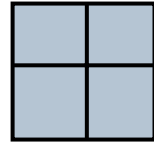


Test Information Guide for the

**Florida Educational Leadership
Examination**



FLORIDA DEPARTMENT OF EDUCATION

www.fldoe.org

Fifth Edition

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1

Test and Information Guide Development

Educator Certification Testing

In 1980, the State legislature passed the Management Training Act, creating the Florida Council on Educational Management (FCEM). Charged by this Act to make recommendations on the management of Florida's public schools, the FCEM commissioned studies to determine the characteristics that distinguish outstanding educational managers.

Based on the results of these studies, the FCEM recommended three levels of certification for educational leaders. The FCEM also mandated a statewide examination, the Florida Educational Leadership Examination (FELE), to ensure that certification applicants have sufficient knowledge to succeed at the entry level in their profession.

A task force appointed by the FCEM to develop and recommend the scope of the FELE defined eight areas to be tested. In 2006, these areas were aligned with the Principal Leadership Standards (Rule 6B-5.0012) to identify 10 standards:

- Instructional Leadership
- Managing the Learning Environment
- Learning, Accountability, and Assessment
- Technology
- Human Resource Development
- Ethical Leadership
- Decision-making Strategies
- Community and Stakeholder Partnerships
- Diversity
- Vision

The task force further explicated the test content within each standard, or domain, by developing competencies and skills, test item specifications, and a pool of test items. The test specifications and item pool were reviewed and modified by university faculty and expert practitioners throughout the state.

Role of the Information Guide

The purpose of this test information guide is to assist FELE candidates to prepare effectively for the exam. The guide was designed to familiarize prospective test takers with various aspects of the exam, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and focus on relevant material for review.

This test information guide is intended primarily for use by candidates for a Florida Educational Leadership Certificate, Level I, a beginning certificate for people wishing to enter the field of school administration. Candidates may have studied and worked in Florida or may be from out of state. College or university faculty may also use the guide to prepare students for certification.

This guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The list of references is not exhaustive, and the sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the FELE by presenting an overview of the content and format of the examination.



2

Preparation for the Test

The following outline may help you to prepare for the exam. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test information guide.**
 - Section 1 discusses the development of the test and guide.
 - Section 3 presents information about the content of the test.
 - Section 4 offers strategies for taking the test.
 - Section 5 lists question formats and includes sample test items.
 - Section 6 identifies sources of further information.

Self-assessment

- **Decide which content areas you should review.**
 - Section 3 includes the competencies used to develop this subject area test.

Research

- **Choose the study resources you need.**
 - Section 6 provides a link to a list of sources you can use for a quick review, for specialized study, or for extensive test preparation.

Review

- **Study according to your needs.**
 - Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the exam.**
 - Section 5 describes types of questions you may find on the exam.
- **Answer sample test questions.**
 - Section 5 also gives you an opportunity to test yourself with sample test questions and an answer key.

Final preparation

- **Review test-taking advice.**
 - Section 4 includes suggestions for improving your performance on the exam.





3 Competencies

The table on the following pages lists the competencies used as the basis for the 10 standards covered on the FELE: Instructional Leadership; Managing the Learning Environment; Learning, Accountability, and Assessment; Technology; Human Resource Development; Ethical Leadership; Decision-making Strategies; Community and Stakeholder Partnerships; Diversity; and Vision. These competencies represent the knowledge that teams of university and college faculty and expert practitioners have determined to be important for candidates seeking the Educational Leadership Certificate, Level I.

This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. *Competencies* are areas of content knowledge. The percentages next to each competency indicate the percentage of questions about that competency on the subtest.

The following excerpt illustrates the components of the table:

Competency

Competencies	%
SUBTEST 1: INSTRUCTIONAL LEADERSHIP	
INSTRUCTIONAL LEADERSHIP	
3 Knowledge of instructional leadership standard as related to school culture	6%

Table of Competencies

Competencies	%
SUBTEST 1: INSTRUCTIONAL LEADERSHIP	
INSTRUCTIONAL LEADERSHIP	
1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process	10%
2. Knowledge of instructional leadership standard as related to research-based best practices	7%
3. Knowledge of instructional leadership standard as related to school culture	6%
4. Knowledge of instructional leadership standard as related to instructional design, teaching, and learning	7%
5. Knowledge of instructional leadership standard as related to instructional programs for students with special needs	7%
6. Knowledge of instructional leadership standard as related to federal and State law in education and schooling	5%
MANAGING THE LEARNING ENVIRONMENT	
7. Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools	5%
8. Knowledge of managing the learning environment standard as related to funding of Florida schools	4%
9. Knowledge of managing the learning environment standard as related to financial accounting and auditing	5%
10. Knowledge of managing the learning environment standard as related to facilities management	3%
11. Knowledge of managing the learning environment standard as related to student services	5%
12. Knowledge of managing the learning environment standard as related to student and parental rights	6%
13. Knowledge of managing the learning environment standard as related to federal law for education and schooling	5%

Table of Competencies

Competencies	%
LEARNING, ACCOUNTABILITY, AND ASSESSMENT	
14. Knowledge of learning, accountability, and assessment standard as related to State law for education and schooling	7%
15. Knowledge of learning, accountability, and assessment standard as related to measurement of effective student performance	8%
16. Knowledge of learning, accountability, and assessment standard as related to assessment instruments and their applications	6%
17. Knowledge of learning, accountability, and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement	6%
SUBTEST 2: OPERATIONAL LEADERSHIP	
TECHNOLOGY	
1. Knowledge of technology standard in the use of technology for teaching and learning	7%
2. Knowledge of technology standard related to school operations	5%
HUMAN RESOURCE DEVELOPMENT	
3. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff	8%
4. Knowledge of human resource development standard as related to performance assessment procedures	7%
5. Knowledge of human resource development standard as related to managing personnel records	6%
6. Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees	9%
7. Knowledge of human resource development standard as related to collective bargaining agreements	7%
8. Knowledge of human resource development standard as related to data analysis	7%
9. Knowledge of human resource development standard as related to State law for education and schooling	8%

Table of Competencies

Competencies	%
ETHICAL LEADERSHIP	
10. Knowledge of ethical leadership standard as related to ethical conduct	8%
11. Knowledge of ethical leadership standard as related to federal and State law for education and schooling	7%
DECISION-MAKING STRATEGIES	
12. Knowledge of decision-making strategies standard as related to federal and/or State law for education and schooling	6%
13. Knowledge of decision-making strategies standard as related to change	7%
14. Knowledge of decision-making strategies standard as related to data analysis	10%
SUBTEST 3: SCHOOL LEADERSHIP	
COMMUNITY AND STAKEHOLDER PARTNERSHIPS	
1. Knowledge of community and stakeholder partnerships standard as related to community relations	12%
2. Knowledge of community and stakeholder partnerships standard as related to assessment instruments and their applications	10%
3. Knowledge of community and stakeholder partnerships standard as related to State law for education and schooling	12%
4. Knowledge of community and stakeholder partnerships standard as related to student services	12%
5. Knowledge of community and stakeholder partnerships standard as related to student and parental rights and responsibilities	13%
DIVERSITY	
6. Knowledge of diversity standard as related to federal and State law for education and schooling and organizational communication	13%

Table of Competencies

Competencies	%
VISION	
7. Knowledge of vision standard that works to relate State standards, the needs of students, the community, and the goals of the school	14%
8. Knowledge of vision standard as related to data analysis	15%
WRITTEN PERFORMANCE ASSESSMENT	
9. Effective writing and data analysis for a school-based application	





4

Test-taking Advice

- Go into the exam prepared, alert, and well rested.
- Complete your travel arrangements prior to the exam date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in "Identification Policy"
 - Watch

There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful:

- Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
- Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
- When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
- After completing a subtest, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.





5

Test Format and Sample Questions

The Florida Educational Leadership Examination consists of three subtests covering 10 standards.

Subtest 1 – Instructional Leadership

Instructional Leadership

Managing the Learning Environment

Learning, Accountability, and Assessment

This subtest contains approximately 65 questions.

Subtest 2 – Operational Leadership

Technology

Human Resource Development

Ethical Leadership

Decision-making Strategies

This subtest contains approximately 65 questions.

Subtest 3 – School Leadership

Community and Stakeholder Partnerships

Diversity

Vision

This subtest contains approximately 50–60 questions and a written performance assessment.

Subtest 3 – Written Performance Assessment

You will have one written performance assessment prompt. The time allotted for this subtest includes time to prepare, write, and edit your response.

Your response will be scored holistically by two judges. The personal views you express will not be an issue; however, the skill with which you express those views, the logic of your arguments, the quality of your data analysis and interpretation, and the appropriateness of your plans for change will be very important in the scoring.

Your response will be scored on two constructs: communication skills, including ideas, focus, organization, and mechanics (capitalization, punctuation, spelling, and usage) and data analysis, interpretation, and evaluation, including data explanation, application, relevant implications, and analysis of trends.

The judges will use the criteria on the following page when evaluating your response. The score you receive for your written performance assessment will be the combined total of the two judges' scores.

Rating Definitions

Six (6) Points

The writing sample has a clearly established topic that the writer fully develops with specific details and examples, including accurate and thorough data interpretation, explanation, and application. The writer clearly describes the purpose of the communication and reflects an understanding of the target audience with plans for change appropriately aligned with data findings, all relevant implications, and analysis of trends. Point of view is consistently maintained. Organization is notably logical and coherent. The writer demonstrates superior facility in the use of proper grammar and syntax.

Five (5) Points

The writing sample has a clearly established topic that is adequately developed and recognizable through specific details and/or examples, including mostly accurate and thorough data interpretation, explanation, and application with minor errors in details not affecting conclusions. The writer adequately describes the purpose of the communication and reflects an understanding of the target audience with plans for change appropriately aligned with data findings, relevant implications, and analysis of trends. Point of view is mostly maintained. Organization follows a logical and coherent pattern. The writer demonstrates infrequent errors in the use of proper grammar and syntax.

Four (4) Points

The writing sample has an adequately stated topic that is developed with some specific details and/or examples, including some components of data interpretation, explanation, and application. The writer describes the purpose of the communication and reflects a basic understanding of the target audience with some unexplained terms or references. Plans for change may omit a few necessary details or relevant implications in aligning data findings and analysis of trends. Point of view is somewhat maintained. Organization is mostly logical and coherent. The writer demonstrates satisfactory use of proper grammar and syntax.

Three (3) Points

The writing sample states a topic that is developed with generalizations, with some accurate components of data interpretation, explanation, and application. The writer somewhat describes the purpose of the communication and reflects a marginal understanding of the target audience with several unexplained terms or references. Plans for change omit some necessary details or relevant implications in aligning data findings and analysis of trends. Explanations of some data elements may be faulty, and placement of data-related details may not be effective. Point of view is ambiguous. Organization is occasionally illogical or incoherent. The writer demonstrates some errors in the use of proper grammar and syntax that do not detract from the overall effect.

Two (2) Points

The writing sample presents an incomplete or ambiguous topic, with most components of data interpretation, explanation, and application omitted or inaccurate. The writer poorly describes the purpose of the communication and reflects little understanding of the target audience with numerous unexplained terms or references. Support is developed with generalizations with little description of plans for change or relevant implications in aligning data findings and analysis of trends. Explanations of data elements are faulty, and placement of data-related details is ineffective. Point of view is confusing and distracting. Organization is frequently illogical and incoherent. The writer demonstrates serious and frequent errors in proper grammar and syntax.

One (1) Point

The writing sample has no evident topic. Numerous components of data interpretation, explanation, and application are missing or inaccurate. The writer fails to describe the purpose of the communication and does not address the target audience. Plans for change and/or relevant implications in aligning data findings and analysis of trends are minimally addressed. Development is inadequate and/or irrelevant. Point of view has not been established. Organization is illogical and/or incoherent. The writer demonstrates severe and pervasive flaws in the use of proper grammar and syntax.

The Multiple-Choice Questions

Except for the written performance assessment, all of the questions on the FELE are multiple choice. You will choose the best response out of four options and indicate your answer by selecting A, B, C, or D.

Table of Question Formats

The table below presents types of questions on the exam and directs you to examples of these formats among the sample items that follow.

Question Format	Sample Item
Sentence completion Select the response option that best completes the sentence.	Item 2, page 18
Direct question Choose the response option that best answers the question.	Item 6, page 20
Command Select the best response option.	Item 5, page 20
Scenario Examine a situation or problem, which may include data, and then answer a question or recommend a course of action by selecting the best response option.	Item 34, page 30

Sample Items

The following items represent both the form and content of questions you will encounter on the exam. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual exam questions. However, these items will acquaint you with the general format of the exam.

When you practice for the written performance assessment, you should choose a place that is free of distractions. You might wish to time yourself. Plan your response on a separate sheet of paper before you write and leave time for revising and editing.

An answer key for the multiple-choice section follows on page 36.

Sample Questions

DIRECTIONS: Read each item and select the best response.

SUBTEST 1: INSTRUCTIONAL LEADERSHIP

INSTRUCTIONAL LEADERSHIP

1. A new principal has just been appointed at a high school and has been advised by the district office that in the past, the school improvement plan did not include professional development for teachers. Identify the most useful information the principal and the SAC should consider in developing a new school improvement plan.
 - A. information on successful previous professional development offerings
 - B. analysis of classroom-level student achievement data
 - C. informal survey of teachers' interests
 - D. assessment of students' needs

2. Smith Elementary School is an urban school with a large minority population. Over the last 2 years the percentage of African American and Hispanic students scoring at Level 3 or above in reading and mathematics has dropped by 30% and test scores for nonminority students remain below the district. In an effort to improve student achievement, the principal wants to engage the faculty in a student-driven approach to professional development. The best method to achieve this goal would be through
 - A. mathematics department meetings.
 - B. action research teams.
 - C. textbook committee meetings.
 - D. classroom walk-through training.

Directions: For items 3 and 4, refer to the following table.

School percent scoring three and above																			
Grade Level	Reading						Mathematics						Writing+ (3.5 and above)						Science
	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	
3	NA	59	60	58	65	65	NA	68	58	62	59	68	NA	NA	NA	NA	NA	NA	NA
4	44	42	56	61	61	57	NA	34	50	52	50	63	*	44	68	64	76	69	NA
5	NA	32	37	42	55	47	37	27	30	40	53	40	NA	NA	NA	NA	NA	NA	15

District percent scoring three and above																			
Grade Level	Reading						Mathematics						Writing+ (3.5 and above)						Science
	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	
3	NA	58	58	63	64	71	NA	56	57	60	63	66	NA	NA	NA	NA	NA	NA	NA
4	51	51	57	64	66	59	NA	45	51	55	58	60	*	55	68	67	76	79	NA
5	NA	50	52	55	59	61	46	45	47	46	50	50	NA	NA	NA	NA	NA	NA	28

3. Based on the tables above, which of the following statements reflects the most appropriate objective to address reading in the school improvement plan?
 - A. By July of the following year, 55% of all 5th graders taking the statewide reading assessment will score 3 and above.
 - B. By July of the following year, the percentage of 4th graders scoring 3 and above on the statewide reading assessment will increase by 2%.
 - C. By July of the following year, the percentage of 5th graders scoring 3 and above on the statewide reading assessment will increase by 2%.
 - D. By July of the following year, 70% of all 3rd graders taking the statewide reading assessment will score 3 and above.

4. Based on the tables above, which strategy is most likely to improve the reading performance of 5th-grade students at the school?
 - A. using lesson plans and curriculum mapping to align instruction with reading content standards
 - B. initiating a daily program of sustained silent reading for all students
 - C. providing teachers with state and district reading scores
 - D. administering weekly reading comprehension tests for students scoring at statewide assessment Levels 1 and 2

-
5. To prepare students for the district's benchmark tests given each month in the first 7 months of the school year, the principal at a middle school creates learning communities of teachers at each grade level and in each subject area. Identify which practice the groups should develop and implement first to enhance student learning and achievement as measured on the benchmark tests.
- A. integrated thematic units
 - B. peer coaching assignments
 - C. instructional focus calendar
 - D. cooperative learning activities
6. Which learning strategy would be best suited to students in intermediate grades?
- A. asking students to complete a worksheet containing 100 two- or three-digit multiplication problems in small groups
 - B. asking students to explain the steps taken in solving a two- or three-digit multiplication problem
 - C. asking students to solve two- or three-digit multiplication problems at the chalkboard without discussion
 - D. asking students to complete a two- or three-digit multiplication worksheet alone at their desks
7. Given the data below, identify the most effective instructional strategies to address the area on which School M should concentrate.

XYZ school district reading chart - grade 4						
School	Mean Dev. Scale Score	Mean Scale Score	Words/ Phrases	Main Idea	Comparisons	Reference Research
Total Possible			6	22	17	6
L	1716	343	5	16	12	4
M	1358	281	4	12	10	2
N	1504	306	4	13	12	3
O	1581	320	5	14	12	3

- A. using a computer-based program in which students read passages to increase vocabulary recognition
- B. using a primary-level phonetic and fluency program
- C. using various book forms, media specialists, and inquiry skills for locating information
- D. using a computer-based program in which students read passages and contrast point of view

-
8. When determining the appropriateness of instructional materials, which criterion is most critical to improving statewide assessment scores?
- A. cultural diversity representation
 - B. appeal to students and teachers
 - C. reading level
 - D. alignment with standards
9. Joe is an 8th-grade student who has learning disabilities in writing and reading. He is in a regular 8th-grade class taught by a language arts teacher and an ESE teacher. Joe's IEP calls for modifications and accommodations for his daily school routine and when he takes statewide and districtwide tests. Which of the following is an example of an appropriate accommodation that could be included in Joe's IEP?
- A. Joe will speak his answers to an essay test rather than writing them down.
 - B. Joe will use a peer coach during testing sessions.
 - C. Joe will use the 5th-grade textbook and a modified, limited curriculum.
 - D. Joe will be exempt from norm-referenced tests.
10. At a school site, four black students were huddled together; one student had money in his hand and another student had his hand in his pocket. In the 1997 court case of *A.S. v. State of Florida, 1997*, the court ruled that the situation did not provide reasonable suspicion. The federal statute argued in this case was
- A. the Individuals with Disabilities Education Act, as it relates to the removal or expulsion of special education students.
 - B. the First Amendment to the U.S. Constitution, which guarantees freedom of expression.
 - C. Title VI of the Civil Rights Act of 1964, which prohibits federally funded programs from discriminating on the basis of race or national origin.
 - D. the Fourth Amendment to the U.S. Constitution, which guards against unreasonable searches and seizures.

11. Given the following school climate survey results, which strategy is most likely to result in improving student learning?

School climate survey						
Percent responding in each category						
School is:		SA	A	U/U	D	SD
Safe and secure	Staff	23	51	7	18	2
	Student	6	40	23	19	12
	Parent	11	50	23	14	2
Clean and in good condition	Staff	7	57	8	20	8
	Student	0	17	15	40	28
	Parent	13	40	27	18	2
Effective at dealing with disruptive students	Staff	7	28	11	34	20
	Student	1	12	16	34	38
	Parent	9	47	16	26	2
Free of violence	Staff	3	30	15	41	11
	Student	32	24	24	15	7
	Parent	7	40	21	19	12
Free of gang activity	Staff	2	11	30	43	15
	Student	20	23	28	17	11
	Parent	10	36	21	21	12
Free of substance abuse	Staff	5	5	33	43	15
	Student	17	22	29	20	11
	Parent	12	37	32	15	5
Positive and helps students learn	Staff	3	34	15	34	13
	Student	7	27	27	19	19
	Parent	15	32	22	17	15

SA=Strongly Agree, A=Agree, U/U=Undecided/Unknown, D=Disagree, SD=Strongly Disagree

- A. reducing class size
- B. retaining low achievers
- C. creating homogeneous groupings
- D. developing a schoolwide discipline plan

MANAGING THE LEARNING ENVIRONMENT

12. Mr. Jones is a 4th-grade teacher at XYZ Elementary School. After giving instructions to his students on the group work to be completed in class, he leaves the room to speak to the other 4th-grade teacher about the upcoming statewide assessment. During the 5 minutes in which he is out of the room, two students begin to roughhouse and one of the students hits his head on the corner of the desk. When Mr. Jones hears the commotion and returns to the classroom, he finds that the student has a gash on his forehead. Of the four elements of negligent tort liability, which is best described in this incident?
- A. standard of care
 - B. breach of duty
 - C. proximate cause
 - D. injury
13. Mrs. Adams is the newly appointed principal of Pine Shore High School. In her first week as principal, she realizes that the school has no technology or software to contact parents regarding student attendance and school activities. Mrs. Adams decides to purchase a system at a cost of \$8,500.00. According to legal standards, Mrs. Adams may purchase the equipment
- A. through the school's petty cash account.
 - B. after soliciting written quotes from three or more sources.
 - C. after soliciting telephone quotes from three or more sources.
 - D. through the school's activity funds.
14. An elementary school is planning to purchase a new mathematics textbook series for initial implementation in the next school year. The school allocation for state-adopted textbooks/instructional materials will allow the school to purchase the text for only about half of the students in Year 1. When planning the expenditure of the funds for the new series, the principal should
- A. contact the district finance office for guidelines on acquiring additional funds for implementation of the new textbook series.
 - B. meet with faculty representatives to develop a plan for implementation of the new textbook series over a 2-year period.
 - C. purchase the new textbooks for Grades K, 2, and 4 the first year of implementation and plan to buy them for Grades 1, 3, and 5 in Year 2.
 - D. divide the total amount of money available by the number of students in the school and allocate dollars to each grade on a per-student basis.

-
15. Which component must be in a school's guidance report?
- A. student access to counselors
 - B. career standards for students
 - C. educational degrees of the counselors in the school
 - D. individual student assessment data
16. John has been suspended from school 4 times within the last 2 months, and his suspensions from his current school site total 8 days. John has a learning disability and is consequently falling behind in his class work. Which strategy is required?
- A. increasing the time John spends in the exceptional student education program
 - B. shortening John's school day
 - C. determining if John's behavior is a manifestation of his exceptionality
 - D. placing John in a more restrictive environment
17. Sally is a 2nd-grade student at Freedom Elementary School. Sally must receive administered medication every day at 11:00 a.m. and 2:00 p.m. Her mother has completed an authorization form allowing school personnel to administer the medication. Which of the following statements is true in this situation?
- A. The school must order the medication.
 - B. The medication must be stored in the original container.
 - C. School personnel do not have to be trained to administer this medication if they follow the directions on the container.
 - D. An IEP meeting must be held prior to school personnel administering the medication.
18. Simon is an 18-year-old student who is living with his 20-year-old brother. His mother calls the school and wants to see his disciplinary records. Which statement is true?
- A. Only Simon's brother may see the records, as Simon is currently living with him.
 - B. Simon's mother, in her role as parent, always has the right to see his records.
 - C. Since Simon is 18, his mother needs his permission to see his records.
 - D. The school, acting in loco parentis, determines who may see Simon's records.

-
19. A student from another country who does not have any records or documentation wants to enroll in a school. The principal should
- A. refuse enrollment until the district office has been contacted for instructions.
 - B. refuse enrollment until proper paperwork is produced.
 - C. enroll the student without records.
 - D. enroll the student temporarily pending receipt of documentation.

LEARNING, ACCOUNTABILITY, AND ASSESSMENT

20. A student with limited English proficiency wants to enroll in school. According to the META Consent Decree, the student may participate in which of the following programs without regard to his level of English proficiency?
- A. accelerated mathematics
 - B. in-class science experiments
 - C. dropout prevention
 - D. personalized tutoring in reading
21. During the past 2 years, a student has consistently experienced difficulty in reading despite extra assistance from teachers. Which of the following formal assessment instruments would be appropriate to determine the student's strengths and needs?
- A. statewide reading assessment
 - B. Weschler Intelligence Scale for Children
 - C. teacher-generated test of current grade-level reading ability
 - D. teacher-generated test of previous year's grade-level reading ability

22. A school has identified the learning gains of the students in the lowest 25% in reading to be of major concern. To examine the types of reading programs these weakest readers were engaged in during 2005-2006, the principal decided to identify the students who were included in the school's lowest 25% reading category. Based on the data table below, which student has the LEAST likelihood of being included in the school's 2005-2006 calculation of the lowest 25% in reading?

Student reading data																					
						Grade		Rdg Ach Lvl		Rdg DSS		Rdg SS		Mathematics Ach Lvl		Mathematics DSS		Mathematics SS		Oct FTE	Feb FTE
Student	Gender	Race	Grade	ESE	Lunch	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005	2005	2005
						2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006
JH	F	B	4		2	3	4	3	2	1221	1361	287	282	2	3	1231	1447	285	298	Y	Y
WF	M	B	4	K	2	3	4	3	1	1282	1238	297	261	2	3	1184	1447	275	298	Y	Y
HJ	M	W	4	K		3	4	2	2	1118	1402	270	289	1		1078		252		Y	Y
CM	M	W	4		1	3	4		1		1297		271	3	3	1443	1600	331	333	Y	Y
KV	M	B	4		2	3	4	3	1	1233	1273	289	267	2	1	1212	1163	281	233	Y	Y
CR	F	B	4		2	3	4	3	2	1373	1437	312	295	1	2	962	1434	227	295	Y	Y
FS	F	H	4		2	3	4	3	3	1276	1566	296	317	2	2	1147	1443	267	297	Y	Y

- A. HJ
- B. JH
- C. KV
- D. CM

SUBTEST 2: OPERATIONAL LEADERSHIP
TECHNOLOGY

23. West Middle School is reviewing its first draft of a technology plan to assess compliance with State technology goals. One of the State's strategic objectives is to "identify and develop appropriate methods and strategies to measure and monitor student and teacher progress towards achievement of technology proficiency and literacy standards." Which step in the school's plan reflects compliance with this State objective?

- A. Identify productivity improvement opportunities, including a student bar coding system for food service, the media center, and attendance.
- B. Continue technology retrofit plan to enhance integration of technology in classroom instruction and assessment.
- C. Analyze instructional staff evaluations to determine professional development needs in technology integration and literacy.
- D. Provide incentives—such as stipends, compensation, and release time—for continuing technology development and advancement of computer literacy standards.

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24. A school is conducting a lock-down drill. Select the most important component of a technology infrastructure related to school and student safety that should be monitored during the drill.
- A. communication devices within the school
 - B. metal detectors at school entry points
 - C. security measures related to the Jessica Lundsford Act
 - D. fingerprint procedures and requirements

HUMAN RESOURCE DEVELOPMENT

25. A school district offers financial incentives for teachers whose students show learning gains on the statewide assessment. Is this policy in compliance with Florida Statutes?
- A. No, Florida Statutes prohibit performance pay incentives based solely on statewide assessment gains.
 - B. No, Florida Statutes relegate performance pay policies to the collective bargaining process.
 - C. Yes, Florida Statutes direct school districts to establish performance pay policies.
 - D. Yes, Florida Statutes mandate performance pay incentives only for statewide assessment gains.
26. In a job interview the principal asks the applicant the following questions:
- What accommodations will you need to do this job?
 - Have your recent performance evaluations been satisfactory?
 - Do you have any relatives working in this school?
 - Can you summarize your work experience?

Identify the federal prohibition the principal has violated.

- A. discrimination based on race, color, or religion
- B. discrimination based on handicapping conditions
- C. nepotism
- D. reprisal for whistle blowing

27. Is the following excerpt from a mathematics teacher's individual professional development plan in compliance with Florida Statutes?

Development Plan		
GOAL	TRAINING	WHEN
1. Mathematics scores will improve.	Mathematics training across the content areas	October
2. Teacher will learn more about gifted programs.	Gifted training	January

- A. No, the plan should focus on stakeholder satisfaction data.
 - B. No, the plan should focus on specific student performance data.
 - C. Yes, the plan focuses on broad-reaching goals and objectives.
 - D. Yes, the plan focuses on school goals and objectives.
28. If a reporter requests access to teacher evaluations for the past 5 school years, the principal must release
- A. all evaluations for the past 2 school years.
 - B. all evaluations for the past 5 school years.
 - C. all evaluations except for those conducted in the current school year.
 - D. all evaluations except for those conducted in the current or immediate past school year.
29. A teacher would be in violation of Florida law for failing to self-report within 48 hours to the immediate supervisor for which situation?
- A. being arrested for possessing a controlled substance
 - B. having been accused of sexual harassment
 - C. falsifying an employment application
 - D. violating a collective bargaining agreement

ETHICAL LEADERSHIP

30. Select the situation that would most likely be considered a violation of ethical conduct as stated in Florida Statutes.
- A. The teacher accepts small gifts from the parents of his students at the end of the school year.
 - B. The teacher is invited to bring the students in his jazz band to perform at the opening of a new mall in exchange for movie passes for the students.
 - C. The teacher is paid by the parent to tutor a student enrolled in his 4th-grade mathematics class.
 - D. The teacher receives a plaque from the city council for the efforts of his students for a beach clean-up project.
31. A group of students at Blue River High School meets each Tuesday morning before school for a prayer breakfast. Should the principal disband the group and discontinue the practice?
- A. Yes, because this is a violation of the separation of church and State.
 - B. Yes, because the administration cannot provide supervision for activities before school.
 - C. No, because the students are part of a religious minority group.
 - D. No, because the student activity is protected under the U.S. Constitution.

DECISION-MAKING STRATEGIES

32. Lisa and her family have recently relocated to Florida and are homeless. Lisa's parents want her to be admitted to kindergarten. All of the parents' records showing Lisa's birth and birth date have been destroyed. The school term for kindergarten begins in 5 days. The principal can
- A. prohibit Lisa from attending kindergarten until the records are produced.
 - B. prohibit Lisa from attending kindergarten until proof of residency is submitted.
 - C. exempt Lisa temporarily from the records requirement for 30 school days.
 - D. exempt Lisa temporarily from the records requirement for 60 school days.

33. The school's student achievement results have been declining for the last 3 years. The administrative team recognizes the need for organizational change. The most immediate and feasible step toward preparing the staff for change is to
- A. increase each department's budget.
 - B. foster collaboration by promoting professional dialogue.
 - C. recognize faculty members who have perfect attendance.
 - D. reduce average class size.

34. The school improvement plan for XYZ High School includes the following objective: Students in all subgroups will meet proficiency criteria on the statewide assessment test in mathematics. Given the AYP report shown below, did XYZ High School successfully achieve this plan objective?

2005-2006 Adequate yearly progress (AYP) report - XYZ high school				
Did the School Make AYP?	NO	Percent of Criteria Met: 69%		
Total Writing Proficiency Met:	YES	2005-2006 School Grade:	C	
Total Graduation Criterion Met:	NO			
	95% TESTED READING	95% TESTED MATHEMATICS	READING PROFICIENCY MET	MATHEMATICS PROFICIENCY MET
Total Students	YES	YES	NO	YES
White	YES	YES	NO	YES
Black	NO	NO	NA	NA
Hispanic	NO	YES	NA	NA
Asian	NA	NA	NA	NA
American Indian	NA	NA	NA	NA
Economically Disadvantaged	NO	NO	NO	NO
Limited English Proficiency	NA	NA	NA	NA
Students with Disabilities	NO	NO	NO	NO

- A. Yes, because the number of students in subgroups for Black, Hispanic, Asian, and American Indian populations was not significant.
- B. Yes, because the total student population met the mathematics proficiency standard on the statewide assessment.
- C. No, because the school did not test 95% of the students with disabilities subgroup.
- D. No, because the economically disadvantaged student population did not meet target criteria in mathematics or reading.

SUBTEST 3: SCHOOL LEADERSHIP

COMMUNITY AND STAKEHOLDER PARTNERSHIPS

35. Ten students who were not previously enrolled in the school district have enrolled in a school. Their information is compared with the Florida Department of Education's most current monthly list of missing Florida school children, and it is discovered that one of the student's information matches the information on the list. After immediately contacting local law enforcement, what reporting procedure must the school follow next?
- A. Provide written notification to the Florida Department of Education within 72 hours.
 - B. Provide written notification to the Florida Department of Education within 48 hours.
 - C. Provide written notification to the Florida Department of Education immediately.
 - D. Provide written notification to the Florida Department of Education immediately that the current list of missing children has been compared with previous lists.
36. Principal Barnes is preparing to open a new high school in the district and is forming a school advisory council. Select the group that is in compliance with Florida Statutes for composition of a school advisory council.
- A. the principal and an appropriately balanced number of teachers; education support employees; students; parents; and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school
 - B. the principal and an appropriately balanced number of teachers; education support employees; adult education contacts; parents; and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school
 - C. the principal and an appropriately balanced number of teachers; education support employees; students; parents; community civic leaders; and other business and community citizens who are representative of the ethnic, racial, and economic community, with a majority of the members employed by the school
 - D. the principal and an appropriately balanced number of teachers; education support employees who are affiliated with the school and are representative of the ethnic, racial, and economic community served by the school
37. Florida Statutes allow parents of public school students to seek private school choice under which of the following programs?
- A. McKay Scholarship
 - B. Opportunity Scholarship
 - C. the corporate income tax credit scholarship program
 - D. the home education program

DIVERSITY

38. Two student groups were at odds with each other and threatening violence. Although no altercations occurred, rumors began to circulate among students, parents, faculty, and within the community. The next morning a photograph appeared on the front page of the newspaper showing a school resource officer's pistol with students in the background. An article appeared detailing parental fears of a school shooting. Which of the following is the most effective first step for the principal to deal with the rumor described in the scenario?
- A. Allow the situation to cool off on its own because no actual incident occurred.
 - B. Let the school's internal communication system be a source of information.
 - C. Call a special meeting of faculty and staff to communicate clearly what is and is not known.
 - D. Send a letter home with students, emphasizing that no incident actually occurred.
39. A principal is faced with a rumor circulating in the school relating to a possible loss of an instructional unit. Which strategy would be most useful to ensure an effective schoolwide system of communication?
- A. Recognize that the informal system of communication is operational and use it to support the formal system.
 - B. Ignore the informal system of communication and establish a formal system based on the structure of the organization.
 - C. Realize that a formal system of communication must be established by the administrative staff before an informal system can be in place.
 - D. Establish staff liaisons with members of the informal system to stay informed.

VISION

40. The Florida Department of Education has developed a multipage document describing the new standards for career preparation initiatives in public middle and high schools. To most fully communicate those standards and requirements and their impact on the school to parents and community members, the principal should
- A. post on the marquee in front of the school the Web site where the FDOE document can be found.
 - B. duplicate the document in its entirety and send it home with every student enrolled in the school.
 - C. contact members of the local press and offer to be interviewed for a story about career preparation for middle and high school students.
 - D. introduce the document in the monthly newsletter with specifics to be discussed in a series of future public forums.

-
41. A middle school has failed to make adequate yearly progress under the No Child Left Behind Act (NCLB) in the area of reading among minority students in Grades 6 and 7 for 2 years in a row. The superintendent and district staff have asked the principal to present a plan for improvement. In preparing the presentation, essential elements the principal should include are
- A. a display of pertinent test data, a specific objective for improvement, sequential steps that will be taken and by whom, and a system for monitoring progress and assessing success.
 - B. a display of pertinent test data including data from other schools with similar demographics, sequential steps to be taken and by whom, and a system for monitoring and assessing success.
 - C. a display of pertinent test data, a list of explanations for past lack of achievement, sequential steps that will be taken and by whom, and a system for monitoring progress and assessing success.
 - D. a display of pertinent test data, an objective for improvement, sequential steps that will be taken and by whom, and the estimated costs in human and financial resources to implement the strategies.
42. The principal has decided to dismiss a teacher by the 97-day rule because of concern for poor classroom management and a lack of connection to events and students in the classroom. The teacher will be in the classroom until winter break. Some parents have complained to the principal, and one of the teacher's pupils has been withdrawn to be enrolled in a private school. The principal has made arrangements to hire an experienced teacher to take the class for the remainder of the year. To inform the parents of the change, the best action for the principal to take is to
- A. call a meeting of all parents of students in the class to discuss their concern about the probationary teacher, announce that she will not return after winter break, and invite anyone with questions or concerns to contact the principal.
 - B. send a letter home to the guardians of each student in the class during winter break introducing the new teacher and her credentials and invite anyone with questions or concerns to contact the principal.
 - C. announce in the school newsletter that there will be a new teacher in that grade after winter break, ask everyone to welcome her to the school, and invite anyone with questions or concerns to contact the principal.
 - D. send a letter home immediately with each student in the class informing parents that the current teacher will not be returning and invite anyone with questions or concerns to contact the principal.

43. An elementary school's Grade 3-5 scores are below those of the district in some areas. The principal is meeting with the school improvement team to gain support for an action plan to address improving student achievement. Select the best strategy for the principal to communicate the need for the plan to teachers and parents.

School percent scoring three and above																			
Grade Level	Reading						Mathematics						Writing+ (3.5 and above)						Science
	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	
3	NA	64	74	57	63	75	NA	58	71	46	59	67	NA	NA	NA	NA	NA	NA	NA
4	56	58	67	74	70	74	NA	54	62	65	55	74	*	81	80	76	81	87	NA
5	NA	59	52	69	58	66	59	47	53	48	53	43	NA	NA	NA	NA	NA	NA	15
District percent scoring three and above																			
Grade Level	Reading						Mathematics						Writing+ (3.5 and above)						Science
	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006	
3	NA	70	72	73	73	79	NA	71	73	74	77	80	NA	NA	NA	NA	NA	NA	NA
4	63	67	72	75	78	72	NA	64	68	70	72	75	*	55	70	72	79	76	NA
5	NA	66	71	72	71	76	57	56	62	61	63	64	NA	NA	NA	NA	NA	NA	39

- A. using a survey to ascertain the school improvement team's interest in an improvement plan
- B. inviting someone from a comparable school in which school achievement has improved to talk to the teachers and parents
- C. comparing a multiyear summary chart of mathematics data from the elementary school, comparable schools, and state averages
- D. providing the group with a copy of completed reading goals and requesting their input and approval

EFFECTIVE WRITING AND DATA ANALYSIS FOR A SCHOOL-BASED APPLICATION

44. The given data includes student performance on the statewide assessment at Northgate High School as well as other student performance data pertinent to current state accountability policies associated with determining school grades. As principal of this school, you are writing a letter to parents summarizing the issues contributing to this school's drop from a B grade in 2008–09 to a C grade in 2009–10. Using this data, identify problem areas related to student performance trends and the strategies that you will implement in the coming year in order to resolve these problems. The letter should identify critical elements used to determine the school grade (including both FCAT and non-FCAT Components), the specific steps you will take to achieve an improved grade, and what kind of support you will need from parents to facilitate this process.

Northgate High School Accountability Report

FCAT and Learning Gains Components

School Year	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Bonus Points for Grade 10 Retakes	Total Points Earned	Grade	% Tested	% Free and Reduced Lunch	Minority Rate
2009-10	46	74	85	25	54	77	53	65	10	489	See Below	99	60	90
2008-09	49	72	86	30	56	75	56	72	10	506	B	99	59	82
2007-08	40	68	85	32	56	85	55	79	10	510	B	97	52	85
2006-07	42	65	89	28	52	81	44	69	10	480	C	98	60	88

New High School (HS) Components, 2009–10

	Graduation Rate: Overall	Graduation Rate: At-Risk	Acceleration Participation	Acceleration Performance	Readiness Reading	Readiness Math	HS Component Points Earned
2008-09	85	65	45	62	65	55	
2009-10	82*	68	43*	51	67	50	
Bonus/Deduction	0	3	0	-5	2	0	
Points Earned	164	71	86	46	69	50	486

Total Points Earned, 2009–10

Points for FCAT Components	Points for HS Components	Weighting (%) FCAT Points/HS Points	Points Earned	Adequate Progress for At-Risk? (Y/N)	Final Grade
489	486	50/50	975	YES	C

Grading Scale High Schools from 2009–10 on: A = 1050 points or more B = 990-1049 C = 870-989 D = 790-869 F = Less than 790
 Grading Scale High Schools prior to 2009–10: A = 525 points or more B = 495-524 C = 435-494 D = 395-434 F = Less than 395
 Grading Scale High Schools all years: I = Incomplete

* These point values are doubled. To determine actual percentage rates of these components, divide by 2.

Answer Key

1. B	13. B	25. C	37. A
2. B	14. B	26. B	38. C
3. A	15. A	27. B	39. A
4. A	16. C	28. D	40. D
5. C	17. B	29. A	41. A
6. B	18. C	30. C	42. B
7. C	19. D	31. D	43. C
8. D	20. C	32. C	44. Written Response
9. A	21. A	33. B	
10. D	22. D	34. D	
11. D	23. C	35. A	
12. C	24. A	36. A	



6**Additional Information**

An annotated bibliography of study resources can be found at <http://www.fldoe.org/asp/fele/felecomp.asp>. These resources are updated as needed and are provided to aid in examinee preparation for the FELE.

Please visit the following Web site to review FELE registration details and additional FELE information including test locations and passing scores.

<http://www.fldoe.org/asp/fele>

