Illinois Licensure Testing System

STUDY GUIDE

Director of
Special Education (180)

This test is now delivered as a computer-based test.

See www.il.nesinc.com for current program information.

Illinois State Board of Education

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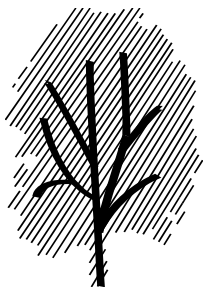**GENERAL INFORMATION ABOUT THE ILLINOIS LICENSURE TESTING SYSTEM**

FIELD-SPECIFIC INFORMATION

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excerpts used herein, is protected by federal copyright law.

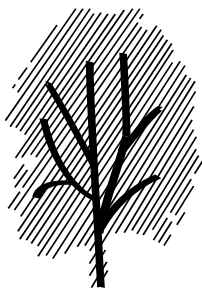# General Information About the Illinois Licensure Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the Illinois Licensure Testing System

Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and

2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.

- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.

- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ILTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

I. Special Education Program and School Environment
II. Laws, Ethics, Finance, and Service Provision
III. Collaboration and Management

SUBAREA I—SPECIAL EDUCATION PROGRAM AND SCHOOL ENVIRONMENT

0001 **Understand foundations of education and instruction for special populations.**

For example:

- Demonstrate knowledge of the traditions of education (e.g., historical, moral, philosophical, political) including those that provide the basis for special education.

- Demonstrate knowledge of the role of public education in developing and renewing a democratic society.

- Demonstrate knowledge of theories and methodologies of teaching and learning and activities that promote appropriate educational standards and excellence for all students and staff.

- Demonstrate knowledge of the needs of differing populations in a pluralistic society and activities that promote the success of all students in the least restrictive environment based on the larger political, social, economic, legal, and cultural context.

- Demonstrate knowledge of strategies for supporting a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.

0002 **Understand the development, articulation, implementation, and stewardship of a vision of educational excellence.**

For example:

- Demonstrate knowledge of theories and research on organizational and educational leadership, ways to articulate and model core beliefs of the organization and strategies for developing vision and goals in collaboration with others (e.g., teacher, board members, families).

- Identify strategies for addressing barriers to achieving an educational vision and achieving educational goals through negotiation, collaboration, and consensus building.

- Identify principles for developing, implementing, and evaluating long-term educational programs, policies, and plans, including implementation plans, taking actions to realize the organizational vision, mission, and goals, and monitoring, evaluating, and revising those plans regularly.

- Demonstrate knowledge of human and financial resources and ways to obtain and organize the financial, human, and material resources needed to implement and support the realization of the organization vision, mission, and goals.

- Demonstrate knowledge of appropriate channels and media for communicating plans, ideas, and goals to constituents (e.g., board of education, staff, parents/guardians, students, community), strategies for communicating and taking actions to achieve organizational goals, and approaches to shaping purpose and direction for individuals and groups.

0003 Understand the development of the learning environment in a school.

For example:

- Demonstrate understanding of the concept of school climate as it applies to student and staff performance.

- Demonstrate knowledge of the principles of human growth and development, ranges of individual variation, and their application to the school environment and instructional program.

- Demonstrate knowledge of the effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse, on behavior and learning.

- Demonstrate knowledge of methods for promoting an environment that encourages creativity and innovation and recognizes the value of treating all individuals with respect, dignity, and fairness.

0004 Understand strategies for developing and improving an instructional program for a school.

For example:

- Identify techniques for modifying instructional methods, curricular materials, technology, and the learning environment to meet students' needs, including techniques that are developmentally appropriate.

- Demonstrate knowledge of technology applications for administrators, staff, and students to enhance the learning and instructional program.

- Demonstrate knowledge of activities to promote the appropriate use of technology to enhance student learning.

- Recognize strategies that can be used to support the continuous improvement of the instructional program for all students.

0005 Understand the assessment and evaluation of school and student performance.

For example:

- Demonstrate knowledge of systems and theories of educational assessment and evaluation.

- Demonstrate knowledge of methods for assessing and evaluating student performance.

- Demonstrate knowledge of strategies for collecting, organizing, and analyzing a variety of information, including student performance data, to assess progress toward organizational goals and evaluate the instructional program.

- Demonstrate knowledge of methods for aligning educational standards to specialized instructional services.

- Demonstrate understanding of strategies for systematically conducting, acting upon, and reporting assessment of individual student educational performance and evaluation of the instructional program.

0006   Understand educational research strategies and the process of educational change.

For example:

- Demonstrate knowledge of cognition, learning theories, and interventions and their relationship to instruction.

- Demonstrate knowledge of activities that use sound educational research to promote best practice, improved instructional techniques, intervention strategies, and specialized curricular materials.

- Demonstrate knowledge of the educational change process and activities that can be applied to deal with the ambiguity and uncertainty of the educational change process.

SUBAREA II—LAWS, ETHICS, FINANCE, AND SERVICE PROVISION

0007   Understand federal statutes affecting the education of students with disabilities.

For example:

- Demonstrate knowledge of federal legal and regulatory issues affecting education and the legal rights and responsibilities of students, staff, and parents/guardians.

- Demonstrate knowledge of parental and student rights regarding the discipline of students with disabilities, the use of lawful and appropriate strategies for disciplining students, and ways to ensure that these strategies are applied.

- Demonstrate knowledge of how the U.S. Constitution, organizational policies, and laws (i.e., statutory, common, case) regulate the behavior of students, staff, and administrators in the schools.

0008   Understand state statutes affecting the education of students with disabilities.

For example:

- Demonstrate knowledge of state legal and regulatory issues affecting education and the legal rights and responsibilities of students, staff, and parents/guardians.

- Demonstrate knowledge of how the Illinois Constitution, organizational policies, and laws (i.e., statutory, common, case) regulate the behavior of students, staff, and administrators in the schools.

- Demonstrate knowledge of state laws and regulations, the system of governance in Illinois, and the legal aspects of school administration.

0009 **Understand the legal, moral, and ethical responsibilities, actions, and policies regarding the education of students with disabilities.**

For example:

- Demonstrate knowledge of the moral and ethical issues and responsibilities encountered by schools and members of the school community.

- Recognize effective methods for making decisions based on the legal, moral, and ethical implications of policy options and political strategies.

- Demonstrate knowledge of methods to establish and implement policies that promote ethical behavior and high professional standards through collaboration with constituents.

- Identify activities that create a collaborative relationship with staff to implement policies that promote professional behavior consistent with high ethical standards.

- Demonstrate knowledge of the responsibilities and functions of school committees and boards and procedures for formulating and implementing board policies.

- Apply knowledge of the distinction between board policies and operating procedures and of activities that foster a board/superintendent relationship that promotes and actualizes organizational vision, missions, and goals.

- Identify approaches to shaping public policy to provide quality education for students and models and strategies of change and conflict resolution as applied to schools.

- Demonstrate understanding of activities that will lead the school community to operate within the framework of applicable policies, laws, and regulations.

0010 **Understand identification procedures for students with disabilities.**

For example:

- Demonstrate knowledge of strategies used to identify children from birth to graduation or 21 years of age who may have disabilities.

- Demonstrate knowledge of intervention strategies and processes that are prerequisite to a referral for a case study evaluation and activities that provide staff development in the use of effective intervention strategies.

- Demonstrate knowledge of the full and individual evaluation process (i.e., case study) and ways to ensure that all domains of that evaluation have been identified and utilized when determining eligibility for special education services.

- Demonstrate knowledge of activities that promote public awareness, sound screening practices, and early identification of students with disabilities.

- Demonstrate knowledge of parental and student rights regarding evaluation, eligibility, and services and activities that can be used to ensure that these rights are disseminated, understood, and implemented.

0011   Understand service delivery for students with disabilities.

For example:

- Demonstrate understanding of the continuum of placement options and array of services available to students with disabilities and knowledge of activities that promote a free, appropriate public education in the least restrictive environment.

- Demonstrate knowledge of activities that promote special education and related services for students based on a thorough understanding of individual differences.

- Apply knowledge of the process of developing and monitoring an Individualized Education Program (IEP).

- Apply knowledge of activities that ensure the legal components of an IEP are incorporated into a plan of services for individual students and ensure that IEPs are linked to Illinois State Learning Standards.

- Demonstrate knowledge of activities used to evaluate a student's success in participation in the general educational curriculum including the application of positive behavior supports.

- Demonstrate knowledge of the array of assistive technology options that can be used to facilitate the access of students with disabilities to the least restrictive environment, ways to identify resources for assistive devices, and methods for promoting the use of appropriate assistive technology.

0012   Understand school finance, special education funding, and budgeting strategies.

For example:

- Demonstrate understanding of general school finance and budget development procedures.

- Demonstrate understanding of various federal, state, and local funding sources and activities that result in monies from these sources.

- Demonstrate knowledge of strategies for developing and managing special education budgets and activities that obtain maximum reimbursement from all sources of funding.

- Demonstrate knowledge of principles of financial planning and management for efficient fiscal operation in support of the organization's vision, mission, and goals.

- Demonstrate knowledge of methods for identifying financial and material assets and resources and acquiring them for subsequent allocation according to organizational goal priorities.

- Demonstrate knowledge of activities that maximize fiscal resources through core financial management processes (e.g., budgeting, procurement, accounting).

SUBAREA III—COLLABORATION AND MANAGEMENT

0013   Understand strategies related to the management of a school organization.

For example:

- Demonstrate understanding of the application of core organizational processes (e.g., planning, communication, decision making, problem solving, and information management) and their application for operational effectiveness and organizational development.

- Demonstrate understanding of a variety of practices and models for the management of an organizational system and operational policies and procedures that enhance student learning.

- Demonstrate knowledge of the application of management techniques used to define roles, assign functions, and delegate accountability relative to achieving goals.

- Demonstrate knowledge of the application of organizational monitoring systems used to ensure policy implementation.

- Apply knowledge of methods for identifying management functions that can be improved using technology and ensuring that organization management functions are supported by current technologies.

- Apply knowledge of methods for providing ongoing training and review to ensure that the use of technology in organizational management is productive and efficient and promotes professional growth.

0014   Understand strategies related to the management of human resources.

For example:

- Demonstrate knowledge of the application of principles of human resource management and strategies for maximizing the effectiveness of all constituents of the organization.

- Demonstrate knowledge of methods for empowering all constituents (e.g., staff, students, parents) of the organization as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.

- Demonstrate knowledge of supervisory and performance appraisal techniques used to enhance and develop the knowledge and skill base of instructional and noninstructional staff.

- Demonstrate familiarity with activities that support and facilitate professional development, focusing on the improvement of teaching and learning.

- Demonstrate familiarity with core human resource processes (e.g., recruitment, selection, induction, negotiation) to support an effective learning environment.

0015   Understand strategies related to the management of the physical plant.

For example:

- Demonstrate knowledge of activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the organization's curricular and extracurricular programs.

- Demonstrate knowledge of activities that provide efficient delivery of core auxiliary services (e.g., health and nutrition, pupil transportation, risk management, school security).

- Demonstrate understanding of practices, policies, and procedures used to effectively operate, manage, and maintain the organization's facilities, equipment, and auxiliary services.

- Demonstrate understanding of activities that maintain secure, safe, clean, and esthetically pleasant environments for students, parents, staff, and community members.

0016   Understand principles of professional development for educators.

For example:

- Demonstrate understanding of professional development models and adult learning theory.

- Demonstrate knowledge of activities that promote reflective practices among administrators, teachers, and staff.

- Demonstrate knowledge of activities that promote collaboration of staff and outside agencies in providing services to students and families.

- Demonstrate knowledge of strategies that promote high expectations for administrators, staff, and students and that foster lifelong learning.

- Demonstrate knowledge of the application of strategies for systematically supporting staff development to enhance the learning environment and instruction.

- Demonstrate knowledge of organizations, research, and publications relevant to the field of special education and special education administration.

0017   Understand skills and strategies necessary for effective communication and collaboration.

For example:

- Identify listening skills (e.g., active listening) and methods for providing effective written and spoken communication.

- Identify methods for clearly articulating the organization vision, mission, and goals to multiple constituents and ways to provide effective communication with individuals and organizations in the community.

- Demonstrate understanding of activities that support the organization's decision making by collecting and organizing information from all constituents.

- Demonstrate knowledge of group leadership, consensus building, and conflict-mediation skills that can be employed with all constituents.

0018   Understand the role of families and community members in providing for the education of students with disabilities.

For example:

- Demonstrate understanding of the groups that compose the school community (e.g., parents/guardians, business and industry, service organizations, local and county government) and the community resources that provide services to support the vision, mission, and goals of the school organization.

- Demonstrate understanding of conditions and dynamics related to the diversity of the community (e.g., racial, linguistic, religious, socio-economic) that affect organizational priorities, policies, and practices.

- Demonstrate understanding of school-community relations, marketing strategies, and issues and trends that affect the school community and the mission of the school.

- Demonstrate knowledge of methods for developing an ongoing dialogue with representatives of diverse community groups.

- Demonstrate understanding of the political nature of schools, strategies for identifying and considering various political interests within the community, and methods for using political structures and skills to build community support for organizational priorities.

- Demonstrate knowledge of research-based models of and activities to foster partnerships among the school organization and families, businesses, community groups, government agencies, and higher education to promote delivery of educational opportunities.

- Demonstrate knowledge of methods for involving the school organization and community in school improvement efforts and methods to educate the community about school funding and referenda.

1. As a proponent of the social constructivist approach to learning, Vygotsky described the zone of proximal development as the distance between a child's current level of cognitive development and:

   A. the child's potential in collaboration with more capable peers or adults.

   B. the achievements expected by adults who are important to the child.

   C. the child's overall level of physical development.

   D. the developmental benchmarks for that child's age.

2. Which of the following represents one of the most significant roles of public education in the development of a democratic society?

   A. directing students into meaningful and monetarily rewarding careers

   B. preparing students to become informed and responsible citizens

   C. teaching students to manage their personal income and assets

   D. guiding students toward physical and psychological well-being

3. The administration of a school district can most effectively collaborate with professional staff to develop a vision statement for the district by ensuring that:

   A. representatives from all segments of the staff participate in the process of creating the statement.

   B. staff members vote to approve the final version of the statement.

   C. veteran teachers are allowed to work together to produce an initial draft of the statement.

   D. staff members can submit comments on a draft of the statement.

4. Which of the following strategies would be most effective for creating a learning environment that supports the successful completion of high school by students with disabilities?

   A. establishing a pass/fail grading system that enables students with disabilities to earn academic credits

   B. placing students with disabilities in general vocational programs that meet standard graduation requirements

   C. maintaining regular communication among administrators, special and general educators, and parents/guardians to coordinate the education of students with disabilities

   D. implementing a program to increase the participation of students with disabilities in extracurricular activities

5. A middle school conducts annual surveys of the students, parents/guardians, and instructional staff about the effectiveness of its instructional program. The surveys are specific to each subject area and grade level. The school-based management team records and analyzes the data and uses the results to develop action plans for the next school year. The primary advantage of using this sort of process is that it:

A. ensures that all students will make meaningful progress toward achieving state education standards.

B. can determine appropriate budget allotments for each area of the instructional program.

C. provides ongoing support for improving the instructional program for all students.

D. can identify teaching strategies that will address each student's individual learning style.

6. The ecological model of assessment for students with disabilities is built on the premise that:

A. various elements of the classroom setting can either promote or inhibit a student's learning.

B. most students prefer to have their learning evaluated based on their work products.

C. students demonstrate their knowledge, skills, and abilities through specific modalities.

D. students are likely to perform more effectively on tasks that are linked to their daily activities.

7. Collaborative action research helps educators deal with the ambiguity and uncertainty of the change process primarily because it:

A. involves the creation of a step-by-step procedure for carrying out changes.

B. defines the roles and responsibilities of teachers and administrators in the change process.

C. ensures that decisions about the implementation of changes are based on appropriate data.

D. allows teachers and administrators to share influence and control as the change process unfolds.

8. Kim is a fourth grade student who has been receiving special education and physical therapy services since the beginning of the school year. Kim would be eligible for extended school year services only if:

A. her skill level would continue to advance if she received summer services.

B. she would be unable to obtain other educational services due to her family's financial situation.

C. her acceptance into a summer camp program is dependent on extension of services for her.

D. she would demonstrate significant regression if she did not receive summer services.

9. Marc has been receiving early intervention services in special education and speech-language therapy since birth through private providers as specified by his Individualized Family Service Plan (IFSP). His parents have been notified by the school district that an Individualized Education Program (IEP) meeting is planned, as Marc will be turning three in a month. In accordance with the Illinois Administrative Code, which of the following procedures will apply to developing Marc's IEP?

A. The parents may request to view copies of the IEPs of other children in the district to see the differences between an IFSP and an IEP.

B. The school district must view the creation of his IEP as a blank slate and develop new goals independent of his IFSP.

C. The parents and current service providers must come to the meeting with completed lists of long- and short-term goals for the IEP.

D. The school district may use his IFSP as his IEP if his parents understand the differences between the two documents and give written consent.

10. The highest ethical and moral responsibility schools and communities have to students with disabilities is to make decisions that:

A. provide each student with opportunities to live the most fulfilling life possible.

B. protect each student from danger of physical or emotional harm.

C. allow each student to participate fully in the school programs of his or her choice.

D. assist each student in developing the skills needed for independent living as an adult.

11. When evaluating educational policy options related to students with disabilities, which of the following is the most important legal criterion for decision making?

A. Will this ensure that students are given appropriate instruction in general education classrooms?

B. Will this provide students with learning experiences specifically designed to meet their needs?

C. Will this ensure that instruction is designed to help students achieve their maximum potential?

D. Will this provide students with learning experiences that their parents/guardians would approve of?

12. Penny, a ninth grade student, is often inattentive during her foreign language class, and she frequently causes distractions. Her teacher voices concerns regarding Penny's behaviors to the director of special education, questioning whether an evaluation might be appropriate. Which of the following would be the most appropriate *first* step for the director of special education to take in deciding whether or not Penny should be referred for evaluation?

A. Schedule a meeting with Penny's parents/guardians to discuss the possibility of an evaluation.

B. Have a special education teacher observe Penny during several of her foreign language classes.

C. Check the special education teacher's availability to conduct an evaluation of Penny.

D. Determine whether Penny is having similar difficulties in any other classes.

13. To ensure that Individualized Education Program (IEP) teams link annual goals to the Illinois Learning Standards, a director of special education is creating a protocol for IEP teams to follow. In this protocol, which of the following questions should the team consider *first*?

A. Which standards will a student have difficulty mastering due to the adverse effects of the student's disability?

B. How can the standards be met in conjunction with an individual student's instructional goals?

C. Are the benchmark levels appropriate in relation to an individual student's abilities?

D. Could a student meet the standards if appropriate assistance from teachers were to be provided?

14. When school districts project future revenues for special education from federal entitlement programs, which of the following strategies would produce the most reasonable and accurate estimate?

    A. recognizing that current funding levels and expenditures typically remain relatively constant

    B. taking current funding levels and adjusting them based on expected enrollment figures

    C. expecting that any change in current funding levels could be made up through state assistance

    D. using current funding levels and reducing them based on the cost of living in the district

15. When delegating accountability for student performance to local schools, it is most important that school districts also assign local schools the responsibility and authority for:

    A. developing strategies for sharing information among all constituents.

    B. establishing new procedures for measuring student performance.

    C. managing their own budgets for curriculum and instruction.

    D. monitoring their compliance with federal and state regulations.

16. The primary advantage of using the goal-setting model of performance appraisal for experienced and highly motivated teachers is that it:

    A. encourages teachers to work closely with supervisors in developing their skills and abilities.

    B. allows teachers to select individual areas of improvement that are likely to provide personal satisfaction.

    C. provides documentation of instructional practices that can be used to obtain academic credentials.

    D. places the emphasis on student performance and outcomes rather than on instructional techniques.

17. In accordance with the Americans with Disabilities Act (ADA), which of the following must be ensured with regard to an existing school building?

    A. The entire school building must be accessible to students with disabilities.

    B. All programs required for students with disabilities within a building must be accessible.

    C. All school building entrances and exits must be accessible to students with disabilities.

    D. Every classroom within a school building must be accessible to students with disabilities.

18. Working with a partner for reflection typically yields the greatest benefits for special education teachers when the partners assist each other in:

    A.   implementing behavioral interventions for specific students with special needs.

    B.   finding weaknesses in their professional practice and deciding how they affect their students.

    C.   challenging assumptions and considering events from different perspectives.

    D.   rehearsing approaches to communicating with the families of students with special needs.

19. A special education director has arranged for local businesses to work collaboratively with the school on a project. To ensure that the businesses are involved in decision making for the project, which of the following strategies would likely be most effective?

    A.   meeting individually with the owner or manager of each business on a regular basis

    B.   requesting input from business employees via e-mail or text messaging

    C.   asking each business to send a representative to participate in planning meetings

    D.   distributing a survey for each business to use to express its preferences

20. According to research, which of the following has the greatest effect on family involvement in the education of their children?

    A.   policies established by the principal

    B.   practices of individual teachers

    C.   strength of local parent-teacher groups

    D.   programs established at the district level

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	A	Understand foundations of education and instruction for special populations.
2.	B	Understand foundations of education and instruction for special populations.
3.	A	Understand the development, articulation, implementation, and stewardship of a vision of educational excellence.
4.	C	Understand the development of the learning environment in a school.
5.	C	Understand strategies for developing and improving an instructional program for a school.
6.	A	Understand the assessment and evaluation of school and student performance.
7.	D	Understand educational research strategies and the process of educational change.
8.	D	Understand federal statutes affecting the education of students with disabilities.
9.	D	Understand state statutes affecting the education of students with disabilities.
10.	A	Understand the legal, moral, and ethical responsibilities, actions, and policies regarding the education of students with disabilities.
11.	B	Understand the legal, moral, and ethical responsibilities, actions, and policies regarding the education of students with disabilities.
12.	D	Understand identification procedures for students with disabilities.
13.	A	Understand service delivery for students with disabilities.
14.	B	Understand school finance, special education funding, and budgeting strategies.
15.	C	Understand strategies related to the management of a school organization.
16.	B	Understand strategies related to the management of human resources.
17.	B	Understand strategies related to the management of the physical plant.
18.	C	Understand principles of professional development for educators.
19.	C	Understand skills and strategies necessary for effective communication and collaboration.
20.	B	Understand the role of families and community members in providing for the education of students with disabilities.

EXPLANATION OF THE TEST SCORE REPORT

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.
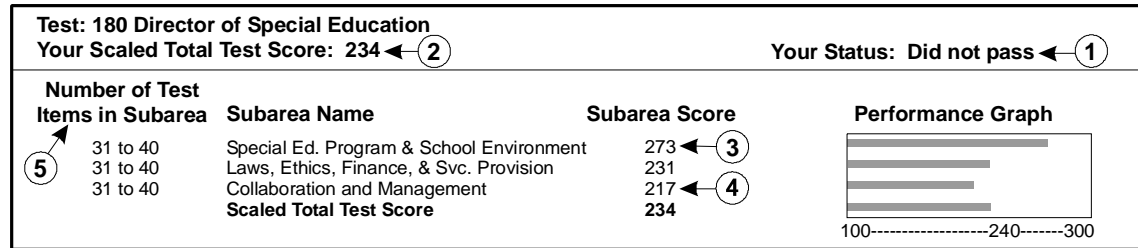
Subarea Scores

- Subarea scores are presented on the same scale as the total test score.

- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.

- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a Director of Special Education test score report is provided below.

Test: 180 Director of Special Education
Your Scaled Total Test Score: 234 ◄─②   **Your Status: Did not pass ◄─①**

Number of Test Items in Subarea	Subarea Name	Subarea Score	Performance Graph
31 to 40	Special Ed. Program & School Environment	273 ◄─③	
⑤ 31 to 40	Laws, Ethics, Finance, & Svc. Provision	231	
31 to 40	Collaboration and Management	217 ◄─④	
	Scaled Total Test Score	**234**	100------------------240-------300

According to the above sample, the examinee did not pass the Director of Special Education test ①, because the examinee's total test score of 234 ② is below the passing score of 240.

The examinee did better on the Special Education Program and School Environment section ③ of the test than on the Collaboration and Management section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.