

SCHOOL LEADERS LICENSURE ASSESSMENT (SLLA) 6990 PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE**

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	16

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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. Under IDEA, what age range does Part B cover for special education services?**
 - A. 0-3 years
 - B. 3-21 years
 - C. 5-18 years
 - D. 6-22 years
- 2. What classification of data typically refers to measurements that are documented and written down?**
 - A. Normative
 - B. Formal
 - C. Informal
 - D. Summative
- 3. What should school leaders identify first when planning for effective professional development?**
 - A. Administering surveys to teachers
 - B. Creating a budget for the program
 - C. Student and teacher learning needs
 - D. Setting long-term institutional goals
- 4. Which of the following is NOT a factor in determining equity in education?**
 - A. Student needs
 - B. Funding allocation
 - C. Uniform distribution of resources
 - D. Individual student requirements
- 5. According to the Weingarten rights, what can an employee request during a disciplinary action interview?**
 - A. A representative for support
 - B. A second interviewer
 - C. Immediate dismissal from the meeting
 - D. Access to legal documents

- 6. What type of assessment evaluates the degree of learning at the conclusion of a course?**
- A. Informal
 - B. Formative
 - C. Normative
 - D. Summative
- 7. What does the Children's Internet Protection Act (CIPA) require from schools to receive Internet access discounts?**
- A. Implementation of a sports program
 - B. Development of an Internet safety policy
 - C. Hiring a technology coordinator
 - D. Providing training for teachers
- 8. In cases of conflict in a school, what is the recommended action?**
- A. Ignore the problem
 - B. Bring in outside mediators
 - C. Separate the parties involved
 - D. Escalate to district level administration
- 9. Under FERPA, what is primarily regulated?**
- A. The management of student records
 - B. The assessment of teacher performance
 - C. Curriculum development
 - D. The evaluation of school facilities
- 10. According to research, what action by parents of urban students will best support their children's achievement in school?**
- A. Attending school events
 - B. Checking that their children have completed their homework every night
 - C. Providing additional tutoring
 - D. Communicating regularly with teachers

Answers

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

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Explanations

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1. Under IDEA, what age range does Part B cover for special education services?

- A. 0-3 years
- B. 3-21 years**
- C. 5-18 years
- D. 6-22 years

Part B of the Individuals with Disabilities Education Act (IDEA) specifically covers the provision of special education services for children and youth ages 3 to 21. This age range is significant because it aligns with the key developmental years when educational support is crucial for students with disabilities. Under IDEA, services are designed to ensure that children with disabilities have access to a free appropriate public education (FAPE) tailored to their individual needs. By including students up until the age of 21, Part B provides support to those who may still be attending school and are preparing for post-school activities, including further education, vocational training, or independent living. This framework encourages the development of transitional services as students approach adulthood, emphasizing the importance of preparing students for life beyond high school. Access to quality education and supportive services during these critical years can significantly impact a child's educational outcomes and future opportunities.

2. What classification of data typically refers to measurements that are documented and written down?

- A. Normative
- B. Formal**
- C. Informal
- D. Summative

The classification of data that refers to measurements that are documented and written down is formal data. Formal data is typically collected through structured methods such as surveys, standardized tests, and systematic observations, which ensure that the data is quantifiable and can be used for analysis and decision-making. This type of data is usually recorded in a systematic and organized manner, making it reliable for educational assessments, evaluations, and planning. In contrast, normative data usually involves benchmarks or standards that are used for comparison, informal data relies on more casual observations and anecdotes without a structured approach, and summative data is collected to evaluate the effectiveness of an intervention or program after it has been implemented. Each of these classifications has its own context, but formal data is specifically characterized by its documented and structured nature.

3. What should school leaders identify first when planning for effective professional development?

- A. Administering surveys to teachers
- B. Creating a budget for the program
- C. Student and teacher learning needs**
- D. Setting long-term institutional goals

Identifying student and teacher learning needs is crucial for planning effective professional development because it directly informs all subsequent decisions in the planning process. By understanding these needs, school leaders can tailor professional development initiatives that address specific gaps in knowledge or skills among both teachers and students. This approach ensures that the professional development is relevant and impactful, leading to enhanced teaching practices and improved student outcomes. When school leaders start with a focus on learning needs, they can align professional development with the overall educational goals of the institution. This alignment helps create a coherent framework where professional growth translates into better student learning experiences. Moreover, understanding these needs can guide leaders in selecting the right training programs, resources, and methodologies that resonate with the realities of the classroom. While gathering input through surveys, creating a budget, and setting institutional goals are all important aspects of planning, they serve as secondary components that can be effectively developed once the core learning needs are understood. Focusing first on learning needs ensures that professional development efforts are strategically targeted and scientifically grounded, ultimately leading to more successful educational outcomes.

4. Which of the following is NOT a factor in determining equity in education?

- A. Student needs
- B. Funding allocation
- C. Uniform distribution of resources**
- D. Individual student requirements

The determination of equity in education is fundamentally about how resources, opportunities, and support are allocated to ensure all students can succeed, particularly in light of their unique circumstances. Uniform distribution of resources, while it may suggest fairness at first glance, does not adequately account for the varying needs of students. Equity requires recognizing that students come from diverse backgrounds and have different challenges. For instance, some students may require additional support due to learning disabilities, language barriers, or socioeconomic factors. If resources are distributed uniformly, those who need more assistance may not receive what is necessary to help them thrive. In contrast, the other factors—student needs, funding allocation, and individual student requirements—are all crucial to fostering equity. Addressing student needs means assessing what specific support each student requires. Funding allocation pertains to how financial resources are directed towards schools and programs serving disadvantaged populations. Individual student requirements focus on tailoring education to meet the distinct goals and obstacles faced by each learner. All these aspects contribute to creating an equitable education system that fosters success for every student.

5. According to the Weingarten rights, what can an employee request during a disciplinary action interview?

- A. A representative for support**
- B. A second interviewer
- C. Immediate dismissal from the meeting
- D. Access to legal documents

Weingarten rights grant employees the right to request representation during a disciplinary interview or meeting, which can provide crucial support in situations where adverse employment action may be discussed. This concept emerged from a Supreme Court decision that recognized an employee's right to have a union representative present to ensure that their interests are protected during investigations or interrogations that could lead to disciplinary action. Having a representative can help the employee understand the process, offer guidance, and ensure that the employee's rights are not violated during the interview. The presence of a representative can also create a more balanced environment, where the employee feels supported and can fully participate in the discussion regarding any disciplinary action. This is a fundamental right intended to protect workers in their relations with their employers during potentially high-stakes interactions.

6. What type of assessment evaluates the degree of learning at the conclusion of a course?

- A. Informal
- B. Formative
- C. Normative
- D. Summative**

The assessment that evaluates the degree of learning at the conclusion of a course is known as summative assessment. This type of assessment is designed to measure what students have learned after a specific instructional period, often at the end of a unit, semester, or course. Summative assessments typically include final exams, end-of-course projects, or standardized tests that provide comprehensive data on student understanding and the effectiveness of the educational program. By focusing on documenting what students have achieved, summative assessments help educators determine whether learning objectives have been met and inform decisions about curriculum effectiveness and necessary improvements. This contrasts with formative assessments, which are conducted during the learning process to provide ongoing feedback, and are primarily aimed at improving student learning and instruction while learning is still taking place. Instead of evaluating the final output of the learning process, formative assessments adjust teaching strategies based on student performance.

7. What does the Children's Internet Protection Act (CIPA) require from schools to receive Internet access discounts?

- A. Implementation of a sports program
- B. Development of an Internet safety policy**
- C. Hiring a technology coordinator
- D. Providing training for teachers

The Children's Internet Protection Act (CIPA) requires schools and libraries to develop and implement an Internet safety policy as a condition for receiving discounts on Internet access. This policy must include measures to protect children from harmful online content, establish rules for the appropriate use of the Internet, and outline how the institution will educate students about safe online behaviors. This focus on creating a safety policy is key because it ensures that while students have access to valuable online resources, they are also safeguarded from potential dangers associated with the Internet. CIPA emphasizes the importance of proactive measures rather than simply providing access, which is why the implementation of an Internet safety policy is a fundamental requirement for obtaining those discounts.

8. In cases of conflict in a school, what is the recommended action?

- A. Ignore the problem
- B. Bring in outside mediators
- C. Separate the parties involved**
- D. Escalate to district level administration

In cases of conflict in a school, it is important to take productive and proactive steps to resolve the issue. Separating the parties involved can be an effective initial action to de-escalate tension and prevent further conflict from arising. By creating physical or emotional distance between the conflicting parties, school leaders can allow for a cooling-off period which may enable individuals to gain perspective on the situation. This separation can set the stage for a more constructive dialogue later on. Once the immediate tension has been reduced, leaders can then facilitate a more comprehensive conflict resolution strategy, which might involve bringing parties together to discuss the issue in a controlled environment, seeking to understand each viewpoint, and working collaboratively towards a resolution. This approach aligns with effective conflict resolution practices within educational settings, as it prioritizes maintaining a safe and supportive school environment for all students and staff involved.

9. Under FERPA, what is primarily regulated?

- A. The management of student records**
- B. The assessment of teacher performance
- C. Curriculum development
- D. The evaluation of school facilities

Under the Family Educational Rights and Privacy Act (FERPA), the primary focus is on the management of student records, specifically regarding the privacy and confidentiality of students' educational information. FERPA grants parents and eligible students certain rights concerning their educational records, including the right to access those records, request amendments to them, and control the disclosure of personally identifiable information. This regulatory framework is crucial for protecting students' privacy rights and ensuring that educational institutions handle student records responsibly and ethically. The other options do not fall under the purview of FERPA. Teacher performance evaluations, curriculum development, and facility evaluations relate to educational policy and administration but are not directly governed by FERPA, which specifically addresses the rights of students and the safeguarding of their educational records. This makes the management of student records the correct answer within the context of FERPA.

10. According to research, what action by parents of urban students will best support their children's achievement in school?

- A. Attending school events
- B. Checking that their children have completed their homework every night**
- C. Providing additional tutoring
- D. Communicating regularly with teachers

The reasoning behind selecting the action of parents checking that their children have completed their homework every night as the best support for urban students' achievement in school lies in the strong correlation between homework completion and academic performance. When parents actively ensure that their children are completing homework assignments, they reinforce the importance of education and responsibility, leading to improved understanding of the material and better grades. This practice also encourages a routine that emphasizes time management and accountability. Research indicates that homework, when properly completed, can help reinforce classroom learning and solidify key concepts. Thus, this direct involvement can have a significant impact on students' academic success. While attending school events, providing additional tutoring, and communicating with teachers are also valuable actions that parents can take to support their children's education, the act of checking homework completion tends to provide a more consistent and immediate reinforcement of academic effort and responsibility, which can lead to more tangible improvements in school performance.

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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://slla6990.examzify.com>

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

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