

Praxis Administration and Supervision (5412) Practice Test (Sample)

Study Guide



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SAMPLE

Questions

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- 1. How should a school leader address teachers resistant to integrating technology into their instruction?**
 - A. Mandating technology use in every lesson.**
 - B. Facilitating a teacher-to-teacher model for developing technological proficiency.**
 - C. Providing a list of necessary technological tools.**
 - D. Requiring participation in a training workshop.**
- 2. What action should a school leader suggest to improve teacher collaboration regarding student data?**
 - A. Conduct workshops on data analysis**
 - B. Establish common planning times**
 - C. Utilize data teams for analysis**
 - D. Require data reports after each lesson**
- 3. What is the most appropriate action for a school leader aiming to reduce the effects of poverty by fostering a respectful learning environment?**
 - A. Encouraging faculty to develop supportive relationships with students**
 - B. Implementing strict discipline policies**
 - C. Increasing standardized testing**
 - D. Limiting extracurricular activities**
- 4. What is the most effective argument for a school leader to advocate for establishing school-based health centers (SBHCs)?**
 - A. They improve academic performance.**
 - B. They increase student attendance.**
 - C. They provide mental health services.**
 - D. They reduce healthcare costs for families.**
- 5. What is a school leader's best initial step for developing programs for economically disadvantaged students?**
 - A. Identifying the barriers that hinder students' academic success**
 - B. Conducting surveys to assess student needs**
 - C. Creating partnerships with local businesses**
 - D. Implementing tutoring programs**

- 6. What is a suitable action for a leader in a high school facing increasing dropout rates?**
- A. Implementing stricter attendance policies.**
 - B. Establishing an online credit recovery option for failing seniors.**
 - C. Offering more electives.**
 - D. Reducing the cutoff age for graduation.**
- 7. In the context of PBISP B I S, which component should a school leader emphasize first to a teacher struggling with student misbehavior?**
- A. Incentivizing student performance**
 - B. Documenting behavioral incidents**
 - C. Teaching and monitoring clear behavioral expectations of all students**
 - D. Providing after-school detention**
- 8. When developing a strategic plan, which of the following questions should be prioritized to assess the current state of school programs?**
- A. What technology resources do we need next year?**
 - B. What are our strengths and weaknesses?**
 - C. What donation policies do we need to review?**
 - D. What extracurricular activities should we eliminate?**
- 9. What is the best action for addressing the dismissal problem at the elementary school?**
- A. Developing procedures for staggering dismissal times for each grade level**
 - B. Assigning additional staff to control traffic flow**
 - C. Increasing the duration of dismissal time**
 - D. Providing students with safety training during dismissal**

10. During a parent meeting about a senior internship program, what primary benefit should the school leader highlight?

- A. Increased college acceptance rates**
- B. Promoting skills and knowledge in a student's field of interest**
- C. Improved GPAs for participating students**
- D. Involvement in community service programs**

Answers

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

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Explanations

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1. How should a school leader address teachers resistant to integrating technology into their instruction?

A. Mandating technology use in every lesson.

B. Facilitating a teacher-to-teacher model for developing technological proficiency.

C. Providing a list of necessary technological tools.

D. Requiring participation in a training workshop.

Facilitating a teacher-to-teacher model for developing technological proficiency is a highly effective approach for addressing teachers who are resistant to integrating technology into their instruction. This method encourages collaboration and leverages the expertise of peers, creating a supportive environment where teachers can share their experiences, strategies, and successes. By working together, teachers can see firsthand how technology can enhance instruction and improve student outcomes, which may alleviate their apprehension. This model also fosters a sense of ownership and empowerment among educators, as they become active participants in the learning process rather than passive recipients of mandated directives. Such peer-led initiatives can provide tailored, relevant support that addresses individual concerns and promotes gradual adoption of technology, catering to varying levels of comfort and proficiency. Overall, this collaborative approach can lead to a more positive attitude toward technology integration, making it more likely for teachers to embrace new tools and methodologies in their classrooms.

2. What action should a school leader suggest to improve teacher collaboration regarding student data?

A. Conduct workshops on data analysis

B. Establish common planning times

C. Utilize data teams for analysis

D. Require data reports after each lesson

Establishing common planning times for teachers is an effective strategy to enhance collaboration regarding student data. When teachers have dedicated periods to plan together, they can share insights, discuss student data, and collaboratively analyze instructional strategies that work best for their students. This time allows them to align their teaching practices, create cohesive plans that cater to the needs of all students, and discuss how to use data to inform their instructional decisions. The collaborative environment fosters communication and teamwork, making it easier for teachers to utilize data effectively to improve student outcomes. While conducting workshops on data analysis can provide valuable skills, it may not facilitate ongoing collaboration among teachers as effectively as scheduled planning time. Utilizing data teams for analysis can also be beneficial but might not directly address the day-to-day collaborative needs of teachers in a practical setting. Requiring data reports after each lesson can create additional pressure and may not promote the collaborative spirit that is essential for effective teamwork and professional growth.

3. What is the most appropriate action for a school leader aiming to reduce the effects of poverty by fostering a respectful learning environment?

A. Encouraging faculty to develop supportive relationships with students

B. Implementing strict discipline policies

C. Increasing standardized testing

D. Limiting extracurricular activities

Encouraging faculty to develop supportive relationships with students is a critical action for a school leader focused on reducing the effects of poverty in the educational environment. Building strong, trusting relationships between teachers and students creates a sense of belonging and support, which is especially vital for students from low-income backgrounds who may face numerous challenges outside of school. When students feel respected and valued by their educators, they are more likely to engage in the learning process, seek help when needed, and perform better academically. Supportive relationships also contribute to a positive school climate, which can mitigate some of the adverse effects of poverty by providing students with emotional and social resources. Faculty who take the time to connect with students can better understand their unique needs and circumstances, allowing for more tailored and effective support. This approach cultivates an inclusive environment where all students can thrive, regardless of their socioeconomic status. In contrast, strict discipline policies, increasing standardized testing, and limiting extracurricular activities may not address the root causes of the issues faced by students living in poverty. These actions can create a more punitive environment and may further alienate students who are already struggling, rather than fostering a community of support and respect that encourages academic and personal growth.

4. What is the most effective argument for a school leader to advocate for establishing school-based health centers (SBHCs)?

A. They improve academic performance.

B. They increase student attendance.

C. They provide mental health services.

D. They reduce healthcare costs for families.

Advocating for the establishment of school-based health centers (SBHCs) is compellingly supported by the argument that they increase student attendance. Establishing SBHCs directly addresses a critical barrier to educational access; when students have health issues—whether physical or mental—they are more likely to miss school. By providing integrated health services within the school setting, SBHCs facilitate easier access to care for students, which can lead to timely treatment of illnesses and promote overall well-being. This increased accessibility not only helps mitigate health-related absences but also fosters an environment where students feel supported in both their health and educational journeys. By attending school more consistently, students have greater opportunities to engage with learning, participate in their education fully, and build relationships with peers and educators. This holistic approach ultimately reinforces the idea that health is intrinsically linked to education, demonstrating the SBHCs' role in promoting better attendance, thereby enhancing overall educational outcomes.

5. What is a school leader's best initial step for developing programs for economically disadvantaged students?

A. Identifying the barriers that hinder students' academic success

B. Conducting surveys to assess student needs

C. Creating partnerships with local businesses

D. Implementing tutoring programs

The best initial step for a school leader in developing programs for economically disadvantaged students is to identify the barriers that hinder students' academic success. This approach is foundational because understanding the specific challenges that these students face is crucial for designing effective programs. Barriers can include a range of issues such as lack of access to resources, insufficient academic support, or external factors affecting their home life. By identifying these barriers, a leader can gain valuable insights into the unique needs of the student population, allowing for targeted interventions. This assessment phase lays the groundwork for subsequent actions, such as conducting surveys to further refine understanding, creating partnerships to provide resources, or implementing tutoring programs that directly address the identified challenges. In essence, identifying barriers provides the necessary context and understanding needed to develop programs that are relevant and effective for economically disadvantaged students.

6. What is a suitable action for a leader in a high school facing increasing dropout rates?

A. Implementing stricter attendance policies.

B. Establishing an online credit recovery option for failing seniors.

C. Offering more electives.

D. Reducing the cutoff age for graduation.

Establishing an online credit recovery option for failing seniors is a suitable action for a leader in a high school dealing with increasing dropout rates because it directly addresses one of the primary barriers to graduation—students who are at risk of failing to meet their graduation requirements due to not successfully completing certain courses. Offering online credit recovery allows students who may be struggling in a traditional setting to engage with the material at their own pace and in a format that could be more accommodating to their individual needs. This flexibility can prevent students from falling further behind and ultimately withdrawing from school. Moreover, it provides a pathway for students to regain credits and stay on track for graduation, which is crucial in enhancing retention rates and promoting student success. In contrast, while implementing stricter attendance policies might improve attendance rates, it does not address the underlying issues causing students to struggle academically. Offering more electives can enhance student engagement but does not directly integrate necessary recovery options for those at risk of failing. Reducing the cutoff age for graduation may create inconsistencies in educational standards and accountability, potentially leading to further challenges rather than solving existing dropout issues.

7. In the context of PBISP B I S, which component should a school leader emphasize first to a teacher struggling with student misbehavior?

A. Incentivizing student performance

B. Documenting behavioral incidents

C. Teaching and monitoring clear behavioral expectations of all students

D. Providing after-school detention

The correct choice is to emphasize teaching and monitoring clear behavioral expectations of all students. This component lays a foundational framework for managing student behavior effectively. By establishing clear expectations, students gain an understanding of what is acceptable and what is not within the classroom environment. This clarity can significantly reduce instances of misbehavior, as students are more likely to adhere to guidelines that are explicitly communicated and consistently enforced. When teachers focus on defining and modeling appropriate behaviors, they create a positive learning environment that supports student engagement and accountability. Additionally, monitoring these expectations ensures that students receive consistent reinforcement, which can further help mitigate misbehavior. This proactive approach, rather than reactive measures, fosters a culture of respect and discipline in the classroom, ultimately leading to better outcomes for students and a more conducive learning atmosphere. In contrast, while incentivizing performance, documenting incidents, or imposing disciplinary measures like after-school detention may address behavior after it occurs, they do not directly prevent misbehavior from happening in the first place. Thus, establishing clear expectations is crucial for long-term behavioral change.

8. When developing a strategic plan, which of the following questions should be prioritized to assess the current state of school programs?

A. What technology resources do we need next year?

B. What are our strengths and weaknesses?

C. What donation policies do we need to review?

D. What extracurricular activities should we eliminate?

Prioritizing the question about identifying strengths and weaknesses is essential when developing a strategic plan because it provides a thorough understanding of the current state of school programs. By assessing strengths, the school can leverage its existing assets to further enhance its programs and initiatives. Conversely, recognizing weaknesses allows the school to pinpoint areas that require improvement and strategic intervention. This holistic view enables leaders to align their goals and resources effectively, addressing immediate needs while planning for long-term objectives. Understanding the strengths and weaknesses creates a foundation for informed decision-making, guiding the prioritization of initiatives, allocation of resources, and setting measurable objectives. This critical self-assessment is fundamental to any strategic planning process, as it ensures that the plan is responsive to the unique context and needs of the school environment. In contrast, focusing solely on future technology needs, reviewing donation policies, or evaluating extracurricular activities lacks the foundational assessment necessary for a comprehensive strategic plan. While these are important considerations, they stem from a deeper understanding of what the school currently possesses and the challenges it faces. Without first establishing a clear picture of strengths and weaknesses, the school may miss opportunities to capitalize on existing resources or neglect pressing issues that require immediate attention.

9. What is the best action for addressing the dismissal problem at the elementary school?

A. Developing procedures for staggering dismissal times for each grade level

B. Assigning additional staff to control traffic flow

C. Increasing the duration of dismissal time

D. Providing students with safety training during dismissal

Developing procedures for staggering dismissal times for each grade level addresses the dismissal problem effectively by reducing congestion and chaos during the end of the school day. By implementing staggered times, the school can manage the flow of students exiting the building, which enhances safety for both students and staff. This approach allows for a more organized dismissal process, giving teachers and staff the ability to monitor students more effectively and minimize the risk of accidents or injuries that can occur in crowded environments. While assigning additional staff to control traffic flow can be beneficial, it may not fully resolve the inherent issues that come with large numbers of students leaving at the same time. Increasing the duration of dismissal time may provide more time for students to disperse but does not inherently address the flow of students, which can still lead to congestion. Providing students with safety training during dismissal is certainly important, but it may not directly alleviate the immediate logistical challenges present at dismissal time. Hence, staggered dismissal is the most proactive and structural solution to improve overall safety and efficiency during this critical time of day.

10. During a parent meeting about a senior internship program, what primary benefit should the school leader highlight?

A. Increased college acceptance rates

B. Promoting skills and knowledge in a student's field of interest

C. Improved GPAs for participating students

D. Involvement in community service programs

Highlighting the promotion of skills and knowledge in a student's field of interest as the primary benefit of a senior internship program emphasizes the practical application of academic learning. This approach not only provides students with real-world experience but also enables them to explore their potential career paths more deeply. By engaging in an internship, students have the opportunity to build relevant skills, gain insights into their chosen industries, and make informed decisions about their futures. This practical experience can significantly enhance their readiness for both college and the workforce. Moreover, while increased college acceptance rates, improved GPAs, and involvement in community service programs are important factors in a student's overall educational experience, they may not directly capture the essence of what internships offer. Internships are fundamentally about bridging the gap between classroom learning and practical application, making the development of skills and knowledge in a student's field the most compelling benefit to convey during a parent meeting.