

NYSTCE 109/110 – SCHOOL BUILDING LEADER (SBL) PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. What type of assessment compares individual performance to a group standard, often represented by a bell curve?**
 - A. Summative assessment
 - B. Normative assessment
 - C. Formative assessment
 - D. Criterion-referenced assessment
- 2. How is the need for evaluation addressed under IDEA?**
 - A. Evaluations are only required for new students
 - B. All students must be evaluated every month
 - C. Evaluations are conducted as deemed necessary to ensure services are appropriate
 - D. Evaluations are not mandated if parents agree
- 3. What strategy can promote resilience in students?**
 - A. Avoiding challenges
 - B. Teaching problem-solving skills
 - C. Limiting emotional expression
 - D. Focusing only on academic success
- 4. What is a major drawback of a democratic leadership style?**
 - A. It's easy to achieve the desired goal
 - B. It allows for quick decision-making
 - C. It can be hard to achieve the desired goal
 - D. It minimizes stakeholder input
- 5. Creating Alignment in a school requires which of the following?**
 - A. Common preps for departments to meet
 - B. Isolation of teaching strategies
 - C. Reduction in professional development
 - D. Strict adherence to a single curriculum

- 6. In conflict management, when is it appropriate to intervene?**
- A. Only after a formal complaint
 - B. When necessary
 - C. Immediately without monitoring
 - D. As soon as a disagreement occurs
- 7. Which approach is discouraged when dealing with difficult teachers?**
- A. Addressing issues in private meetings
 - B. Seeking support from administrators
 - C. Engaging in public confrontation
 - D. Utilizing mediation strategies
- 8. What should schools focus on to enhance family involvement effectively?**
- A. Creating communication channels with families
 - B. Avoiding interaction with parents
 - C. Limiting family workshop opportunities
 - D. Concealing school progress
- 9. How can school leaders leverage technology to enhance teaching and learning?**
- A. By using tech for administrative tasks only
 - B. By integrating digital tools into instruction
 - C. By limiting technology access
 - D. By focusing on traditional methods
- 10. What does SPACE stand for in terms of instructional leadership knowledge?**
- A. Students, Pedagogy, Assessment, Curriculum, Engagement
 - B. Standards, Professional development approaches, Assessment rigors, Curriculum expectations, EAS pedagogy
 - C. Systematic approach to Performance in Academics, Curriculum, and Engagement
 - D. Scholarly Practices and Art of Curriculum Effectiveness

Answers

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

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Explanations

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1. What type of assessment compares individual performance to a group standard, often represented by a bell curve?

- A. Summative assessment
- B. Normative assessment**
- C. Formative assessment
- D. Criterion-referenced assessment

Normative assessment is designed to compare an individual's performance to a group standard, which is often visualized through a bell curve. This type of assessment provides insight into how a student performs relative to their peers. By establishing a distribution of scores within a group, normative assessments help educators identify where an individual falls in relation to the average performance of the group, allowing for assessment of relative strengths and weaknesses. In contrast, summative assessment typically evaluates student learning at the end of an instructional period, focusing on measuring what students have learned without comparing their performance to a peer group. Formative assessments are ongoing evaluations that inform instruction and support learning during the educational process, rather than providing a comparative measure against peers. Criterion-referenced assessments measure student performance against a set standard or predetermined learning objectives, rather than comparing it to the performance of other students.

2. How is the need for evaluation addressed under IDEA?

- A. Evaluations are only required for new students
- B. All students must be evaluated every month
- C. Evaluations are conducted as deemed necessary to ensure services are appropriate**
- D. Evaluations are not mandated if parents agree

The Individuals with Disabilities Education Act (IDEA) outlines a clear framework for the evaluation of students with disabilities to ensure they receive appropriate services tailored to their unique needs. Under IDEA, evaluations are conducted as deemed necessary, which means they are flexible and responsive to the individual circumstances of each student. This approach allows for periodic assessments to determine if a student continues to need special education services, and if so, to ensure that those services meet their evolving needs. This necessity to evaluate is rooted in the overarching goal of IDEA, which is to provide a Free Appropriate Public Education (FAPE) to children with disabilities. By evaluating students as necessary, schools are better equipped to identify any changes in a student's condition or educational performance, thereby responding appropriately with the required support or modifications to their Individualized Education Program (IEP). In contrast, the other options do not align with the goals or requirements of IDEA. Evaluating only new students would neglect ongoing assessment needs for existing students, while conducting evaluations every month would be impractical and likely unnecessary for most. Additionally, the notion that evaluations are not mandated if parents agree undermines the law's intent to ensure every student receives the evaluations needed to facilitate appropriate educational solutions. Therefore, the correct approach under IDEA emphasizes the necessity

3. What strategy can promote resilience in students?

- A. Avoiding challenges
- B. Teaching problem-solving skills**
- C. Limiting emotional expression
- D. Focusing only on academic success

Teaching problem-solving skills is a powerful strategy for promoting resilience in students. Resilience is the ability to adapt to challenges and recover from setbacks, and problem-solving skills equip students with the tools they need to navigate difficulties effectively. When students learn how to approach problems systematically—by identifying the issue, brainstorming potential solutions, weighing the pros and cons, and implementing a plan—they become more confident in their ability to handle adversity. Having strong problem-solving skills allows students to see challenges not as insurmountable obstacles but as opportunities for growth and learning. This shift in perspective is crucial for developing resilience, as it fosters a mindset that embraces difficulties rather than shying away from them. Additionally, problem-solving engages critical thinking and creativity, which are essential components of a resilient individual who can adapt to various situations in life. In contrast, avoiding challenges undermines resilience by not allowing students to develop coping strategies. Limiting emotional expression can stifle essential communication and self-regulation skills necessary for resilience. Focusing solely on academic success may neglect the broader life skills that contribute to a student's overall ability to bounce back from difficulties.

4. What is a major drawback of a democratic leadership style?

- A. It's easy to achieve the desired goal
- B. It allows for quick decision-making
- C. It can be hard to achieve the desired goal**
- D. It minimizes stakeholder input

A major drawback of a democratic leadership style is that it can be hard to achieve the desired goal. This leadership style emphasizes participation and input from group members, which can lead to thorough discussions and a variety of opinions being shared. While this inclusivity can foster a sense of community and ownership among stakeholders, it often slows down the decision-making process. When collective input is prioritized, reaching a consensus may take considerable time and effort, making it challenging to implement decisions swiftly. As a result, there can be delays in achieving objectives, and in some situations, this approach could lead to indecision or a lack of clear direction, particularly when urgent action is needed. Thus, while democratic leadership has its strengths, the potential difficulty in effectively reaching and executing goals is a significant concern.

5. Creating Alignment in a school requires which of the following?

- A. Common preps for departments to meet**
- B. Isolation of teaching strategies
- C. Reduction in professional development
- D. Strict adherence to a single curriculum

Creating alignment in a school is fundamentally about ensuring that all parts of the educational system are working towards common goals and objectives. One effective method to achieve this is by providing common planning times, or preps, for departments to meet. This collaborative time allows teachers to discuss curricular goals, align their teaching strategies, and share best practices, thereby promoting a unified approach to instruction. By coordinating efforts, educators can ensure consistency in what is taught, how it is taught, and the assessments used to evaluate student learning, ultimately enhancing student outcomes. The other options do not contribute to alignment in a meaningful way. Isolation of teaching strategies can lead to disjointed instruction where educators do not benefit from one another's experiences or methods. A reduction in professional development fails to support ongoing teacher growth, which is essential for aligning instruction to best practices and current educational standards. Lastly, strict adherence to a single curriculum may stifle creativity and flexibility in teaching, which can hinder educators' ability to meet the diverse needs of their students. In contrast, providing common prep times fosters collaboration and cohesion, making it a crucial strategy for creating alignment within a school.

6. In conflict management, when is it appropriate to intervene?

- A. Only after a formal complaint
- B. When necessary**
- C. Immediately without monitoring
- D. As soon as a disagreement occurs

In conflict management, the most effective time to intervene is when necessary. This approach emphasizes the importance of assessing the situation before taking action. Intervening only when it is required allows for a more thoughtful response, considering the context, the individuals involved, and the nature of the conflict. It enables the leader to determine whether the situation can be resolved through communication or if a more structured intervention is needed. This timing also allows for a more strategic approach, as it prevents unnecessary escalations of minor disagreements that might resolve themselves. By carefully monitoring the dynamics of the situation, a leader can decide the optimal moment to engage, ensuring that their intervention is constructive rather than disruptive. In contrast, intervening immediately without monitoring may escalate a situation unnecessarily, while waiting for a formal complaint can lead to unresolved issues festering over time. Addressing disagreements only when they occur without regard for their complexity or impact doesn't allow for a nuanced response that may prevent further conflict.

7. Which approach is discouraged when dealing with difficult teachers?

- A. Addressing issues in private meetings
- B. Seeking support from administrators
- C. Engaging in public confrontation**
- D. Utilizing mediation strategies

Engaging in public confrontation is discouraged when dealing with difficult teachers because it can escalate tensions and create a hostile work environment. Public confrontations can lead to humiliation for the teacher and may decrease their willingness to collaborate or communicate effectively in the future. Additionally, addressing conflicts in a public setting can damage professional relationships among staff and undermine team cohesion. In contrast, addressing issues in private meetings helps to maintain a respectful dialogue and allows for a more constructive conversation. Seeking support from administrators can provide additional resources or guidance on how to effectively manage the situation. Utilizing mediation strategies can promote understanding and resolution without the negative fallout associated with public confrontation. Overall, avoiding public confrontations fosters a more positive and productive school culture.

8. What should schools focus on to enhance family involvement effectively?

- A. Creating communication channels with families**
- B. Avoiding interaction with parents
- C. Limiting family workshop opportunities
- D. Concealing school progress

Enhancing family involvement is crucial for fostering a strong school community and improving student outcomes. Creating communication channels with families is the most effective strategy because it establishes a foundation for open dialogue and collaboration between the school and home. When schools provide accessible ways for families to receive information and share their input—such as newsletters, emails, social media, and family workshops—they empower parents to become active participants in their children's education. These communication channels can also help to build trust and rapport between families and school staff, making it easier for parents to engage with the school community and support their children's learning. The emphasis is on transparency and inclusion, which can lead to more meaningful involvement from families. In contrast, avoiding interaction with parents, limiting workshop opportunities, and concealing school progress would inhibit the development of a supportive and collaborative environment that benefits both students and families. Thus, the focus on communication is critical for fostering effective family involvement.

9. How can school leaders leverage technology to enhance teaching and learning?

- A. By using tech for administrative tasks only
- B. By integrating digital tools into instruction**
- C. By limiting technology access
- D. By focusing on traditional methods

Integrating digital tools into instruction is a vital strategy for school leaders looking to enhance teaching and learning. This approach allows educators to utilize a wide range of technological resources—such as interactive software, educational apps, online platforms, and digital collaboration tools—to create a more engaging and effective learning environment. When technology is integrated thoughtfully into instructional practices, it can facilitate personalized learning, accommodate diverse learning styles, and provide students with access to a wealth of information and resources beyond traditional textbooks. This promotes critical thinking, collaboration, and creativity among students, preparing them for a technology-driven world. In contrast, solely using technology for administrative tasks limits its potential impact on educational experiences. Restricting access to technology can hinder students' learning opportunities and their ability to develop necessary digital skills. Additionally, focusing exclusively on traditional methods may not resonate with today's learners who are often more engaged when technology is part of their learning process. Therefore, by integrating digital tools into instruction, school leaders can significantly enhance teaching and learning outcomes.

10. What does SPACE stand for in terms of instructional leadership knowledge?

- A. Students, Pedagogy, Assessment, Curriculum, Engagement
- B. Standards, Professional development approaches, Assessment rigors, Curriculum expectations, EAS pedagogy**
- C. Systematic approach to Performance in Academics, Curriculum, and Engagement
- D. Scholarly Practices and Art of Curriculum Effectiveness

The acronym SPACE in the context of instructional leadership knowledge is best represented by "Standards, Professional development approaches, Assessment rigors, Curriculum expectations, EAS pedagogy." This encapsulates essential components that instructional leaders focus on to enhance educational practices and improve student outcomes. Focusing on standards ensures alignment with academic expectations and helps guide teaching practices. Professional development approaches are integral in equipping educators with the skills and knowledge necessary to implement effective teaching strategies. The rigor of assessments is critical, as it measures student learning and informs instructional adjustments. Curriculum expectations serve as a framework for what students should learn, while EAS pedagogy refers to evidence-based approaches that can be employed to improve instruction and learning. Together, these components create a comprehensive framework that instructional leaders can utilize to foster high-quality teaching and learning environments. This distinction reinforces the importance of each element and highlights how they collectively contribute to effective instructional leadership.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://nystcesbl.examzify.com>

We wish you the very best on your exam journey. You've got this!

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