Board of Education Agenda Item

Item: J. **Date:** November 17, 2009

Topic: First Review of the Advisory Board on Teacher Education and Licensure's Recommended Passing Score for the *School Leaders Licensure Assessment (SLLA)*

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: (804) 371-2522 **E-Mail Address:** Patty.Pitts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- _X_ Board of Education regulation
- ____ Other: _____

____ Action requested at this meeting _X_ Action requested at future meeting: January 2010 (date)

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The 2004 General Assembly approved *House Bill 573*, [Section 22.1-298, *Code of Virginia*] that stated, in part, the following:

> D. … the Board's licensure regulations shall also require that, on and after July 1, 2005, initial licensure for principals and other school leaders, as may be determined by the Board, be contingent upon passage of the *School Leader's Licensure Assessment*.

On November 17, 2004, the Board of Education approved a passing score of 165 for the *School Leaders Licensure Assessment (SLLA)* as a requirement for all individuals seeking an initial administration and supervision endorsement authorizing them to serve as principals and assistant principals in the public schools. The effective date for implementing the passing score was July 1, 2005.

Section 22.1-298.1(E) of the *Code of Virginia* states, "The Board's regulations shall require that initial licensure for principals and assistant principals be contingent upon passage of an assessment as prescribed by the Board." Section 8VAC20-22-590 of the *Licensure Regulations for School Personnel (effective September 21, 2007)* states that individuals seeking endorsement in administration and supervision preK-12 through the approved program route as well as an alternate route satisfy the requirements for the school leaders licensure assessment prescribed by the Board of Education. Individuals seeking an initial administration endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education. The *School Leaders Licensure Assessment* administered by Educational Testing Service is the prescribed assessment.

As part of the test regeneration process, the Educational Testing Service has completed a major revision of the *SLLA*. The changes to the assessment were significant and required completion of a standard setting study and the approval of a passing score for the revised assessment.

Although the revised *SLLA* was administered in other states beginning in September 2009, the implementation was delayed in Virginia to allow sufficient time for a state-specific standard setting study and the setting of a passing score for the assessment. A special administration of the former version of the test was held on Saturday, October 17, 2009, to allow Virginia candidates one final time to take this version. Administration of the revised *SLLA* will begin in Virginia in January 2010.

Summary of Major Elements

A Virginia standard setting study was conducted on March 24 and 25, 2009, for the revised *SLLA*. The Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the *SLLA*, which will be administered in Virginia for the first time in January 2010. A detailed summary of the study -- *Standard Setting Report-- School Leaders Licensure Assessment (SLLA) -- March 24-25, 2009 -- Richmond, Virginia*, is attached (Appendix A) and includes information regarding participants, methodology, and recommendations.

In addition to the Virginia specific study, the Educational Testing Service also conducted two multi-state standard setting studies on April 21 and 22, 2009, in Baltimore, Maryland, and on May 12 and 13, 2009, in St. Louis, Missouri. Seventeen states participated in the two panels. On Panel I, 23 school leaders and college faculty from 16 states participated. On Panel II, 23 school leaders and college faculty participated from 15 states. The results of these studies, including the passing scores recommended by the multi-state panels, are attached (Appendix B).

The purposes of the studies were to (a) recommend the minimum *SLLA* score judged necessary to award the endorsement in administration and supervision and (b) confirm the importance of the *SLLA* content specifications for entry-level school leaders in Virginia.

The revised assessment is designed to measure whether entry-level school leaders have the knowledge believed necessary for competent professional practice. The content of the assessment was defined by a National Advisory Committee of expert practitioners and preparation faculty and confirmed by a national survey of the field. The content of the revised assessment is aligned with the *Educational Leadership Policy Standards: ISSLC 2008.*

The four-hour assessment is divided into two separately timed sections:

- Section I (2 hours 20 minutes) – 100 multiple choice questions (80 operational and 20 pre-test); and

- Section II (1 hour 40 minutes) – Seven constructed-response questions calling for written answers based on scenarios and sets of documents that an education leader might encounter. Candidates are required to analyze situations and data, to propose appropriate courses of action, and to provide rationales for their proposal.

Candidate scores on the two sections are weighted such that Section I contributes 70 percent of the overall *SLLA* score and Section II contributes 30 percent. The total number of raw points that may be earned on the *SLLA* is 114 (80 points from the multiple choice section and approximately 34 points from the constructed-response section). The reporting scale for the *SLLA* ranges from 100 to 200 scaled points. A detailed description of the test is provided in the *Test at a Glance* document in Appendix C.

Prospective school leaders will be required to pay a fee for test administration and reporting results to the Virginia Department of Education. The cost for the assessment has been reduced from $480 to $375, including a $50 nonrefundable registration fee.

The process used in the Virginia standard setting study is detailed in Appendix A. The panel recommended a cut score of 67.24. The next highest whole number is 68 and is considered the functional recommended cut score. The value of 68 represents approximately 60 percent of the total available 114 raw points that could be earned on the *SLLA*. The scaled score associated with 68 raw points is 154.

A similar process was used in the multi-state standard setting studies as described in Appendix B. The cut score recommendations for the *SLLA* were 74.41 for Panel I and 76.16 for Panel II. These numbers were also rounded to the next highest whole number to determine the functional recommended cut scores of 75 for Panel I and 77 for Panel II. The values of 75 and 77 represent approximately 66 percent and 68 percent, respectively, or the total available 114 raw points that could be earned on the *SLLA*. The scaled scores associated with 75 and 77 raw scores are 162 and 164, respectively.

The recommended cut scores and Standard Error of Measurement (SEM) from the Virginia standard setting study and the two multi-state studies are provided on the following page. The SEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test-taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or lower than the score that precisely reflects the test takers actual level of knowledge and ability. The difference between a test taker's actual score or his highest or lowest hypothetical score is known as the Standard Error of Measurement.

The Standard Error of Measurement for the recommended cut scores for the Virginia Standard Setting Study and the multi-state studies are shown below. [Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.]

Cut Scores within 1 and 2 SEMs of the Recommended Cut Score – Virginia Study

Recommended Cut Score	68	Scale Score Equivalent	154
-2 SEMs	58		143
-1 SEM	63		149
+1SEM	74		161
+2 SEMs	79		167

Cut Scores within 1 and 2 SEMs of the Recommended Cut Score – Multi-State Study (Panel I)

Recommended Cut Score	75	Scale Score Equivalent	162
-2 SEMs	65		151
-1 SEM	70		156
+1SEM	81		169
+2 SEMs	86		175

Cut Scores within 1 and 2 SEMs of the Recommended Cut Score – Multi-State Study (Panel II)

Recommended Cut Score	77	Scale Score Equivalent	164
-2 SEMs	68		154
-1 SEM	73		160
+1SEM	82		170
+2 SEMs	87		176

The Advisory Board on Teacher Education and Licensure (ABTEL) reviewed the studies and cut scores established by other states (Appendix D) at its September 21, 2009, meeting. The members decided to delay making a recommendation for a cut score until the November 16, 2009, ABTEL meeting in order to review candidates' scores from the first national administration of the *SLLA* (Appendix E). The recommendation of ABTEL will be presented to the Board of Education on November 17, 2009. The Board of Education will set the final cut score for the revised *SLLA* assessment.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive the Advisory Board on Teacher Education and Licensure's recommendation for a passing score on the *School Leaders Licensure Assessment (SLLA).*

Impact on Resources:

Costs associated with the administration of the *School Leaders Licensure Assessment (SLLA)* will be incurred by the Educational Testing Service. Prospective school leaders will be required to pay a fee for test administration and reporting results to the Virginia Department of Education. The cost for the revised *SLLA* assessment is $375, including a nonrefundable $50 registration fee.

Timetable for Further Review/Action:

This agenda item will be presented to the Board of Education for final approval at the January 14, 2010, meeting.

APPENDIX A

Standard Setting Report
School Leaders Licensure Assessment (SLLA)
March 24-25, 2009
Richmond, Virginia

Standard Setting Report

School Leaders Licensure Assessment (SLLA)

March 24 - 25, 2009
Richmond, Virginia

Conducted by
Educational Testing Service
Princeton, New Jersey

School Leaders Licensure Assessment (SLLA)

STANDARD SETTING

Introduction

A standard setting study was conducted on March 24-25 for the School Leaders Licensure Assessment (SLLA) used to award an Administrative Services Credential in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the revised version of the SLLA, which will be administered in Virginia for the first time in January 2010.

The purposes of the study were to (a) recommend the minimum SLLA score judged necessary to award an Administrative Services Credential and (b) confirm the importance of the SLLA content specifications for entry-level school (education) leaders in Virginia. The Office of Teacher Education and Licensure (in the VDOE) will submit the standard setting panel's recommended passing score, or cutscore, to the Advisory Board on Teacher Education and Licensure (ABTEL) for consideration. The ABTEL will forward a recommendation to the Virginia State Board of Education (VSBE); the VSBE sets the final, operational cutscore on the SLLA.

School Leaders Licensure Assessment

The purpose and structure of the SLLA are described in the School Leaders Licensure Assessment *Test at a Glance* (ETS, in press). In brief, the assessment measures whether entry-level school (education) leaders have the knowledge believed necessary for competent professional practice. The content of the assessment was defined by a National Advisory Committee of expert practitioners and preparation faculty and confirmed by a national survey of the field. The content is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.

The four-hour SLLA is divided into two separately timed sections:

- **Section I** (2 hours 20 minutes) – 100 multiple-choice questions (80 operational and 20 pre-test).
- **Section II** (1 hour 40 minutes) – Seven constructed-response questions calling for written answers based on scenarios and sets of documents that an education leader might encounter. Candidates are required to analyze situations and data, to propose appropriate courses of action, and to provide rationales for their proposals.

Candidate scores on the two sections are weighted such that Section I contributes 70% of the overall SLLA score and Section II contributes 30%. The total number of raw points that may be earned on the

SLLA is 114 (80 points from the multiple-choice section and approximately 34 points from the constructed-response section). The reporting scale for the SLLA ranges from 100 to 200 scaled points.

Committee Members

A panel of 15 experts in school leadership participated in the standard-setting study. The Office of Teacher Education and Licensure recruited panelists to represent a range of professional perspectives, including principals, assistant principals and university faculty. Table 1 presents the demographic characteristics of the 15 panelists. In brief, eight panelists were principals, two were assistant principals, and five were college faculty. Nine panelists were White, five were African American, and one was Native American. Six panelists were female. All panelists reported being certified school leaders in Virginia. Twelve panelists had between 4 and 11 years of experience as a building-level administrator or central office supervisor. (See Appendix A for a list of the panelists.)

Process and Method

Prior to the Panel Meeting

The panelists were sent an e-mail explaining the purpose of the standard-setting study and the planned agenda (Appendix B), and requesting that they review the test content specifications for the SLLA (included in the SLLA *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

During the Panel Meeting

The standard-setting study began with a welcome and introduction by Dr. James Lanham, Director of Licensure, of the VDOE's Office of Teacher Education and Licensure. Dr. Richard Tannenbaum, a director of research from ETS, then explained how the SLLA was developed, provided an overview of standard setting, and presented the agenda for the study. Dr. Tannenbaum served as the lead facilitator for the standard-setting meeting.

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions and to sketch responses to the constructed-response questions. The panelists had access to the answer key for the multiple-choice questions and access to both the general and question-specific rubrics for the constructed response questions. The purpose of "taking the test" was for the panelists to become familiar with the test format, content and its difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the SLLA; they were also asked to remark on any questions that they thought would be particularly challenging for entering school leaders, and questions that addressed content that would be particularly important for entering school leaders.

Following this discussion, the panelists defined the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of skills believed necessary to be a qualified building-level administrator or central office supervisor in Virginia. The JQC definition is the operational definition of the cutscore. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC. The panelists were split into three groups of five and each group was asked to write down its definition of a JQC. Each group referred to the Interstate School Leaders Licensure Consortium (ISLLC) 2008 standards and the SLLA *Test at a Glance* to guide their definition. Each group posted its definition on chart paper and a full-panel discussion occurred to reach consensus on a final definition (Appendix C).

The standard-setting process for the SLLA was conducted for the overall test, though one standard-setting approach was implemented for Section I (multiple-choice questions) and another approach was implemented for Section II (constructed-response questions). The recommended passing score for the SLLA is the weighted sum of the interim cutscores recommended by the panelists for each section. These approaches are described next, followed by the results of the standard-setting study.

Standard Setting for Section I (Multiple-Choice Questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Section I (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly. The panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions were in the .70 to 1 range; and
- moderately difficult/easy questions were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on the first three questions.

The panelists engaged in three rounds of judgments. The Round 1 feedback provided to the panel included each panelist's (listed by ID number) recommended cutscore for the section and the panel's average recommended cutscore, highest and lowest cutscore, and standard deviation. Following discussion, the panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1) and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (10 of 15 located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2). This process was repeated for the Round 2 judgments to inform their final (Round 3) judgments.

Standard Setting for Section II (Constructed-Response Questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Section II (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC that was agreed upon and then to review the question and the rubrics (general and specific) for that question. The general rubric for a question defines holistically the quality of the evidence that would merit a response earning a 3 (*thorough understanding*), 2 (*basic/general understanding*), 1 (*limited understanding*), or 0 (*little or no understanding*). Each question-specific rubric provides examples of evidence that would support earning a 3, 2, 1, or 0. During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubrics.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score[1]; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. A score of 3, for example, would mean that a panelist thought that a JQC would most likely earn between a 1 and a 2 from the two raters. A 5 would mean that a JQC would most likely earn between a 2 and a 3 from the two raters. For each of the seven constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn.

The Section II (constructed-response questions) score is weighted to contribute 30% of the total test score; the Section I (multiple-choice question) score is weighted to contribute 70%. The facilitator explained the reason and process for weighting the contributions of the two sections to the panel. The

[1] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

feedback to the panelists, described next, included both their judgments before and after the weightings so they could more easily see the relationship between their explicit standard-setting judgments (pre-weighting) and the post-weighting values used to compute the recommended cutscore.

Consistent with the standard-setting process used for Section I, the panelists engaged in three rounds of judgments for Section II. After each round, the judgments of each panelist were summarized and projected for the panel to see and discuss. Each panelist's recommended cutscore for Section II was displayed as was the panel's average recommended cutscore, highest and lowest cutscore, and standard deviation. The panelists' judgments also were displayed for each question. The panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments.

Judgment of SLLA Content Specifications

Following the three-round standard setting process, panelists judged the importance of the knowledge and/or skills stated or implied in the SLLA content specifications for the job of an entry-level school leader in Virginia. These judgments addressed the perceived content-based validity of the SLLA. Judgments were made using a four-point Likert scale — *very important*, *important*, *slightly important*, and *not important*. The panel first judged the importance of the first content category— *Vision and Goals* — and its three sub-categories. As a group, the panel discussed there judgments and were allowed to revise their judgments following the discussion. The panel independently judged the remaining categories and sub-categories.

Results

Initial Evaluation Forms

The panelists completed two initial evaluation forms, once after they were trained in how to make their standard-setting judgments for Section I (multiple-choice questions), and once after they were trained to make their judgments for Section II (constructed-response questions). The primary information collected from these forms was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. All 15 panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

Tables 2 through 4 present a summary of each round of standard-setting judgments for Section I (multiple-choice questions), Section II (constructed-response questions) and the overall test, respectively. The numbers in each table reflect the recommended cutscore—the number of raw points needed to "pass" the section or test—of each panelist for each of the three rounds. Note that the SLLA reports a single,

overall score and that the panel will be recommending a single cutscore for the weighted composite of Sections I and II. The separate "cutscores" for the two sections is an intermediate step in calculating the overall cutscore. For Section II, both the direct standard-setting judgments ("Raw Score") and the weighted judgments ("Wt. Cutscore") are presented. The panel's average recommended cutscore and highest and lowest cutscores are reported, as are the standard deviation (SD) of panelists' cutscores and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panel to reach the same cutscore. A comparable panel's cutscore would be within 1 SEJ of the current average cutscore 68 percent of the time and within 2 SEJs 95 percent of the time.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 and Round 3 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for the SLLA.

The Round 3 average score for each section is summed to arrive at the SLLA recommended cutscore (passing score). It should be noted, however, that separate Section I and Section II scores are not reported for the SLLA; only an overall score is reported. Therefore, there is no required minimum section score that must be obtained in order to pass the SLLA. The total test cutscore is compensatory, in that as long as the total SLLA cutscore is met or exceeded, the candidate has passed The panels' cutscore recommendation for the SLLA is 67.24 (see Table 4); because this value is greater than 67, the next highest whole number, or 68, is considered the functional recommended cutscore. This value of 68 represents approximately 60% of the total available 114 raw points that could be earned on the SLLA. The scaled score associated with 68 raw points is 154[2].

Table 5 presents the standard error of measurement (SEM) around the recommended cutscore of 68 points. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs are provided. The standard error provided is an estimate, given that the SLLA has not yet been administered.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the SLLA content specifications were important for entry-level school leaders in Virginia. Panelists rated the six content categories and their accompanying sub-categories, on a four-point scale ranging from *very important* to *not important*. The panelists' ratings are summarized in Table 6. Overall, the majority of panelists (93%

[2] For reference purposes, if the recommended raw cutscore were 67 points, the scaled score would be 153.

or greater) judged all six content categories to be either *very important* or *important* for entry-level school leaders in Virginia. In particular, panelists judged *Vision and Goals*, *Teaching and Learning*, and *Ethics and Integrity* to be *very important*. A majority of panelists (80% or greater) also judged each of the sub-categories to be *very important* or *important*. Three panelists, nonetheless, rated the *Maximizing Community Resources* and *Professional Influence* sub-categories as *slightly important*.

Final Evaluations

The panelists completed an evaluation form at the conclusion of the standard-setting study. The evaluation form asked the members to provide feedback about the quality of the standard-setting implementation, the factors that influenced their decisions, and their comfort with (acceptance of) the SLLA recommended cutscore. Table 7 presents the results of the final evaluations.

All panelists confirmed that they understood the purpose of the study; that the facilitator's instructions and explanations were clear; that they were prepared to make their standard setting judgments; and that the standard-setting process was easy to follow. The panelists reported that their own professional experience and the definition of the JQC most influenced their standard-setting judgments. The majority of panelists (11 out of 15 or 73%) reported being *very comfortable* with the SLLA recommended cutscore, and all panelists reported that the cutscore was *about right*.

Summary

The purposes of this standard setting study were to (a) recommend the minimum SLLA score judged necessary to award an Administrative Services Credential and (b) confirm the importance of the SLLA content specifications for entry-level school leaders in Virginia. A panel of 15 principals, assistant principals and college faculty was assembled to make the cutscore recommendation and to review the SLLA content specifications. Standard setting was conducted using a probability-based Angoff approach (for the multiple-choice section) and an Extended Angoff approach (for the constructed-response section). Section-level minimum scores were constructed and a weighted sum was computed. The average across panelists was 67.24; because this value is greater than 67, the next highest whole number, or 68, is considered the functional recommended cutscore. This value of 68 represents approximately 60% of the total available 114 raw points that could be earned on the SLLA. The scaled score associated with 68 raw points is 154. The panel confirmed that the knowledge and/or skills stated or implied in the SLLA content specifications were important for entry-level school leaders in Virginia. The results of the evaluation surveys (initial and final) support the quality of the standard-setting implementation.

References

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Hambleton, R. K., & Pitoniak, M.J. (2006). Setting performance standards. In R. L. Brennan (Ed.), *Educational Measurement* (4 ed., pp. 433-470). Westport, CT: American Council on Education/Praeger.

Hambleton, R. K., & Plake, B.S. (1995). Using an extended Angoff procedure to set standards on complex performance assessments. *Applied Measurement in Education, 8,* 41-55.

Table 1. Committee Member Demographics

	N	Percent
Group you are representing		
Principal	8	53%
Assistant Principal	2	13%
College Faculty	5	33%
Other	0	0%
Race		
African American or Black	5	33%
Alaskan Native or American Indian	1	7%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	9	60%
Hispanic	0	0%
Gender		
Female	6	40%
Male	9	60%
Are you certified as a school leader in Virginia?		
No	0	0%
Yes	15	100%
Are you currently a school leader in Virginia?		
No	4	27%
Yes	11	73%
Are you currently mentoring another school leader?		
No	6	40%
Yes	9	60%
How many years of experience do you have as a school leader in Virginia?		
3 years or less	0	0%
4 - 7 years	8	53%
8 - 11 years	4	27%
12 - 15 years	0	0%
16 years or more	3	20%
For which education level are you currently a school leader?		
Pre K - Kindergarten	0	0%
K - Grade 5	2	13%
Grades 6 - 8	3	20%
Grades 9 - 12	4	27%
Grades K-12	1	7%
Higher Education	5	33%
School Setting		
Urban	6	40%
Suburban	7	47%
Rural	2	13%

Table 2. Section I (Multiple-Choice Questions): Summary of Each Round of Judgments

Panelist	Round 1 Cutscore	Round 2 Cutscore	Round 3 Cutscore
1	55.75	55.75	55.75
2	53.45	52.25	52.25
3	40.40	40.40	40.70
4	51.20	49.45	49.55
5	54.60	52.70	52.30
6	45.55	45.05	44.85
7	56.55	55.30	55.10
8	52.00	50.90	50.50
9	48.75	47.25	46.75
10	36.50	39.10	39.30
11	34.40	35.00	37.90
12	48.30	47.50	47.20
12	51.40	51.80	52.70
14	47.80	45.30	45.20
15	38.95	35.45	35.85
Average	**47.71**	**46.88**	**47.06**
SD	**7.10**	**6.76**	**6.34**
SEJ	**1.83**	**1.75**	**1.64**
Highest	**56.55**	**55.75**	**55.75**
Lowest	**34.40**	**35.00**	**35.85**

Table 3. Section II (Constructed-Response Questions): Summary of Each Round of Judgments

	Round 1		Round 2		Round 3	
Member	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**
1	32.00	**26.11**	32.00	**26.11**	32.00	**26.11**
2	28.00	**22.85**	23.00	**18.77**	23.00	**18.77**
3	19.00	**15.50**	19.00	**15.50**	19.00	**15.50**
4	24.00	**19.58**	24.00	**19.58**	24.00	**19.58**
5	26.00	**21.22**	26.00	**21.22**	26.00	**21.22**
6	24.00	**19.58**	23.00	**18.77**	23.00	**18.77**
7	30.00	**24.48**	28.00	**22.85**	28.00	**22.85**
8	33.00	**26.93**	29.00	**23.66**	28.00	**22.85**
9	23.00	**18.77**	24.00	**19.58**	24.00	**19.58**
10	26.00	**21.22**	26.00	**21.22**	26.00	**21.22**
11	30.00	**24.48**	30.00	**24.48**	30.00	**24.48**
12	14.00	**11.42**	19.00	**15.50**	19.00	**15.50**
13	25.00	**20.40**	26.00	**21.22**	26.00	**21.22**
14	27.00	**22.03**	25.00	**20.40**	25.00	**20.40**
15	19.00	**15.50**	18.00	**14.69**	18.00	**14.69**
Average	25.33	**20.67**	24.80	**20.24**	24.73	**20.18**
SD	5.18	**4.23**	4.07	**3.32**	4.01	**3.27**
SEJ	1.34	**1.09**	1.05	**0.86**	1.03	**0.84**
Highest	33.00	**26.93**	32.00	**26.11**	32.00	**26.11**
Lowest	14.00	**11.42**	18.00	**14.69**	18.00	**14.69**

Note: The maximum raw score for Section II is 42 points, with a maximum weighted score of 34.27.

Table 4. Recommended SLLA Cutscores: Summary of Each Round of Judgments

Panelist	Round 1 Overall Cutscore	Round 2 Overall Cutscore	Round 3 Overall Cutscore
1	81.86	81.86	**81.86**
2	76.30	71.02	**71.02**
3	55.90	55.90	**56.20**
4	70.78	69.03	**69.13**
5	75.82	73.92	**73.52**
6	65.13	63.82	**63.62**
7	81.03	78.15	**77.95**
8	78.93	74.56	**73.35**
9	67.52	66.83	**66.33**
10	57.72	60.32	**60.52**
11	58.88	59.48	**62.38**
12	59.72	63.00	**62.70**
12	71.80	73.02	**73.92**
14	69.83	65.70	**65.60**
15	54.45	50.14	**50.54**
Average	68.38	67.12	**67.24**
SD	9.37	8.63	**8.34**
SEJ	2.42	2.23	**2.15**
Highest	81.86	81.86	**81.86**
Lowest	54.45	50.14	**50.54**

Table 5. Cutscores within 1 and 2 SEMs of the Recommended Cutscore

Recommended Cutscore (SEM)		Scale Score Equivalent
68 (5.12)		**154**
- 2 SEMs	**58**	**143**
-1 SEM	**63**	**149**
+1 SEM	**74**	**161**
+ 2 SEMs	**79**	**167**

Note: Consistent with the recommended cutscore, the cutscores at the different SEMs have been rounded to the next highest whole number.

Table 6. SLLA Specification Judgments

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
I. Vision and Goals (20%)	**12**	**80%**	**2**	**13%**	**1**	**7%**	**0**	**0%**
A. Vision and goals for teaching and learning	12	80%	2	13%	1	7%	0	0%
B. Shared commitments to implement the vision and goals	9	60%	5	33%	1	7%	0	0%
C. Continuous improvement toward the vision and goals	11	73%	3	20%	1	7%	0	0%
II. Teaching and Learning (30%)	**15**	**100%**	**0**	**0%**	**0**	**0%**	**0**	**0%**
A. Building a professional culture	13	87%	2	13%	0	0%	0	0%
B. Rigorous curriculum and instruction	13	87%	2	13%	0	0%	0	0%
C. Assessment and accountability	13	87%	2	13%	0	0%	0	0%
III. Managing Organizational Systems and Safety (10%)	**8**	**53%**	**6**	**40%**	**1**	**7%**	**0**	**0%**
A. Managing Operational Systems	4	27%	11	73%	0	0%	0	0%
B. Aligning and obtaining fiscal and human resources	6	40%	8	53%	1	7%	0	0%
C. Protecting the welfare and safety of students and staff	14	93%	1	7%	0	0%	0	0%
IV. Collaborating with Key Stakeholders (15%)	**8**	**53%**	**7**	**47%**	**0**	**0%**	**0**	**0%**
A. Collaborate with families and other community members	9	60%	6	40%	0	0%	0	0%
B. Community interests and needs	7	47%	8	53%	0	0%	0	0%
C. Maximizing community resources	3	20%	9	60%	3	20%	0	0%
V. Ethics and Integrity (15%)	**14**	**93%**	**1**	**7%**	**0**	**0%**	**0**	**0%**
A. Ethical and legal behavior	14	93%	1	7%	0	0%	0	0%
B. Personal values and beliefs	13	87%	1	7%	1	7%	0	0%
C. High standards for self and others	14	93%	1	7%	0	0%	0	0%
VI. The Education System (10%)	**6**	**40%**	**8**	**53%**	**1**	**7%**	**0**	**0%**
A. Professional influence	4	27%	8	53%	3	20%	0	0%
B. Managing local decisions within the larger educational policy environment	4	27%	9	60%	2	13%	0	0%

Table 7. Final Evaluation

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	12	80%	3	20%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	14	93%	1	7%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	13	87%	2	13%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	87%	2	13%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	12	80%	3	20%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	12	80%	3	20%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	10	67%	5	33%	0	0%
The between-round discussions	8	53%	6	40%	1	7%
The cut scores of other panel members	2	13%	12	80%	1	7%
My own professional experience	12	80%	3	20%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	11	73%	4	27%	0	0%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score for the SLLA test is:	0	0%	15	100%	0	0%

Appendix A

List of Panelists

Daryl Chesley	James Monroe High School
Karen S. Crum	Old Dominion University
Vincent M. Darby Sr.	Norfolk Public Schools
Vicki P. Duling	Franklin Sherman Elementary School, Fairfax County Public Schools
Beverly D. Epps	University of Mary Washington
William F. Floro	Radford University
Anthony Francis	Jefferson Forest High School
Glenn L. Koonce	Regent University
Janice Koslowski	Loudoun County Public Schools
Mark Miear	Lynchburg City Schools
Earl F. Newby	Virginia State University
A. Katrise Perera	Henrico County Public Schools
Joey H. Phillips	Virginia Beach City Public Schools
Tiffany Demarest Sanzo	Kecoughtan High School, Hampton City Schools
Lawrence P. Whiting	Brunswick County Public Schools

Appendix B

Agenda

March 24, 2009

8:00 – 8:15 AM	Welcome and Introductions
8:15 – 8:45	Overview of Standard Setting and Workshop Events
	Sign nondisclosure and complete biographical information form
8:45 – 10:45	Review of the SLLA
	Break as needed
10:45 – 11:05	Discuss SLLA
	What is being measured?
	What does an entering school (education) leader need to know and do?
11:05 – 12:15 PM	Define Knowledge/Skills of Just Qualified Candidate
12:15 – 1:00	Lunch
1:00 – 1:45	Standard Setting Training for Multiple-choice items
	Practice judgments -- first 3 items
	Complete training evaluation form
1:45 – 3:15	Round 1 Standard Setting Judgments for Multiple-choice Items
	Break as needed
3:15 – 3:45	Standard Setting Training for Constructed-response items
	Practice judgments – first item
	Complete training evaluation form
3:45 – 4:45	Round 1 Standard Setting Judgments for Constructed-response items
4:45 – 5:00	Collect Materials; End of Day 1

Agenda

March 25, 2009

8:00 – 8:15 AM	Questions From Day 1? Overview of Day 2
8:15 – 10:15	Round 1 Feedback and Discussion
10:15 – 10:45	Round 2 Standard Setting Judgments MC and CR Items
10:45 – 11:00	Data Entry; Break
11:00 – 12:00 PM	Round 2 Feedback and Discussion
12:00 – 12:45	Lunch
12:45 – 1:00	Round 3 Standard Setting Judgments MC and CR Items
1:00 – 1:30	Specification Judgment Training
	Practice judgments – first specification: *Vision and Goals*
1:30 – 2:00	Complete Specification Judgments
2:00 – 2:15	Feedback on Round 3 Recommended Cut Score
2:15 – 2:30	Complete Final Evaluation
2:30 – 2:45	Collect Materials; End of Study

Appendix C

Definition of a Just Qualified Candidate

- Acts with integrity, fairness, and in an ethical manner.
- Analyzes and synthesizes data for instructional purposes and school processes to make decisions.
- Has the ability to evaluate and support instructional methods.
- Has basic knowledge of fiscal management.
- Has basic knowledge of human resource management.
- Has the ability to lead a diverse student population – meet the needs of all students.
- Knows how to evaluate programs for success.
- Knows how to communicate and collaborate effectively with all stakeholders.
- Knows how to deal with conflict.
- Knows how to use technology for instructional improvement.
- Understands that the school vision is a process.
- Knows how to create and maintain a safe school environment.
- Understands applicable local, state, and federal laws and guidelines as they affect student learning

APPENDIX B

Multi-State Standard Setting Report
School Leaders Licensure Assessment (SLLA)

April 21-22, 2009
Baltimore, Maryland

May 12-13, 2009
St. Louis, Missouri

Listening. Learning. Leading.

Multi-State Standard Setting Report

School Leaders Licensure Assessment (SLLA)

April 21 - 22, 2009

Baltimore, Maryland

May 12 - 13, 2009

St. Louis, Missouri

Conducted by

Educational Testing Service

Princeton, New Jersey

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Introduction

Research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies for the revised School Leaders Licensure Assessment (SLLA). The primary purpose of the studies was to provide state departments of education with recommendations regarding a passing score or cutscore. Each study also collected content-related validity evidence of the importance of the SLLA content specifications for entry-level school (education) leaders. Two non-overlapping panels totaling 46 practicing school leaders and college faculty who prepare school leaders participated. The participants represented 17 states (see Table 1) that currently use the SLLA or plan to use the assessment; participants were selected by their respective state departments of education.

Table 1. Participating States (and number of panelists)

• Arkansas (2)	• Mississippi (4)
• California (2)	• Missouri (4)
• Connecticut (4)	• New Jersey (4)
• Indiana (1)	• North Carolina (2)
• Kansas (1)	• Tennessee (2)
• Kentucky (3)	• Utah (3)
• Louisiana (4)	• Washington, DC (2)
• Maine (2)	• Wyoming (2)
• Maryland (4)	

NOTE: Indiana and Kansas were represented on Panel 1 and North Carolina was represented on Panel 2. All other listed states were represented on both panels.

The use of two multi-state panels (a) enabled each state to be represented in the passing score recommendation and (b) provided an opportunity to replicate the standard setting process, which reinforces the quality of the passing score recommendation. The training provided to panelists and study materials were consistent across the two panels with the exception of defining the "just qualified candidate (JQC)." The JQC is the borderline test taker, or the candidate with the minimum level of knowledge and/or skills believed necessary to pass the assessment. This is the operational definition of the passing score. The standard setting process is designed to identify the assessment score that aligns with this definition. To assure that both panels were using the same frame of reference when making their standard setting judgments, the JQC defined by the first panel served as the definition for the second panel. The second panel completed a thorough review of the definition to allow panelists to discuss and internalize the definition. The processes for developing the definition (with Panel 1) and reviewing/internalizing the definition (with Panel 2) are described later and the Just Qualified Candidate definition is presented in Appendix A.

The panels were convened on April 21-22, 2009 in Baltimore, Maryland and on May 12-13, 2009 in St. Louis, Missouri. The results for each panel and results combined across panels are summarized in the following report. This report will be provided to each of the represented state departments of education. In each state, the department of education, the state board of education or a designated educator licensure board is responsible for establishing the final SLLA passing score in accord with applicable state regulations.

The first national administration of the revised School Leaders Licensure Assessment will be in September 2009. The current version of the SLLA will be phased out, with the last national administration in June 2009.

School Leaders Licensure Assessment

The School Leaders Licensure Assessment *Test at a Glance* (ETS, in press) describes the purpose and structure of the SLLA. In brief, the assessment measures whether entry-level school (education) leaders have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the SLLA and a national survey of the field confirmed the content. The content is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.

The four-hour SLLA is divided into two separately timed sections:

- **Section I** (2 hours 20 minutes) – 100 scenario-based multiple-choice questions (80 operational and 20 pre-test).
- **Section II** (1 hour 40 minutes) – Seven constructed-response questions calling for written answers based on scenarios and sets of documents that a school leader might encounter.

Candidate scores on the two sections are weighted such that Section I contributes 70% of the overall SLLA score and Section II contributes 30%. The total number of raw points that may be earned on the SLLA is 114 (80 points from the multiple-choice section and approximately 34 points from the constructed-response section). The reporting scale for the SLLA ranges from 100 to 200 scaled-score points.

Expert Panels

Panel 1 included 23 school leaders and college faculty who prepare school leaders representing 16 states. The various state departments of education recruited panelists to represent a range of professional perspectives. In brief, ten panelists were principals, two were assistant principals, and eight were college faculty. Fourteen panelists were White, seven were African American, one was Hispanic

and one was Asian American. Eleven panelists were female. Twenty-one panelists reported being certified school leaders in their states. Nine panelists had between 4 and 11 years of experience as a school leader.

Panel 2 also included 23 school leaders and college faculty who prepare school leaders representing 15 states. As with Panel 1, the various state departments of education recruited panelists to represent a range of professional perspectives. Twelve panelists were principals, four were assistant principals, and five were college faculty. Eleven panelists were White, eight were African American, two were Hispanic and one each was Asian American and Alaskan Native/American Indian. Thirteen panelists were female. Twenty-one panelists reported being certified school leaders in their states. Fourteen panelists had between 4 and 11 years of experience as a school leader

Table 1 presents the demographic characteristics of the two panels. Lists of panel members and their affiliations are presented in Appendix B.

Process and Method

The training provided to panelists and study materials were consistent across panels. Any differences between panels (e.g., defining the Just Qualified Candidate) are highlighted.

Prior to each study, the panelists were sent an e-mail explaining the purpose of the standard setting study and the planned agenda (Appendix C), and requesting that they review the test content specifications for the SLLA (included in the SLLA *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

Each standard setting study began with a welcome and introduction by Drs. Richard Tannenbaum and Clyde Reese, ETS researchers in the Center for Validity Research. Dr. Tannenbaum, lead facilitator for the study, then explained how the SLLA was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the SLLA

The first activity was for the panelists to “take the test.” (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions and to sketch responses to the constructed-response questions. The panelists had access to the answer key for the multiple-choice questions and access to both the general and question-specific rubrics for the constructed-response questions. The purpose of “taking the test” was for the panelists to become familiar with the test format, content and its difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the SLLA. They were also asked to remark on any questions that they thought would be particularly challenging for entering school leaders, and questions that addressed content that would be particularly important for entering school leaders.

Defining the JQC

Following the review of the SLLA, panelists defined the knowledge and/or skills expected of a Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of knowledge and/or skills believed necessary to be a qualified school leader. The JQC definition is the operational definition of the passing score (cutscore). The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

In Panel 1, the panelists were split into four groups and each group was asked to write down its definition of a JQC. Each group referred to the Interstate School Leaders Licensure Consortium (ISLLC) 2008 standards, the SLLA *Test at a Glance*, and an example JQC description for the SLLA (developed by one state) to guide their definition. Each group posted its definition on chart paper and a full-panel discussion occurred to reach consensus on a final definition.

In Panel 2, the panelists began with the definition of the JQC developed by the first panel. Given that the SLLA multi-state standard setting was designed to replicate processes and procedures across the two panels, it was important that both panels use the same JQC definition to frame their judgments[1]. For Panel 2, the panelists reviewed the (Panel 1) JQC definition and any ambiguities were discussed and clarified. The panelists then were split into four groups and each group developed three to four examples of behaviors or decisions they would expect of a JQC based on the definition. The examples were shared across groups and discussed. The purpose of the exercises was to have the panelists internalize the definition.

Minor edits were made to the existing JQC definition based on the discussions. For example, Knowledge Statement 9 from Panel 1 was "[the JQC] models principles of self-awareness, reflective practice, transparency, and loyalty to the shared vision." Panel 2 deleted the phrase "loyalty to the shared vision," believing that the notion of loyalty to the vision was subsumed by other statements and detracted from the other aspects of the knowledge statement. Panel 2 also modified Knowledge Statement 13 from the original, "[the JQC] knows and uses the basic tenets of teaching and learning (including the use of

[1]Discussions regarding the "use of technology" occurred in Panel 1 during (a) the initial defining of the JQC and (b) Round 1 judgments. To reflect these discussions, language was added to the definition of the JQC that was carried forward to Panel 2. The parenthetical was added to the bullet "*Knows and uses the basic tenets of teaching and learning (including the use of technology to support teaching and learning).*"

technology to support teaching and learning)," to "knows and applies the basic tenets of teaching and learning (including the use of technology to support teaching and learning) as it impacts student achievement." These changes helped to clarify the JQC definition for Panel 2, but did not alter the overall level of knowledge expected of the JQC. The JQC definition, with Panel 2 revisions highlighted, is presented in Appendix A.

Panelists' Judgments

The standard-setting process for the SLLA was conducted for the overall assessment, though one standard-setting approach was implemented for Section I (multiple-choice questions) and another approach was implemented for Section II (constructed-response questions). Each panel's passing score for the SLLA is the weighted sum of the minimum scores recommended by the panelists for each section. These approaches are described next, followed by the results from each standard-setting panel. The average of the two passing score recommendations is also provided.

Standard Setting for Section I (Multiple-Choice Questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Section I (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the assessment question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions were in the .70 to 1 range; and
- moderately difficult/easy questions were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to

reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on the first three multiple-choice questions.

The panelists engaged in three rounds of judgments. The Round 1 feedback provided to the panel included each panelist's (listed by ID number) recommended cutscore for the section and the panel's average recommended cutscore, highest and lowest cutscore, and standard deviation. Following discussion, the panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1) and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2). This process was repeated for the Round 2 judgments to inform their final (Round 3) judgments.

Other than the definition of the JQC, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Standard Setting for Section II (Constructed-Response Questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Section II (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC and then to review the question and the rubrics (general and specific) for that question. The general rubric for a question defines holistically the quality of the evidence that would merit a response earning a 3 (*thorough understanding*), 2 (*basic/general understanding*), 1 (*limited understanding*), or 0 (*little or no understanding*). Each question-specific rubric provides examples of evidence that would support earning a 3, 2, 1, or 0. During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubrics.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score[2]; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the

[2] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. A score of 3, for example, would mean that a panelist thought that a JQC would most likely earn between a 1 and a 2 from the two raters. A score of 5 would mean that a JQC would most likely earn between a 2 and a 3 from the two raters. For each of the seven constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn. The panelists practiced making their standard-setting judgments on the first constructed-response question.

The Section II (constructed-response questions) score is weighted to contribute 30% of the total test score; the Section I (multiple-choice question) score is weighted to contribute 70%. The facilitator explained the reason and process for weighting the contributions of the two sections to the panel. The feedback to the panelists, described next, included both their judgments before and after the weightings so they could more easily see the relationship between their explicit standard-setting judgments (pre-weighting) and the post-weighting values used to compute the recommended cutscore.

Consistent with the standard-setting process used for Section I, the panelists engaged in three rounds of judgments for Section II. After each round, the judgments of each panelist were summarized and displayed for the panel to see and discuss. Each panelist's recommended cutscore for Section II was presented as was the panel's average recommended cutscore, highest and lowest cutscore, and standard deviation. The panelists' judgments also were displayed for each question. The panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2). This process was repeated for the Round 2 judgments to inform their final (Round 3) judgments.

As with Section I, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Judgment of SLLA Content Specifications

Following the three-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the SLLA content specifications for the job of an entry-level school leader. These judgments addressed the perceived content-based validity of the SLLA. Judgments were made using a four-point Likert scale — *very important*, *important*, *slightly important*, and *not important*. The panel first judged the importance of the first content category— *Vision and Goals* — and its three sub-categories. As a group, the panel discussed their judgments and were allowed to revise their

judgments following the discussion. Each panel independently judged the remaining categories and sub-categories.

Results

Initial Evaluation Forms

The panelists completed two initial evaluation forms, once after they were trained in how to make their standard-setting judgments for Section I (multiple-choice questions), and once after they were trained to make their judgments for Section II (constructed-response questions). The primary information collected from these forms was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. On each panel, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

Tables 2 through 4 present a summary of each round of standard-setting judgments for Section I (multiple-choice questions), Section II (constructed-response questions) and the overall assessment, respectively. Tables 2A, 3A, and 4A summarize results for Panel 1 and Tables 2B, 3B, and 4B summarize results for Panel 2. The numbers in each table reflect the recommended cutscores—the number of raw points needed to "pass" the section or assessment—of each panelist for each of the three rounds. Note that the SLLA reports a single, overall score and that each panel recommends a single cutscore for the weighted composite of Sections I and II. The separate "cutscores" for the two sections are intermediate steps in calculating the overall cutscore. For Section II, both the direct standard-setting judgments ("Raw Score") and the weighted judgments ("Wt. Cutscore") are presented. Each panel's average recommended cutscore and highest and lowest cutscores are reported, as are the standard deviations (SD) of panelists' cutscores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to reach the same cutscore. A comparable panel's cutscore would be within 1 SEJ of the current average cutscore 68 percent of the time and within 2 SEJs 95 percent of the time.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 and Round 3 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for the SLLA in both panels.

The Round 3 average score for each section is summed to arrive at each panel's SLLA recommended cutscore (passing score). Although the passing score is based on the two sections, there is only an overall passing score requirement for the assessment. There are no required minimum section scores that must be obtained in order to pass the SLLA. The total assessment cutscore is compensatory, in that as long as the total SLLA cutscore is met or exceeded, the candidate has passed.

The panels' cutscore recommendation for the SLLA is 74.41 for Panel 1 and 76.16 for Panel 2 (see Tables 4A and 4B). The values were rounded to the next highest whole number to determine the functional recommended cutscores — 75 for Panel 1 and 77 for Panel 2. The values of 75 and 77 represent approximately 66% and 68%, respectively, of the total available 114 raw points that could be earned on the SLLA. The scaled scores associated with 75 and 77 raw points are 162 and 164, respectively.[3]

Tables 5A and 5B present the standard errors of measurement (SEM) around the recommended cutscores from each respective panel. A standard error represents the uncertainty associated with an assessment score. The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the SLLA has not yet been administered. The SEM may be used to construct confidence intervals around a recommended cutscore. The confidence intervals around the Panel 1 and Panel 2 cutscore recommendations overlap, which means that the recommendations are not significantly different from one another. The two panels converged in their passing score recommendations, supporting that the standard setting outcome was successfully replicated.

Given the similarity of the passing score recommendations for the two panels, it is reasonable for state departments of education to consider the average of the two recommendations when making their operational passing score decision. The average of the two panel's recommendations is 75.29. The value was rounded to 76 (next highest raw score) to determine the functional recommended cutscore. The value of 76 represent approximately 67% of the total available 114 raw points that could be earned on the SLLA. The scaled score associated with 76 raw points is 163[4]. The estimated standard error associated with 76 raw points is 5.02. Raw score values (rounded to the next highest whole number) and [scaled score values] within 2 SEMs range from 66 [152] to 87 [176].

[3] For reference purposes, if the recommended raw cutscore were 74 or 76 points, the scaled score would be 161 or 163, respectively.
[4] For reference purposes, if the recommended raw cutscore was 75 points, the scaled score would be 162.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the SLLA content specifications were important for entry-level school leaders. Panelists rated the six content categories and their accompanying sub-categories, on a four-point scale ranging from *very important* to *not important*. The panelists' ratings are summarized in Tables 6A (Panel 1) and 6B (Panel 2). For both panels, all panelists judged three of the six categories (Vision and Goals; Teaching and Learning; and Ethics and Integrity) to be either *very important* or *important* for entry-level school leaders; all but one panelist on one or both panels judged Managing Organization Systems and Safety; Collaborating with Key Stakeholders; and The Education System to be *very important* or *important*. For both panels, the categories Teaching and Learning, and Ethics and Integrity received the highest percentage of *very important* ratings. The majority of panelists on each panel (87% or greater; 20 of 23) also confirmed the importance of each of the sub-categories. The results across both panels support the content-based validity of the SLLA test content specifications.

Summary of Final Evaluations

The panelists on each panel completed an evaluation form at the conclusion of their standard setting study. The evaluation form asked the members to provide feedback about the quality of the standard-setting implementation, the factors that influenced their decisions, and their comfort with (acceptance of) the SLLA recommended cutscore. Tables 7A (Panel 1) and 7B (Panel 2) present the results of the final evaluations.

All panelists on each panel confirmed that they understood the purpose of the study; that the facilitators' instructions and explanations were clear; and that they were prepared to make their standard setting judgments. All but one panelists (on Panel 2) indicated that the standard-setting process was easy to follow. The panelists reported that their own professional experience and the definition of the JQC most influenced their standard-setting judgments.

There were some minor differences between the two panels when asked to respond to their level of comfort with their panel's recommended passing score and with their judgments regarding whether the recommended passing score was *too low*, *about right*¸ or *too high*. Nine panelists from Panel 1 reported being *very comfortable* with their panel's recommended passing score, and nine reported being *somewhat comfortable*. Thirteen panelists thought that the recommended passing score was *about right*, and nine thought it was *too low*. Fifteen panelists from Panel 2 reported being *very comfortable* with their panel's recommended passing score. Twenty panelists thought that the recommended passing score was *about right*, and three thought it was *too high*. These results suggest that taking the average of the two

recommended cutscores has perceived merit, as the average value of 76 is slightly higher than the recommended value from Panel 1 (75) and slightly lower than the recommended value of Panel 2 (77).

Summary

Two multi-state standard setting studies were conducted to recommend a passing score (cutscore) on the revised SLLA. Each study also collected content-related validity evidence of the importance of the SLLA content specifications for entry-level school (education) leaders. A total of 46 experts (e.g., school leaders and college faculty who prepare school leaders) representing 17 states participated.

Standard setting was conducted using a probability-based Angoff approach (for the multiple-choice section) and an Extended Angoff approach (for the constructed-response section). Section-level minimum scores were constructed and a weighted sum was computed. The cutscore recommendations for the SLLA were 74.41 for Panel 1 and 76.16 for Panel 2. The values were rounded to the next highest whole number to determine the functional recommended cutscores — 75 for Panel 1 and 77 for Panel 2. The values of 75 and 77 represent approximately 66% and 68%, respectively, of the total available 114 raw points that could be earned on the SLLA. The scaled scores associated with 75 and 77 raw points are 162 and 164, respectively.

Given the similarity of the passing score recommendations for the two panels, it is reasonable for state departments of education to consider the average of the two recommendations—75.29 or 76 rounded to the next highest whole number—when making their operational passing score decision. The scaled score associated with 76 is 163.

Both panels confirmed that the knowledge and/or skills stated or implied in the SLLA content specifications were important for entry-level school leaders. The results of the evaluation surveys (initial and final) from each panels support the quality of the standard-setting implementations.

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Table 1. Committee Member Demographics

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Principal	10	43%	12	52%
Assistant Principal	2	9%	4	17%
College Faculty	8	35%	5	22%
Other	3	13%	2	9%
Race				
African American or Black	7	30%	8	35%
Alaskan Native or American Indian	0	0%	1	4%
Asian or Asian American	1	4%	1	4%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	14	61%	11	48%
Hispanic	1	4%	2	9%
Gender				
Female	11	48%	13	57%
Male	12	52%	10	43%
Are you certified as a school leader in your state?				
No	2	9%	2	9%
Yes	21	91%	21	91%
Are you currently a school leader in your state?				
No	6	26%	7	30%
Yes	17	74%	16	70%
Are you currently mentoring another school leader?				
No	10	43%	12	52%
Yes	13	57%	11	48%
How many years of experience do you have as a school leader in your state?				
3 years or less	2	9%	1	4%
4 - 7 years	4	17%	4	17%
8 - 11 years	5	22%	10	43%
12 - 15 years	3	13%	2	9%
16 years or more	9	39%	6	26%

Table 1. Committee Member Demographics

	Panel 1		Panel 2	
	N	Percent	N	Percent
For which education level are you currently a school leader?				
Elementary *(covering a combination of grades Pre-K to 6)*	5	22%	7	30%
Middle School *(covering a combination of grades 5 to 8)*	2	9%	2	9%
High School *(covering a combination of grades 9 to 12)*	5	22%	6	26%
Elementary & Middle School Combined	1	4%	1	4%
All Grades	1	4%	1	4%
Central Office	2	9%	2	9%
Higher Education	7	30%	4	17%
School Setting				
Urban	5	22%	10	43%
Suburban	8	35%	5	22%
Rural	10	43%	8	35%

Table 2A. Section I: Summary of Each Round of Judgments — Panel 1

Panelist	Round 1 Cutscore	Round 2 Cutscore	Round 3 Cutscore
1	55.05	54.55	54.25
2	60.95	58.25	57.50
3	46.80	48.45	51.35
4	46.70	47.30	47.70
5	52.90	51.10	50.90
6	46.95	51.95	52.25
7	52.90	53.00	53.30
8	50.40	50.10	50.40
9	53.50	51.15	51.15
10	36.90	36.90	36.90
11	53.50	53.45	54.65
12	57.30	58.75	59.25
13	45.10	45.10	45.70
14	52.50	55.00	55.55
15	45.90	45.55	44.95
16	47.90	48.10	48.90
17	45.40	45.30	45.50
18	48.40	47.80	48.30
19	54.90	54.60	55.30
20	40.50	41.25	42.45
21	55.30	55.35	54.55
22	49.85	49.55	48.50
23	48.50	45.80	45.80
Average	**49.92**	**49.93**	**50.22**
SD	**5.49**	**5.30**	**5.23**
SEJ	**1.14**	**1.10**	**1.09**
Highest	**60.95**	**58.75**	**59.25**
Lowest	**36.90**	**36.90**	**36.90**

Table 2B. Section I: Summary of Each Round of Judgments — Panel 2

Panelist	Round 1 Cutscore	Round 2 Cutscore	Round 3 Cutscore
1	67.90	66.05	64.70
2	62.90	60.65	60.75
3	52.90	53.20	53.00
4	37.70	40.00	40.20
5	49.75	50.55	50.75
6	42.50	43.10	43.20
7	58.95	58.15	58.45
8	53.50	51.95	51.95
9	48.20	46.55	45.75
10	55.05	54.85	54.65
11	51.20	49.60	48.70
12	68.75	68.00	68.60
13	43.25	44.30	45.80
14	51.95	52.75	53.35
15	43.70	45.50	46.05
16	54.70	52.35	52.25
17	55.10	55.40	55.70
18	45.35	47.25	47.95
19	62.70	63.35	63.55
20	43.25	44.75	45.75
21	59.60	60.50	60.95
22	45.60	47.10	48.00
23	59.30	58.60	58.60
Average	**52.77**	**52.80**	**52.98**
SD	**8.43**	**7.62**	**7.47**
SEJ	**1.76**	**1.59**	**1.56**
Highest	**68.75**	**68.00**	**68.60**
Lowest	**37.70**	**40.00**	**40.20**

Table 3A. Section II: Summary of Each Round of Judgments — Panel 1

	Round 1		Round 2		Round 3	
Member	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**
1	30.00	24.57	30.00	24.57	30.00	**24.57**
2	30.00	24.57	30.00	24.57	30.00	**24.57**
3	33.00	26.86	31.00	25.14	31.00	**25.14**
4	27.00	21.90	28.00	22.86	29.00	**23.62**
5	30.00	24.57	30.00	24.57	30.00	**24.57**
6	31.00	24.95	32.00	25.90	32.00	**25.90**
7	30.00	24.38	31.00	25.33	31.00	**25.33**
8	35.00	28.38	32.00	26.10	32.00	**26.10**
9	29.00	23.81	29.00	23.81	29.00	**23.81**
10	28.00	23.24	30.00	24.76	30.00	**24.76**
11	27.00	21.90	28.00	22.86	28.00	**22.86**
12	26.00	21.14	29.00	24.00	29.00	**24.00**
13	22.00	17.71	23.00	18.67	24.00	**19.43**
14	32.00	26.48	37.00	30.48	37.00	**30.48**
15	28.00	22.67	28.00	22.67	28.00	**22.67**
16	27.00	22.10	27.00	22.10	27.00	**22.10**
17	25.00	20.38	27.00	22.29	27.00	**22.29**
18	30.00	24.57	30.00	24.57	30.00	**24.57**
19	30.00	24.57	30.00	24.57	30.00	**24.57**
20	31.00	25.14	33.00	27.05	33.00	**27.05**
21	32.00	26.10	31.00	25.33	31.00	**25.33**
22	26.00	21.33	26.00	21.33	26.00	**21.33**
23	26.00	21.33	26.00	21.33	26.00	**21.33**
Average	28.91	**23.59**	29.48	**24.12**	29.57	**24.19**
SD	2.94	**2.41**	2.83	**2.33**	2.71	**2.24**
SEJ	0.61	**0.50**	0.59	**0.49**	0.57	**0.47**
Highest	35.00	**28.38**	37.00	**30.48**	37.00	**30.48**
Lowest	22.00	**17.71**	23.00	**18.67**	24.00	**19.43**

Note: The maximum raw score for Section II is 42 points, with a maximum weighted score of 34.27.

Table 3B. Section II: Summary of Each Round of Judgments — Panel 2

	Round 1		Round 2		Round 3	
Member	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**
1	31.00	25.14	29.00	23.62	29.00	**23.62**
2	34.00	27.81	32.00	25.90	32.00	**25.90**
3	30.00	24.38	29.00	23.62	29.00	**23.62**
4	20.00	16.19	24.00	19.43	25.00	**20.19**
5	25.00	20.76	25.00	20.76	26.00	**21.52**
6	30.00	24.38	29.00	23.62	29.00	**23.62**
7	29.00	23.43	30.00	24.38	30.00	**24.38**
8	32.00	25.90	32.00	26.29	32.00	**26.29**
9	31.00	25.14	27.00	21.90	28.00	**23.05**
10	31.00	25.14	30.00	24.38	30.00	**24.38**
11	27.00	22.29	28.00	23.05	28.00	**23.05**
12	31.00	25.52	31.00	25.52	31.00	**25.52**
13	31.00	25.33	31.00	25.33	31.00	**25.33**
14	29.00	23.62	30.00	24.38	30.00	**24.38**
15	26.00	21.52	22.00	18.48	22.00	**18.48**
16	29.00	23.81	21.00	17.33	26.00	**21.52**
17	29.00	23.81	30.00	24.57	30.00	**24.57**
18	27.00	22.29	29.00	23.81	30.00	**24.57**
19	18.00	14.48	26.00	21.14	26.00	**21.14**
20	23.00	19.05	26.00	21.33	26.00	**21.33**
21	23.00	18.48	23.00	18.48	24.00	**19.24**
22	23.00	19.05	26.00	21.33	27.00	**22.10**
23	31.00	25.33	31.00	25.33	31.00	**25.33**
Average	27.83	**22.73**	27.87	**22.78**	28.35	**23.18**
SD	4.11	**3.34**	3.21	**2.58**	2.67	**2.15**
SEJ	0.86	**0.70**	0.67	**0.54**	0.56	**0.45**
Highest	34.00	**27.81**	32.00	**26.29**	32.00	**26.29**
Lowest	18.00	**14.48**	21.00	**17.33**	22.00	**18.48**

Note: The maximum raw score for Section II is 42 points, with a maximum weighted score of 34.27.

Table 4A. Recommended SLLA Cutscores: Summary of Each Round of Judgments — Panel 1

Panelist	Round 1 Overall Cutscore	Round 2 Overall Cutscore	Round 3 Overall Cutscore
1	79.62	79.12	**78.82**
2	85.52	82.82	**82.07**
3	73.66	73.59	**76.49**
4	68.60	70.16	**71.32**
5	77.47	75.67	**75.47**
6	71.90	77.85	**78.15**
7	77.28	78.33	**78.63**
8	78.78	76.20	**76.50**
9	77.31	74.96	**74.96**
10	60.14	61.66	**61.66**
11	75.40	76.31	**77.51**
12	78.44	82.75	**83.25**
13	62.81	63.77	**65.13**
14	78.98	85.48	**86.03**
15	68.57	68.22	**67.62**
16	70.00	70.20	**71.00**
17	65.78	67.59	**67.79**
18	72.97	72.37	**72.87**
19	79.47	79.17	**79.87**
20	65.64	68.30	**69.50**
21	81.40	80.68	**79.88**
22	71.18	70.88	**69.83**
23	69.83	67.13	**67.13**
Average	73.51	74.05	**74.41**
SD	6.42	6.34	**6.26**
SEJ	1.34	1.32	**1.31**
Highest	85.52	85.48	**86.03**
Lowest	60.14	61.66	**61.66**

Table 4B. Recommended SLLA Cutscores: Summary of Each Round of Judgments — Panel 2

Panelist	Round 1 Overall Cutscore	Round 2 Overall Cutscore	Round 3 Overall Cutscore
1	93.04	89.67	**88.32**
2	90.71	86.55	**86.65**
3	77.28	76.82	**76.62**
4	53.89	59.43	**60.39**
5	70.51	71.31	**72.27**
6	66.88	66.72	**66.82**
7	82.38	82.53	**82.83**
8	79.40	78.24	**78.24**
9	73.34	68.45	**68.80**
10	80.19	79.23	**79.03**
11	73.49	72.65	**71.75**
12	94.27	93.52	**94.12**
13	68.58	69.63	**71.13**
14	75.57	77.13	**77.73**
15	65.22	63.98	**64.53**
16	78.51	69.68	**73.77**
17	78.91	79.97	**80.27**
18	67.64	71.06	**72.52**
19	77.18	84.49	**84.69**
20	62.30	66.08	**67.08**
21	78.08	78.98	**80.19**
22	64.65	68.43	**70.10**
23	84.63	83.93	**83.93**
Average	75.51	75.59	**76.16**
SD	9.94	8.73	**8.34**
SEJ	2.07	1.82	**1.74**
Highest	94.27	93.52	**94.12**
Lowest	53.89	59.43	**60.39**

Table 5A. Cutscores within 1 and 2 SEMs of the Recommended Cutscore — Panel 1

Recommended Cutscore (SEM)		Scale Score Equivalent
75 (5.05)		**162**
- 2 SEMs	**65**	**151**
-1 SEM	**70**	**156**
+1 SEM	**81**	**169**
+ 2 SEMs	**86**	**175**

Note: Consistent with the recommended cutscore, the cutscores at the different SEMs have been rounded to the next highest whole number.

Table 5B. Cutscores within 1 and 2 SEMs of the Recommended Cutscore — Panel 2

Recommended Cutscore (SEM)		Scale Score Equivalent
77 (4.98)		**164**
- 2 SEMs	**68**	**154**
-1 SEM	**73**	**160**
+1 SEM	**82**	**170**
+ 2 SEMs	**87**	**176**

Note: Consistent with the recommended cutscore, the cutscores at the different SEMs have been rounded to the next highest whole number.

Table 6A. SLLA Specification Judgments — Panel 1

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
I. Vision and Goals (20%)	**22**	**96%**	**1**	**4%**	**0**	**0%**	**0**	**0%**
A. Vision and goals for teaching and learning	21	91%	2	9%	0	0%	0	0%
B. Shared commitments to implement the vision and goals	18	78%	5	22%	0	0%	0	0%
C. Continuous improvement toward the vision and goals	17	74%	6	26%	0	0%	0	0%
II. Teaching and Learning (30%)	**23**	**100%**	**0**	**0%**	**0**	**0%**	**0**	**0%**
A. Building a professional culture	20	87%	3	13%	0	0%	0	0%
B. Rigorous curriculum and instruction	19	83%	4	17%	0	0%	0	0%
C. Assessment and accountability	18	78%	5	22%	0	0%	0	0%
III. Managing Organizational Systems and Safety (10%)	**11**	**48%**	**11**	**48%**	**1**	**4%**	**0**	**0%**
A. Managing Operational Systems	6	26%	15	65%	2	9%	0	0%
B. Aligning and obtaining fiscal and human resources	11	48%	10	43%	2	9%	0	0%
C. Protecting the welfare and safety of students and staff	21	91%	2	9%	0	0%	0	0%
IV. Collaborating with Key Stakeholders (15%)	**15**	**65%**	**8**	**35%**	**0**	**0%**	**0**	**0%**
A. Collaborate with families and other community members	9	39%	14	61%	0	0%	0	0%
B. Community interests and needs	4	17%	17	74%	2	9%	0	0%
C. Maximizing community resources	4	17%	16	70%	3	13%	0	0%
V. Ethics and Integrity (15%)	**23**	**100%**	**0**	**0%**	**0**	**0%**	**0**	**0%**
A. Ethical and legal behavior	23	100%	0	0%	0	0%	0	0%
B. Personal values and beliefs	19	83%	4	17%	0	0%	0	0%
C. High standards for self and others	21	91%	2	9%	0	0%	0	0%
VI. The Education System (10%)	**7**	**30%**	**15**	**65%**	**1**	**4%**	**0**	**0%**
A. Professional influence	5	22%	17	74%	1	4%	0	0%
B. Managing local decisions within the larger educational policy environment	5	22%	15	65%	3	13%	0	0%

Table 6B. SLLA Specification Judgments — Panel 2

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
I. Vision and Goals (20%)	**19**	**83%**	**4**	**17%**	**0**	**0%**	**0**	**0%**
A. Vision and goals for teaching and learning	18	78%	5	22%	0	0%	0	0%
B. Shared commitments to implement the vision and goals	16	70%	6	26%	1	4%	0	0%
C. Continuous improvement toward the vision and goals	17	74%	6	26%	0	0%	0	0%
II. Teaching and Learning (30%)	**23**	**100%**	**0**	**0%**	**0**	**0%**	**0**	**0%**
A. Building a professional culture	19	83%	4	17%	0	0%	0	0%
B. Rigorous curriculum and instruction	19	83%	4	17%	0	0%	0	0%
C. Assessment and accountability	17	74%	6	26%	0	0%	0	0%
III. Managing Organizational Systems and Safety (10%)	**16**	**70%**	**7**	**30%**	**0**	**0%**	**0**	**0%**
A. Managing Operational Systems	9	39%	13	57%	1	4%	0	0%
B. Aligning and obtaining fiscal and human resources	14	61%	9	39%	0	0%	0	0%
C. Protecting the welfare and safety of students and staff	23	100%	0	0%	0	0%	0	0%
IV. Collaborating with Key Stakeholders (15%)	**15**	**65%**	**7**	**30%**	**1**	**4%**	**0**	**0%**
A. Collaborate with families and other community members	16	70%	7	30%	0	0%	0	0%
B. Community interests and needs	5	22%	17	74%	1	4%	0	0%
C. Maximizing community resources	7	30%	14	61%	2	9%	0	0%
V. Ethics and Integrity (15%)	**22**	**96%**	**1**	**4%**	**0**	**0%**	**0**	**0%**
A. Ethical and legal behavior	23	100%	0	0%	0	0%	0	0%
B. Personal values and beliefs	17	74%	6	26%	0	0%	0	0%
C. High standards for self and others	21	91%	2	9%	0	0%	0	0%
VI. The Education System (10%)	**7**	**30%**	**15**	**65%**	**1**	**4%**	**0**	**0%**
A. Professional influence	8	35%	14	61%	1	4%	0	0%
B. Managing local decisions within the larger educational policy environment	5	22%	16	70%	1	4%	1	4%

Table 7A. Final Evaluation — Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	23	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	21	91%	2	9%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	20	87%	3	13%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	18	78%	5	22%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	19	83%	4	17%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	18	78%	5	22%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	17	74%	6	26%	0	0%
The between-round discussions	14	61%	9	39%	0	0%
The cut scores of other panel members	9	39%	11	48%	3	13%
My own professional experience	19	83%	4	17%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	9	39%	9	39%	5	22%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score for the SLLA test is:	9	39%	13	57%	1	4%

Table 7B. Final Evaluation — Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	23	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	17	74%	6	26%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	22	96%	1	4%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	18	78%	5	22%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	19	83%	4	17%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	17	74%	5	22%	1	4%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	20	87%	3	13%	0	0%
The between-round discussions	11	48%	12	52%	0	0%
The cut scores of other panel members	5	22%	14	61%	4	17%
My own professional experience	16	70%	7	30%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	15	65%	8	35%	0	0%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score for the SLLA test is:	0	0%	20	87%	3	13%

Appendix A
Definition of a Just Qualified Candidate

1. Knows and uses the basic tenets of problem solving and conflict resolution
2. Collects, analyzes, and synthesizes data for instructional purposes and school processes to make decisions
3. Collaboratively develops and implements a shared vision and mission
4. Supervises, monitors, and evaluates the impact of the instructional program
5. Manages resources in an effective, efficient, and leveraging manner (including financial , human, and physical resources)
6. Knows how to create and maintain a safe school environment
7. Builds and sustains positive relationships with all stakeholders through effective communication and collaboration
8. Able to lead a diverse student population and to meet the needs of all students
9. Models principles of self-awareness, reflective practice *and* transparency ~~and loyalty to a shared vision~~[5]
10. Advocates for children, families and caregivers
11. Understands applicable local, state, and federal laws and guidelines as they affect student learning
12. Acts with integrity, fairness and in and ethical manner toward all stakeholders
13. Knows and *applies* ~~uses~~ the basic tenets of teaching and learning (including the use of technology to support teaching and learning) *as it impacts student achievement*[5]

[5] Revisions to the JQC definition based on discussions during Panel 2 are indicated.

Appendix B
List of Panelists – Panel 1

David W. Adams	Hinds County School District-Utica Elementary/ Middle School (Missouri)
Martin Dickerson	W.O. Krumbiegel Middle School (New Jersey)
Willie S. Dickerson	Williamson County Board of Education (Tennessee)
Maureen Fitzpatrick	Sacred Heart University (Connecticut)
Ann R. Hardy	Vermilion Parish School District (Louisiana)
Patrick Hartnett	Leavitt Area High School (Maine)
Denise Harwood	Eldon R-I Schools (Missouri)
Hamlet M. Hernandez	Hamdew Public Schools (Connecticut)
Ruthanne A. Keller	Davis School District (Utah)
Robert Lyons	Murray State University (Kentucky)
Shirley Marie McCarther	University of Missouri-Kansas City
Suzanne S. McCotter	Montclair State University (New Jersey)
Marjorie E. Miles	Coppin State University (Maryland)
David Lee Parker	Baltimore County Public Schools (Maryland)
Tony Pellegrini	Southern Utah University
Shawn Pelote	D.C. Public Schools (Washington DC)
Perry L. Perkins	University of Kansas
Bridget Thomas	Lake Arthur High School (Louisiana)
David Treick	Cody High School (Wyoming)
Sheila Weathersby-Burbridge	Columbia School District-Columbia High School (Mississippi)
Debra L. Williams	Fayette County School Corporation (Indiana)
R. Kieth Williams	Harding University (Arkansas)
Wayne Yamagishi	Association of California School Administrators

List of Panelists – Panel 2

Matthew Boggan	Mississippi State University-Educational Leadership Department
Sheila K. Brown	Old Saybrook Public Schools (Connecticut)
Adrian Charley	D.C. Public Schools (Washington D.C.)
Augusta A. Clark	University of Louisiana-Monroe
Troy Clawson	South Callaway High School (Missouri)
Sharonica L. Hardin	St. Louis Public School District (Missouri)
Donnie Renée Johnson	The Schomburg Charter School (North Carolina)
James H. Kirk Jr.	Alcoa City Schools-Alcoa Middle School (Tennessee)
Sharon W. Lair	West Baton Rouge Parish School System (Louisiana)
Renata S. Lantos	Bielefield School-Middletown Public Schools (Connecticut)
William O. Lawson, Jr.	Hinds County School District (Mississippi)
Debbi P. Lindsey	Caverna Independent Schools (Kentucky)
Gary McGuire	Point Loma Nazarene University (California)
Mark C. Mitchell	Alta High School (Utah)
Robert A. Motley	Howard County Public Schools (Maryland)
Bobby I. Occena	Bertie Early College High School (North Carolina)
Tom Pyron	Fulton County Area Technology Center (Kentucky)
Deborah F. Sharpe	Baltimore City Public School System (Maryland)
Elizabeth Vaughn-Neely	University of Arkansas at Little Rock
Kevin J. Walsh	William Patterson University of New Jersey
Jane E. White-Kilcollins	Hilltop Elementary School-Caribou School Department (Maine)
Sylvia H. Wilkins	Dillard Drive Elementary School-Wake County Public Schools (North Carolina)
Linda Wolfskill	Moorcroft Elementary School (Wyoming)

Appendix C
Agenda
School Leaders Licensure Assessment
Standard Setting Study

DAY 1

8:00 – 8:15 AM	Welcome and Introductions
8:15 – 9:00	Overview of Standard Setting and Workshop Events Sign nondisclosure and complete biographical information form
9:00 – 11:00	Review of the SLLA Break as needed
11:00 – 11:30	Discuss SLLA What is being measured? What does an entering school (education) leader need to know and do?
11:30 – 12:15 PM	Define Knowledge/Skills of Just Qualified Candidate
12:15 – 1:00	Lunch
1:00 – 1:30	Define Knowledge/Skills of Just Qualified Candidate (continued)
1:30 – 2:15	Standard Setting Training for Multiple-Choice Questions Practice judgments -- first 3 questions Complete training evaluation form
2:15 – 3:45	Round 1 Standard Setting Judgments for Multiple-Choice Questions
3:45 – 4:15	Standard Setting Training for Constructed-Response Questions Practice judgments – first question Complete training evaluation form
4:15 – 4:45	Round 1 Standard Setting Judgments for Constructed-Response Questions
4:45 – 5:00	Collect Materials; End of Day 1

AGENDA
School Leaders Licensure Assessment
Standard Setting

DAY 2

8:00 – 8:15 AM	Questions From Day 1 and Overview of Day 2
8:15 – 10:40	Round 1 Feedback and Discussion
10:40 – 11:00	Round 2 Standard Setting Judgments MC and CR Questions
11:00 – 11:15	Data Entry; Break
11:15 – 12:00 PM	Round 2 Feedback and Discussion
12:00 – 12:45	Lunch
12:45 – 1:00	Round 3 Standard Setting Judgments MC and CR Questions
1:00 – 1:30	Specification Judgment Training Practice judgments – first specification: *Vision and Goals*
1:30 – 1:45	Complete Specification Judgments
1:45 – 2:00	Feedback on Round 3 Recommended Cut Score
2:00 – 2:15	Complete Final Evaluation
2:15 – 2:30	Collect Materials; End of Study

APPENDIX C

School Leaders Licensure Assessment (SLLA)
Test at a Glance

THE PRAXIS SERIES™

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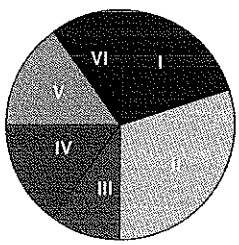
School Leaders Licensure Assessment (1011)

Test at a Glance

Test Name	**School Leaders Licensure Assessment**
Test Code	**1011**
Time	**4 hours**
Number of Questions	**7 constructed-response questions and 100 multiple-choice questions**



	Content Categories	Percentage of Examination	Multiple-choice questions (approx.)	Constructed response questions
I.	Vision and Goals	20%	18	2
II.	Teaching and Learning	30%	25	3
III.	Managing Organizational Systems and Safety	10%	15	–
IV.	Collaborating with Key Stakeholders	15%	21	–
V.	Ethics and Integrity	15%	21	–
VI.	The Education System	10%	–	2

About This Test

The School Leaders Licensure Assessment measures whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. The content of the assessment was defined by a National Advisory Committee of expert practitioners and preparation faculty and confirmed by a national survey of the field. The content is aligned with the *Educational Leadership Policy Standards: ISLLC 2008*.

The four-hour assessment is divided into two separately timed sections:

Section I (2 hours 20 minutes) – 100 multiple-choice questions.

Section II (1 hour 40 minutes) – Seven constructed-response questions calling for written answers based on scenarios and sets of documents that an education leader might encounter. Each of the seven constructed-response questions in the test focuses on a specific content area related to the standards addressed in *ISLLC 2008*. In answering the questions, candidates are required to analyze situations and data, to propose appropriate courses of action, and to provide rationales for their proposals.

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The seven constructed-response questions will focus on the following content areas:

Standard 1—Vision and Goals	Standard 2—Teaching and Learning	Standard 6—Educational System
• Implementation of Vision and Goal • Data Planning	• Professional Culture • Curriculum and Instruction • Assessment and Accountability	• Internal Advocacy • External Advocacy

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Vision and Goals

A. Vision and goals for teaching and learning

The education leader

- Analyzes multiple sources of information and data about current practice prior to developing/revising a vision and goals
  - Selects the appropriate school goal based on data
  - Analyzes data to write a school goal or determines if vision and goals are appropriate
- Implements a vision and goals with high, measurable expectations for all students and educators
  - Develops a plan for implementing vision and goals
  - Determines if expectations are measurable, rigorous, and connected to vision and goals
  - Discriminates between vision and goals that are measurable and non-measurable for all students
- Assures alignment of the vision and goals to school, local, state, and federal policies
- Discusses and asks critical questions of key stakeholders about the purposes of education
  - Formulates appropriate critical questions to ask about the vision and goals
  - Polls key stakeholders (i.e., students, teachers, aides, parents, school board members, central office administration, superintendent) about the purposes of education (i.e., develop lifelong learners; develop strong citizens) in relation to vision and goals

B. Shared commitments to implement the vision and goals

The education leader

- Engages staff and community members with diverse perspectives to implement the vision and achieve goals
  - Identifies individuals with diverse perspectives from the internal and external communities
  - Identifies strategies to engage internal and external communities with diverse perspectives to implement the vision and goals
- Develops shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies toward the vision and goals
  - Builds consensus
  - Develops a plan for distributing responsibilities
- Determines and implements effective strategies to assess and monitor progress toward the vision and goals
- Communicates the shared vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act on them
  - Selects the appropriate communication strategies for particular stakeholders
  - Assesses the effectiveness of communication strategies
- Implements the shared vision and goals consistently

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C. Continuous improvement toward the vision and goals

The education leader

- Uses a data system and multiple sources of data to conduct a needs analysis to identify unique strengths, needs, gaps, and areas of improvement for students and teachers
- Uses data-driven decision making, research, and best practices to shape and monitor plans, programs, and activities to achieve the vision and goals
- Identifies and addresses barriers to achieving the vision and goals
- Implements effective strategies to facilitate needed change
- Engages staff and community stakeholders in planning and carrying out programs and activities
- Aligns planning, change strategies, and instructional programs with the vision and goals
  - Outlines a process and criteria to show how planning, change strategies, and instructional programs support the vision and goals
- Aligns all resources, including technology, to achieve the vision and goals
  - Outlines a process and criteria to demonstrate how resources support achievement of the vision and goals
- Monitors evidence about progress systematically and revises plans, programs, and activities as needed
  - Develops a process that systematically monitors progress towards the vision and goals

II. Teaching and Learning

A. Building a professional culture

An education leader

- Develops a shared understanding of and commitment to high standards for all students and closing achievement gaps
  - Creates a culture of high expectations for all students
  - Identifies achievement gaps
  - Develops plans to reduce gaps
- Guides and supports job-embedded, standards-based professional development that meets the learning needs of all students and staff
  - Develops processes to support teacher's growth and interests to support student learning
  - Analyzes situations and recommends appropriate teaching and learning practices
- Models openness to change and collaborative processes
  - Collaborates with all stakeholders to discuss the need for change
  - Demonstrates a willingness to change own position on an issue
- Creates structures, procedures, and relationships that provide time and resources for a collaborative teaching and learning community
  - Promotes mutual benefits and distribution of responsibility and accountability among the teaching and learning community
  - Promotes collaborative teaching and learning opportunities
  - Involves students as appropriate in school improvement teams and processes
- Creates opportunities and a safe environment in which the staff can examine their own beliefs, values, and practices about teaching and learning
  - Provides a safe environment for teachers to express their beliefs and ideas
  - Provides opportunities for teachers to take appropriate risks for improving teaching and learning
- Provides ongoing feedback to teachers using data and evaluation methods that improve practice and student learning
  - Develops a process to provide feedback (e.g., co-teaching, peer coaching, classroom walkthroughs) to increase teacher effectiveness and student performance
  - Participates in collaborative data analysis (e.g., evaluates student work, disaggregates test scores) to increase teacher effectiveness and student performance
- Guides and monitors individual teacher professional development plans and progress for continuous improvement of teaching and learning

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B. Rigorous curriculum and instruction

An education leader

- Develops a shared understanding of rigorous curriculum and standards-based instructional programs
  - Creates a culture supporting rigor and relevance in curriculum and instruction for all stakeholders
  - Ensures school-wide practices and programs focus on a rigorous curriculum and standards-based instruction
  - Collaborates with teachers to develop and maintain an instructional program that ensures the standards-based curriculum is delivered
- Works with teams, including teachers and other instructional staff, to analyze student work and monitor student progress
- Reviews and monitors curricular and instructional programs to ensure student needs are met
  - Identifies student needs
  - Develops plans to meet and monitor identified needs through appropriate curricular and instructional practices
- Provides coherent, effective guidance of rigorous curriculum and instruction
  - Engages actively in appropriate cross-disciplinary efforts to horizontally and vertically align curriculum and instruction
- Assures alignment of curriculum and instruction, student assessments, program evaluation methods, and professional development to content standards
  - Analyzes school improvement documents to ensure these elements are met and linked together systemically
- Assists teachers with differentiated teaching strategies, curricular materials, educational technologies, and other resources
- Ensures diverse needs of each student are addressed
  - Uses data to determine student needs
  - Identifies and accesses resources that are available and needed by involving all stakeholders
- Provides all students with preparation for and access to a challenging curriculum
  - Monitors instructional practices and student progress to assure that all students are prepared for and have access to a challenging curriculum
- Identifies and uses rigorous research- and data-based strategies and practices in ways that close opportunity and achievement gaps
  - Leads staff in implementing strategies and monitoring effectiveness to close opportunity and achievement gaps
- Conducts frequent classroom and school visits and observations to provide constructive and meaningful feedback to faculty and staff
- Develops a plan for frequent classroom and school visits to provide meaningful feedback

C. Assessment and accountability

An education leader

- Uses assessment and accountability systems to improve the quality of teaching and learning
  - Guides ongoing analyses of data about all students and subgroups to improve instructional programs
- Analyzes multiple sources of data, including formative and summative assessments, to evaluate student learning, effective teaching, and program quality
- Interprets and communicates data about progress toward vision and goals to the school community and other stakeholders
- Supports teachers in development of classroom assessments that are frequent, rigorous, and aligned with the school's curriculum, and provides meaningful feedback for instructional purposes
  - Develops a plan that provides opportunities for collaboration and feedback about classroom assessments

III. Managing Organizational Systems and Safety

A. Managing Operational Systems

An education leader

- Develops short term and long-range strategic plans and processes to improve the operational system
- Develops a process to ensure compliance with local, state, and federal physical plant safety regulations
- Facilitates communication and provides for data systems that ensure the timely exchange of information

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- Acquires equipment and technology and monitors its maintenance and appropriate use
  - Develops a plan for acquisition and maintenance of equipment and technology
  - Creates an appropriate use policy and monitors compliance

B. Aligning and obtaining fiscal and human resources

An education leader

- Allocates funds based on student needs within the framework of local, state, and federal regulations
  - Develops and monitors a budget process that involves appropriate stakeholders
- Implements effective strategies to recruit and retain highly qualified personnel
- Assigns personnel to address student needs, legal requirements and equity goals
- Conducts personnel evaluations that enhance professional practice in accordance with local, state, and federal policies
- Seeks additional resources needed to accomplish the vision

C. Protecting the welfare and safety of students and staff

An education leader

- Ensures a safe environment by proactively addressing challenges to the physical and emotional safety and security of students and staff
  - Develops and implements a plan that involves appropriate stakeholders to ensure a safe teaching and learning environment
  - Conducts ongoing reviews of the plan
- Advocates for and oversees counseling and health referral systems that support student learning and welfare
  - Identifies counseling and health needs of students to support student learning and welfare
  - Takes steps to meet the identified needs
- Involves teachers, students, and parents in developing, implementing, and monitoring guidelines and norms of behavior
- Develops with appropriate stakeholders a comprehensive safety and security plan
  - Conducts ongoing reviews of the plan
- Identifies key emergency support personnel in and outside of the school
  - Identifies and documents key emergency support personnel in and outside of the school
  - Communicates the information about key emergency support and school personnel to appropriate parties
- Communicates with staff, students, and parents on a regular basis to discuss safety expectations
  - Documents communication of safety expectations to staff, students, and parents

IV. Collaborating with Key Stakeholders

A. Collaborate with families and other community members

An education leader

- Accesses and utilizes resources of the school, family members, and community to affect student and adult learning, with a focus on removing barriers to learning
  - Collaborates with key stakeholders to utilize resources and assure barriers to learning are removed
  - Integrates a variety of programs and services, fully engaging the school and the entire community
- Involves families in decision making about their children's education
- Uses effective public information strategies to communicate with families and community members (e.g., email, night meetings, multiple languages)
  - Understands and models the need for two-way communication
- Applies communication and collaboration strategies to develop positive family and local community partnerships, including recognizing and celebrating educational success
  - Organizes internal and external venues and practices to celebrate the school and student success
- Utilizes appropriate strategies for communicating effectively with the media
  - Uses a communication plan shared with key stakeholders
  - Demonstrates an ability to communicate with the media

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B. Community interests and needs

An education leader

- Identifies key stakeholders within the school community, including individuals and groups with competing perspectives
- Engages with the local community in a proactive manner
  - Participates, actively and regularly, in a variety of community events as a school community representative
  - Advocates for the school within the community
- Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community dynamics
  - Accesses a variety of information sources to continuously learn more about the community and to develop an awareness of trends
- Utilizes diversity representative of the community to strengthen educational programs and planning.
  - Involves members of diverse community groups in all school planning and improvement efforts
- Demonstrates cultural sensitivity and competence by engaging communities in shared responsibilities that improve education and achievement of all students

C. Maximizing community resources

An education leader

- Collaborates with community agencies that provide health, social, and other services to families and children
- Develops mutually beneficial relationships with business, religious, political, and service organizations to share both school and community resources such as buildings, playing fields, parks, and medical clinics
  - Identifies and documents the relationships and ensures equitable and open access to all groups in all venues as required or legally permissible
- Uses resources from the community appropriately and effectively to support student learning
  - Evaluates the effective use of current community resources in support of student learning
- Seeks community support to sustain existing resources and identifies additional resources as needed
  - Provides information to the community about the benefit of existing and needed resources
  - Identifies and solicits community resources to support student learning

V. Ethics and Integrity

A. Ethical and legal behavior

An education leader

- Models personal and professional ethics, integrity, justice, and fairness, and expects the same of others
  - Behaves in a trustworthy manner
  - Recognizes when ethics have been breached and takes appropriate action
  - Holds self and others accountable for ethical behavior
- Ensures and monitors the use of appropriate systems and procedures to protect the rights and confidentiality of all students and staff
- Uses the influence of the position to enhance education and the common good (e.g., social justice)
- Reinforces transparent (open) decision-making practices by making data and rationales explicit
  - Communicates reasons for decisions as appropriate
  - Develops a plan to facilitate an open decision-making process
  - Disseminates data in a transparent or open manner within legal constraints

B. Personal values and beliefs

An education leader

- Demonstrates respect for the inherent dignity and worth of each individual
- Models respect for diversity and treating others equitably
- Establishes and maintains an open and inclusive school community
- Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with the school's vision and goals
  - Assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact teaching and learning

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- Challenges assumptions and beliefs respectfully as they may adversely affect students and adults
  - Recognizes factors that may adversely affect students and adults and takes appropriate action
  - Assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact students and adults

C. High standards for self and others

An education leader

- Reflects upon own work, analyzes strengths and weakness, and establishes goals for professional growth
  - Develops a personal plan for professional growth and development
- Models and encourages continuous professional growth
- Administers educational policies equitably and legally
- Refocuses attention on vision and goals when controversial issues arise
  - Develops a process that involves all stakeholders on refocusing attention on vision and goals
- Holds others accountable for ethical behavior

VI. The Education System

A. Professional influence

An education leader

- Facilitates constructive discussions with the school community about local, state, and federal laws, policies, regulations, and statutory requirements
  - Explains policies and regulations to the school community
  - Listens to questions and problems and interacts with the school community to increase understanding
- Develops relationships with stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education
- Advocates for equity and adequacy in providing for students and families' needs (educational, physical, emotional, social, cultural, legal, and economic) to meet educational expectations and policy requirements

B. Managing local decisions within the larger educational policy environment

An education leader

- Communicates data about educational performance to inform decision-making and improve policy
  - Engages in appropriate lobbying and political activism to communicate data about educational performance in order to inform decision-making and improve policy
- Communicates effectively with key decision makers to improve public understanding of local, state, and federal laws, policies, regulations, and statutory requirements
- Advocates for excellence and equity in education

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Sample Scoring Guide for Constructed Response Questions

All constructed response questions will be scored on a 0 to 3 scale. The scoring guides for different questions are parallel in terms of the levels of knowledge and skills indicated by each score point. However, scoring guides are tailored to the specific area addressed by the question. The following is a scoring guide for a constructed response question addressing knowledge and skills in

I. Vision and Goals

...

B. Shared commitments to implement the vision and goals

A response that receives a score of 3:

Demonstrates a **thorough understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act upon the vision and goals.

A typical response in this category

- Demonstrates strong knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates strong knowledge of implementation and/or change strategies
- Provides a clear and specific response to the question asked
- Prioritizes, outlines, or organizes steps or actions in a logical and insightful manner
- Provides logical and reasonable rationales for answers when requested

A response that receives a score of 2:

Demonstrates a **basic/general understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act upon the vision and goals.

A typical response in this category

- Demonstrates adequate knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates adequate knowledge of implementation and/or change strategies
- provides an appropriate response to the question asked
- Prioritizes, outlines, or organizes steps or actions in an orderly manner
- provides acceptable rationales for answers when requested

A response that receives a score of 1:

Demonstrates a **limited understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act upon the vision and goals.

A typical response in this category reveals one or more of the following weaknesses

- Demonstrates limited knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates limited knowledge of implementation and/or change strategies
- Provides an uneven or unclear response to the question asked
- Prioritizes, outlines, or organizes steps or actions unclearly or with gaps in logic
- provides partial or limited rationales for answers when requested

A response that receives a score of 0:

Demonstrates **little or no understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act upon the vision and goals.

A typical response in this category reveals one or more of the following weaknesses

- Demonstrates weak or no knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates weak or no knowledge of implementation and/or change strategies
- Provides a vague or inappropriate answer to the question
- Fails to prioritize, outline, or organize steps or actions or does so illogically
- provides a weak, inappropriate, or illogical rationale or does not provide a rationale when one is requested

No credit is given for a blank or off-topic response.

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Sample Test Question for Implementing Vision and Goals

The sample question that follows illustrates the kind of question in the test. It is not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the question.

A new principal in a suburban school district with six elementary schools has been asked to support the continuing implementation of a non-traditional math program at her school. The program was implemented district-wide three years ago amidst considerable concern from parents and staff. Frequent evaluation of the program has shown that students' conceptual understanding is exceptional, but their computation performance varies from year to year and consistently falls below their conceptual understanding. While significant concerns still linger among parents and staff, parent satisfaction has increased by 20% in the last year and dissatisfaction has declined by one-third. The site evaluation team has established several recommendations, including improving communication with parents and providing professional development for teachers.

Question

Identify and describe at least three steps the principal can take to gain further support for the program and decrease the dissatisfaction levels.

Sample 1: Score 3

As the new principal, there are several steps that I would take to gain further support and decrease the level of dissatisfaction with the new math program.

First, I would establish monthly math nights. These events would allow parents to attend with their children and participate together in a lesson presented by the teacher. The parents would get a better understanding of the math program and learn how they can help their children at home.

I would also establish a math homework hotline. This hotline would be staffed by teachers each evening and would be a resource for both students and parents to call with questions and assistance. Besides helping with a particular assignment, this would also be a great way to lessen parents' frustrations with the new program and as a result decrease their dissatisfaction.

Another step would be to survey staff to see if they need additional professional development. After the survey results were analyzed, there are many types of professional development that I would use, such as mentors, attending conferences, bringing in outside resources, and visiting nearby schools that have successfully implemented the same math program.

Finally, I would require teachers to increase communication with parents. This could be done by having the teacher write a "math gram" to parents at the beginning of each new unit. The newsletter would explain the concepts of the new unit and give parents ideas on how to do fun math things at home.

Comments on Sample 1: Score 3

This response demonstrates the complexity of the situation and the need to bring key stakeholders on board for the program to ultimately succeed. It begins by acknowledging that the problem will take multiple steps to solve and that the most pressing need is to increase overall familiarity with and support for the program. The principal seeks to develop shared commitments and responsibilities by establishing math nights and a math homework line. These two actions will bring key stakeholders (parents, teachers, and students) together in ways that will foster greater acceptance of the math program. To increase support for the program among staff, the principal recommends using a professional development survey and identifies several activities that would increase teacher knowledge of the new math program. Finally, the principal will use teachers to communicate the direction of the math program with parents by implementing a regular newsletter. Stakeholder to stakeholder communication will strengthen support for the math program. Holistically, the response is clear and organized and the answers given are acceptable and well developed. Overall, this response demonstrates a thorough understanding of how to increase support for a program by developing shared commitment among stakeholders.

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Sample 2: Score 1

Moving from a traditional computation based math program to a non-traditional concept based math program can be very divisive. Teachers can be resistant to change, especially experienced staff who feel they have been successful using the traditional approach. Parents want to be able to help their children with homework and class assignments and expect assignments to reflect how they were taught. As a result, the biggest challenge facing the principal is getting parents to understand and support the new math program.

The principal can improve parent support and understanding by providing the following opportunities for training.

A parent workshop or a math fun night could be arranged at the beginning of the school year, to explain the math program and to allow parents to view the materials and learn some ways to help their children.

Comments on Sample 2: Score 1

This response focuses on why high dissatisfaction among stakeholders can occur when new math programs are used. This is not the focus of the question. The question asks for the identification and description of at least three steps that a principal can take to increase satisfaction and decrease dissatisfaction for the new math program. By listing only one step that the principal could take, a parent workshop or math fun night and the potential activities that would go on at that event, the response demonstrates only a limited understanding of the need to develop shared commitments and responsibilities among stakeholders.

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Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

Questions 1-3 are based on the following scenario.

A principal has been appointed to an elementary school in which the scores on the fourth-grade state language-arts tests have been decreasing each year for the past three years. The weakest area is writing. With a goal of improving writing instruction, the principal and the fourth-grade teachers decide to set aside time to examine and discuss student writing samples as a group.

1. Each teacher brings copies of student writing samples to share with the group. Which of the following actions should the teachers take first to improve instruction?
   (A) Conducting an analytical review of all papers to assign scores
   (B) Reviewing all papers to identify common areas of weakness
   (C) Targeting students in need of remediation based on the samples provided
   (D) Identifying benchmark-quality samples to use as exemplars for next year's instruction

2. Over the course of several weeks, the principal observes each of the fourth-grade teachers. In light of the concern about improving students' scores on language-arts assessments, the principal's primary concern should be whether the teachers
   (A) align their lesson objectives with their teaching strategies and materials
   (B) match their lesson plans with the lessons actually taught
   (C) include teaching strategies that meet the needs of diverse learners
   (D) match their lesson objectives with the fourth-grade language-arts standards

3. Which of the following two pieces of information would be most relevant for the principal to use to help the teachers determine strategies for improving fourth-grade students' achievement in language arts?
   (A) The school's vision statement and student demographic information
   (B) The language-arts block schedule for the fourth-grade classrooms and the reading levels of each fourth-grade student
   (C) The language-arts standards for fourth-grade students and disaggregated standardized test data
   (D) The educational background and years of experience of the fourth-grade teachers

4. Recommended practice suggests that which of the following should be involved in the decision-making process concerning curriculum?
   I. Curriculum experts
   II. Boards of education
   III. Professional staff
   IV. Students
   (A) I and III only
   (B) II and III only
   (C) III and IV only
   (D) I, II, and III only

5. Which of the following is the most crucial question to consider in using community resources in the classroom?
   (A) Can the resources be used by several groups at the same time?
   (B) Have such resources been overused?
   (C) Do the resources meet the needs of the program?
   (D) What time limits have been established for the use of the resources?

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6. A group of high school English teachers have approached the newly appointed department chair with concerns about the existing curriculum. The teachers explain that the curriculum has not been revised in nearly ten years and is out of date. In response to the teachers' concerns, the department chair should first
   (A) review the research on exemplary high school English programs
   (B) convene a meeting with the parents, superintendent, and board of education to gather their input
   (C) collaborate with the teachers to examine the alignment between the existing curriculum and state standards
   (D) immediately begin to analyze the curriculum and observe classroom instruction

7. According to due process, teachers are entitled to
   (A) the presence of a defense counsel at any hearing and the right to refuse to testify
   (B) adequate notice of the charges against them and a hearing in which they have the opportunity to defend themselves against those charges
   (C) an appeal of an adverse decision and exemption from disciplinary action while the appeal is being decided
   (D) a cross-examination of an adverse witness and the control of conditions under which such examination takes place

8. Of the following evaluation methods, which would provide the most valid indication of the success of a course of study in meeting its instructional goals?
   (A) Compiling results of a survey of the students' opinions of the course
   (B) Reviewing anecdotal records that describe students' interpersonal growth during the course
   (C) Reviewing data that indicates the degree of students' mastery of course objectives
   (D) Surveying parents about the students' transfer of concepts learned in the course

9. The newly appointed principal of an elementary school is concerned about the performance of the fourth grade on the state standardized tests for mathematics. Which of the following should be the principal's initial step in developing a plan to improve students' scores?
   (A) Hire a staff developer to teach staff innovative approaches to mathematics instruction
   (B) Collect information about the instructional methods, materials, and assessments currently in use
   (C) Conduct a curriculum audit of the mathematics program at all grade levels
   (D) Administer another assessment to identify specific areas of weakness in students' performance

10. A department chair is concerned about a few students in the advanced-level biology class who have received barely passing or failing grades on their first-marking-period report cards while their classmates have performed well. Which of the following areas of investigation is likely to provide the most valuable information for explaining the weak performance of some students?
   (A) Teacher records of tests grades, homework assignments, and class participation
   (B) National Science Education content standards for the appropriate grade level
   (C) The currency and appropriateness of the instructional materials in the course
   (D) Admission standards for the advanced-level science classes

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Answers

1. This question focuses on the school leader's understanding of how to provide instruction that meets the standards of rigor measured by standardized assessment. Choices (A) and (D) describe steps in the process, but neither would be the initial step. Choice (C) may serve to address weaknesses in a specific group but does little to improve overall writing instruction. Identifying specific areas of weakness will help teachers focus instruction and assessment on those areas most likely to be adversely affecting students' scores. Therefore, the correct answer is (B).

2. This question tests the school leader's knowledge of factors that affect standardized test results. Choices (A), (B), and (C) are all sound practices but do not address the primary focus of the question. The principal needs to verify whether there is an alignment between lesson objectives and state standards, which serves as the basis of state standardized tests. Therefore, the correct answer is (D).

3. This question tests the school's leader's knowledge of information necessary to make instructional decisions. For the purpose of determining strategies to improve fourth-grade students' achievement, it is important to know the standards and test data. The standards serve as the foundation for the curriculum and knowing what to teach. Disaggregated test data would clarify both the areas that have been addressed and which areas need to be targeted. Therefore, the correct answer is (C).

4. Curriculum experts, boards of education, and school professional staff should all be part of the decision-making process concerning curriculum matters. Choice (D) includes all three groups and is the correct answer.

5. This question asks a school leader to determine which of many considerations is most important when community resources are integrated into classroom instruction. Choices (A), (B), and (D) become considerations only after it has been determined that the resources support the needs of the program. Therefore, the correct answer is (C).

6. This question tests the school leader's knowledge of how state standards are used to measure the quality and appropriateness of a curriculum. Choices (A) and (B) are actions that may be taken during the course of curriculum revision but would not be the initial step. Choice (D) would provide unreliable information because teachers who have already acknowledged the inappropriateness of the current written curriculum would most likely not be following it consistently. Involving the teachers in the examination of the curriculum as measured against benchmarks would provide the most useful information for moving the curriculum process forward; therefore, the correct answer is (C).

7. This question tests the school leader's knowledge of the basic due process protections afforded to school personnel. Although individual teacher contracts, local school board policies, or collective bargaining agreements may offer the additional protections described in choices (A), (C), and (D), only those described in choice (B) are guaranteed to all personnel under the Constitution and key court rulings. Therefore, (B) is the correct answer.

8. This question tests the school leader's understanding of how to select the most accurate method for evaluating the effectiveness of a course of study in meeting its learning objectives. Choices (A), (B), and (D) will provide information on the effectiveness of a course in meeting other objectives. However, only choice (C) provides evaluative information directly related to students' understanding of the knowledge and skills as described in the course's instructional goals. Therefore, the correct answer is (C).

9. This question tests the school leader's understanding of the steps in the process of addressing an educational problem. Choices (A) and (C) are valid actions but would occur later in the process. Choice (D) is unnecessary because information on areas of weakness will have been provided in the scoring data of the state assessment. Gaining a sense of the overall fourth-grade mathematics program as it currently exists will most likely result in the identification of specific areas needing improvement. Therefore, the correct answer is (B).

10. This question tests the school leader's ability to select the appropriate data for providing specific educational information. Looking at teacher records will offer evidence of students' weak performance but not an explanation. Examining choices (B) and (C) might indicate inconsistencies that would likely affect the performance of all the students, not just a few. When students experience difficulty in a class from the onset, one reasonable explanation can be that the criteria used for their placement are not appropriate. Therefore, the correct answer is (D).

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APPENDIX D

School Leaders Licensure Assessment (SLLA)
State Passing Scores (as of November 9, 2009)

Revised School Leaders Licensure Assessment (SLLA)

State Passing Scores (as of November 9, 2009)

State	Score
Arkansas	No Score Set Yet
Connecticut	No Score Set Yet
District of Columbia	163
Indiana	163
Kansas	165
Kentucky	No Score Set Yet
Maine	No Score Set Yet
Maryland	No Score Set Yet
Mississippi	169
Missouri	163
New Jersey	163
North Carolina	163
Tennessee	No Score Set Yet
Utah	163
Virgin Islands	156

APPENDIX E

School Leaders Licensure Assessment (SLLA)
Scaled Score Distribution for Entire Sample
For SLLA2 – September 2009 Administration

Scaled Score Distribution for Entire Sample
For SLLA2 -- September 2009 Administration

Scaled Score	Frequency	Cumulative Percent
196	1	0.09
195	1	0.17
194	1	0.26
193	4	0.61
192	5	1.04
190	3	1.30
189	11	2.25
188	9	3.03
187	15	4.33
186	18	5.89
185	22	7.80
184	26	10.05
183	42	13.69
181	42	17.33
180	43	21.06
179	41	24.61
178	42	28.25
177	55	33.02
176	42	36.66
175	52	41.16
174	47	45.23
172	43	48.96
171	60	54.16
170	45	58.06
169	38	61.35
168	41	64.90
167	46	68.89
166	43	72.62
165	27	74.96
164	33	77.82
162	34	80.76
161	24	82.84
160	28	85.27
159	18	86.83
158	22	88.73
157	19	90.38

Scaled Score Distribution for Entire Sample
For SLLA2 -- September 2009 Administration

Scaled Score	Frequency	Cumulative Percent
156	19	92.03
155	16	93.41
153	15	94.71
152	10	95.58
151	4	95.93
150	6	96.45
149	4	96.79
148	3	97.05
147	3	97.31
146	4	97.66
144	3	97.92
143	2	98.09
142	5	98.53
141	3	98.79
140	4	99.13
139	3	99.39
138	1	99.48
137	1	99.57
133	2	99.74
132	1	99.83
131	1	99.91
123	1	100.00

Scaled Score Distribution for Entire Sample
For SLLA2 -- September 2009 Administration

The MEANS Procedure

Analysis Variable : Scaled Score				
N	Mean	Std Dev	Minimum	Maximum
1154	170.69	10.73	123.00	196.00