



SECTION 2

TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE®) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

QUESTIONS

1. A secondary school began using a block schedule several years ago. A few teachers from various departments have voiced concerns about the schedule and have requested that school decision makers consider implementing some other scheduling model that would better meet school needs. The school building leader can best respond by taking which of the following actions *first*?
 - A. Ask the chairperson of each department to review and evaluate the current block schedule and report on results using relevant data.
 - B. Request that faculty who oppose the current schedule talk to colleagues about the issue and prepare a proposal for change to present to the building leader.
 - C. Arrange for an outside expert who supports block scheduling to speak on the topic at an upcoming faculty meeting.
 - D. Provide all faculty with written information about various scheduling models and then raise the issue at the next faculty meeting to solicit ideas and opinions.
2. A school improvement team has recommended that the school allocate money from the budget to support faculty-initiated miniprojects. The school building leader has formed a committee to review faculty proposals and determine which ones to support with the available funds. The building leader can best guide the work of the committee by urging the members to give priority to those proposals that:
 - A. involve faculty from multiple academic departments.
 - B. are most likely to help the school achieve its defined vision and goals.
 - C. emphasize the use of resources already available within the school.
 - D. are developed by teachers with significant experience and seniority.

3. A school district's improvement plan includes expanding the use of volunteers in district classrooms. District administrators can best help ensure faculty support for this aspect of the plan by:
- A. involving teachers in identifying specific volunteer activities to meet their school's needs and guidelines for the volunteers' participation.
 - B. sharing with teachers professional literature from respected sources describing advantages of classroom volunteers for teaching and learning.
 - C. giving teachers autonomy in recruiting and selecting volunteers for their own classrooms and in determining when a volunteer may need to be replaced.
 - D. using various means to communicate the administration's confidence in the ability of volunteers to promote positive school change.

4. An experienced school building leader assigned to a new school has a goal of creating a positive school culture. During the first weeks of school, the building leader senses an undercurrent of negativity among staff members. In response, the building leader decides to use the following questionnaire to survey the staff.

- What is the most effective way for me to communicate with you?
- What do you need from me to be successful in your work?
- What do you consider to be your greatest strengths?
- What do you believe we could do to make our school more successful?

This survey is likely to contribute to a positive school culture primarily by:

- A. helping identify those staff members who are most dissatisfied with the current school environment.
- B. communicating to staff members expectations for professional behavior and a positive approach to problem solving.
- C. preparing staff members to expect significant changes in the current school environment.
- D. demonstrating openness to and respect for staff members' opinions about issues that are important to them.

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5. As part of a new teacher orientation program, a middle school building leader advises teachers to become familiar with the curriculum maps that are available on the school's network. In which of the following ways are the curriculum maps likely to be most helpful to the new teachers?
- A. by defining for the teachers the prerequisite knowledge and skills required for the various courses offered by each department
 - B. by providing an efficient means for the teachers to enhance their own content knowledge in areas covered by the school curriculum
 - C. by identifying for the teachers the skills and concepts students must learn in each subject area throughout the school year
 - D. by offering the teachers insight into best practices for developing and implementing the curriculum in each subject area
6. The head of a high school math department has expressed concern to the school building leader about the inappropriate placement of students in upper-level math courses. In speaking with guidance staff, the school building leader learns that each year a significant number of parents/guardians submit requests to override the prerequisite criteria established for the upper-level math courses. The building leader plans a meeting with math and guidance staff to determine whether these overrides constitute a significant problem that needs to be addressed. Access to which of the following types of information would best help the meeting participants make this determination?
- A. data on the number of similar overrides requested and granted for courses in other departments
 - B. a description of each upper-level math course and its established prerequisites
 - C. data on the math achievement of those students who have been granted an override
 - D. a sample of the forms that have been completed by parents/guardians requesting an override

7. A school recently received student results on the Georgia Criterion-Referenced Competency Tests (CRCTs). In reviewing individual student score reports with parents/guardians, a teacher's primary emphasis should be on:
- A. encouraging exploration of potential relationships between the student's test performance and aspects of the home environment.
 - B. placing the student's scores in the context of average scores earned by grade-level peers in the school and across the state.
 - C. interpreting key technical terms that are included in the student's report (e.g., scale score, Lexile) and are likely to be unfamiliar to families.
 - D. describing the student's current learning strengths and needs and how test results will be used to promote progress.
8. An effective system of accountability for a school must include methods for:
- A. accurately measuring progress.
 - B. quantifying effort as well as outcomes.
 - C. appropriately distributing resources.
 - D. comparing results with those achieved by other schools.
9. A school building leader begins the year with a large number of new teachers. Before school begins, the building leader provides the new teachers with a comprehensive orientation program. Which of the following additional actions by the building leader would be most effective in providing ongoing encouragement and support for these teachers?
- A. distributing a self-evaluation checklist for each new teacher to complete at the end of each day and meeting regularly with the teachers to discuss their checklists
 - B. arranging for each new teacher to observe various peers teaching lessons and then meeting with the teachers to discuss the observations
 - C. walking through each new teacher's classroom several times each week to determine if they are having difficulties and facilitate their ability to ask questions as needed
 - D. providing each new teacher with an appropriate mentor who is from the same grade level or department and who shares a common planning time

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	The goal of block scheduling is to help meet student learning needs and support achievement of the school's educational vision. Before making any changes to a schoolwide block scheduling system, it would be important for decision makers to gather evidence from individuals with varied perspectives about what is and is not working in the current system. In a secondary school, having department chairpersons gather data and report on the effectiveness of block scheduling in each department would help staff throughout the school work together to identify specific problems, share ideas about alternatives, and propose solutions to meet identified needs.	0001
2	B	A school's educational vision should be the compass that guides the actions and decisions of all members of the school community. By urging committee members to give priority to funding faculty proposals that support the school's vision and goals, the building leader is helping members of the school community stay focused on common goals and helping ensure that the vision remains at the forefront in teachers' thinking.	0002
3	A	Teachers are likely to be the main point of contact for classroom volunteers and will be expected to oversee volunteer activities in their classrooms. Teacher involvement in the early stages of planning this initiative will help ensure that volunteers will be used in ways that effectively support teachers and enhance student learning. It will also promote teachers' sense of ownership regarding the initiative and will encourage the positive teacher attitudes that will be required for the initiative to fully achieve its intended goals.	0003
4	D	Positive school cultures reflect the core values of staff collegiality, professionalism, and continuous learning. In inviting staff members to use the questionnaire to share information about their own needs, strengths, and priorities, the new school building leader acknowledges staff members as valued colleagues and demonstrates respect for their views and ideas. This type of questionnaire also sets the stage for future collaboration and improved school and staff functioning.	0004

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For question	The correct response is	Reason	Test Objective
5	C	<p>A curriculum map is a reporting tool that provides information about the content, skills, and assessments taught or administered by the faculty in a school over the course of a year. The map is usually organized as a timeline of instruction by teacher and course. Becoming familiar with curriculum maps for the school can help a new teacher quickly determine what is taught and when in all subject areas and grade levels. In this way, new teachers will know what content and skills their own students will be expected to learn, as well as what the students should have mastered in preceding grades to prepare them for new learning.</p>	0005
6	C	<p>In the situation described, data on the math performance of students who have been granted an override would provide the best information for determining the appropriateness of the students' placement in upper-level math courses. If students who take upper-level math courses without the prerequisites experience significant problems in math achievement, then the granting of overrides may indeed be a problem. On the other hand, if most or all students who are granted an override maintain adequate achievement levels in math, then school staff can conclude that the students' placement in upper-level math courses is appropriate and no significant problem exists.</p>	0006
7	D	<p>In reviewing student test results, parents/guardians are primarily concerned about how their child is performing. The teacher should help parents/guardians interpret test results by pointing out which scores indicate that their child has achieved grade-level standards and which scores indicate areas of need in their child's learning. Teachers should further explain that the Georgia Criterion-Referenced Competency Tests (CRCTs) can help promote student progress in learning by providing them with the diagnostic information required to plan instruction that addresses each student's specific needs.</p>	0007
8	A	<p>For any system of educational accountability to function effectively, stakeholders must have access to data that accurately reflects educational quality and progress over time. Only by reviewing and analyzing such data can stakeholders make good judgments about which improvement strategies are working, which individuals or groups are doing an adequate job in making progress toward defined goals, and which additional changes may be needed to further enhance school performance and progress.</p>	0008

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For question	The correct response is	Reason	Test Objective
9	D	A mentoring relationship benefits new teachers in several ways. Mentors share with new teachers their own knowledge, values, and technical skills, and a common planning time provides a regular opportunity for this sharing to occur. Having an experienced colleague comment on one's practice provides an objective perspective and promotes reflection and self-analysis on the part of the new teacher. Mentors also offer new teachers encouragement and moral support as they face the stresses that are part of a new teacher's adjustment to the profession.	0009