

# ILTS Principal as Instructional Leader (195 & 196) Practice Exam (Sample)

## Study Guide



**Everything you need from our exam experts!**

**Copyright © 2025 by Examzify - A Kaluba Technologies Inc. product.**

**ALL RIGHTS RESERVED.**

**No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.**

**Notice: Examzify makes every reasonable effort to obtain from reliable sources accurate, complete, and timely information about this product.**

**SAMPLE**

## **Questions**

- 1. What is a professional learning community (PLC)?**
  - A. A group of educators that collaborates to improve teaching practices and student learning**
  - B. A school club for student leadership**
  - C. An online forum for educators to share resources**
  - D. A mandated program by the school district**
- 2. What is an essential quality of effective feedback for teachers to improve their instruction?**
  - A. General praise without specifics**
  - B. Frequent evaluations with detailed suggestions**
  - C. Ratings based solely on standardized test scores**
  - D. Feedback focusing primarily on classroom discipline**
- 3. What is the significance of building a strong school leadership team?**
  - A. Reduces the need for teachers**
  - B. Enhances decision-making**
  - C. Increases administrative tasks**
  - D. Focuses solely on student discipline**
- 4. How can principals utilize community resources effectively?**
  - A. By spending resources unrelated to education**
  - B. By forming partnerships**
  - C. By limiting involvement of parents**
  - D. By isolating the school from the community**
- 5. How should a school leader incorporate effective math teachers into a plan for improving teaching?**
  - A. Request them to mentor low-performing teachers**
  - B. Let them continue teaching with their practices**
  - C. Recognize them for their effective performance**
  - D. Allow them to identify growth areas and provide support**

- 6. How should a principal prioritize resources to support the school's strategic goals?**
- A. By conducting a needs assessment and aligning resources with identified priorities.**
  - B. By evaluating faculty satisfaction and retention rates annually.**
  - C. By maintaining a strong focus on standardized test scores alone.**
  - D. By seeking additional funding through partnerships with local businesses.**
- 7. What does stakeholder alignment with school goals lead to?**
- A. Increased personal agendas among staff**
  - B. Divisive actions among students and parents**
  - C. Unified efforts towards achieving strategic objectives**
  - D. A greater focus on disciplinary measures**
- 8. How should principals address the needs of English Language Learners (ELLs)?**
- A. By ignoring their specific needs in mainstream classes.**
  - B. By implementing specialized programs and strategies that promote language acquisition.**
  - C. Providing all instruction in the native language.**
  - D. Focusing solely on advanced learners.**
- 9. Which law governs the use of student information in instructional settings?**
- A. HIPAA.**
  - B. FERPA.**
  - C. NCLB.**
  - D. ESSA.**
- 10. To achieve a new vision focused on student learning, what should be the first step for extending learning time?**
- A. Create a detailed master schedule for extended learning**
  - B. Analyze student assessment data for intervention impacts**
  - C. Contact external providers for program choices**
  - D. Survey teachers on new course preferences**

## **Answers**

SAMPLE

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

SAMPLE

## **Explanations**

SAMPLE



## 1. What is a professional learning community (PLC)?

- A. A group of educators that collaborates to improve teaching practices and student learning**
- B. A school club for student leadership**
- C. An online forum for educators to share resources**
- D. A mandated program by the school district**

A professional learning community (PLC) is fundamentally defined as a group of educators who come together with a shared purpose of collaboration aimed at improving teaching practices and enhancing student learning outcomes. This collaborative approach allows members to engage in meaningful discussions, share effective strategies, reflect on their practices, and focus on the collective goal of elevating student achievement. By fostering a culture of continuous improvement and professional growth, PLCs create an environment where educators support each other and are held accountable for student success. The other options reflect different concepts that do not encompass the essence of what a PLC is. For instance, a school club for student leadership primarily targets student engagement and development rather than teacher collaboration. An online forum for educators may provide a space for sharing resources but lacks the collaborative and focused support system that characterizes a PLC. Lastly, while a mandated program by a school district may encourage the formation of a PLC, the defining feature of a PLC is its voluntary, self-directed nature among educators aimed at professional growth rather than a requirement imposed by outside authorities.

## 2. What is an essential quality of effective feedback for teachers to improve their instruction?

- A. General praise without specifics**
- B. Frequent evaluations with detailed suggestions**
- C. Ratings based solely on standardized test scores**
- D. Feedback focusing primarily on classroom discipline**

An essential quality of effective feedback for teachers to improve their instruction is the provision of frequent evaluations with detailed suggestions. This approach ensures that teachers receive concrete, actionable insights into their teaching practices. By focusing on specific areas for improvement and offering tangible strategies, feedback fosters professional growth and instructional enhancement. It allows teachers to understand what works well in their practice and identifies areas that may need adjustment, leading to a more reflective teaching environment. Feedback that is frequent and detailed encourages an ongoing dialogue between educators and their evaluators or peers, creating a culture of continuous improvement. It helps to set clear expectations and provides the necessary support for teachers to make informed decisions about their instructional methods, ensuring that the feedback is not only evaluative but also developmental. This is crucial for professional development as it leads to better student outcomes through improved teaching strategies.

### **3. What is the significance of building a strong school leadership team?**

- A. Reduces the need for teachers**
- B. Enhances decision-making**
- C. Increases administrative tasks**
- D. Focuses solely on student discipline**

Building a strong school leadership team is significant primarily because it enhances decision-making within the school environment. A cohesive leadership team fosters collaboration and open communication, allowing school leaders to share diverse perspectives and expertise. This collaboration helps to analyze data, identify areas for improvement, and develop strategies that can lead to effective instructional practices and better educational outcomes for students. Moreover, strong leadership teams facilitate a shared vision for the school, aligning goals and initiatives with the needs of the community and student population. By having a well-rounded leadership team, schools are more capable of navigating challenges, implementing change effectively, and creating a supportive culture that encourages professional growth among staff members. This ultimately leads to improved school performance, as decisions are made with a comprehensive understanding of the school's context.

### **4. How can principals utilize community resources effectively?**

- A. By spending resources unrelated to education**
- B. By forming partnerships**
- C. By limiting involvement of parents**
- D. By isolating the school from the community**

Principals can effectively utilize community resources by forming partnerships with local organizations, businesses, and community stakeholders. This strategy is crucial as partnerships allow schools to access a wide range of resources, expertise, and support that enrich the educational experience for students. Collaborating with community entities can provide funding, mentorship programs, internships, and additional educational materials that can enhance the school's offerings and address specific needs within the school environment. When principals engage with community resources, they foster mutual benefits where the school meets the needs of the community while the community gets involved in supporting educational initiatives. This collaborative approach not only strengthens the school's resources but also builds a sense of communal responsibility for student success, resulting in a more holistic approach to education.

**5. How should a school leader incorporate effective math teachers into a plan for improving teaching?**

- A. Request them to mentor low-performing teachers**
- B. Let them continue teaching with their practices**
- C. Recognize them for their effective performance**
- D. Allow them to identify growth areas and provide support**

Incorporating effective math teachers into a plan for improving teaching is best achieved by allowing them to identify growth areas and provide support. This approach leverages the expertise and insights of successful teachers, enabling them to take an active role in enhancing the overall instructional practices within the school. When effective teachers are given the autonomy to identify specific areas where improvement is needed, they can tailor their support and guidance to meet the unique challenges other teachers may face. This collaborative approach fosters a professional learning community, encouraging continuous improvement and shared ownership of educational outcomes. Furthermore, effective teachers can serve as valuable resources in developing targeted professional development initiatives, thereby promoting a culture of ongoing learning and refinement among the staff. By drawing on their experiences, these teachers can help create strategies that are grounded in proven practices, ultimately leading to better student outcomes across the board. This focus on collaboration and growth ensures that all teachers have the opportunity to learn from each other, resulting in a more cohesive and effective instructional framework throughout the school.

**6. How should a principal prioritize resources to support the school's strategic goals?**

- A. By conducting a needs assessment and aligning resources with identified priorities.**
- B. By evaluating faculty satisfaction and retention rates annually.**
- C. By maintaining a strong focus on standardized test scores alone.**
- D. By seeking additional funding through partnerships with local businesses.**

Prioritizing resources to support a school's strategic goals begins with understanding the specific needs of the school community. Conducting a needs assessment allows a principal to gather vital data about what is most necessary for improvement and success. This process involves evaluating current programs, student performance metrics, teacher feedback, and community input. By aligning resources with the identified priorities, a principal ensures that every decision made regarding budgeting, staffing, and program development directly supports the overarching goals of the school. This strategic approach maximizes the effectiveness of available resources and enhances the likelihood of positive outcomes in student achievement and overall school performance. Other options, while they may contribute to improving a school environment, do not provide the same foundational approach to resource allocation as a comprehensive needs assessment. Evaluating faculty satisfaction and retention focuses on staff morale rather than directly addressing students' educational needs. Emphasizing standardized test scores alone can lead to a narrow focus that neglects other critical aspects of student learning and development. Lastly, seeking additional funding through partnerships can be beneficial, but without first establishing clear priorities based on a thorough assessment, those resources may not be allocated most effectively.

**7. What does stakeholder alignment with school goals lead to?**

- A. Increased personal agendas among staff**
- B. Divisive actions among students and parents**
- C. Unified efforts towards achieving strategic objectives**
- D. A greater focus on disciplinary measures**

When stakeholders are aligned with school goals, it leads to unified efforts towards achieving strategic objectives. This alignment fosters collaboration among teachers, administrators, students, parents, and the community. When all parties share a common vision and set of goals, they are more likely to work together effectively and support one another in reaching those objectives. This collective effort can enhance educational outcomes by creating a consistent and supportive environment, ultimately benefiting student achievement and school development. In contrast, personal agendas among staff, divisive actions among students and parents, and a greater focus on disciplinary measures can detract from the school's mission and hinder progress towards its goals. Such outcomes often arise when there is a lack of alignment or clear communication regarding the school's objectives, leading to fragmentation rather than coherence in efforts to improve the educational environment.

**8. How should principals address the needs of English Language Learners (ELLs)?**

- A. By ignoring their specific needs in mainstream classes.**
- B. By implementing specialized programs and strategies that promote language acquisition.**
- C. Providing all instruction in the native language.**
- D. Focusing solely on advanced learners.**

Principals should address the needs of English Language Learners (ELLs) by implementing specialized programs and strategies that promote language acquisition. This approach is essential because ELLs often face unique challenges in their educational experience due to language barriers that can affect their comprehension, participation, and overall academic success. Specialized programs may include English as a Second Language (ESL) instruction, sheltered content instruction, and scaffolded support that allows ELLs to access the curriculum while they are still developing their English language skills. These strategies not only assist with language acquisition but also help students engage with the content in meaningful ways, promoting both language and academic development simultaneously. Moreover, tailored instructional practices that account for the cultural and linguistic backgrounds of ELLs foster an inclusive learning environment where students feel valued and motivated to learn. This comprehensive approach ensures ELLs receive the necessary support to thrive in their educational setting.

**9. Which law governs the use of student information in instructional settings?**

- A. HIPAA.**
- B. FERPA.**
- C. NCLB.**
- D. ESSA.**

The Family Educational Rights and Privacy Act (FERPA) is the law that governs the use of student information in instructional settings. FERPA provides parents and eligible students with specific rights regarding their educational records, including the right to access those records, the right to request amendments if they believe the records are inaccurate, and the right to consent to the disclosure of personally identifiable information. By establishing strict guidelines about who can access student records and under what circumstances, FERPA promotes student privacy and parent engagement in the educational process. This legal framework ensures that institutions handle student information responsibly and safeguard it against unauthorized access. In contrast, HIPAA relates to health information privacy, primarily in the healthcare setting rather than educational contexts. NCLB (No Child Left Behind) and ESSA (Every Student Succeeds Act) both focus on educational accountability and standards but do not address the governance of student information directly. Therefore, FERPA is the most relevant legislation in this context, making it the correct choice.

**10. To achieve a new vision focused on student learning, what should be the first step for extending learning time?**

- A. Create a detailed master schedule for extended learning**
- B. Analyze student assessment data for intervention impacts**
- C. Contact external providers for program choices**
- D. Survey teachers on new course preferences**

The first step in extending learning time to achieve a new vision focused on student learning should involve analyzing student assessment data for intervention impacts. This approach is crucial because understanding the current educational landscape through data allows school leaders to identify specific areas where students are struggling and which interventions have been effective. By evaluating this data, leaders can make informed decisions on how to optimize extended learning opportunities, ensuring that they address the needs of students most effectively. By focusing on data analysis first, principals can tailor their strategies based on actual student performance and learning outcomes. This foundation ensures that any new programs or initiatives introduced in the extended learning time are grounded in evidence of what works. Effective decision-making around extended learning is not just about increasing time but understanding the purpose of that time as it relates to improving student learning. In contrast, other options, while also potentially important steps in the process, do not prioritize the foundational knowledge necessary to guide the development of effective extended learning time strategies. Creating a detailed master schedule or contacting external providers can still happen after understanding the needs derived from data analysis. Similarly, surveying teachers about course preferences will be more meaningful if it is based on a clear understanding of student needs and intervention impacts gleaned from data.