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SAMPLE TEST ITEMS FOR SUBTEST I: VISIONARY LEADERSHIP AND INSTRUCTIONAL IMPROVEMENT

This section of the study guide provides sample test directions and sample multiple-choice items with an answer key for Subtest I of the Oregon Educator Licensure Assessments® (ORELA®) Administrator Examination.

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SAMPLE TEST DIRECTIONS

A sample of the general directions for Administrator Examination Subtest I is shown in the box below.

You should have in front of you:

- (1) a test booklet,
- (2) an answer sheet, and
- (3) a No. 2 lead pencil.

IF YOU DO NOT HAVE ALL OF THESE MATERIALS, PLEASE INFORM THE TEST ADMINISTRATOR. PLEASE REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

DIRECTIONS

Each question in this booklet is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on the answer sheet in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

Sample Question:

1. What is the capital of Oregon?
 - A. Pendleton
 - B. Portland
 - C. Salem
 - D. Beaverton

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. (A) (B) ● (D)

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will not be penalized for guessing. You may use the margins of this booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Only the responses recorded on the answer sheet will be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your answers at any time during the testing session. Be sure you have answered all questions and properly recorded all of your responses on your answer sheet before raising your hand for dismissal. Your test materials will be collected by a test administrator before you are dismissed.

FOR SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

SAMPLE MULTIPLE-CHOICE ITEMS

This section presents sample multiple-choice items for you to review as part of your preparation for Subtest I of the Administrator Examination. To demonstrate how the test objectives may be assessed, each sample item is preceded by the objective that it measures. On an actual test, the objectives will not be given.

The sample multiple-choice items are designed to illustrate the nature of the test items. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The multiple-choice items require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each item carefully before referring to the answer key, which follows the sample multiple-choice items.

Objective 0001

Understand strategies for facilitating the development, articulation, implementation, and stewardship of a shared vision of learning and for using inclusive practices to communicate and collaborate with families and other community members to achieve the vision and promote the success of all students.

1. A school principal would like to increase parent/guardian involvement in the life of the school. Currently, only a small proportion of parents/guardians attend school events or play any type of active role in their children's education. School staff are most likely to achieve the goal of increased parent/guardian involvement by taking which of the following actions *first*?
 - A. collecting and analyzing data on parent/guardian perceptions and needs and current patterns of participation
 - B. disseminating to parents/guardians research-based information about the importance of family involvement in a child's education
 - C. seeking the assistance of some parents/guardians who are already active in the school in recruiting their less active peers
 - D. planning a wide variety of school activities designed to appeal to a broad range of parents/guardians

Objective 0002

Understand the political, social, economic, legal, historical, demographic, and cultural contexts of education, including public school governance in Oregon and the structure of Oregon schools, and how to use this understanding to promote the success of all students.

2. In recent years, legislation at the national level has influenced educational leaders in communities throughout the United States primarily by:
 - A. defining a set of learning standards that all students in grades K–12 must meet in the core subject areas.
 - B. mandating a linkage between state aid to schools and student performance on state tests.
 - C. giving school principals increased autonomy in making decisions about curriculum and instruction.
 - D. putting in place mechanisms to increase accountability for ensuring high achievement for all students.

3. After much debate, a school board approves a new grading system to be implemented in all of the district's secondary schools. A high school principal in the district had supported adoption of a different grading system and continues to have a number of reservations about the system approved by the board. In this situation, the principal's most appropriate response would be to:
 - A. seek support from the district superintendent in identifying alternative means for achieving the board's goals for grading.
 - B. encourage school staff to use flexibility in interpreting and implementing the new grading system.
 - C. request that an item calling for reconsideration of the new grading system be placed on the agenda of the next board meeting.
 - D. advise school staff about the new grading system and help them implement it effectively and successfully.

Objective 0003

Understand methods for designing and implementing an effective, research-based instructional program and for promoting a positive school culture that emphasizes student learning and achievement.

4. In designing an effective instructional program for students at the early elementary level, educators should be most aware of the need to:
 - A. emphasize active, hands-on approaches to learning.
 - B. avoid or minimize the use of assessment as a component of instruction.
 - C. focus primarily on small-group and paired learning activities.
 - D. individualize learning standards for students achieving at different levels.

Objective 0004

Understand the use of instructional best practices to promote student learning and how to design and implement comprehensive professional growth plans to help ensure effective teaching and learning.

5. A principal wishes to promote teachers' ability to use classroom assessment to enhance student learning. The principal can best achieve this goal by encouraging faculty to:
 - A. emphasize the use of tests available in textbooks or other high-quality published sources to assess student mastery of instructional content.
 - B. include questions at a range of levels, from less cognitively demanding to highly challenging, in each assessment.
 - C. use ongoing assessment results to guide instructional planning and decision making.
 - D. incorporate various test preparation activities into instruction prior to administering each assessment.

Answer Key for Sample Multiple-Choice Items

1. A
2. D
3. D
4. A
5. C

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