging educational trends in curriculum and pedagogy; and organizational aspects. Describe how these have impacted existing 1950's era elementary, middle school, or high school buildings, as well as new construction.

EDUCATIONAL ADMINISTRATION

AFTERNOON SESSION

Fall 2002

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PART B

ANSWER THREE OF THE FOLLOWING SEVEN QUESTIONS

- B1. As the assistant superintendent for human resources, the superintendent has asked you to prepare a plan for automating the human resources department. Up to this point none of the human resources functions have been automated. Include the following in your plan: Routine human resources procedures that should be automated; a description of the hardware and software selection process; a description of desirable software applications. Begin by giving a rationale for the automating process and provide examples throughout your answer.
- B2. As the newly appointed superintendent of schools, the board of education has set forth as a primary goal for your administration the formulation of a publicly defensible ethical framework supporting your administration. This goal has been prompted by an unfortunate set of unethical circumstances that led to the termination of the former superintendent. Develop a set of operational norms that you intend to follow in your administration based on natural law theory and make a detailed comparison between the classical and modern world viewpoints.

- B3. The state legislature has just passed a very broad collective negotiations law for public employees. It is so broad that boards of education are relatively free to develop their own policy governing the process of collective negotiations. The only definite statement in the law is that the representatives of the board must meet in good faith with the representatives of teacher and other employee groups for the purpose of negotiating wages, fringe benefits, and working conditions. From the perspective of the superintendent of schools, develop a board of education policy that addresses the following: Recognition and bargaining unit determination, the scope of negotiations, the bargaining process, impasse procedures, work stoppage, and the master agreement.
- B4. Assume you have just been hired as the principal of a school (any school K-12). Extensive data has been gathered and turned over to you that state: The school climate is very negative, with no sense of collegiality or professional community. Understanding that there could be many specific reasons for this (but you don't have time to gather all this information), what would be some specific things (strategies) you could do during the first year that would dramatically improve the school's climate? The strongest answers will cite a research base that would support your response.
- B5. We have had more staff development in education over the last 10 to 15 years than ever before, but most of the feedback on the staff development activities has been marginal to poor at best. And yet, good research demonstrates that high quality staff development is always present when school reform improves student achievement. Explain this phenomenon and put it in the context of what school leaders should be doing to make staff development be all it can be for high levels of student achievement. The strongest answers will cite a research base that would support your response.
- B6. Select three of the following five components of a school budget and explain how you would use these areas to analyze a school budget:
1. Balance
 2. Revenue
 3. Expenditures
 4. Administration of the Budget
 5. Debt

Please be specific relative to the application of these factors to budget analysis.

- B7. What is Transcendent or Transcendental Leadership? Give two examples of how a school leader might lead using a transcendental leadership style?

EDUCATIONAL ADMINISTRATION

MORNING SESSION

Spring 2002

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PART A

ANSWER THREE OF THE FOLLOWING SEVEN QUESTIONS

- A1. Standard #2 of the ISSLC standards states: *"A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth."* Describe in considerable detail what this standard means and what a great principal does to cause it to be institutionalized.
- A2. The National Staff Development Council's (NSDC) standards for staff development are organized into three categories: context, process, and content. Explain in considerable detail why the standards are organized this way and how they could be used to impact student learning. (Citing content of some of the standards would strengthen the response).
- A3. As the assistant superintendent for human resources, the superintendent has asked you to identify the steps in developing a school district affirmative action procedure. This request has been prompted by a complaint filed with the Equal Employment Opportunity Commission by a former applicant that uncovered the lack of accountability in the

selection process. Identify and describe the steps in district-wide defensible affirmative action procedures.

- A4. As a newly appointed superintendent of schools, the board of education has set forth as a primary goal for your administration the building of morale among administrators. This goal has been prompted by the micro-management tactics of the former superintendent. Utilizing Viktor E Frankl's concepts, *tragic optimism* and *self-agency*, set forth a rationale for the approach that you will use to improve morale.
- A5. Discuss the concept of sovereign immunity as it pertains to school districts and school administrators. In your response please include a discussion of court cases which explain how sovereign immunity has been applied to state institutions.
- A6. Taking the position that interest based negotiations is the strategy that is the best for your district: What are the differences in technique between interest based negotiations and hard positional bargaining? List and discuss five differences.
- A7. Since the mid-1980s, formal education has experienced life in a "glass house," so to speak. Many conflicting views and philosophies regarding educational operations and decisions have influenced the development and organization of proponents and/or opponents who campaign, lobby, organize, and otherwise work politically to influence public school decisions about schooling.

Select three political sources of conflict. Individually discuss the political issues and conflicts raised within each of the three, and identify at least one of the key ethical principles that should guide administrative decision making related to each.

EDUCATIONAL ADMINISTRATION

AFTERNOON SESSION

Spring, 2002

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PART B

ANSWER THREE OF THE FOLLOWING SEVEN QUESTIONS

- B1. The growing body of knowledge about new, more effective personnel evaluation practices is available to educational policy-makers, as well as to administrators who lead and manage personnel evaluation systems in their schools and districts. The difficulty comes in getting new, effective personnel evaluation practices implemented. This question focuses on your selection of the most important of these new, more effective practices and on your leadership in getting them implemented in your school or district (select either the superintendent's role or the principal's role for your answer).
- a. As a superintendent or principal, identify what you believe to be the most important of these new effective personnel evaluation practices (no more than five). (Be specific in your descriptions; justify your choices by providing evidence to support your selections, including references to experts when appropriate.)
 - b. For each practice, describe what you will do to plan and guide its implementation in your district or school. (Again, be specific, address policy, process, political, and resource issues that are relevant. Also, be realistic; discuss problems that may influence your decisions and choices.)

- B2. “Scientifically-based research” is currently a hot topic in the school improvement and reform arena.

Those words appear more than 100 times in the reauthorization of the Elementary and Secondary Education Act, which requires practices based on research for everything from provision of technical assistance to schools to the selection of anti-drug-abuse programs. Reflected in that repetition is a desire by Congress and the Bush administration to base school improvement efforts less on intuition and experience and more on research-based evidence. (Olson & Viadero, 2002, p. 1)

In the context of education, define “scientifically-based research.” Does it have a role in school improvement? Select and address “a” or “b”, depending on your answer to the question.

- a. If your answer is “yes”, describe the role and discuss its place in the school improvement process, such as its relationship to professional learning, organizational change, and improvement outcomes. (Be specific, thorough, and provide examples.)
 - b. If your answer is “no”, explain why it does not have a role. Justify your explanation with examples or evidence, and provide an alternative approach to school improvement that does not rely on scientifically-based research.
- B3. Nearly half of our school buildings in use today were constructed in the late 1950’s. Since then, education has undergone many changes that have placed increasing demands on these buildings. Look at areas such as technology, legislation, and emerging educational trends in curriculum and pedagogy; and organizational aspects. Describe how these have impacted existing 1950’s era elementary, middle, or high school buildings, as well as new construction
- B4. Superintendents today are expected to be both transformational leaders and excellent managers. How are these roles different, and is it realistic to presume that one person can do them both? Define both roles citing relevant sources and discuss.
- B5. Discuss and describe the authority of schools to discipline students. Include a discussion of the requirements of due process for regular and special Education students in public schools.
- B6. The budget is the most important fiscal document prepared by the district each year. A good budget document provides a financial plan to accomplish the mission of the school district. Describe the process you would use to develop a school or school district