

# **Test Information Guide**

for the

# **Florida Educational Leadership Examination**



FLORIDA DEPARTMENT OF EDUCATION  
[www.fdoe.org](http://www.fdoe.org)

**Seventh Edition**

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## Test and Test Information Guide Development

### Teacher 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 2005, these areas were aligned with the Florida Principal Leadership Standards (Rule 6B-5.0012, F.A.C.) to identify 10 standards. Substantial changes were made in the Florida Principal Leadership Standards (FPLS) and were transferred to Rule 6A-5.080, F.A.C. in 2011. The 2011 FPLS encompass four domains and 10 standards as follows:

1. Student Achievement
  - I. Student Learning Results
  - II. Student Learning as a Priority
2. Instructional Leadership
  - III. Instructional Plan Implementation
  - IV. Faculty Development
  - V. Learning Environment
3. Organizational Leadership
  - VI. Decision Making
  - VII. Leadership Development
  - VIII. School Management
  - IX. Communication
4. Professional and Ethical Behavior
  - X. Professional and Ethical Behaviors

In 2012, the FPLS Standards of 2011 were established as the basis for the evaluation of school leadership and development of FELE 3.0. Committees of statewide subject matter experts further explicated the test content within each standard by developing competencies and skills, test question specifications, and a pool of test questions.

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## **Role of the Test Information Guide**

The purpose of this test information guide is to assist FELE candidates to prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review. An annotated bibliography of related subject matter materials is available at the end of the test information guide to provide further guidance in identifying additional areas in need of study.

This test information guide is intended primarily for use by candidates for a Florida Educational Leadership Certificate, a 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, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification.

This test information 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 sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



## Preparation for the Test

The following outline may help you prepare for the examination. 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 test information guide.

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

### Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

### Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

### Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

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## **Final preparation**

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this examination.

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## Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination 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 for your comfort.
- Take the following with you to the test site:
  - Admission ticket
  - Proper identification as described in "Identification Policy"
- 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 work through the questions that require more thought.
  - When you are not certain of the correct 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 the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered. For examinations with multiple subtests or sections (such as General Knowledge, FELE, English 6–12, German K–12, Middle Grades English 5–9, and Speech 6–12), you will only be able to review items within that subtest or section. Once you complete a subtest or section, you will not be able to return to that section of the test. You will be alerted to this during testing.



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## Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Florida Educational Leadership Examination. These competencies and skills represent the knowledge that teams of university and college faculty and expert practitioners have determined to be important for candidates seeking the Florida Educational Leadership Certificate. This table can serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of questions that will cover each competency on the subtest.

**Competencies** are broad areas of content knowledge.

**Skills** identify specific behaviors that demonstrate the competencies.

**Percentages** indicate the approximate proportion of questions that represent the competencies on the subtest.

The following excerpt illustrates the components of the table.

		<i>Approximate percentage of total test questions (test blueprint)</i>
<b>Competency/Skill</b>		<b>Approx. %</b>
<b>Subtest 1: Leadership for Student Learning</b>		
<b>1</b>	<b>Knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures</b>	<b>25%</b>
1	Analyze and determine appropriate school learning goals using State Board of Education adopted educational standards and district adopted curriculum.	
2	Identify and analyze areas of greatest need for improvement based on state accountability measures.	
3	Evaluate student learning results based on student performance and growth on assessments.	
4	Identify methods of providing meaningful feedback to improve instructional planning and delivery.	

*Subtest* (points to Subtest 1)

*Competency* (points to Competency 1)

*Skills 1-4* (points to Skills 1-4)

**Table of Competencies, Skills, and Approximate Percentages of Questions**

<b>Competency/Skill</b>		<b>Approx. %</b>
<b>Subtest 1: Leadership for Student Learning</b>		
<b>1</b>	<b>Knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures</b>	<b>25%</b>
1	Analyze and determine appropriate school learning goals using State Board of Education adopted educational standards and district adopted curriculum.	
2	Identify and analyze areas of greatest need for improvement based on state accountability measures.	
3	Evaluate student learning results based on student performance and growth on assessments.	
4	Identify methods of providing meaningful feedback to improve instructional planning and delivery.	
<b>2</b>	<b>Knowledge of effective prioritization of student learning through leadership actions that build and support a learning organization focused on student success and continuous improvement</b>	<b>25%</b>
1	Identify and select appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement of student learning.	
2	Analyze and determine appropriate strategies that enhance a school's climate and support student engagement in learning.	
3	Evaluate and apply effective strategies that create high expectations for student learning gains.	
4	Identify and discriminate among effective strategies that engage faculty and staff in order to improve academic performance and close achievement gaps among student subgroups.	

Competency/Skill	Approx. %
<b>3 Knowledge of effective development and implementation of an instructional framework that aligns school curriculum with state standards, effective instructional strategies, student learning needs, and assessments</b>	<b>25%</b>
<ol style="list-style-type: none"> <li>1 Identify appropriate evaluation and monitoring strategies that assure the Florida Educator Accomplished Practices are implemented through effective instruction.</li> <li>2 Analyze and assess teaching practices based on observation and monitored outcomes in order to improve a teacher's instructional planning and performance.</li> <li>3 Evaluate and select rigorous and culturally relevant instructional methods for implementing State Board of Education adopted educational standards and district adopted curricula.</li> <li>4 Identify effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula.</li> </ol>	
<b>4 Knowledge of effective structuring and monitoring of a school environment that improves learning for all student populations</b>	<b>25%</b>
<ol style="list-style-type: none"> <li>1 Identify appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students.</li> <li>2 Select effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy.</li> <li>3 Analyze and select practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.</li> <li>4 Identify effective and recurring monitoring and feedback processes that support continuous student learning growth and school improvement.</li> <li>5 Identify appropriate and effective professional learning opportunities and strategies that engage faculty in recognizing and understanding diversity and developmental issues in order to close achievement gaps.</li> </ol>	

Competency/Skill		Approx. %
<b>Subtest 2: Organizational Development</b>		
<b>1</b>	<b>Knowledge of effective recruitment and induction practices to develop a high-performing, diverse faculty and staff</b>	<b>17%</b>
1	Analyze and assess processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.	
2	Identify and analyze strategies to induct new faculty members into a school's culture.	
<b>2</b>	<b>Knowledge of effective practices for the development and retention of high-performing, diverse faculty and staff</b>	<b>33%</b>
1	Identify and evaluate professional learning that focuses on student performance as it relates to a school's goals and objectives.	
2	Identify appropriate allocations of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning.	
3	Determine appropriate processes and methods for evaluating, monitoring, and providing timely feedback to faculty regarding the effectiveness of their instruction.	
4	Identify and evaluate instructional effectiveness of faculty utilizing classroom observations and student assessment outcomes.	
5	Determine appropriate strategies for professional learning that prepare faculty to create and deliver rigorous, differentiated, and culturally relevant instruction.	
6	Identify and select appropriate strategies for communicating and providing corrective feedback to faculty in situations where remediation, disciplinary, or personnel actions are applicable.	
<b>3</b>	<b>Knowledge of effective practices that cultivate, support, and develop leaders within the organization</b>	<b>25%</b>
1	Identify appropriate methods of developing potential and emerging leaders.	
2	Identify and evaluate strategies for delegating tasks.	
3	Differentiate among strategies for succession management in key positions.	
4	Identify and assess teacher-leadership functions focused on improving instructional effectiveness and student learning.	

Competency/Skill		Approx. %
<b>4</b>	<b>Knowledge of personal and professional behavior consistent with quality practices in education and community leadership</b>	<b>25%</b>
1	Identify appropriate behavior as outlined in the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	
2	Identify examples of resilient behaviors that maintain focus on the school vision and react constructively to barriers.	
3	Determine and evaluate appropriate professional learning opportunities that enhance leadership practices and align with school needs.	
4	Identify processes that create and support sustainable and collaborative relationships.	

<b>Competency/Skill (Multiple-Choice Section)</b>		<b>Approx. %</b>
<b>Subtest 3: Systems Leadership</b>		
<b>1</b>	<b>Knowledge of effective decision-making processes that are based on research, best practices, and leadership theory to support the mission, vision, and improvement priorities of schools</b>	<b>25%</b>
1	Analyze and prioritize decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance.	
2	Analyze and evaluate decisions for effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).	
3	Identify effective strategies that empower others through the distribution of leadership roles when appropriate.	
4	Select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.	
<b>2</b>	<b>Knowledge of effective organizational theory, research, and management practices related to school operations that maximize a safe and effective learning environment</b>	<b>25%</b>
1	Analyze and evaluate strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans.	
2	Identify appropriate roles, responsibilities, and practices that assure effective discipline and promote a safe learning environment.	
3	Identify and evaluate appropriate actions that assure the health, safety, and welfare of all persons on campus.	
4	Assess and analyze effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development.	

<b>Competency/Skill (Multiple-Choice Section)</b>		<b>Approx. %</b>
<b>3</b>	<b>Knowledge of effective utilization of resources and fiscal management practices that maximize a safe and effective learning environment</b>	<b>25%</b>
1	Identify and assess methods of maximizing the use of federal, state, and local fiscal resources (e.g., school budget, grant funding) for instructional priorities.	
2	Identify appropriate procedures to manage school fiscal resources (e.g. fundraisers, extracurricular, athletics) and property consistent with state guidelines and accounting practices.	
3	Identify the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations.	
4	Identify funding sources available to a school beyond Florida Education Finance Program allocations.	
<b>4</b>	<b>Knowledge of school legal practices and applications that assure a safe and effective learning environment</b>	<b>25%</b>
1	Determine whether appropriate educational and/or physical accommodations were made or provided, under state and/or federal guidelines, for students by school and district staff.	
2	Identify state and/or federal guidelines and procedures for maintaining a safe learning environment for the well being of all students.	
3	Identify legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents.	
<b>Multiple-Choice Section Total</b>		<b>100%</b>

<b>Competency/Skill (Written Performance Section)</b>		<b>Approx. %</b>
<b>5</b>	<b>Knowledge of effective communication practices that accomplish school and system-wide goals by building and maintaining collaborative relationships with stakeholders</b>	<b>100%</b>
1	Analyze data and communicate, in writing, appropriate information to stakeholders.	
2	Analyze data and communicate, in writing, strategies for creating opportunities within a school that engage stakeholders.	
3	Analyze data and communicate, in writing, strategies that increase motivation and improve morale while promoting collegial efforts.	
<b>Written Performance Section Total</b>		<b>100%</b>

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## **Test Format and Sample Questions**

The Florida Educational Leadership Examination (FELE) consists of three subtests. Each subtest will be independently administered, scored, and reported. Examinees must pass all three subtests independently, including both sections of Subtest 3, in order to pass the FELE.

### **Subtest 1 – Leadership for Student Learning**

This subtest contains approximately 70 multiple-choice questions. You will have two hours to complete the subtest.

### **Subtest 2 – Organizational Development**

This subtest contains approximately 70 multiple-choice questions. You will have two hours to complete the subtest.

### **Subtest 3 – Systems Leadership**

This subtest contains two sections: a written response and multiple-choice items.

#### **Subtest 3 – Systems Leadership: Multiple-Choice Section**

This section contains approximately 55 multiple-choice questions. You will have one and one-half hours to complete this section.

#### **Subtest 3 – Systems Leadership: Written Performance Assessment**

You will have one written performance assessment prompt. The 60 minutes allotted for this section includes time to prepare, write, and edit your response.

Your response will be scored holistically by two raters. 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 implementation plans 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 raters 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 raters' scores.



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## **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.

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### **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.

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## 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**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

Type of Question	Sample Question
<b>Sentence Completion</b> Select the response option that best completes the sentence.	Question 1, page 17
<b>Scenario</b> Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 3, page 18
<b>Direct Question</b> Choose the response option that best answers the question.	Question 11, page 21
<b>Written Performance Assessment</b> Use the information provided to prepare a written response.	Question 43, page 34

## Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the skills that are tested and will only approximate the degree of examination difficulty.

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 follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

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**DIRECTIONS: Read each question and select the best response.**

**Subtest 1: Leadership for Student Learning**

1. Teachers in a high school social studies department are developing school learning goals that address State Board of Education benchmarks related to a standard on preparing students to participate as active and engaged citizens. One of the benchmarks states that students will "Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good."

The teachers can best address this benchmark by developing learning goals focused on promoting students'

- A. self-determination skills.
  - B. goal-setting skills.
  - C. problem-solving skills.
  - D. critical-thinking skills.
2. A principal wants to plan professional development activities for teachers aimed at reversing a school trend toward declining scores on the statewide reading assessment. The principal can most effectively begin the planning process by taking which of the following actions first?
- A. analyzing test data to identify specific reading skills needing improvement or subgroups of students needing additional support
  - B. reviewing materials disseminated by the state about the types of questions and tasks that appear on the reading assessment
  - C. identifying high-quality teacher resources aimed at improving reading instruction that are available in the school or district
  - D. meeting with small groups of teachers to elicit information about the methods they currently use to promote student reading skills

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3. Three years ago a middle school implemented a new mathematics program. Following are some data derived from the school's scores on the statewide mathematics assessment for the last three years.

	Year 1		Year 2		Year 3	
	All students	Economically Disadvantaged students	All students	Economically Disadvantaged students	All students	Economically Disadvantaged students
% Passing	49%	36%	58%	39%	71%	39%
% Not passing	51%	64%	42%	61%	29%	61%

After reviewing these data, the middle school principal should place the highest priority on answering which of the following questions?

- A. Should the school investigate other mathematics programs that may maximize mathematics gains for all student groups?
  - B. How can the achievement gap in mathematics performance between the total group and the subgroup be closed?
  - C. What factors were most important in promoting improvement in the school's overall performance in mathematics?
  - D. Has there been a significant change in recent years in the number of students in the total group and the subgroup?
4. School administrators are in the process of designing a data report that will be used to communicate standardized assessment results to classroom teachers. The reports are likely to be most useful in facilitating and improving the teachers' instructional planning if they
- A. include information about each student's performance on each section of a test.
  - B. incorporate a variety of summary statistics, such as mean, range, and standard deviation, to characterize student scores.
  - C. compare an individual's current performance to performance on previous tests.
  - D. provide an indication of how each class performed on each test question compared with other classes at the same grade level.

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5. A principal has established grade-level teacher teams to provide teachers with professional support and improve school performance. A key school goal at this time is to "set and achieve high academic expectations for every student." In observing the teacher teams in action, the principal can best ensure that they are effectively striving to meet this goal if team members place the greatest emphasis on discussing ways to
- A. determine the skills and content that are most important for students to master.
  - B. provide students with enhanced opportunities to practice and improve their test-taking skills.
  - C. create meaningful incentives that encourage students to work to their potential.
  - D. respond to students who are progressing at different rates in the classroom.
6. A recently hired principal at a low-performing school wishes to create a school climate that fosters strong academic achievement for all students. Which of the following approaches by the principal would best help promote attainment of this goal?
- A. using a variety of means to communicate a vision of high expectations for students and faculty on a regular basis
  - B. guiding faculty to give students ample flexibility in determining what they will learn and how they will learn it
  - C. providing meaningful incentives to reward faculty when a specified proportion of their students meet expectations
  - D. prompting faculty to offer students a mix of individual, small-group, and whole-class learning opportunities
7. A principal, who has been reviewing student scores on the statewide assessment, is concerned about a significant and rapid decline in the performance of students from a subgroup in the school. The principal's best initial response would be to involve faculty and staff in
- A. identifying additional human or other resources that would be expected to improve the students' performance.
  - B. determining specific factors that are likely to be causing or contributing to the observed student trend.
  - C. analyzing the extent to which the problematic test results reflect the students' true skills and abilities.
  - D. evaluating the match between the school curriculum and the content that is covered on the students' tests.

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8. A recently hired principal wishes to evaluate teacher quality in the school by determining the extent to which the Florida Educator Accomplished Practices are currently being implemented. The principal can best achieve this goal by taking which of the following actions first?
- A. providing each teacher with an instructional self-evaluation form to complete
  - B. meeting with each teacher to discuss their teaching methods and priorities
  - C. arranging to spend time observing in each teacher's classroom
  - D. analyzing samples of student work submitted by each teacher

9. A recently hired middle school principal has determined that many students from one subgroup, which makes up approximately one-quarter of the student body, often do not benefit fully from the instruction their teachers are delivering. The principal wants to offer the faculty suggestions for improving their performance in regard to this issue.

Which of the following suggestions would be most appropriate to offer?

- A. using a variety of materials during instruction that are likely to be relevant and meaningful to all students
  - B. offering students frequent opportunities to work with classmates of their choice on self-selected projects
  - C. defining different academic goals for students who are achieving at different levels or who learn in different ways
  - D. starting each unit of study with a focus on basic knowledge and gradually incorporating higher-level thinking
10. Last year a school district initiated an interim assessment program in which two interim assessments aligned with state-adopted standards for mathematics would be administered each year to students in grades 3 through 10. Which of the following issues should a principal in the district consider the most important concern during the first year of implementing the interim assessment?
- A. The interim assessments included some questions in formats that differ from the formats used on the annual statewide assessment.
  - B. Teachers had only very limited access to their students' interim assessments before the assessments were administered.
  - C. The interim assessment results were not available to school staff until nearly 3 months after they were administered.
  - D. Students did not have opportunities to take practice tests reflecting the content that would be on their interim assessments.

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11. Which of the following practices observed in an elementary classroom would best reflect the teacher's commitment to the belief that all students are capable of learning and achieving academic success?
- A. providing students with opportunities to address curricular content from integrated and varied perspectives
  - B. using increasingly intensive instructional interventions for students who continue to struggle
  - C. implementing a flexible grading system that uses each student's prior performance as a basis for assigning grades
  - D. displaying many examples of student work that reflect excellence in relation to instructional goals
12. A principal undertakes outreach to recruit individuals in the community who are interested in playing an active role in the school. Such roles include serving as a classroom volunteer, making classroom presentations in curriculum-aligned areas of expertise, and serving as a mentor to selected students. In doing so, the principal makes it a priority to reach out to members of the various demographic groups that make up the school community.
- This action best demonstrates the principal's commitment to
- A. promoting all students' school success by valuing diversity.
  - B. providing learning opportunities that students perceive as relevant to their lives outside of school.
  - C. encouraging a sense of accountability for results among all stakeholders.
  - D. using a collaborative approach in solving problems and making decisions affecting the school.
13. A principal who is new to a school plans to use student results on both district-mandated interim assessments and annual statewide assessments to help monitor teacher performance. In using this approach, the principal can best help assure fair and accurate monitoring by taking into consideration the
- A. level of student success on teacher-developed classroom tests.
  - B. perspectives of each teacher regarding his or her own instruction.
  - C. previous performance of the students in each teacher's class.
  - D. difficulty level of the content and skills each teacher is teaching.



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14. A principal recently led the development of a comprehensive database that includes standardized test results, classroom assessment results, and report card grades for all of the students in each grade level. Teachers can easily access the database to review existing information and enter new information.

Teachers' regular use of this database is likely to be most effective in promoting achievement of which of the following goals?

- A. clarifying criteria for distinguishing levels of student learning
  - B. strengthening instructional decision making
  - C. identifying obstacles to success for underperforming students
  - D. facilitating the use of accountability procedures
15. An elementary school principal is aware that certain student groups in the school, such as ELLs and students with an economically disadvantaged classification, tend to perform at substantially lower levels than their peers both in the classroom and on standardized tests. The principal can best address this situation by providing teachers with professional development aimed at improving their ability to
- A. incorporate project-based learning activities into the curriculum.
  - B. develop individualized performance criteria to drive instruction and assessment for each student.
  - C. create and implement standards-aligned independent study programs.
  - D. provide differentiated instruction that builds on students' unique strengths and experiences.

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## Subtest 2: Organizational Development

16. A principal in a school with a history of low performance is preparing to interview candidates for an open position in the English department. The principal is considering various prompts that could be used to elicit information from the candidates during their interviews.

Which of the following prompts would likely yield responses that provide the principal with the most useful information about a candidate's effectiveness as an educator?

- A. Discuss your most important strengths as a teacher, and describe what you consider to be your greatest professional development needs and goals at this time.
  - B. Explain how your courses at the college or graduate level, as well as your teaching experience to date, have prepared you to be a successful English teacher.
  - C. Describe a significant problem you encountered in attempting to promote learning for one or more students, and explain how you addressed that problem.
  - D. Identify the components of the English curriculum that you believe are most crucial for students to master, and explain why those components are so important.
17. A school is planning to initiate a new mentoring program for beginning teachers. Goals of the program include promoting the instructional proficiency of new teachers and increasing new teacher retention. Which of the following practices used by school administrators would best help ensure the success of the new program?
- A. observing and providing feedback on meetings between mentors and mentees on a regular basis
  - B. providing initial and ongoing training for individuals who are selected to serve as a mentor
  - C. pairing new teachers with mentors who have similar backgrounds and life experiences
  - D. giving mentors flexibility in defining their own roles and responsibilities in the mentoring relationship

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18. A principal will be working with a small group of staff members to select professional development activities that all teachers will participate in during the upcoming school year. The principal can best promote effective decision making by guiding the staff members to place the most emphasis on which of the following criteria when evaluating each professional development option under consideration?
- A. Does the activity match defined school goals and priorities?
  - B. Will the activity accommodate faculty learning styles and preferences?
  - C. Is the breadth of knowledge covered by the activity sufficient?
  - D. Are the resources required for the activity available within the school?

19. A principal will be leading a school in which most teachers work independently with minimal professional interaction with their peers. One of the principal's goals is to transform the school into a professional learning community in which groups of teachers will collaborate on an ongoing basis, analyzing and evaluating student performance and using reflection, discussion, experimentation, and problem solving to promote continuous improvement in student learning. The principal begins by leading many discussions with teachers about the characteristics, functions, and benefits of professional learning communities and by implementing training for teachers on relevant skills, including data analysis.

Which of the following additional actions by the principal is likely to be most important in making the identified goal a reality?

- A. encouraging teachers in each group to observe and provide feedback to each other
- B. allowing teachers to select the colleagues with whom they will work
- C. prompting each group to define specific roles and responsibilities for each teacher in the group
- D. allocating time in the school schedule for teachers to work together

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20. An assistant principal has conducted an observation in a teacher's classroom. Although the teacher exhibited a number of strengths during the observation period, the assistant principal also identified some areas needing improvement. Which of the following actions taken by the assistant principal would best help in preparing for a productive post-observation conference with the teacher?
- A. organizing data and notes collected during the observed lesson that can serve to guide discussion with the teacher
  - B. reviewing teacher-provided samples of lesson materials used and student work generated during the observation period
  - C. preparing a list of recommended professional development activities based on the teacher's observed performance
  - D. providing the teacher with a brief summary of observed strengths and needs to review before the conference occurs
21. A principal who was hired to turn around a failing school intends to conduct a thorough review of student performance on standardized tests to assist in analyzing current teacher effectiveness in the school. The principal can best ensure that this approach will yield accurate results by first taking steps to verify that
- A. students are receiving ongoing opportunities to learn and reinforce skills for taking standardized tests.
  - B. the curriculum taught in the school is closely aligned with the content addressed on the standardized tests.
  - C. teachers' classroom assessments incorporate question formats similar to those used on the standardized tests.
  - D. the standardized tests reflect current knowledge about processes by which individuals gain knowledge and skills.
22. Peer coaching would be most appropriate to use as a professional learning strategy for teachers in which of the following school contexts?
- A. Teachers have expressed interest in exploring recent research on students with certain types of disabilities and its implications for instruction.
  - B. A school recently hired a group of beginning teachers who are experiencing difficulty adjusting to the various demands of the job.
  - C. Teachers have received feedback from a new assistant principal and are beginning to implement suggestions in their classes.
  - D. A school is making plans to begin using a new set of teacher accountability procedures based on guidelines developed by district staff.

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23. A principal recently hired a new classroom teacher who appears to possess strong natural leadership skills. The principal would like to find ways to nurture and expand the teacher's leadership abilities. Which of the following approaches would likely be most appropriate and effective for the principal to use first in efforts to achieve this goal?
- A. offering the new teacher opportunities to collaborate and contribute in a variety of school contexts
  - B. encouraging the new teacher to take on some of the lower level tasks that the principal normally carries out
  - C. involving the new teacher in reviewing and discussing professional literature on current issues in school leadership
  - D. inviting the new teacher to accompany the principal to selected school and district leadership meetings
24. A principal is planning to begin delegating a number of tasks to aspiring leaders. In implementing delegation plans, which of the following should the principal consider the most important responsibility?
- A. ensuring that the delegation of tasks to some staff members does not result in unequal staff workloads
  - B. engaging in ongoing monitoring of the quality and timely completion of delegated tasks
  - C. offering public acknowledgment and appreciation to those staff members who are performing delegated tasks
  - D. providing district leaders with accurate documentation regarding initial and future task delegation decisions
25. An elementary school principal believes that one way to enhance the school's educational program is to develop a professional culture in which teacher leadership is expected and encouraged. Which of the following strategies would best help promote the development of such a culture?
- A. increasing teachers' independence in delivering and adapting curricula to meet their students' needs
  - B. providing teachers with ongoing access to information about legislation and other factors affecting the school
  - C. encouraging teachers to take on a range of selected administrative tasks and responsibilities
  - D. supporting teachers' use of collaborative practice in addressing grade-level or schoolwide issues

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26. Which of the following classroom situations observed by a principal most likely reflects teacher behavior the principal should address as a violation of the Principles of Professional Conduct for the Education Profession in Florida?
- A. A teacher blocks students' access to points of view that conflict with a significant segment of the school community's beliefs.
  - B. A teacher places students with identified academic characteristics, such as struggling readers, in a separate group during some class periods.
  - C. A teacher gives unequal amounts of attention and support to students working on individual projects during a class period.
  - D. A teacher offers particular privileges, such as free time on the computer, only to those students who complete their assigned work early.
27. Which of the following actions by a principal most clearly illustrates the principal's resiliency on the job?
- A. presenting a research-supported argument for retaining a student program that district leaders are talking about eliminating to reduce school spending
  - B. leading faculty work groups to develop new strategies to turn around poor student performance after the failure of a previous effort
  - C. delegating a number of daily tasks to others in the school in order to spend additional time addressing long-term instructional leadership goals
  - D. surveying individuals involved in a recently initiated teacher mentoring program to improve knowledge of perceived program weaknesses and needs
28. Which of the following strategies for using technology would likely be most effective in helping enhance a principal's effectiveness as an instructional leader?
- A. making time on a regular basis to browse websites containing articles on teaching and learning by reputable authors
  - B. using e-mail on a regular basis to share information with teachers and other school staff about best practices and innovative approaches in education
  - C. regularly participating in online collaboration for school administrators to share best practices and gather input from each other
  - D. regularly seeking out and viewing video lectures by well-known professionals on educational topics related to current issues in the principal's school

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29. A second-year principal has just overseen the introduction of a new district-mandated teacher evaluation system in her school. Although all teachers now seem to accept the new system, the change caused a great deal of tension and conflict in the school over a period of several months. The principal would like to improve her ability to implement future school changes smoothly and efficiently.
- A. using self-reflection to identify personal strengths and needs in the recent change process
  - B. exploring a variety of authoritative works on key dimensions of school change processes
  - C. surveying school staff to solicit their feedback regarding the recent school change process
  - D. defining a clear personal philosophy of leadership in relation to school change processes
30. A superintendent has appointed a principal to lead a school whose performance is among the lowest in the district. The superintendent informs the principal that the first goal upon taking over leadership of the school must be to improve student achievement as measured by standardized test scores.
- In initiating efforts to achieve this goal, the principal can best facilitate a smooth transition by
- A. showing a willingness to defer to the experience and judgment of respected school stakeholders during the first weeks or months of the year.
  - B. generating a draft improvement plan that is comprehensive and research based for review and comment by interested school stakeholder groups.
  - C. sharing stories with school stakeholders about prior successes in turning around low-performing schools.
  - D. meeting with school stakeholder groups to establish a collaborative effort toward school improvement.

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### Subtest 3: Systems Leadership

31. Following the third round of school budget cuts in four years, an elementary school principal hears from many teachers about problems they are facing as a result of the cuts. In this situation, the principal should place the highest priority on taking action to address which of the following teacher comments?
- A. "With the need to teach combination grade level classes, I'm often unable to provide adequate support to a number of students who need special academic assistance."
  - B. "Because we can't purchase the new textbooks we were promised, my students must continue using texts that are in poor condition and must sometimes share them."
  - C. "As a result of reduced funding for computer maintenance, two of the six computers in my classroom are out of service and unavailable for student use."
  - D. "Due to my increased teaching responsibilities, I'm required to spend significantly more time every day reviewing and grading the work my students submit."

32. Last year, after much discussion and debate, the principal of an elementary school with low performance in mathematics led staff in making a decision to begin a new mathematics program. The principal arranged initial and ongoing support for faculty in implementing the new program.

Which of the following actions by the principal would best serve to evaluate the effectiveness of the new program?

- A. conducting observations in each teacher's classroom during periods when the teacher's class is using the program
- B. comparing the performance exhibited by students on standardized mathematics assessments before and after adoption of the program
- C. scheduling regular debriefs with those individuals who have been providing teachers with program-related support
- D. having teachers report on changes in the gap between mathematics standards and student performance since they began using the program



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33. Last year a school began implementing a new district policy regarding instruction. Teachers have had extensive opportunities for training in use of the new instructional approaches, and at this point all but a handful of resistant teachers appear to be doing their best to implement these approaches. When the principal meets with one of the resistant teachers to discuss the issue, the teacher insists that he has been doing his job well for more than 20 years and is certain that the instructional changes currently supported by the school would be disruptive for his students and ineffective in improving their learning.

Which of the following would be the principal's most appropriate initial response to the teacher's comments?

- A. encouraging the teacher to propose alternate strategies for instructional change to promote his students' achievement of the new vision and goals and promising to review the strategies with an open mind
  - B. agreeing to extend the teacher's timeline for implementing instructional change in order to give him additional time to adjust and to receive further training as needed
  - C. arranging for the teacher to meet with colleagues who have been particularly successful in incorporating the mandated instructional changes to provide him with role models and potential sources of assistance
  - D. reinforcing the idea that instructional change is required of all faculty and soliciting the teacher's ideas about the kinds of support that would help him ease the transition
34. A principal will be working with a team of stakeholders that includes teachers, administrators, specialists, and parents or guardians to develop a plan to improve the school's integration of technology and instruction. The principal can best help promote a successful effort by guiding the team to take which of the following actions first?
- A. defining the desired outcomes of the plan in clear and concrete terms
  - B. determining an equitable and effective distribution of roles among team members
  - C. brainstorming ideas about possible steps and procedures to include in the plan
  - D. analyzing the types and quantities of resources now available in the school

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35. A principal is leading a middle school with many discipline problems involving student-on-student aggression, students who cut classes, students who misuse school property, and other issues. Which of the following actions considered by the principal would likely be most effective to use as an initial step for reducing such discipline problems and promoting a safe, positive learning environment for all students?
- A. reviewing penalties for common student rule violations and increasing their severity as appropriate
  - B. scheduling staff in ways that provide continuous supervision of students throughout the school
  - C. assuring equity for individual students and groups of students regarding behavior rules and the imposition of punishments
  - D. creating a student court whose members are selected by their peers to interpret and implement the student code of conduct
36. A principal who is reviewing the school's current school safety and security practices should make it the highest priority to address which of the following issues?
- A. Metal detectors were installed in the school a few years ago only in low-traffic areas.
  - B. The school does not have a dedicated phone line linked directly to local emergency response agencies.
  - C. Visitors are able to use any of a number of unattended entrances to get into the school.
  - D. The school security team includes no individuals who are emergency management professionals.
37. Which of the following is likely to be the most important logistical challenge for school administrators who are preparing to implement a peer coaching plan aimed at assisting experienced teachers in the school who are struggling to meet new district expectations for teacher performance?
- A. pairing each teacher who requires assistance with a colleague with a similar educational and experiential background
  - B. ensuring that pairs of teachers who will need to spend significant time working together are assigned to classrooms that are in close proximity
  - C. tracking the rate of progress and degree of success for plan participants who exhibit a wide range of strengths and needs
  - D. managing schedules in ways that make time available for participants to collaborate without adding to the length of their workday

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38. The sponsor of a high school athletics club and his students plan to have a car wash on a Saturday in the school's parking lot to raise money to defray the cost of attending a summer athletics competition. Which of the following represents an acceptable procedure for handling funds collected during the car wash?
- A. The club sponsor deposits the monies collected into his personal bank account so that he can write one check back to the school for deposit.
  - B. The club sponsor provides each patron with a handwritten receipt on school letterhead as documentation of their donation and then deposits the monies collected.
  - C. The club sponsor places all of the monies collected into a manila envelope and deposits the money following school protocol.
  - D. The club sponsor takes a relatively small portion of the monies collected to purchase lunch for students helping with the car wash and prepares a deposit for the remaining amount.
39. Which of the following components is used as part of the calculation in the Florida Education Finance Program?
- A. Teachers Lead Program
  - B. base student allocation
  - C. Discretionary Lottery Funds
  - D. class size reduction
40. A school's IEP committee is preparing an IEP for a student with an intellectual disability. The committee plans to require that the student receive two periods of instruction daily in a resource room. In evaluating the appropriateness of this accommodation under federal and state guidelines, the committee should take steps to determine that
- A. the student cannot be provided with a satisfactory education in the regular classroom environment even with the use of supplementary aids and services.
  - B. peers with disabilities of a similar type or intensity are also being accommodated in the resource room for a similar amount of time each day.
  - C. the student is able to receive a greater amount of individualized assistance in the resource room than the student would be able to receive in the regular classroom.
  - D. resource room personnel are able to provide the student with standards-based instruction that is similar to that provided in mainstream courses.

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41. The principal of a middle school has been asked to confirm that the school is meeting requirements outlined in the federal Children's Internet Protection Act. The principal can best respond to this request by demonstrating that the school has
- A. a system in place for reporting to the appropriate authorities any suspected contact between students and potential Internet predators.
  - B. implemented a program for educating students about safe and appropriate online behaviors.
  - C. installed an effective firewall or similar system designed to prevent unauthorized individuals from gaining access to confidential student files.
  - D. procedures in place for tracking the websites visited by students using school computers.
42. According to the Florida State Board of Education Consent Decree, students with limited English proficiency have a right to be provided with
- A. statewide assessments in the language in which they are comfortable.
  - B. multiple educational program options from which to choose.
  - C. instruction presented in a form that is comprehensible to them.
  - D. adaptive technology that translates text into their home language.

43. Statewide assessment data for a middle school have been compiled in the table below. Year 3 is the current school year.

Middle School EFG							
Student group	Percent of school population	Year 1		Year 2		Year 3	
		Percent passing reading	Percent passing mathematics	Percent passing reading	Percent passing mathematics	Percent passing reading	Percent passing mathematics
All students	100%	57	40	59	43	62	44
Economically disadvantaged	48%	49	32	51	33	54	31
ELL	25%	31	27	29	27	26	24

The principal of Middle School EFG has given you, the assistant principal, the task of analyzing the data presented in the table. You are to use this information to prepare a memorandum for members of the school advisory council that summarizes the data and describes plans for improving student performance in one or more areas of need.

The memorandum should include

- identification of data trends for all students in the school and for each subgroup of students;
- an analysis of the data to support the implementation of professional development aimed at improving instruction in one or more areas of need;
- a description and explanation of professional development and/or strategies to improve instruction in an identified area of need; and
- a plan to monitor instructional improvement in the identified area of need.

## Answer Key

Question Number	Correct Response	Competency
<b>Subtest 1: Leadership for Student Learning</b>		
1.	D	1
2.	A	1
3.	B	1
4.	A	1
5.	D	2
6.	A	2
7.	B	2
8.	C	3
9.	A	3
10.	C	3
11.	B	4
12.	A	4
13.	C	4
14.	B	4
15.	D	4
<b>Subtest 2: Organizational Development</b>		
16.	C	1
17.	B	1
18.	A	2
19.	D	2
20.	A	2
21.	B	2
22.	B	2
23.	A	3
24.	B	3
25.	D	3
26.	A	4
27.	B	4
28.	C	4
29.	C	4
30.	D	4

Question Number	Correct Response	Competency
<b>Subtest 3: Systems Leadership</b>		
31.	A	1
32.	B	1
33.	D	1
34.	A	2
35.	B	2
36.	C	2
37.	D	2
38.	C	3
39.	B	3
40.	A	4
41.	B	4
42.	C	4
43.	N/A	5

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## Annotated Bibliography

The annotated bibliography in this section includes basic references that you may find useful in preparing for the examination. Each resource is linked to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts pertaining to the competencies and skills for Florida Educational Leadership Examination. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the examination.

1. Alexander, N. A. (2012). *Policy analysis for educational leaders: A step-by-step approach*. Boston, MA: Pearson Allyn & Bacon.  
Contains background knowledge and information about the diverse institutional roots of educational policy and provides an incisive look at its history. Useful for review of subtest 3, competencies 1, 3, and 4.
2. Bambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.  
Contains suggestions for principals or other school leaders to incorporate data analysis and data-driven instruction into their school's administrative structure. Useful for review of subtest 1, competencies 1, 2, 3, and 4.
3. Bernhardt, V. L. (2004). *Data analysis for continuous school improvement* (2nd ed.). Larchmont, NY: Eye on Education.  
Promotes the use of data analysis by administrators, school leaders, and teachers as a central tool for improving schools and increasing student achievement. Useful for review of subtest 1, competencies 1, 2, 3, and 4.
4. Britton, E. D., Paine, L., Pimm, D., & Raizen, S. (2003). *Comprehensive teacher induction: Systems for early career learning*. Boston, MA: Kluwer Academic Publishers.  
Provides effective practices for the induction, support, and professional development of teachers who are beginning or at the early stages of their professional career. Useful for review of subtest 2, competencies 1, 2, and 3.
5. Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.  
Provides professional development and preparation strategies for teachers with the goal of improving teacher practice and student achievement. Useful for review of subtest 1, competencies 1, 2, and 3.

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6. Danielson, C., Axtell, D., Bevan, P., Cleland, B., McKay, C., Phillips, E., & Wright, K. (2009). *Implementing the framework for teaching in enhancing professional practice: An ASCD action tool*. Alexandria, VA: Association for Supervision and Curriculum Development.  
Includes suggested strategies for promoting effective teacher assessment, professional development, and lesson planning skills for teachers or school leaders. Useful for review of subtest 1, competencies 1, 2, and 3.
  7. Florida Department of Education. (2012). *Florida school laws* (2012 ed.). Charlottesville, VA: LexisNexis Publishing.  
Contains state legal guidelines for stakeholders in education. Includes legal responsibilities of administrators and teachers. Useful for review of subtest 3, competency 4.
  8. Fowler, F. C. (2012). *Policy studies for educational leaders: An introduction* (4th ed.). Boston, MA: Pearson Allyn & Bacon.  
Focuses on the role and importance of government policy in the field of education and school leadership, the history of educational policy, and present issues.
  9. Guthrie, J. W., Springer, M. G., Rolle, R. A., & Houck, E. A. (2006). *Modern education finance and policy (Peabody College education leadership series)*. Boston, MA: Pearson Allyn & Bacon.  
Addresses historical and current trends in educational finance, paying close attention to the modern realities of policy, accountability, and resource allocation. Useful for review of subtest 3, competency 3.
  10. Heck, R. H. (2004). *Studying educational and social policy: Theoretical concepts and research methods*. Mahwah, NJ: Lawrence Erlbaum Associates.  
Introduces beginning researchers to the fields of educational and social policy, how they have been examined, and some of the issues that are important to consider when designing and conducting research on policy. Useful for review of subtest 3, competency 4.
  11. Houston, P. D., Blankstein, A. M., & Cole, R. W. (2010). *Leadership for family and community involvement*. Thousand Oaks, CA: Corwin Press.  
Provides valuable suggestions and insight for involving students' families and other stakeholders in the educational process. Useful for review of subtest 3, competency 5.
  12. La Morte, M. W. (2012). *School law: Cases and concepts* (10th ed.). Boston, MA: Pearson Allyn & Bacon.  
Focuses on the cases and statutory laws that are most relevant to educators and administrators working in the U.S. school system, placing an emphasis on those legal issues that have a direct impact at the school building level. Useful for review of subtest 3, competency 4.



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13. Marion, R. (2005). *Leadership in education: Organizational theory for the practitioner*. Long Grove, IL: Waveland Press.  
Contains practical approaches for the understanding and instruction of organizational theory as it is applied in the field of school leadership. Useful for review of subtest 3, competencies 1 and 2.
  14. Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.  
Provides effective teaching practices for classroom instruction, classroom management, assessment, and grading. Useful for review of subtest 1, competencies 1, 2, 3, and 4.
  15. Marzano, R. J., & Brown, J. L. (2009). *A handbook for the art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.  
Provides practical examples and suggestions for the implementation of effective principles of classroom instruction, management, assessment, and grading. Useful for review of subtest 1, competencies 1, 2, 3, and 4.
  16. Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.  
Outlines possible approaches for the implementation of a data-driven school administrative structure that supports a data-driven educational model. Useful for review of subtest 2, competencies 1, 2, and 3.
  17. Marzano, R. J., & Waters, T. (2009). *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree Press.  
Applies organizational and educational theory toward the creation of a district-level system of assessment and supervision by supporting administrative goals with adequate assessment and supervision. Useful for review of subtest 2, competencies 1, 2, and 3.
  18. Owings, W. A., & Kaplan, L. S. (2012). *Leadership and organizational behavior in education: Theory into practice*. Boston, MA: Pearson Allyn & Bacon.  
Reviews principles of school leadership and theories of organizational behavior for educators who may be interested in a position of leadership. Useful for review of subtest 3, competencies 1 and 2.
  19. Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: Association for Supervision and Curriculum Development.  
Promotes a leadership approach based on the creation of an organizational structure in which school leaders are able to exercise individual leadership in a role while collaborating with other leaders. Useful for review of subtest 1, competencies 3 and 4.

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20. Robinson, V. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass. Includes examples of various leadership approaches and case studies that highlight the leadership skills an administrator requires to improve student achievement. Useful for review of subtest 1, competencies 1, 2, 3, and 4.
  21. Rodriguez, G. M., & Rolle, R. A. (Eds.). (2007). *To what ends and by what means? The social justice implications of contemporary school finance theory and policy*. New York, NY: Routledge.

Focuses on the effects that economic, finance, and budgeting policies have on the U.S. K–12 education system. Focuses specifically on the roles of money and economic policy in the U.S. K–12 education system. Useful for review of subtest 3, competency 3.
  22. Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2012). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York, NY: Crown Business.

Emphasizes the importance of adaptability and change in schools and provides tools to facilitate organizational change effectively at different levels. Useful for review of subtest 3, competencies 1, 2, and 5.
  23. Shafritz, J. M., Ott, J. S., & Jang, Y. S. (2010). *Classics of organization theory* (7th ed.). Boston, MA: Cengage Learning.

Provides several relevant essays on organizational theory, spanning the history of the field and organized chronologically by period. Useful for review of subtest 2, competencies 2, 3, and 4.
  24. Shapiro, J. P., & Stefkovich, J. A. (2011). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (3rd ed.). New York, NY: Routledge.

Provides several case studies and examples of ethical conflicts that administrators and educators may face in the classroom or in the general school environment. Useful for review of subtest 2, competency 4.
  25. Thompson, D. C., Wood, R. C., & Crampton, F. E. (2012). *Money and schools* (5th ed.). Larchmont, NY: Eye on Education.

Focuses specifically on the roles of money and economic policy in the U.S. K–12 education system. Useful for review of subtest 3, competency 3.



## **Additional Information**

Please visit the following website to review FELE registration details and to find additional FELE information, including test locations and passing scores.

<http://www.fldoe.org/accountability/assessments/postsecondary-assessment/fele/>