

Cheat
Sheet

Educational Leadership Department

TEExES Test Taking Tips/ Instructor Notes (Dr. Muñoz)

Focus on answer choices.

Correct answers are almost always: there are focused on the following terms, phrases, concepts listed below; **if the answers contain these terms or phrases, select that answer.**
Remember to answer out question according to an "Ideal Situation".

- Success for all students
- Vision, mission, goals
- Campus improvement planning and processes
- SDBM finding solutions
- Campus-based solutions or process involving SDBM, all stake holders to find solutions
- Staff development being campus based is important.
- Protection of student and safety is paramount; Emergency response or crisis management plans being in place; student and staff safety and health triumphs all.
- Always value diversity and advocacy for all students.
- **Ideal Situations** Good leaders mentor, support staff and facilitate teaching and learning; they advocate for all children; they involve all stake holders/ teachers in schools improvement decision; they communicate with all; they promote problem solving using data and are risk takers; collaborate.

Key Policies to remember: These are brief "policy statements" focused on the intent/ awareness of the policy useful in answering some questions; these questions you either know the public/ policy intent of you don't and you miss the related question.

1. FERPA- Student confidentiality of student records
2. Section 504/RTI- Meeting needs of all students (non-special ED) with special instructional, physical or emotional needs that limit a "life activity" (Sec 504- Rehabilitational Act 1973).
3. 1st Amendment Rights- Free Speech rights of students must be protected as long as other students or education of all students is not harmed. cannot protest in class
4. HIV policy- Only if student has open sores does it present harm to others and student can be sent to doctor / home; teachers do not need to be informed.
5. Immunization policy- only waived for religious reasons + by Dr. medically harmful
6. Procedural due process- all accused have a right to be heard and time to prepare for defense, regardless of the situation or case. (expulsion, suspension, firing, grievances)
7. Districts are/ liable for transportation accidents and can be sued for that. Schools/districts are not liable in other cases.
8. Chapter 37/ Discipline or code of conduct policies: due process is required; if they possess firearms- expulsion for all students, is mandatory, if special Ed student has firearm also expulsion is required then hold with ARD.

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peanut Allergies - clean eating utensils

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- Civil Rights
* 1964
9. Title VII- Civil Rights Act is related to equal employment opportunities and district does not discriminate due to gender, age, and disability, race etc. (HR statement in all application)
 10. Title IX-Related to sexual harassment of students and staff; also related to equity of programs & facilities for boys and girls.
 11. If Child abuse is suspected, all personnel must call CPS and Involve Administration.

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Instructional Notes (Domain II)

1. Students have diverse needs and styles of learning- Consider in answering questions.
2. ARD committee is involved in making decision of special ed. Students and developing IEPs. Only the administrator makes decisions on "additional resources expenditures".
3. LPAC committee involved in meeting need of LEP (ELL) students.
4. LEP students (ELL) require specific instructional strategies (ESL/SIOP) to learn academics in secondary; bilingual education in elementary. *20-or more students*
5. Students who are not in Special Ed, but have a "disability" or "special need" (instructional, physical, or emotional-that limits a life activity) should receive instructional support, strategies, etc. (504 policy)
6. Resources must be allocated to meet students instructional needs (all students and special program students)
7. Campus plan should address strategies to meet "special needs" of diverse learners.

*Tips for addressing the AEIS Report *NA*

1. You should get 100% correct-all answers "are found" in AEIS Report. *TAPR*
2. Practice by studying, analyzing, marking your AEIS Report so you can find answers QUICKLY/ Know AEIS Report Contents and location so you don't waste time.
 - * -Test Scores (sec I)
 - * -Student demographics/enrollment (sec. II)
 - * -Staff information (Sec II)
 - * -Budget/Program expenditures (sec. II)
3. Always compare campus to comparable campus group (also State, District)
4. Questions "usually" focus on:
 - * -Comparison of test scores by groups to determine group needs (i.e., Hispanic, at risk.)
 - * -Attendance problems (even 1% or less is significant but compare to "Whites" & "Hispanic" and "other groups")
5. Dropout problems in a scenario:
 - o Remember that the lower percentage) the better the result
 - o Always compare "Hispanics" to "Whites" or "at risk" or "other groups" to determine if a need for improvement exists; do not JUST focus on improvement from the previous year.

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Section II NA

6. Budget expenditures are noted in special program expenditure (CATE, Special ed., GT, Bilingual ED. Etc.)
 - -Staffing needs (teachers, aides, administration)
 - -Never cut instructional area.
 - -Usually there is a question on the need for administrative cuts and this is almost always the answer.
7. LEP and Special Ed. Exemptions are an area of concern. (Locate on AEIS Report)
8. Make sure you can quickly identify or locate these areas that are usually addressed as part of the AEIS report questions.

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SBDM & CIP & Planning

1. Most scenarios / decision making sets of Questions on TEXES involve SBDM committee
2. Site based decision Making (SBDM) is required by TEA rules and district Board policy.
3. SBDM committee is composed of elected members: 2/3 teachers, 1/3 others professional (campus and district) and appointed parents, community/ business reps; parents cannot be employed; committee must be trained
- * 4. SBDM Roles and responsibilities: budgeting, planning, curriculum, staff developments, staffing patterns, school organization.
5. Staff development must be campus based. + approved by SBDM
6. SBDM acts in an advisory capacity; it meant approve campus staff development plan. + C.I.P.
7. SBDM must provide input to CIP and campus performance objectives, which are submitted to board.
8. Campus plans must have the following components
 - -mission and vision (drive the CIP process)
 - -needs assessment (data using AEIS, AYP, other)
 - -goals (broad statements or areas of need)
 - -measureable campus performance objectives
 - -strategies/ initiatives to implement including persons responsible, Timelines, resources/ budget, evaluation.
9. Planning process also include implementation, monitoring and evaluation of the plan.
10. CIP development must involve all stake holders and SBDM.
11. Special populations/ special needs students must be part of CIP, including dropout prevention, discipline, management, technology; career education.
12. Campus plan must be aligned with the district plan. (Before CIP planning campus must review district mission, vision, and goals to align with district.)

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Domain III: Administration, Budgeting, and Crisis Management

1. Campus budget must be campus based.
2. Campus stake holders and SBDM is involved in budget planning, led by principal.
3. Budgets are CIP driven.
4. Budgets must support the instructional program.
5. Budgets should meet the needs and provide resources for all students.
6. All support services/ departments must "support" the instructional program/be student centered.
7. Student safety and staff safety come First in any decision
8. Campus/ districts must have a Crisis Management Plan (CMP).
9. Campus CMPs must be "aligned" reflect the district plan. (Before making any changes to campus CMP review district CMP).
10. District CMP incorporates/ communicates with local police, fire department media and city and county personnel.
11. Campuses must have a staff communication plan and a campus evacuation plan; these plans also include emergency kits, 2-way radios, and flashlights. Campuses cannot change their campus plan without permission/alignment to district.
12. Practice and drills are important to safety crisis plans.
13. If in doubt of a "safety" or "crisis" decision (ex. Cancel classes or release students), call Central Office; if students are in immediate danger, take action and then call Central Office.

Safety supersedes call to central office.

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Other General Advice/ Tips

1. Consider the "Ideal" picture/situation.
2. Do not answer based on "What you do"
3. Read scenarios and Questions thoroughly and answer the Q.
4. Do not focus on "pretty words "or" extensive verbiage".
5. Note or underline key words to keep focus on the Q---But do not over-analyze.
6. Do not spend too much Time on key words trying to identify the competency, Domain etc.; you should already know competencies –focus on ideal answer.
7. Select your Test Strategy. (I.e. -Answer 20 questions & go back to the 1 question you skipped; or do not answer "skipped Questions; Rest every 30 questions.
8. Read the Q carefully and critically -Answer the question refer to scenario if needed.
9. Try to predict the answer; look for similar answers/answer choices.
10. If you do not know the answer, try to eliminate "obvious wrong answers" and "do" an educated guess based on the situation and the Q.
11. Educated guesses are OK. "Wild" or Uneducated guesses not good –Skip that question.
12. In a decision set, note /underline key words or write/note the "intent" of the passage. (i.e.-is the focus of the scenario, academic content or achievement or "dropout prevention" strategies for "at risk" students focused on motivating students to stay in school.
13. In decision sets, answer each Q based only on the information provided "in that part of the story line."
14. If you have time, scan the whole decision set and questions to get the "Big Picture" or "Context" of the whole situation presented. This is when you have problems answering 1 question in a decision set.
15. Base answers on the "written" situation, not what you "read into it" or a similar situation you have encountered and THINK COMPETENCIES.
16. Q with multiple answers---Use process of elimination.
17. In leading group processes is like budget or CIP development or any input from a group always set boundaries and parameters FIRST.
18. (In a Scenario with multiple questions be aware of where the questions, is located in a process, at the beginning, middle, or end.