



New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

35 Educational Administrator



Table of Contents

An Overview of the Testing Program	1
Test Development Process	2
Characteristics of the Assessments	2
Test Administration	4
Score Reports	4
Test Scores	5
How to Prepare for the Assessments	6
Plan Your Course of Study	6
The Day of the Test: Helpful Hints	7
Preparing for the Test Administration	7
Test-Taking Tips	7
An Introduction to the New Mexico Content	
Knowledge Assessment of Educational Administrator	10
Test Framework	11
Sample Test Directions	18
Sample Selected-Response Questions	19
Answer Key for the Sample Selected-Response Questions.....	25

Readers should be advised that this study guide,
including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s). All rights reserved.
National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

New Mexico Teacher Assessments, New Mexico Assessment of Teacher Basic Skills, New Mexico Assessment of Teacher Competency, New Mexico Content Knowledge Assessments, and the New Mexico Teacher Assessments logo are trademarks, in the U.S. and/or other countries, of the State of New Mexico Public Education Department and Pearson Education, Inc. or its affiliate(s).

NES and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).



An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment of Educational Administrator

The New Mexico Content Knowledge Assessments™ are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Educational Administrator test is intended for individuals seeking an initial license or an endorsement in Educational Administrator.

The Educational Administrator test consists of 100 selected-response questions.



Test Framework

Foundations of Educational Leadership
Promoting Continuous School Improvement
Instructional Leadership
Managing the School Organization, Operations, and Resources

SUBAREA I—FOUNDATIONS OF EDUCATIONAL LEADERSHIP

0001 Understand the role of leadership in educational administration; ways in which political, social, economic, and cultural factors at the local, state, and national levels influence schools and educational leadership; and characteristics and behaviors of effective leaders.

For example:

- demonstrating knowledge of key theories of leadership and identifying characteristics and behaviors of effective educational leaders
- demonstrating an understanding of different leadership styles and their use by educational administrators
- applying knowledge of strategies for using leadership principles and practices to lead the educational community in setting and achieving high standards for teaching and learning
- identifying methods and strategies for promoting continuous personal and professional growth as an educational administrator
- demonstrating knowledge of political, social, economic, and cultural factors in New Mexico and the United States that affect schools and educational leadership
- demonstrating an understanding of the role of public schools in a democratic society and identifying major historical and philosophical influences that have affected education in the United States

0002 Understand ethical considerations and legal requirements and guidelines related to the role of the educational administrator.

For example:

- applying knowledge of ethical guidelines and behaviors for educational administrators, including those described in the New Mexico Code of Ethics of the Education Profession
- applying a personal and professional code of ethics that incorporates honesty, integrity, fairness, sensitivity, accountability, objectivity, and respect for others in all interactions and decision making
- demonstrating knowledge of strategies for modeling ethical behavior in all aspects of leadership and for encouraging such behavior in others
- applying knowledge of local, state, and federal laws and regulations that affect school districts and the governance of public schools, including charter schools, and identifying the roles and responsibilities of public school districts with regard to children who are homeschooled or are enrolled in private schools or Bureau of Indian Education schools
- demonstrating knowledge of laws, policies, and programs relevant to culturally and linguistically diverse student populations
- demonstrating knowledge of the New Mexico and United States Constitutions and the effects of landmark legal decisions on public education and on legal rights, responsibilities, protections, and due process for students, faculty, staff, and parents/guardians

0003 Understand how to communicate and collaborate with members of the educational community, respond to the interests and needs of diverse stakeholders, and mobilize community resources to support schools.

For example:

- applying knowledge of skills for collaborating with stakeholders, including those from diverse social, cultural, ethnic, linguistic, and economic backgrounds, and for promoting the involvement of all stakeholders in district decision making
- applying knowledge of appropriate modes of communication, effective speaking and listening skills, and the use of relevant technology to communicate effectively for a variety of purposes and with all stakeholders, including those with diverse backgrounds
- applying knowledge of interpersonal skills and effective conflict-resolution and consensus-building techniques in various educational contexts
- applying knowledge of effective public relations and marketing practices to inform community members and other stakeholders of district policies and initiatives and to mobilize community support
- demonstrating knowledge of how to develop and maintain partnerships with families and community institutions (e.g., businesses, community agencies, care providers) and mobilize community resources for supporting student achievement and addressing educational goals and priorities
- demonstrating knowledge of strategies for working with political leaders at the local, tribal, state, and national levels and for engaging students, parents/guardians, and other stakeholders in advocating for improved policies and laws related to education

SUBAREA II—PROMOTING CONTINUOUS SCHOOL IMPROVEMENT

0004 Understand how to facilitate the development, articulation, implementation, and stewardship of an educational vision that is shared and supported by the educational community.

For example:

- demonstrating knowledge of procedures to use (e.g., analysis of community needs) and factors to consider (e.g., student assessments, demographic characteristics, state accountability system) in developing an educational vision and goals
- recognizing the importance of soliciting stakeholder input and support for the development and implementation of an educational vision and goals and of ensuring the participation of all segments of the community
- demonstrating knowledge of strategies for communicating the educational vision and goals to all stakeholders and for recognizing the contributions of stakeholders to the realization of the district's vision
- demonstrating an understanding of how to develop an implementation plan for an educational vision in which objectives are clearly articulated, barriers to achieving the vision are recognized, needed resources are obtained, and the vision is used to shape educational programs and activities
- demonstrating knowledge of how to use student assessments and other relevant data to monitor and evaluate progress in achieving the vision and how to modify and revise the vision or implementation plan as necessary

0005 Understand short-term, long-term, and strategic planning; goal-setting, decision-making, and problem-solving processes; and how to initiate, manage, and evaluate change in the educational environment.

For example:

- demonstrating knowledge of principles and processes of change within the educational environment
- demonstrating an understanding of strategies for enlisting stakeholder support for change and for addressing resistance to change
- applying strategies for initiating and managing change and developing and implementing short-term, long-term, and strategic plans that reflect the educational vision, define specific goals, allocate resources and responsibilities equitably, and incorporate methods for ongoing evaluation and revision as necessary
- demonstrating knowledge of procedures for gathering, analyzing, disseminating, and using data from a variety of sources for educational decision making and problem solving
- demonstrating knowledge of principles and procedures for effective, collaborative decision making and problem solving to facilitate accomplishment of educational goals

0006 Understand the significance of diversity in education and leadership strategies for ensuring the success of all students, including students with disabilities and students from diverse cultural and linguistic backgrounds.

For example:

- recognizing how the presence of students with disabilities and students with diverse social, cultural, and linguistic backgrounds enriches the educational experience of all students
- applying strategies for identifying and responding to the needs, concerns, and experiences of linguistically and culturally diverse students and students with disabilities in the curriculum and school activities and services
- demonstrating knowledge of how to work and communicate effectively with individuals and groups with diverse backgrounds in the school and community to ensure all students' learning and achievement
- applying knowledge of the use of disaggregated student assessment data to analyze student achievement and to identify and address all students' needs
- recognizing the importance of providing effective staff development aimed at ensuring that school personnel recognize, appreciate, value, and respond effectively to all types of diversity
- recognizing signs and manifestations of discrimination and inequitable treatment and identifying effective strategies for eliminating discriminatory practices and fostering a school culture that promotes respect for all people

SUBAREA III—INSTRUCTIONAL LEADERSHIP

0007 Understand student development and learning, curriculum planning, and implementation of effective instruction and assessment to promote achievement for all students.

For example:

- demonstrating an understanding of human growth and development, theories and principles of learning and motivation, and educational research as they relate to curriculum development, instruction, and assessment for different educational levels (e.g., early childhood, elementary school, middle school, high school)
- applying knowledge of factors to consider in curriculum development and of skills and strategies for planning, designing, implementing, evaluating, and modifying curriculum to promote the achievement of all students, including students with disabilities and students with diverse social, cultural, and linguistic backgrounds
- demonstrating knowledge of how to design and deliver effective, developmentally appropriate instruction that provides multiple opportunities for learning; encourages life-long learning; and promotes all students' knowledge, creativity, and critical-thinking and problem-solving skills
- demonstrating knowledge of barriers to learning and ways to adapt instruction to respond to students' diverse backgrounds, strengths, learning styles, and needs
- demonstrating knowledge of various types and purposes of assessments; strategies for communicating assessment results to stakeholders; and procedures for analyzing and using assessment data to evaluate student progress, plan effective instruction, and ensure accountability of faculty, staff, and administrators
- demonstrating an understanding of the use of technology and information systems to enrich the curriculum, enhance instructional effectiveness, and manage information related to student learning and progress

0008 Understand how to create a positive school culture that values student achievement and a safe and supportive environment conducive to student learning.

For example:

- demonstrating knowledge of procedures and strategies for creating a positive, safe, healthy, and supportive school environment in which students, faculty, and staff feel valued; the contributions of each person are acknowledged; and all individuals are treated with fairness, dignity, and respect
- applying knowledge of methods for communicating to the school community high standards and expectations for self, faculty, staff, and students and for encouraging a school culture that promotes excellence
- demonstrating an understanding of how to use internal and external resources (e.g., guidance and counseling programs, social service and health providers) to provide support to all students, including students with disabilities and students with culturally and linguistically diverse backgrounds
- demonstrating knowledge of strategies for effective behavior management, procedures for developing and implementing effective student codes of conduct, and strategies for preventing school violence

0009 Understand strategies for supervising, evaluating, and retaining faculty and staff and methods for promoting their ongoing professional development and personal growth.

For example:

- demonstrating knowledge of supervisory models (e.g., developmental, clinical, coaching) used to monitor and improve faculty and staff performance
- demonstrating an understanding of how to design, implement, and document faculty and staff evaluations that include clear performance objectives and that are linked to student achievement
- demonstrating an understanding of strategies for encouraging initiative, leadership, innovation, reflection, and a strong work ethic among faculty and staff
- demonstrating an understanding of how to assess the professional development needs of faculty and staff and apply adult learning principles and motivation theory in creating and implementing an effective program of professional development
- demonstrating knowledge of strategies for identifying faculty and staff needs, providing effective support, ensuring effective professional development opportunities, and managing resources to assist faculty and staff in applying best practices to student instruction and other job roles and responsibilities

SUBAREA IV—MANAGING THE SCHOOL ORGANIZATION, OPERATIONS, AND RESOURCES

0010 Understand principles and practices of organizational, operational, and human resource management.

For example:

- demonstrating an understanding of theories, principles, and practices related to organizational management (e.g., group dynamics, conflict resolution, team building) and of strategies for developing, implementing, managing, and modifying operational plans, procedures, and schedules to maximize student learning
- demonstrating knowledge of effective record-keeping procedures, legal and ethical considerations related to record keeping, and the use of technology in record keeping and operational management
- demonstrating knowledge of the roles and responsibilities of all faculty and staff; fair and equitable procedures, including legal requirements, for recruiting, hiring, assigning, retaining, evaluating, disciplining, and dismissing faculty and staff; and benefits and procedures related to the recruitment of diverse faculty and staff
- demonstrating an understanding of the collective bargaining process, including state and federal laws and regulations related to collective bargaining
- demonstrating knowledge of policies and procedures related to human resource administration, including relevant laws and regulations (e.g., Family and Medical Leave Act [FMLA], Americans with Disabilities Act [ADA], Fair Labor Standards Act [FLSA])

0011 Understand principles and practices for managing facilities and auxiliary services to ensure a safe, efficient, and effective learning environment.

For example:

- applying knowledge of procedures for ensuring building security and student and staff safety in and around schools before, during, and after school hours and when students are being transported to and from school
- demonstrating knowledge of procedures for emergency planning and management, including plans for preventing, responding to, and recovering from a crisis
- demonstrating knowledge of strategies for allocating and utilizing space effectively for instructional and after-school programs and of procedures and practices for maintaining a clean, safe, and aesthetically pleasing school environment
- applying knowledge of procedures and practices for implementing a program of building repair and maintenance to ensure the safe, efficient, and effective operation of building equipment and operational systems
- demonstrating knowledge of procedures and practices related to the management of auxiliary services (e.g., food services, transportation services, health services), including legal and regulatory requirements

0012 Understand principles and practices of effective fiscal and resource management.

For example:

- demonstrating knowledge of public school financing at the local, state, and national levels; restrictions on the uses of revenue; and procedures for obtaining external sources of revenue (e.g., grants, awards)
- demonstrating an understanding of how to manage scarce revenues for ensuring an appropriate and equitable distribution of resources and the availability of resources for meeting the needs of specific programs (e.g., special education, bilingual education, other federal programs)
- demonstrating an understanding of types of budgets, steps in the budgeting process, procedures for developing and managing a balanced budget, and strategies for involving stakeholders in the budgeting process
- applying knowledge of types of financial records (e.g., financial statements), procedures for ensuring accurate financial record keeping and reporting, and the use of technology in fiscal management
- demonstrating an understanding of the purposes of financial audits, the roles of internal and external auditors, and general procedures for conducting audits and facilitating the work of auditors
- demonstrating an understanding of processes and procedures associated with procurement, bidding, and vendor relationships, including legal restrictions



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Educational Administrator is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of New Mexico?
- A. Albuquerque
 - B. Las Cruces
 - C. Santa Fe
 - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. (A) (B) ● (D)

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Educational Administrator. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0001

Understand the role of leadership in educational administration; ways in which political, social, economic, and cultural factors at the local, state, and national levels influence schools and educational leadership; and characteristics and behaviors of effective leaders.

1. Which of the following accurately describes the primary responsibility of educational administrators in responding to the cultural diversity of New Mexico's student population?
 - A. providing a learning environment that emphasizes similarities among individuals and groups of students rather than their differences
 - B. adapting the core curriculum to reflect the specific characteristics and needs of each student group
 - C. ensuring that students from all backgrounds are taught using similar instructional strategies, methods, and materials
 - D. managing resources equitably to provide equal learning opportunities for all students

Competency 0003

Understand how to communicate and collaborate with members of the educational community, respond to the interests and needs of diverse stakeholders, and mobilize community resources to support schools.

2. A new superintendent has been hired to lead a school district that includes a significant number of families from a particular cultural group. The superintendent has had very little experience interacting with individuals from this group and knows little about their culture, beliefs, and perspectives. Which of the following would be the most appropriate and effective way for the superintendent to acquire the knowledge needed to respond effectively to the issues and needs of this group of students and their families?
 - A. Send a letter to each family in this group inviting them to visit the superintendent at any time to discuss any concerns they have.
 - B. Use resources available on the Internet or at the local library to research key elements of the history and culture of this group.
 - C. Form and regularly consult with an advisory committee made up of parents/guardians and community leaders from this group.
 - D. Create opportunities to interact with students from this group, for example, during lunch or as they are entering or leaving school each day.

Competency 0004

Understand how to facilitate the development, articulation, implementation, and stewardship of an educational vision that is shared and supported by the educational community.

3. A superintendent wishes to use a newly developed district vision to shape changes in the district's educational programs. The superintendent can best proceed by taking which of the following steps *first*?
 - A. evaluating the extent to which the new district vision correlates with student learning standards defined by the state
 - B. meeting with diverse groups of stakeholders to evaluate their willingness to use the new district vision to change school curricula
 - C. overseeing development of a set of clearly defined educational goals and objectives that are aligned with the new district vision
 - D. meeting with school-level personnel to identify resources needed to achieve the major elements of the new district vision at each school

Competency 0006

Understand the significance of diversity in education and leadership strategies for ensuring the success of all students, including students with disabilities and students from diverse cultural and linguistic backgrounds.

4. A school district plans to adopt a more inclusive model of education for students with disabilities. Many students who previously received special education services in resource room settings will now be attending general education classes. Special education and general education teachers will work together to plan instruction for these students. When meeting with stakeholders to discuss the change to a more inclusive model, the superintendent would like to emphasize its benefits for members of the school community. Which of the following would be an appropriate benefit to discuss?
 - A. reduced overall workload for general education teachers due to the increased availability of professional support
 - B. increased opportunities for the parents/guardians of students with disabilities to be active participants in their children's education
 - C. reduced reliance on individualized educational plans (IEPs) to define instructional goals and methods for students with disabilities
 - D. increased opportunities for all students to get to know, accept, and appreciate individuals with diverse characteristics, strengths, and needs

Competency 0007

Understand student development and learning, curriculum planning, and implementation of effective instruction and assessment to promote achievement for all students.

5. A middle school principal is conducting informal classroom observations. Which of the following teachers observed by the principal is using an approach that most closely reflects Gardner's theory of multiple intelligences?
 - A. Ms. Garrison calls on individual students to solve a new type of math problem at the board and then assigns all students to do a set of similar problems independently at their desks.
 - B. Mr. Sanchez introduces a new scientific concept with a brief lecture and demonstration, followed by a hands-on experiment that students perform in small groups.
 - C. Ms. Blackstone has students respond orally to comprehension questions about a literary selection they have read, then participate in a discussion of the selection's central theme.
 - D. Mr. Thomas assigns students to read first-person and media accounts of an important historical event and then write an essay comparing the accounts they have read.

Competency 0008

Understand how to create a positive school culture that values student achievement and a safe and supportive environment conducive to student learning.

6. During a faculty meeting, many teachers in an elementary school express concern that behavior problems are increasing and instructional time is being lost. The principal agrees, stating that a great deal of administrative time is spent on discipline referrals. The principal and staff decide to create a schoolwide code of conduct to encourage responsible student behavior. The most important *first* step in this process is for the principal and teachers to:
 - A. solicit student input regarding meaningful social rewards for demonstrating appropriate behavior.
 - B. develop clearly stated expectations for acceptable behavior that reflect the school's educational values and philosophy.
 - C. review the various rules and behavior guidelines that individual teachers are currently using.
 - D. establish a set of flexible consequences for minor behavior infractions and nonnegotiable consequences for serious offenses.

Competency 0009

Understand strategies for supervising, evaluating, and retaining faculty and staff and methods for promoting their ongoing professional development and personal growth.

7. A newly hired principal has been assigned to a school in which the previous principal adhered strictly to a clinical model of supervision. Although the new principal will continue to use the clinical supervision model, she also plans to incorporate teaching portfolios and peer supervision activities into faculty supervision. Which of the following is likely to be the most important benefit of the changes planned by the new principal?
- A. giving teachers greater opportunity to engage in reflective thinking with regard to their own and others' work
 - B. delegating a greater portion of the responsibility for supervision to the school's teaching staff
 - C. facilitating communication to teachers regarding standards and expectations for their performance
 - D. encouraging initiative and innovation in teachers' instructional decision making

Competency 0010

Understand principles and practices of organizational, operational, and human resource management.

8. A new principal faces many challenges in attempting to improve the performance of her school. Among the difficulties facing the principal are declining student achievement, poor faculty morale, and increasing student discipline problems. One of the first decisions made by the principal is to employ a Management by Walking Around (MBWA) approach in the school. Which of the following is likely to be the most immediate benefit of using this management approach?
- A. communicating to members of the school community the principal's high standards and expectations for their performance
 - B. facilitating ongoing information gathering by developing informal lines of communication with many members of the school community
 - C. increasing the speed and efficiency with which decisions can be communicated to and implemented by other members of the school community
 - D. demonstrating to members of the school community the principal's determination to establish a culture of accountability and personal responsibility within the school

Competency 0011

Understand principles and practices for managing facilities and auxiliary services to ensure a safe, efficient, and effective learning environment.

9. A school district has found that asbestos insulation is present around pipes in the basement of a school. According to regulations governing asbestos abatement, the district can decide to leave the asbestos in place only if the asbestos:
- A. shows no signs of crumbling or cracking, and the district closely monitors its condition for signs of deterioration.
 - B. is located in an area of the school in which students are not regularly present.
 - C. is present in small quantities, and the cost of removing it would adversely affect provision of the school's educational program.
 - D. was part of the original construction of the school and has been in place continuously since that time.

Competency 0012

Understand principles and practices of effective fiscal and resource management.

10. A school district in New Mexico receives two bids for repairing the roof of a district school. The bid from Acme Roofing Company is \$20,500, while Pinnacle Roofing has turned in a bid of \$21,000. Both companies have good reputations, and their labor and materials specifications for the job are essentially equivalent. Under which of the following circumstances can the district legally accept the higher bid from Pinnacle over the lower bid from Acme?
- A. Some members of the district staff know the owner of Pinnacle and trust the company to do a good job.
 - B. The median pay for a worker at Pinnacle is fifty cents an hour more than the median pay at Acme.
 - C. Pinnacle has satisfactorily completed a similar project in an adjacent school district.
 - D. Pinnacle is located in New Mexico, while Acme is an out-of-state company.



Answer Key for the Sample Selected-Response Questions

1. D
2. C
3. C
4. D
5. B
6. B
7. A
8. B
9. A
10. D