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Experts find that, to build community capacity for contributing to school improvement, school leaders and staff must transcend traditional activities. What is true about how they can further continue community collaboration for school improvement?

A. For productive partnerships, schools should give stakeholders information only as they request it.
B. School leaders and staff should identify which community members can participate meaningfully.
C. All collaborations with community members should align directly with the campus vision and goals.
D. To engage and retain community partners, schools should limit the achievement data they share.

Answer: C

Explanation:
To partner productively with community members for the shared goal of improving student learning and achievement, schools should take the initiative in offering them information (including school and student data) rather than furnish it only upon request, clearly explain to stakeholders how all community members can participate meaningfully, align all collaborative activities directly with the school's vision and goals, and share pertinent, accurate, clear achievement data transparently rather than limiting what they disclose.

At a PTA meeting, a concerned community member stated that there were no programs offered at the high school that prepared students for jobs in the community and that there was too much focus on sending students to college. Which of the following best describes the action that the principal can take to address the community member's concern?

A. Inform the community member that preparing students for college is the school's primary responsibility.
B. Promise the community member that course offerings will be revised for the upcoming school year.
C. Ask the community member which jobs in the community the school should prepare students for.
D. Collect and review employment trend data in the community to determine if school course offerings need to be revised to meet community needs.

Answer: D

Explanation:
While school leaders promote a college-bound culture, they also know that students should be prepared for the career of their choice, which may require specialized training or preparation other than traditional college. In this scenario, the school leader should analyze employment data for the community that the school serves and determine if trends in the data justify adding or

changing school programming to meet the needs of the community.

Question: 3

Regarding family involvement in educational decision making for their children, which of these statements is LEAST accurate?

A. Families are important to collaboration as their children's primary advocates.
B. Families are inspired to participate by the minority of families who volunteer.
C. Families can advocate for other families as aspects of school-based dialogues.
D. Families can provide service and support in developing learning communities.

Answer: B

Explanation:
School leaders and other educators should involve families in collaborative educational design as they are their children's primary advocates (a). Families can advocate for other families within school-based dialogues (c), and they can offer service and support to schools in developing learning communities (d). However, when family participation is limited to an elite minority who volunteer, other families are more likely to feel intimidated against participating than inspired to participate (b).

Question: 4

In seeking community support and additional resources, how do effective school leaders communicate with prospective partners?

A. Define how school leaders' needs and stakeholders' wants can coincide.
B. Speak reactive language when communicating with business executives.
C. Identify business or organization visions exactly matching school visions.
D. To motivate them, explain to partner prospects how schools will benefit.

Answer: A

Explanation:
Effective school leaders must clarify what they need, what stakeholders want, and how these can coincide to communicate and determine partnership feasibility. They must adjust language for businesspeople. For example, business executives use more proactive than reactive language (b). School leaders should determine whether their visions and/or missions match other's, but these need not match exactly (c): they can overlap—and school leaders must identify these overlaps. Though a few rare businesspeople are altruistically motivated by school benefits, most must hear what they will get from partnership (d).

Question: 5

A constructivist model for evaluating educational programs incorporates multiple stakeholder perspectives. Which of the following correctly sequences the steps for school leaders and others to follow in this approach?

A. Discover stakeholder concerns, issues, and assertions; furnish a method and context for collecting and analyzing stakeholder feedback; identify stakeholders; establish a forum enabling negotiation; gather and disseminate information for negotiating; use an agenda for negotiations; reach consensus within and among stakeholder groups; review any unresolved matters; and make and deliver a report to stakeholders.
B. Identify stakeholders; discover stakeholder concerns, issues, and assertions; furnish a method and context for collecting and analyzing stakeholder feedback; reach consensus within and among stakeholder groups; use an agenda for negotiations; gather and disseminate information for negotiating; establish a forum enabling negotiation; make and deliver a report to stakeholders; and review any unresolved matters.
C. Establish a forum enabling negotiation; gather and disseminate information for negotiating; use an agenda for negotiations; reach consensus within and among stakeholder groups; discover stakeholder concerns, issues, and assertions; identify stakeholders; review any unresolved matters; make and deliver a report to stakeholders; and furnish a method and context for collecting and analyzing stakeholder feedback.
D. Furnish a method and context for collecting and analyzing stakeholder feedback; identify stakeholders; establish a forum enabling negotiation; discover stakeholder concerns, issues, and assertions; gather and disseminate information for negotiating; reach consensus within and among stakeholder groups; review any unresolved matters; make and deliver a report to stakeholders; and use an agenda for negotiations.

Answer: B

Explanation:
Using a constructivist model to incorporate multiple stakeholder perspectives, school leaders first identify who stakeholders are then discover their concerns: supply a method and frame of reference for obtaining and analyzing stakeholders' input: and bring stakeholder groups to consensus. If consensus building hits an impasse, leaders should have an agenda for negotiations; procure and disseminate information for negotiating with disagreeing stakeholders; and establish a forum for negotiations. Once negotiations are concluded, school leaders make and deliver a report to the stakeholders and then review any unresolved stakeholder issues.

Question: 6

Which of the following best defines equity?

A. Providing all students with the same amount of resources and support
B. Providing students with the resources and support that meet their individual needs
C. Providing at-risk students with additional resources and support
D. Providing accommodations for students who receive special education services

Answer: B

Explanation:
All students are expected to meet the standards outlined by the state and federal government. School leaders are responsible for providing students with the instruction, resources, and support necessary to meet these standards. Equity refers to providing students with the resources and support that meet their individual needs. When leaders implement equity in schools, this may mean that some students receive more resources and support or different resources and support than others. This need may be due to a lack of educational opportunity, physical or intellectual disabilities, or other circumstances. Leaders must be aware of what students need so that the right resources and support can be used to support these students. All students will need resources and support to enrich their education, but practicing equity means that students will receive the appropriate amount of resources based on their identified needs.

Question: 7

To submit a budget to the school district office, a school leader must specify what resources the school will need to administer toward its instructional program for English language learner (ELL) students in the coming fiscal year. What should the leader's initial step be?

A. Identifying the percentage of district funds allocated in the last fiscal year for the ELL program
B. Identifying federal and state program requirements and basing resource calculations on these.
C. Projecting resource amounts required for maintaining other school programs' current funding.
D. Evaluating the effectiveness of the school ELL instructional program for students participating.

Answer: B

Explanation:
The school leader should initially ensure that district resources allocated for the school ELL program are sufficient to meet federal and state program requirements. Basing calculations on the previous fiscal year will not account for changes in the coming year. Basing ELL program resources on the remainder left after allocating the rest to maintain current funding for other programs will not necessarily or likely ensure sufficient funds to meet legal mandates for the ELL program. Evaluating program effectiveness is a later step during and following program administration.

Question: 8

Who typically makes student enrollment projections for determining school budgets?

A. District Offices of Achievement and Accountability alone project the student enrollments.
B. District Offices of Achievement and Accountability with school leader revision as needed.
C. The school leader alone projects the student enrollments for his or her school every year.
D. Final projections are by committees from the district finance and student support offices.

Answer: B

Explanation:

In most public-school districts, typically the District Office of Achievement and Accountability makes preliminary enrollment projections to inform school budgets, but not alone because of the difficulty of projecting. Instead, they submit their projections to school leaders, who revise them as needed. School leaders do not project their schools' enrollment alone. Final enrollment projections are made by district committees representing not only the Finance and Student Support offices, but also district Achievement and Accountability and Operations offices.

Question: 9

A high school principal determines that it is no longer financially viable to sponsor the fine arts program at the school. Enrollment in fine arts courses has steadily decreased over the past four school years and the expenses of the program have exceed the budget. However, the principal knows that many stakeholders in the community feel strongly about having a fine arts program. Which of the following represents the best action for the school principal?

A. Continue to offer the fine arts program.
B. Make an announcement to the students and staff that there will not be a fine arts program next year.
C. Host a fundraiser for the fine arts program.
D. Host a meeting to explain to stakeholders the reasons for eliminating the fine arts program.

Answer: D

Explanation:
An effective school leader is transparent when making decisions. This transparency includes sharing data and/or rationale for making decisions. The school leader has already determined that the fine arts program should be discontinued so the best action for the principal to take next is to explain the rationale for that decision to the school community.

Question: 10

Regarding school leader involvement in lobbying to influence legislation that affects education, which of these is true?

A. School leaders must inform lawmakers regarding educational issues.
B. School leaders cannot lobby for their schools on any individual basis.
C. School leaders can only lobby through a professional organization.
D. School leaders must be professional lobbyists to influence legislators.
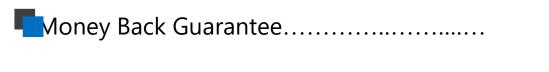
Answer: A

Explanation:
From their direct involvement with schools and school districts, school leaders are most knowledgeable about educational issues: therefore, lawmakers need to hear from them about these issues to inform the bill they get passed. School leaders can lobby for their schools as individuals (b), or through community contacts (e.g., local businesses, community leaders, and local politicians), or through their professional organizations The largest professional organizations

for school administrators have their own registered lobbying staffs. School leaders need not be professional lobbyists (d) to influence legislators.

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