TEACHING
CPACE-Content
California Preliminary Administrative Credential Examination

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Product Version

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Question: 1

As part of an overall school reform initiative, a principal makes a plan to distribute leadership among educators and other stakeholders for implementing school goals. Which research findings exist to inform this decision?

A. Distributing leadership improves professional development but nothing else.
B. Educational reform changes demand efforts requiring a few superior leaders.
C. The capacity building needed for school improvement limits leader numbers.
D. School reform initiatives all share implicit distributed leadership in common.

Answer: D

Explanation:
Researchers report a wide variety of school reform initiatives studied all commonly share
one factor: leadership implicitly distributed among multiple individuals at schools. Studies also find
that distributing leadership improves not only professional development of teachers (a) but also
curriculum, assessment, and the development of professional communities in and among schools,
led by teachers. Research finds the prodigious effort needed to make educational reform changes
requires many good leaders, not just a few broader-based capacity building requires
distributing leadership more broadly, not limiting numbers of leaders (c).

Question: 2

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.

Question: 3

To communicate information to prospective community partners about resources they have and those they need, which approach that school leaders have found effective for motivating community leader engagement is MOST based on evoking intellectually and emotionally meaningful connections?

A. Simply asking prospective partners to listen to what they say
B. Asking how education experiences shaped who they are now
C. Sharing the story of their school with the community leaders
D. Clearly identifying their school's assets and its greatest needs

Answer: B

Explanation:
Through experience, school leaders have found that simply asking prospective community partners to listen to what they have to say (a) can often communicate their school's needs. Some have found sharing the story of their school communicated what their schools needed (c). Clearly identifying their school's assets and greatest needs (d) helps school leaders and community partners both define their expectations. Asking community leaders how their own experiences with education influenced who they are now (b) motivates their engagement and assistance by enabling meaningful connections between personal experience and school partnership.

Question: 4

Which of the following is most used in self-assessment to facilitate professional development?

A. Teachers write in journals about their work
B. Teachers apply advice they receive to work
C. Teachers analyze videos of their instruction.
D. Teachers benefit from others' experiences.

Answer: C

Explanation:
Analyzing videos of one's instructional practices is used in self-assessment and can also support reflection. Rather than relying on the observation feedback of a third party, the teacher can self-assess their proficiency in instructional delivery. Writing in a journal is used in reflection, not for self-assessment.

Question: 5

Which of the following is an effective way to use community resources to support student learning?

A. Invite local churches to host a back-to-school drive to provide students with school supplies.

B. Partner with local businesses to provide free tutoring to students after school.
C. Partner with local businesses to host field trips for students.
D. Invite local businesspersons in the community to mentor students.

Answer: B

Explanation:
Community resources can be used in a variety of ways, such as providing school supplies for students, facilitating field trips, and providing mentorship. However, providing tutorial services to students most directly supports student learning. Tutoring students directly impacts student academic performance in class, whereas the other community resources support students' economic and psychosocial needs that may only impact learning indirectly.

Question: 6

A school leader wants to create a risk-taking environment for teachers where they feel comfortable improving their practices for teaching and learning. Which of the following actions should the school leader take to accomplish this goal?

A. Create a system of peer evaluations.
B. Allow teachers to choose their own professional development opportunities.
C. Create a digital data dashboard so teachers can share achievement data with one another.
D. Place a suggestion box in the teachers' lounge.

Answer: B

Explanation:
When teachers are given the power to choose their own professional development opportunities, they are given the opportunity to reflect on their own practice, identify their strengths and weaknesses, and participate in professional development that they believe is relevant. This contributes to building a risk-taking environment because teachers will be able to examine their own beliefs, values, and practices concerning teaching and learning and determine where they would like to improve.

Question: 7

What does research show about school leaders distributing leadership responsibilities for implementing a school vision and goals?

A. The most effective leaders are found to influence student achievement and school efficacy directly.
B. Today's schools cannot be led by one principal without significant participation by other educators.
C. The traditional model of single, formal leadership exists because teachers lack a principal's expertise.
D. Educational programs developed by one principal are easier for principals who follow to maintain.

Answer: B

Explanation:
Researchers have found that the most effective school leaders have powerful influences over student achievement and school effectiveness; that these influences are indirect (a); that today's schools cannot be led by one principal without other educators' participating significantly that the traditional model of single formal leadership neglects utilizing the valuable expertise of teachers and that it is harder to sustain programs and improvements instituted under one principal after that principal leaves the school (d).

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