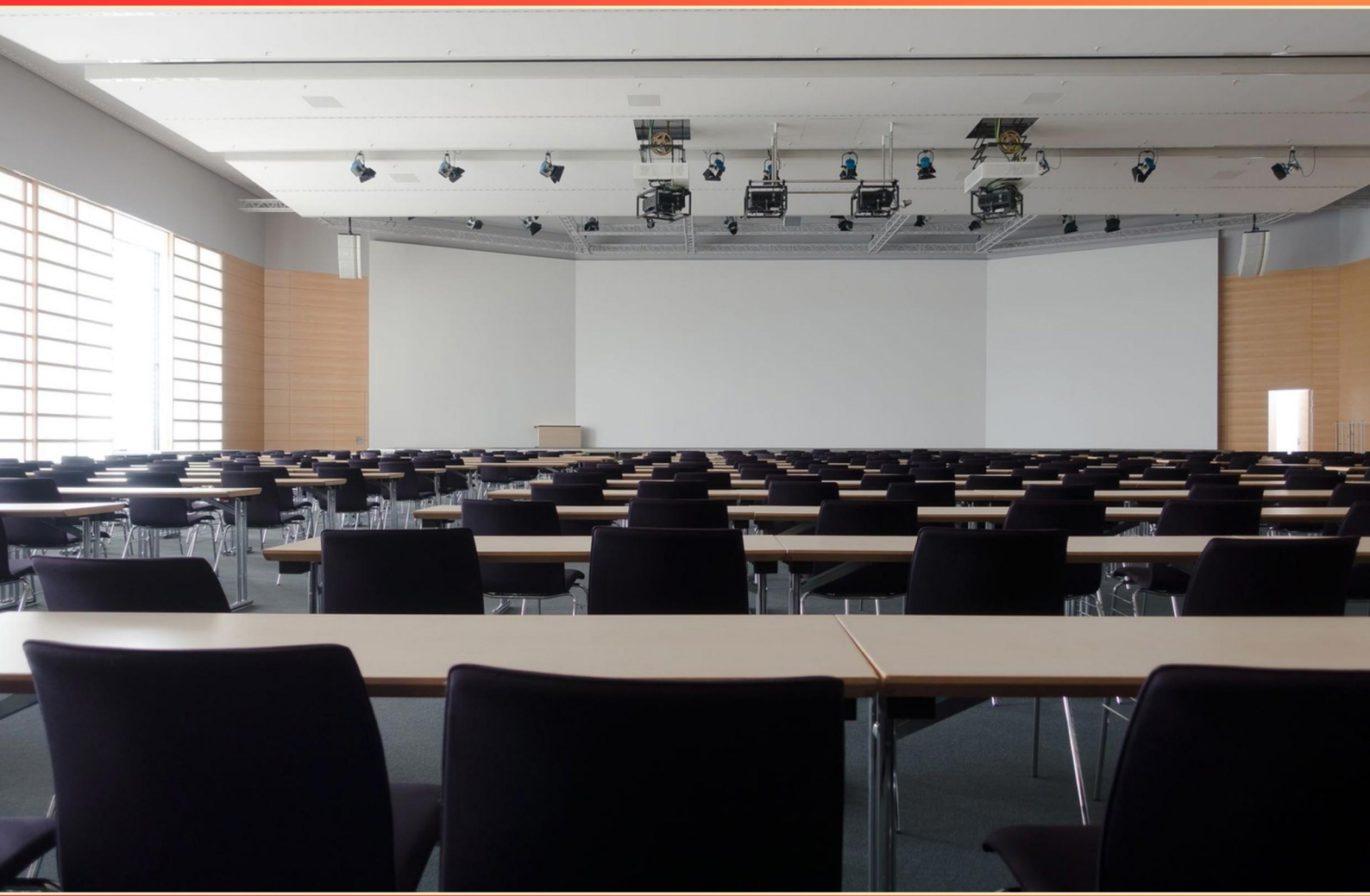
ILTS PRINCIPAL AS INSTRUCTIONAL LEADER SUBTEST 2 (196) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR THE FULL VERSION STUDY GUIDE

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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.

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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!

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Questions

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1. **A subgroup's achievement gap persists even though schoolwide results are improving. Which additional analysis would best help the principal understand factors contributing to the gap?**

   A. Compare the subgroup's results only with the school's overall average.

   B. Examine the subgroup's classroom experiences, attendance, and access to learning opportunities alongside achievement results.

   C. Wait for another year of overall achievement data before reviewing subgroup performance.

   D. Ask students in the subgroup to explain the gap without reviewing other evidence.

2. **What did the Supreme Court decide in City of Ontario v. Quon regarding the use of a city employee's pager for text messages?**

   A. No Fourth Amendment violation due to reasonable expectations of privacy

   B. Unreasonable search

   C. Violation requiring a warrant

   D. The case did not involve Fourth Amendment considerations

3. **In Watts v. United States, the expression of a desire to kill the president if drafted was considered what?**

   A. A true threat unprotected

   B. Constitutionally protected rhetorical hyperbole

   C. A criminal incitement

   D. Political advocacy with imminent danger

4. **ADM data helps in which of the following ways?**

   A. Document teacher-student ratios

   B. Determine state funding levels

   C. Support educational accountability

   D. Evaluate school attendance trends

5. **A school team sets the goal “improve attendance." What change would make the goal more useful for monitoring progress?**

   A. Add a statement that attendance is important to learning.

   B. Ask teachers to encourage students to attend more often.

   C. Specify a baseline, measurable target, deadline, relevant student groups, and progress indicators.

   D. Replace the goal with a general commitment to stronger school culture.

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6. A principal's close relative applies for a position at the principal's school. What is the most ethical course of action?

A. Participate in the hiring process but disclose the relationship after a candidate is selected.

B. Recommend the relative if the principal believes the person is qualified.

C. Ask the hiring committee to keep the relationship confidential to avoid influencing its decision.

D. Disclose the potential conflict, follow district policy, and avoid participating where impartiality could reasonably be questioned.

7. Which of the following is the primary requirement of the Children's Internet Protection Act (CIPA) for schools receiving federal funds for Internet access?

A. maintain a system for tracking Web sites visited by students using school computers

B. adopt and enforce a policy to monitor the online activities of minors at the school

C. report suspected contact between students and potential Internet predators to federal authorities

D. install firewalls to prevent unauthorized access to students' confidential records

8. A middle school mission emphasizes developing confident, self-directed lifelong learners and responsible citizens. Which action should the principal guide stakeholders to take first to move toward achieving these goals?

A. Determining strategies for addressing each goal across the curriculum.

B. Defining a set of specific, concrete objectives aimed at accomplishing each goal.

C. Defining assessment procedures for measuring current performance relative to each goal.

D. Determining materials and resources currently available for each goal.

9. Which approach best helps a principal determine whether a schoolwide intervention is producing the intended results over time?

A. Establish ongoing measures to evaluate results

B. Rely on the pilot's original results as proof of lasting effectiveness

C. Evaluate only whether staff attended training

D. Track only the school's overall average

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10. What is the main purpose of asking open-ended questions at the start of a vision process, such as describing what a great school looks like?

A. Help attendees identify and clarify their core beliefs about education

B. Help attendees commit to the work plan and timeline

C. Provide a step-by-step guide for discussion topics

D. Provide a shared timeline for the visioning process

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Answers

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

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Explanations

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1. A subgroup's achievement gap persists even though schoolwide results are improving. Which additional analysis would best help the principal understand factors contributing to the gap?

A. Compare the subgroup's results only with the school's overall average.

B. Examine the subgroup's classroom experiences, attendance, and access to learning opportunities alongside achievement results.

C. Wait for another year of overall achievement data before reviewing subgroup performance.

D. Ask students in the subgroup to explain the gap without reviewing other evidence.

Understanding a persistent achievement gap requires looking beyond schoolwide averages to the experiences and opportunities of the students affected. Reviewing the subgroup's classroom experiences, attendance, and access to learning opportunities alongside achievement data can reveal patterns that help explain the gap and guide targeted action. Schoolwide improvement may mask uneven progress, while student perspectives can be valuable but should be considered with other evidence.

2. What did the Supreme Court decide in City of Ontario v. Quon regarding the use of a city employee's pager for text messages?

A. No Fourth Amendment violation due to reasonable expectations of privacy

B. Unreasonable search

C. Violation requiring a warrant

D. The case did not involve Fourth Amendment considerations

When a government employer uses a device it provides to a worker, the Fourth Amendment's protection against unreasonable searches depends on whether the search is reasonable in light of the employer's policies and the purposes behind monitoring. In City of Ontario v. Quon, the Supreme Court held that reviewing text messages sent on a government pager did not violate the Fourth Amendment. The key is that the city had a legitimate interest in preventing misuse and managing resources, plus a policy allowing monitoring and auditing of messages. The search was limited in scope and conducted for a valid work-related purpose, so it was reasonable and did not require a warrant. This shows how clear workplace policies and the government's ownership of the device can shape privacy expectations. The other options imply a violation or no Fourth Amendment consideration, which the Court did not rule in this case.

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3. In Watts v. United States, the expression of a desire to kill the president if drafted was considered what?

A. A true threat unprotected

B. Constitutionally protected rhetorical hyperbole

C. A criminal incitement

D. Political advocacy with imminent danger

This question tests how to tell protected political speech from an unprotected threat. In Watts v. United States, the expression about harming the President if drafted was treated as rhetorical hyperbole—a political exaggeration used in protest, not a serious, targeted threat. The Court looked at the context and the speaker's intent: the remark arose in a political rally, was aimed at opposing the draft, and did not describe a concrete plan or imminent action to harm a specific individual. Because it was a vivid but non-serious statement about political opposition, it fell under First Amendment protection as hyperbole. It isn't a criminal incitement (which would urge others to commit illegal acts) and it isn't a true threat (which would indicate a real intent to threaten or harm). So the best classification is constitutionally protected rhetorical hyperbole.

4. ADM data helps in which of the following ways?

A. Document teacher-student ratios

B. Determine state funding levels

C. Support educational accountability

D. Evaluate school attendance trends

ADM data measure how many students are enrolled on average over a period, and that enrollment count is used to determine state funding levels. Since funding is typically allocated per pupil, higher ADM translates directly into more funds for the district, often with weighting for certain grades or programs. This direct link to budget is why ADM data are the best descriptor for determining funding levels. Other options rely on different data: teacher-student ratios depend on staffing counts, attendance trends rely on daily presence data, and accountability uses a broader set of performance indicators rather than enrollment figures.

5. A school team sets the goal "improve attendance." What change would make the goal more useful for monitoring progress?

A. Add a statement that attendance is important to learning.

B. Ask teachers to encourage students to attend more often.

C. Specify a baseline, measurable target, deadline, relevant student groups, and progress indicators.

D. Replace the goal with a general commitment to stronger school culture.

A goal is useful for monitoring progress when it is specific, measurable, and time-bound. "Improve attendance" does not show how much improvement is expected, by when, or how the team will track it. Adding a baseline, a measurable target, a deadline, relevant student groups, and progress indicators lets the team compare results over time, identify disparities, and adjust its actions when progress falls short. General statements about attendance or school culture do not provide the same clear basis for evaluation.

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6. A principal's close relative applies for a position at the principal's school. What is the most ethical course of action?

A. Participate in the hiring process but disclose the relationship after a candidate is selected.

B. Recommend the relative if the principal believes the person is qualified.

C. Ask the hiring committee to keep the relationship confidential to avoid influencing its decision.

D. Disclose the potential conflict, follow district policy, and avoid participating where impartiality could reasonably be questioned.

Ethical hiring requires transparency and impartiality, especially when a personal relationship could create an actual or perceived conflict of interest. The principal should disclose the relationship promptly, follow district policy, and step back from decisions where their neutrality could reasonably be questioned. This protects the fairness and credibility of the hiring process, regardless of whether the relative is qualified.

7. Which of the following is the primary requirement of the Children's Internet Protection Act (CIPA) for schools receiving federal funds for Internet access?

A. maintain a system for tracking Web sites visited by students using school computers

B. adopt and enforce a policy to monitor the online activities of minors at the school

C. report suspected contact between students and potential Internet predators to federal authorities

D. install firewalls to prevent unauthorized access to students' confidential records

CIPA ties federal funding for Internet access to having an Internet safety policy that actively governs how students use the Web. The key requirement is that schools adopt and enforce a policy that includes monitoring the online activities of minors and the steps the school will take to enforce appropriate behavior. This creates a clear framework for supervision and response, ensuring staff can guide and intervene in students' online use and address unsafe or inappropriate activities. While CIPA also involves elements like filtering content and educating students about online safety, the central mechanism for eligibility is that policy of monitoring and enforcement. The other options describe actions that aren't the core requirement: tracking sites visited isn't mandated as the primary need, reporting to federal authorities isn't the main obligation, and protecting confidential records with firewalls isn't the focus of CIPA's primary requirement.

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8. A middle school mission emphasizes developing confident, self-directed lifelong learners and responsible citizens. Which action should the principal guide stakeholders to take first to move toward achieving these goals?

A. Determining strategies for addressing each goal across the curriculum.

B. Defining a set of specific, concrete objectives aimed at accomplishing each goal.

C. Defining assessment procedures for measuring current performance relative to each goal.

D. Determining materials and resources currently available for each goal.

Defining concrete objectives gives a clear, measurable target for what the mission aims to achieve. When you articulate specific outcomes tied to developing confident, self-directed learners and responsible citizens, you create observable criteria that guide every part of the school's work. This sets a precise direction for curriculum design, instructional practices, and assessment approaches, and it helps stakeholders see what success looks like. For example, an objective for self-directed learners might be that students set personal learning goals, choose appropriate resources, and monitor their own progress with a brief reflection each unit. For responsible citizens, objectives could include participating in collaborative projects, evaluating civic responsibilities, and applying respectful, reflective discussion in group work. Once these concrete objectives exist, the team can select strategies that align with them, design assessments that measure progress toward them, and identify the materials and resources needed to support them. Starting with strategies, assessments, or resources without first naming specific objectives can lead to misalignment and unclear progress. The objectives provide the essential target that everything else should aim to achieve.

9. Which approach best helps a principal determine whether a schoolwide intervention is producing the intended results over time?

A. Establish ongoing measures to evaluate results

B. Rely on the pilot's original results as proof of lasting effectiveness

C. Evaluate only whether staff attended training

D. Track only the school's overall average

A principal can determine whether a schoolwide intervention is working by collecting and reviewing relevant data regularly over time. Ongoing measures show whether results are improving, staying consistent, or declining, and they allow the principal to adjust implementation when needed. Initial pilot results offer only a snapshot, staff attendance shows participation rather than impact, and a single schoolwide average may hide differences among student groups or classrooms.

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10. What is the main purpose of asking open-ended questions at the start of a vision process, such as describing what a great school looks like?

A. Help attendees identify and clarify their core beliefs about education

B. Help attendees commit to the work plan and timeline

C. Provide a step-by-step guide for discussion topics

D. Provide a shared timeline for the visioning process

Opening with open-ended questions about what a great school looks like invites people to articulate their deepest beliefs about education. When participants name those beliefs, you uncover the values and assumptions behind their ideas of success, which helps everyone find common ground and a shared language for the vision. This grounding makes the vision meaningful and actionable because it rests on core convictions about what matters most in schooling, not on a schedule or a list of topics. In this way, the main purpose is to identify and clarify those core beliefs about education, so later planning and discussion can align with and reflect them. The other options focus on the process, steps, or timelines of the work, which come after the foundational beliefs have been surfaced and agreed upon.

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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://ilts196subtest2.examzify.com

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

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