



STATE BOARD FOR EDUCATOR CERTIFICATION/TEXAS EDUCATION AGENCY

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Preparation Manual



130 Pedagogy and Professional Responsibilities 8–12

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Chapter 1: Introduction to the Pedagogy and Professional Responsibilities (PPR) 8–12 Test and Suggestions for Using this Test Preparation Manual	1
<ul style="list-style-type: none"> Overview Using the Test Framework Organization of the TExES Test Framework <ul style="list-style-type: none"> • Sample Competency • Sample Descriptive Statements Studying for the TExES Test 	
Chapter 2: Background Information on the TExES Testing Program	7
<ul style="list-style-type: none"> The TExES Tests for Texas Teachers <ul style="list-style-type: none"> • Development of the New TExES Tests Taking the TExES Test and Receiving Scores <ul style="list-style-type: none"> • Educator Standards 	
Chapter 3: Study Topics	11
<ul style="list-style-type: none"> Test Framework for Field 130: Pedagogy and Professional Responsibilities (PPR) 8–12 <ul style="list-style-type: none"> • The Domains • Total Test Breakdown The Standards Competencies <ul style="list-style-type: none"> • Domain I — Designing Instruction and Assessment to Promote Student Learning • Domain II — Creating a Positive, Productive Classroom Environment • Domain III — Implementing Effective, Responsive Instruction and Assessment • Domain IV — Fulfilling Professional Roles and Responsibilities 	
Chapter 4: Succeeding on Multiple-Choice Questions	25
<ul style="list-style-type: none"> Approaches to Answering Multiple-Choice Questions Question Formats <ul style="list-style-type: none"> • Single Questions • Questions with Stimulus Material • Clustered Questions • Decision Sets 	
Chapter 5: Multiple-Choice Practice Questions	33
<ul style="list-style-type: none"> Sample Multiple-Choice Questions Answer Key 	
Chapter 6: Are You Ready? – Last Minute Tips	55
<ul style="list-style-type: none"> Preparing to Take the Test 	
Appendix A Study Plan Sheet	59
Appendix B Preparation Resources	61

Chapter 1

Introduction to the Pedagogy and Professional Responsibilities (PPR) 8–12 Test and Suggestions for Using this Test Preparation Manual



OVERVIEW

The State Board for Educator Certification (SBEC) has approved Texas educator standards that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students — the Texas Essential Knowledge and Skills (TEKS) — form the basis for the Texas Examinations of Educator Standards® (TExES®) program. This initiative, directed by Texas Education Agency (TEA), will affect all areas of Texas education — from the more than 100 approved Texas Educator Preparation Programs (EPPs) to the more than 7,000 Texas school campuses. This standards-based system reflects TEA’s commitment to help align Texas education from kindergarten through college. TEA’s role in this K–16 initiative will ensure that newly certified Texas educators have the essential knowledge and skills to teach the TEKS to the state’s public school students.

This manual is designed to help examinees prepare for the TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test question formats and pertinent study resources. EPP staff may also find this information useful as they help examinees prepare for careers as Texas educators.

KEY FEATURES OF THE MANUAL

- *List of competencies that will be tested*
- *Strategies for answering multiple-choice questions*
- *Sample test questions and answer key*

If you have any questions after reading this preparation manual or you would like additional information about the TExES tests or the educator standards, please visit the SBEC website at www.sbec.state.tx.us.

USING THE TEST FRAMEWORK

The Texas Examinations of Educator Standards (TExES) tests measure the content knowledge required of an entry-level educator in a particular field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test you are planning to take, identify areas where you feel you may be weak and increase your knowledge in those areas by helping you design a study plan.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample questions that are included in this manual. These test questions represent only a sampling of questions. Thus, your test preparation should focus on the competencies and descriptive statements and not simply on the sample questions.

ORGANIZATION OF THE TExES TEST FRAMEWORK

The test framework is based on the educator standards for this field.

The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 12. These are followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided below.

SAMPLE COMPETENCY

Pedagogy and Professional Responsibilities (PPR) 8–12

COMPETENCY 001

THE TEACHER UNDERSTANDS HUMAN DEVELOPMENTAL PROCESSES AND APPLIES THIS KNOWLEDGE TO PLAN INSTRUCTION AND ONGOING ASSESSMENT THAT MOTIVATE STUDENTS AND ARE RESPONSIVE TO THEIR DEVELOPMENTAL CHARACTERISTICS AND NEEDS.

SAMPLE DESCRIPTIVE STATEMENTS

The beginning teacher:

- A. Recognizes the importance of helping students in grades 8 through 12 learn and apply life skills (e.g., self-direction, decision-making skills, goal-setting skills, workplace skills) to promote lifelong learning and active participation in society.
- B. Knows the typical stages of cognitive, social, physical and emotional development of students in grades 8 through 12.
- C. Recognizes the wide range of individual developmental differences that characterizes students in grades 8 through 12 and the implications of this developmental variation for instructional planning.
- D. Demonstrates an understanding of physical changes associated with adolescence and ways in which these changes impact development in other domains (i.e., cognitive, social, emotional).
- E. Recognizes typical challenges for students during adolescence and young adulthood (e.g., self-esteem, physical appearance, eating disorders, identity formation, educational and career decisions) and effective ways to help students address these challenges.
- F. Understands ways in which student involvement in risky behaviors (e.g., gang involvement, drug and alcohol use) impacts development and learning.
- G. Demonstrates knowledge of the importance of peers, peer acceptance and conformity to peer group norms and expectations for adolescents; and understands the significance of peer-related issues for teaching and learning.
- H. Understands that social and emotional factors in the family (e.g., parental divorce, homelessness) impact the learning and development of students in grades 8 through 12 in other domains.
- I. Uses knowledge of cognitive changes in students in grades 8 through 12 (e.g., refinement of abstract thinking and reasoning, reflective thinking, focus on the world beyond the school setting) to plan instruction that promotes learning and development.
- J. Analyzes ways in which developmental characteristics of students in grades 8 through 12 impact learning and performance; and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
- K. Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

STUDYING FOR THE TExES TEST

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see Chapter 3). Within each domain of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the “Preparation Resources” section of this guide (Appendix B) for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key skills and important abilities that are discussed in the competencies and descriptive statements.
6. Use the study plan document (Appendix A of this guide) to help you plan your study.

NOTE: This preparation manual is the only TExES test study material endorsed by Texas Education Agency (TEA) for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

Chapter 2

Background Information on the TExES Testing Program



THE TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual (stand-alone) test questions and questions that are arranged in clustered sets based on real-world situations faced by educators.

DEVELOPMENT OF THE NEW TExES TESTS

Committees of Texas educators and members of the community guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are composed of Texas educators from public and charter schools, university and EPP faculty, education service center staff, representatives from professional educator organizations, content experts and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are established to recommend what the beginning educator should know and be able to do. Using the Texas Essential Knowledge and Skills (TEKS) as the focal point, draft standards are prepared to define the knowledge and skills required of the beginning educator.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the State Board for Educator Certification (SBEC) website for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Questions.** The test contractor develops draft questions that are designed to measure the competencies described in the test framework. Committees review the newly developed test questions that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft questions for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender and regional bias.
6. **Conduct Pilot Test of New Test Questions.** All of the newly developed test questions that have been deemed acceptable by the question review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test questions are valid, reliable and free from bias.
8. **Administer TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. The SBEC Board considers this recommendation as it establishes a passing score on the test.

TAKING THE TExES TEST AND RECEIVING SCORES

Please refer to the current TExES *Registration Bulletin* or the ETS TExES website at www.texas.ets.org for information on test dates, test centers, fees, registration procedures and program policies.

Your score report will be available to you in your testing account on the ETS TExES online registration system by 5 p.m. Central time on the score reporting date indicated in the *Registration Bulletin*. The report will indicate whether you have passed the test and will include:

- A total test scaled score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of questions answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
 - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- Your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test. However, it is important to use caution when interpreting scores reported by domain and competency as these scores are typically based on a smaller number of items than the total score and therefore may not be as reliable as the total score.
- A link to information to help you understand the score scale and interpret your results.

A score report will not be available to you if you are absent or choose to cancel your score.

For more information about scores or to access scores online, go to www.texas.ets.org.

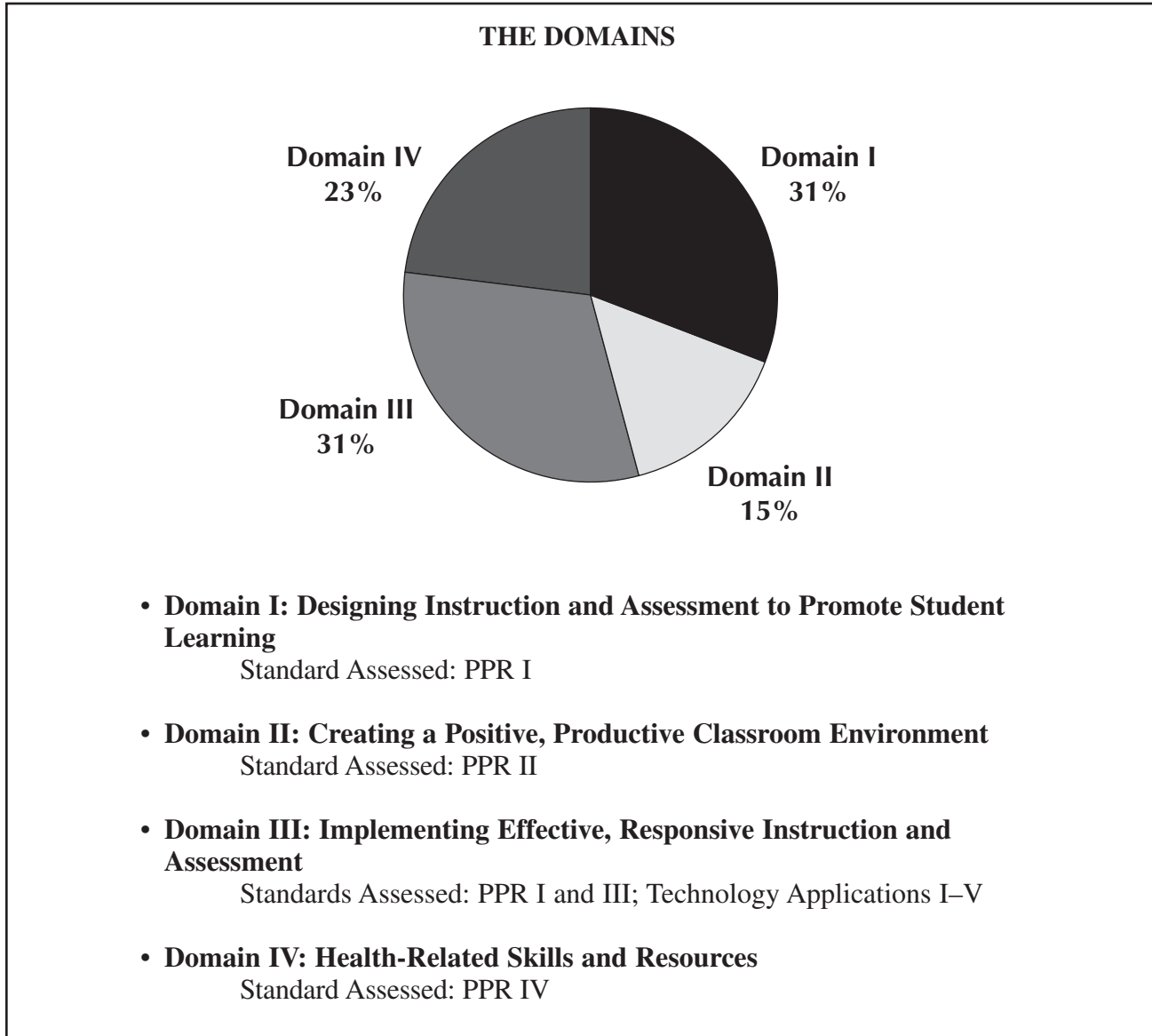
EDUCATOR STANDARDS

Complete, approved educator standards are posted on the SBEC website at www.sbec.state.tx.us.

Chapter 3

Study Topics



TEST FRAMEWORK FOR FIELD 130: PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (PPR) 8–12**TOTAL TEST BREAKDOWN**

- Exam is offered as a paper-based or computer-administered test
- 90 Multiple-Choice Questions (80 Scorable Questions*)

*Your final scaled score will be based only on scorable questions.

THE STANDARDS

DOMAIN I — DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING (approximately 31% of the test)

PPR STANDARD I:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

DOMAIN II — CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT (approximately 15% of the test)

PPR STANDARD II:

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

DOMAIN III — IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT (approximately 31% of the test)

PPR STANDARD I:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

PPR STANDARD III:

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

TECHNOLOGY APPLICATIONS STANDARD I:

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

TECHNOLOGY APPLICATIONS STANDARD II:

All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

TECHNOLOGY APPLICATIONS STANDARD III:

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

TECHNOLOGY APPLICATIONS STANDARD IV:

All teachers communicate information in different formats and for diverse audiences.

TECHNOLOGY APPLICATIONS STANDARD V:

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

DOMAIN IV — HEALTH-RELATED SKILLS AND RESOURCES (approximately 23% of the test)

PPR STANDARD IV:

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

3

COMPETENCIES

DOMAIN I — DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

COMPETENCY 001

THE TEACHER UNDERSTANDS HUMAN DEVELOPMENTAL PROCESSES AND APPLIES THIS KNOWLEDGE TO PLAN INSTRUCTION AND ONGOING ASSESSMENT THAT MOTIVATE STUDENTS AND ARE RESPONSIVE TO THEIR DEVELOPMENTAL CHARACTERISTICS AND NEEDS.

The beginning teacher:

- A. Recognizes the importance of helping students in grades 8 through 12 learn and apply life skills (e.g., self-direction, decision-making skills, goal-setting skills, workplace skills) to promote lifelong learning and active participation in society.
- B. Knows the typical stages of cognitive, social, physical and emotional development of students in grades 8 through 12.
- C. Recognizes the wide range of individual developmental differences that characterizes students in grades 8 through 12 and the implications of this developmental variation for instructional planning.
- D. Demonstrates an understanding of physical changes associated with adolescence and ways in which these changes impact development in other domains (i.e., cognitive, social, emotional).
- E. Recognizes typical challenges for students during adolescence and young adulthood (e.g., self-esteem, physical appearance, eating disorders, identity formation, educational and career decisions) and effective ways to help students address these challenges.
- F. Understands ways in which student involvement in risky behaviors (e.g., gang involvement, drug and alcohol use) impacts development and learning.
- G. Demonstrates knowledge of the importance of peers, peer acceptance and conformity to peer group norms and expectations for adolescents; and understands the significance of peer-related issues for teaching and learning.
- H. Understands that social and emotional factors in the family (e.g., parental divorce, homelessness) impact the learning and development of students in grades 8 through 12 in other domains.

- I. Uses knowledge of cognitive changes in students in grades 8 through 12 (e.g., refinement of abstract thinking and reasoning, reflective thinking, focus on the world beyond the school setting) to plan instruction that promotes learning and development.
- J. Analyzes ways in which developmental characteristics of students in grades 8 through 12 impact learning and performance; and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
- K. Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

COMPETENCY 002

THE TEACHER UNDERSTANDS STUDENT DIVERSITY AND KNOWS HOW TO PLAN LEARNING EXPERIENCES AND DESIGN ASSESSMENTS THAT ARE RESPONSIVE TO DIFFERENCES AMONG STUDENTS AND THAT PROMOTE ALL STUDENTS' LEARNING.

The beginning teacher:

- A. Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning and assessment.
- B. Accepts and respects students with diverse backgrounds and needs.
- C. Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
- D. Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.
- E. Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities.
- F. Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
- G. Understands the instructional significance of varied student learning needs and preferences.

COMPETENCY 003

THE TEACHER UNDERSTANDS PROCEDURES FOR DESIGNING EFFECTIVE AND COHERENT INSTRUCTION AND ASSESSMENT BASED ON APPROPRIATE LEARNING GOALS AND OBJECTIVES.

The beginning teacher:

- A. Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
- B. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs and interests; alignment with campus and district goals).
- C. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.
- D. Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs.
- E. Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement, and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes and to meet varied student needs.
- F. Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
- G. Plans learning experiences that provide students with opportunities to explore content from integrated and varied perspectives (e.g., by providing intradisciplinary and interdisciplinary instruction, encouraging students' application of knowledge and skills to the world beyond the school, designing instruction that reflects students' increasing ability to examine complex issues and ideas).
- H. Allocates time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment and closure.

COMPETENCY 004

THE TEACHER UNDERSTANDS LEARNING PROCESSES AND FACTORS THAT IMPACT STUDENT LEARNING AND DEMONSTRATES THIS KNOWLEDGE BY PLANNING EFFECTIVE, ENGAGING INSTRUCTION AND APPROPRIATE ASSESSMENTS.

The beginning teacher:

- A. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).
- B. Knows the implications for learning and instruction of students' increasing ability to engage in abstract thinking and reasoning.
- C. Enhances learning for students in grades 8 through 12 by providing instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning and inquiry; building students' capacity to learn through in-depth study and research).
- D. Teaches, models and monitors organizational and time-management skills at an age-appropriate level (e.g., using effective strategies for locating information, organizing information systematically).
- E. Recognizes how various characteristics of students in grades 8 through 12 (e.g., interacting with the larger community, building relationships, establishing an identity, questioning values, exploring long-term career and life goals, the importance of peers) impact teaching and learning.
- F. Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.
- G. Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.
- H. Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.
- I. Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.
- J. Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

DOMAIN II — CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT

COMPETENCY 005

THE TEACHER KNOWS HOW TO ESTABLISH A CLASSROOM CLIMATE THAT FOSTERS LEARNING, EQUITY AND EXCELLENCE AND USES THIS KNOWLEDGE TO CREATE A PHYSICAL AND EMOTIONAL ENVIRONMENT THAT IS SAFE AND PRODUCTIVE.

The beginning teacher:

- A. Uses knowledge of the unique characteristics and needs of students in grades 8 through 12 to establish a positive, productive classroom environment (e.g., encourages respect for the community and the people in it, promotes the use of appropriate language and behavior in daily interactions).
- B. Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.
- C. Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.
- D. Presents instruction in ways that communicate the teacher’s enthusiasm for learning.
- E. Uses a variety of means to convey high expectations for all students.
- F. Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.
- G. Creates a safe, nurturing and inclusive classroom environment that addresses students’ emotional needs and respects students’ rights and dignity.

COMPETENCY 006

THE TEACHER UNDERSTANDS STRATEGIES FOR CREATING AN ORGANIZED AND PRODUCTIVE LEARNING ENVIRONMENT AND FOR MANAGING STUDENT BEHAVIOR.

The beginning teacher:

- A. Analyzes the effects of classroom routines and procedures on student learning and knows how to establish and implement routines and procedures (e.g., by teaching, modeling and monitoring students’ organizational and time-management skills) to promote an organized and productive learning environment.
- B. Organizes and manages individual and group activities that promote students’ ability to assume responsible roles and develop collaborative skills and individual accountability applicable in real-world settings.
- C. Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies and technology; and to coordinate the performance of noninstructional duties (e.g., taking attendance) with instructional activities.

- D. Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books and facilitating communication.
- E. Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
- F. Applies theories and techniques related to managing and monitoring student behavior.
- G. Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.
- H. Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (e.g., academic integrity) in the classroom (e.g., communicating high and realistic behavior expectations, involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding appropriately to various types of behavior).

DOMAIN III — IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

COMPETENCY 007

THE TEACHER UNDERSTANDS AND APPLIES PRINCIPLES AND STRATEGIES FOR COMMUNICATING EFFECTIVELY IN VARIED TEACHING AND LEARNING CONTEXTS.

The beginning teacher:

- A. Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests and backgrounds.
- B. Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem solving and productive, supportive interactions, including appropriate wait time.
- C. Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools).
- D. Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts.

COMPETENCY 008

THE TEACHER PROVIDES APPROPRIATE INSTRUCTION THAT ACTIVELY ENGAGES STUDENTS IN THE LEARNING PROCESS.

The beginning teacher:

- A. Employs various instructional techniques (e.g., discussion, inquiry, problem solving, in-depth study and research) and varies teacher and student roles in the instructional process, and provides instruction that promotes intellectual involvement and active student engagement and learning.
- B. Applies various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time).
- C. Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.
- D. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs.
- E. Engages in continuous monitoring of instructional effectiveness.
- F. Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation.
- G. Employs effective motivational strategies and encourages students' self-motivation.

COMPETENCY 009

THE TEACHER INCORPORATES THE EFFECTIVE USE OF TECHNOLOGY TO PLAN, ORGANIZE, DELIVER AND EVALUATE INSTRUCTION FOR ALL STUDENTS.

The beginning teacher:

- A. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).
- B. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).
- C. Applies procedures for acquiring, analyzing and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).
- D. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities

(e.g., planning, creating and editing word processing documents, spreadsheet documents and databases; using graphic tools; participating in electronic communities as learner, initiator and contributor; sharing information through online communication).

- E. Knows how to use productivity tools to communicate information in various formats (e.g., slide show, multimedia presentation, newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet document, video).
- F. Knows how to incorporate the effective use of current technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities and materials to integrate the Technology Applications TEKS into the curriculum.
- G. Knows how to evaluate students' technologically produced products and projects using established criteria related to design, content delivery, audience and relevance to assignment.
- H. Identifies and addresses equity issues related to the use of technology.

COMPETENCY 010

THE TEACHER MONITORS STUDENT PERFORMANCE AND ACHIEVEMENT; PROVIDES STUDENTS WITH TIMELY, HIGH-QUALITY FEEDBACK; AND RESPONDS FLEXIBLY TO PROMOTE LEARNING FOR ALL STUDENTS.

The beginning teacher:

- A. Demonstrates knowledge of the characteristics, uses, advantages and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.
- B. Creates assessments that are congruent with instructional goals and objectives and communicates assessment criteria and standards to students based on high expectations for learning.
- C. Uses appropriate language and formats to provide students with timely, effective feedback that is accurate, constructive, substantive and specific.
- D. Knows how to promote students' ability to use feedback and self-assessment to guide and enhance their own learning.
- E. Responds flexibly to various situations (e.g., lack of student engagement in an activity, the occurrence of an unanticipated learning opportunity) and adjusts instructional approaches based on ongoing assessment of student performance.

DOMAIN IV — FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

COMPETENCY 011

THE TEACHER UNDERSTANDS THE IMPORTANCE OF FAMILY INVOLVEMENT IN CHILDREN’S EDUCATION AND KNOWS HOW TO INTERACT AND COMMUNICATE EFFECTIVELY WITH FAMILIES.

The beginning teacher:

- A. Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
- B. Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.
- C. Interacts appropriately with all families, including those that have diverse characteristics, backgrounds and needs.
- D. Communicates effectively with families on a regular basis (e.g., to share information about students’ progress) and responds to their concerns.
- E. Conducts effective conferences with parents, guardians and other legal caregivers.
- F. Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

COMPETENCY 012

THE TEACHER ENHANCES PROFESSIONAL KNOWLEDGE AND SKILLS BY EFFECTIVELY INTERACTING WITH OTHER MEMBERS OF THE EDUCATIONAL COMMUNITY AND PARTICIPATING IN VARIOUS TYPES OF PROFESSIONAL ACTIVITIES.

The beginning teacher:

- A. Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).
- B. Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students’ learning and to achieve campus and district goals.
- C. Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).
- D. Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).
- E. Uses resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.

- F. Recognizes characteristics, goals and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.
- G. Works productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.
- H. Understands and uses professional development resources (e.g., mentors and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills and technological expertise.
- I. Engages in reflection and self-assessment to identify strengths, challenges and potential problems; improve teaching performance; and achieve professional goals.

COMPETENCY 013

THE TEACHER UNDERSTANDS AND ADHERES TO LEGAL AND ETHICAL REQUIREMENTS FOR EDUCATORS AND IS KNOWLEDGEABLE OF THE STRUCTURE OF EDUCATION IN TEXAS.

The beginning teacher:

- A. Knows legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse) and adheres to legal guidelines in education-related situations.
- B. Knows and adheres to legal and ethical requirements regarding the use of educational resources and technologies (e.g., copyright, Fair Use, data security, privacy, acceptable use policies).
- C. Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.
- D. Follows procedures and requirements for maintaining accurate student records.
- E. Understands the importance of and adheres to required procedures for administering state- and district-mandated assessments.
- F. Uses knowledge of the structure of the state education system, including relationships among campus, local and state components, to seek information and assistance.
- G. Advocates for students and for the profession in various situations.

Chapter 4

Succeeding on Multiple-Choice Questions



APPROACHES TO ANSWERING MULTIPLE-CHOICE QUESTIONS

The purpose of this section is to describe multiple-choice question formats that you will see on the Pedagogy and Professional Responsibilities (PPR) 8–12 test and to suggest possible ways to approach thinking about and answering the multiple-choice questions. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The PPR 8–12 test is designed to include a total of 90 multiple-choice questions, out of which 80 are scored. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested in order to collect information about how these questions will perform under actual testing conditions. These questions are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice questions assess your ability to recall factual information and to think critically about the information, analyze it, consider it carefully, compare it with other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options labeled A, B, C and D. Leave no questions unanswered. Nothing is subtracted from a score if you answer a question incorrectly. Questions for which you mark no answer or more than one answer are not counted in scoring. Your score will be determined by the number of questions for which you select the best answer.

QUESTION FORMATS

You may see the following types of multiple-choice questions on the test.

- Single Questions
- Questions with Stimulus Material
- Clustered Questions
- Decision Sets

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type of question. In the actual testing situation, if you are taking the paper-based version of the test, you may mark the test questions and/or write in the margins of your test booklet. **Your final response must be indicated on the answer sheet provided.** If you are taking the test via computer, you may write on the scratch paper provided at the testing center. **Your final response must be selected on the computer.**

SINGLE QUESTIONS

In the single-question format, a problem is presented as a direct question or an incomplete statement, and four answer options appear below the question. The following question is an example of this type. It tests knowledge of PPR 8–12 Competency 009: *The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.*

EXAMPLE

Which of the following is the most important consideration for students and teachers with regard to students' use of the Internet as a research tool?

- A. The name of a website does not always give a clear indication of the contents of the site
- B. The rapid expansion of the Internet makes it difficult to obtain the very latest information on a given topic
- C. Different search engines use different formulas for matching websites to search strings
- D. Much of the information on the Internet has not been reviewed and verified by experts in relevant fields

SUGGESTED APPROACH

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

This item addresses students' use of the Internet as a research tool. Since there are few controls over what information may be posted on the Internet and by whom, information obtained through this medium cannot be assumed to be accurate. Therefore, students who are using the Internet as a research tool must be made aware of the importance of consulting sources that have been reviewed by experts to verify the accuracy of any information obtained. Therefore, **option D is the single best answer.**

With regard to the other responses, it is true that the name of a website may not accurately represent the information it presents (option A), and it is also true that search engines use different formulas for matching websites to search strings (option C). While these issues may affect how easy it is to find information, however, they are not relevant to the more critical issue of accuracy. With regard to option B, the question of whether students have located the very latest information, which may or may not be substantiated, is less important than whether they have consulted a variety of up-to-date, accurate resources in a variety of media.

QUESTIONS WITH STIMULUS MATERIAL

Some questions on this test are preceded by stimulus material that relates to the question. Some types of stimulus material included on the test are teacher notes, samples of student work and descriptions of classroom situations. In such cases, you will generally be given information followed by an event to analyze, a problem to solve or a decision to make.

You can use several different approaches to respond to these types of questions. Some commonly used strategies are listed below.

4

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the question and refer again to the stimulus material to verify the correct answer.
- Strategy 2** Read the question *before* considering the stimulus material. The content of the question will help you identify the purpose of the stimulus material and locate the information you need to respond to the question.
- Strategy 3** Use a combination of both strategies; apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the question first” strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the question, you should read it carefully and critically. If you are taking a paper-based test, you may want to underline its important points to help you answer the question.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions in terms of only the information provided in the stimulus — not in terms of your own class experiences or individual students you may have known.

EXAMPLE

First read the stimulus.

Use the information below to answer the questions that follow.

A science teacher and a social studies teacher teach the same group of eighth graders. The teachers will be addressing some related content with these students, so they agree to create an interdisciplinary unit with coordinated instruction between the two classes.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures Competency 012: *The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.*

1. The teachers begin planning the interdisciplinary unit by deciding on student learning goals that both teachers will emphasize in their classrooms. To help ensure an effective, well-coordinated unit, the teachers should also decide about which of the following before the unit begins?
 - A. How to sequence and pace topic coverage during the unit
 - B. How much time to devote to individual, small-group and whole-class instruction during the unit
 - C. What methods to use to communicate with parents and students about learning expectations
 - D. What presentation methods and teaching styles to use during the unit

SUGGESTED APPROACH

Read the question carefully and critically. Think about the question that is being asked. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

This question tests understanding of effective collaborative practices. The teachers have agreed on their learning goals for students. Now they need to agree on the sequence and pace of instruction (option A) so that students will be able to build on previously presented content as new content is taught. Students will be much more likely to understand the topic of any given lesson if they are able to fit the new information into a framework of existing knowledge. Therefore, **option A is the single best answer.**

None of the other responses addresses ways to coordinate instruction effectively. Once the teachers have agreed on student learning goals and on the sequence and pace of topic coverage, students will be able to benefit from instruction whether or not the teachers coordinate their grouping practices (option B) or employ similar presentation methods and teaching styles (option D). With regard to option C, although it is important for each teacher to determine mastery criteria for his or her own subject-area objectives, coordination of instruction during the unit will not depend on agreement between the teachers in regard to the specific criteria each has identified.

Now you are ready to answer the second question. This question measures Competency 012: *The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.*

2. The teachers wish to ensure that their unit will proceed smoothly. They are most likely to achieve this goal by using which of the following strategies?
 - A. Before the unit begins, create a plan specifying the learning activities that will occur in each teacher's classroom each day
 - B. Make arrangements to meet on a regular basis to discuss how the unit is progressing and to address any issues that may arise
 - C. Before the unit begins, identify any teacher tasks that will need to be done during the unit and assign each task to a teacher
 - D. Make arrangements to work together to create all of the lesson plans that will be used in both classrooms throughout the unit

SUGGESTED APPROACH

Read the question carefully and critically. Think about the question that is being asked. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

This question requires knowledge of principles of effective collaboration in an interdisciplinary teaching situation. Ongoing communication is essential so that the teachers can share information about and identify ways to address such issues as unanticipated directions students' interests have taken, concepts students are having trouble with and so forth. Establishing a regular meeting schedule to discuss progress and make necessary adjustments (option B) is an effective means of ensuring that such communication will occur. Therefore, **option B is the single best answer.**

None of the other strategies listed would facilitate the ongoing exchange of information necessary to address issues that arise as the unit proceeds. Since teachers are unlikely to be able to accurately predict the specific issues that will arise during a unit, brainstorming teacher responses before the unit begins (option A) would probably be a very inefficient use of planning time. Jointly creating all lesson plans in advance (option D) would not allow the flexibility necessary to adapt activities and lessons to changing circumstances and would also require a large and unnecessary investment of the teachers' time. Identifying and assigning specific teacher roles ahead of time (option C), while it might help increase efficiency, would not enhance the teachers' ability to address student learning issues effectively as they arise.

CLUSTERED QUESTIONS

You may have one or more questions related to a single stimulus. When you have at least two questions related to a single stimulus, the group of questions is called a cluster.

DECISION SETS

The PPR 8–12 test may include one or more Decision Sets, which simulate the kinds of decisions teachers must make on the job. Each Decision Set starts with a stimulus (e.g., a description of a second-grade classroom, plans for a field trip, a transcript of a parent-teacher conference), asks one or more questions related to that stimulus and then presents further stimuli that lead to additional questions. A typical Decision Set includes two or more stimuli and 5–9 questions that may address competencies across all four domains of the test.

The questions are about general educational principles and concepts although they are set in specific contexts.

In a test booklet, the beginning and ending of each Decision Set will be clearly marked. For simplicity in the test booklet, a Decision Set is referred to as a “Set.”

Chapter 5

Multiple-Choice Practice Questions



SAMPLE MULTIPLE-CHOICE QUESTIONS

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements will not appear on the actual test.

An answer key follows the sample questions. The answer key lists the question number and correct answer for each sample test question. Please note that the answer key also lists the competency assessed by each question and that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

COMPETENCY 001

1. The students in an eighth-grade class represent a wide range of levels of cognitive development, from concrete operational to formal operational thought. The teacher’s best strategy for adapting instruction to accommodate this degree of cognitive variation among students would be to
 - A. make use of experiential and hands-on activities to complement and illustrate more abstract content.
 - B. group students as much as possible according to level of cognitive development.
 - C. plan to work with students one-on-one to the greatest extent possible.
 - D. target instruction at the average level of cognitive development represented by the class overall.

COMPETENCY 001

2. A high school junior tells a teacher that he intends to drop out of school because school is a waste of time and a full-time job would enable him to earn a lot of money. The teacher is most likely to be able to discuss this issue effectively with the student if the teacher is aware that many students at this age
 - A. focus on the present and have trouble appreciating long-term consequences.
 - B. are not yet able to recognize and distinguish the diverse roles of individuals and groups in society.
 - C. find it difficult to apply reasoning skills to any issues that are affecting their own lives.
 - D. view the authority figures in their lives, including teachers, as being able to make the best decisions.

COMPETENCY 002

3. A high school teacher's classes include students from different cultural backgrounds. The teacher notes that relations among diverse student groups are sometimes tense and include occasional verbal conflict. The teacher can best respond to the observed tensions by using which of the following approaches?
- A. Reinforce student recognition of the benefits of cooperation by setting up a system in which some members of the class receive meaningful rewards for exhibiting positive behavior during specified periods of time
 - B. Use a seating arrangement that separates students from different groups, and organize group work to accommodate students' preferences regarding peers with whom they would like to work
 - C. Work with students to create a set of clearly defined guidelines for behavior and interactions in the classroom, and insist that all students consistently adhere to the guidelines
 - D. Implement a grading system in which student attitudes toward peers are as important as performance on classroom projects and assessments in determining students' course grades

COMPETENCY 002

4. An English teacher plans to assign a major research project to students in a mixed-ability class. The teacher wishes to implement the project in a way that will build confidence and positive expectations among the class's lower-achieving students. Which of the following approaches would best assist the teacher in achieving this goal?
- A. Break the project into a series of manageable subtasks, and be available to provide students with ongoing assistance in planning and accomplishing tasks as needed
 - B. Allow students substantial choice in determining the research topics they wish to pursue and the timelines and procedures they wish to use to complete their projects
 - C. Give students a checklist emphasizing process skills and have them complete the checklist as the project progresses
 - D. Pair lower-achieving students with higher-achieving peers, and encourage the student pairs to use flexibility in carrying out their respective project roles

COMPETENCY 002

5. A high school teacher is planning a research activity that will require students to collect various types of information on the Internet, organize and analyze the information they collect and create multimedia presentations to share what they have learned with their classmates. The teacher is aware that some students in the class have had limited opportunities to learn to use technological tools. The teacher can best respond to the needs of these students by using which of the following strategies?
- A. Incorporate flexibility into the schedule for completing each phase of the research so that all students may have extra time for particular tasks
 - B. Offer students options for conducting their research with mainly paper-based texts and for developing presentations that do not require computer technology
 - C. Provide students with a carefully organized, comprehensive set of written instructions that they may refer to as they work on the various phases of their projects
 - D. Have students implement the activity in small, heterogeneous groups structured to give all students access to equipment that allows them to play a role in all activity components

COMPETENCY 003

6. A ninth-grade teacher has brainstormed a list of potential learning goals that she is considering using for an upcoming instructional unit. One of the learning goals is, “Students will appreciate the aesthetic beauty of works of art from various cultures.” Which of the following is the most significant problem associated with using this learning goal?
- A. It requires a level of prior content knowledge that most ninth graders do not yet possess
 - B. It is worded so ambiguously as to make it difficult to create meaningful instructional activities
 - C. It addresses an outcome that is likely to be of little interest to most ninth graders
 - D. It is difficult to assess students’ achievement of this goal in an objective, meaningful way

COMPETENCY 003

7. The most important reason for planning an entire unit before beginning instruction in it is to
- A. facilitate moving from one topic to another in the unit according to students' interests and needs.
 - B. allow the unit's summative assessment tool to be created before developing lesson plans.
 - C. ensure that the content and learning activities are sequenced in a logical and coherent manner.
 - D. determine whether the topic of the unit is appropriate given the age and developmental level of the students.

COMPETENCY 004

8. A high school biology teacher has students use science journals on a regular basis. Following are some reflection questions the teacher asked students to address in their journals during a recent unit on biology and society.

What did you learn from the video we saw today?

Do you think the work we just read by Rachel Carson, a biologist and environmentalist who wrote decades ago, is as relevant today as it was when it was written? Why or why not?

How did your group's research contribute to your understanding of the ethical dimensions of biological science?

These questions best reflect the teacher's use of which of the following principles related to learning?

- A. Learning is enhanced when students are challenged to formulate general rules and principles on their own based on their knowledge of specifics
- B. Learning tends to be most meaningful when students' acquisition of knowledge and skills is self-motivated
- C. Learning occurs most effectively when students are prompted to consciously regulate the skills and procedures they use to obtain new knowledge
- D. Learning is reinforced when students are provided with opportunities to actively process new information

COMPETENCY 005

9. Which of the following questions would be most important to consider for a teacher who wishes to evaluate classroom climate?
- A. Does my instruction reflect a consistent and coherent educational philosophy?
 - B. Do my students have opportunities to participate in varied types of learning experiences?
 - C. Do my lessons promote all students' intellectual involvement and active engagement in learning?
 - D. Have I put mechanisms in place to ensure ongoing individual accountability in regard to student learning?

COMPETENCY 005

10. A high school teacher is aware that the students in a class differ significantly in their prior experience with the subject matter and their current level of knowledge and skill. In this situation, the teacher can best create a positive and supportive learning environment for all students by using an assessment system in which
- A. different standards of performance are used to determine grades for different groups of students.
 - B. tests and quizzes administered to the class include questions at varying levels of difficulty.
 - C. feedback given to students is based on peer assessment as well as assessment by the teacher.
 - D. process and progress are considered as well as product in determining grades.

COMPETENCY 006

11. When using conflict resolution techniques to address a dispute between two students, a teacher's primary goal should be to
- A. encourage the students to work toward a mutually agreeable settlement.
 - B. determine which of the students instigated the dispute.
 - C. provide the students with a sympathetic third party to whom they can express their concerns.
 - D. make a final judgment that both students will agree is fair.

COMPETENCY 006

12. During the opening weeks of school, a high school teacher places particular emphasis on ensuring that students understand and follow standard classroom routines. The major advantage of this practice is that it
- A. reduces the amount of time the teacher must devote to planning.
 - B. eliminates the uncertainty caused by daily variations in sequence and type of instructional activities.
 - C. promotes the efficient and effective use of learning time.
 - D. enhances the teacher's ability to monitor students' levels of interest and attention.

COMPETENCY 006

13. The efficiency of which of the following tasks would be most improved by using an electronic spreadsheet?
- A. Taking attendance at the beginning of each class period
 - B. Developing daily, weekly and monthly lesson plans
 - C. Tracking the receipt of forms signed by students' parents/guardians
 - D. Applying a weighting formula to determine students' final grades

COMPETENCY 007

14. A teacher is evaluating the effectiveness of a class discussion that occurred in one of her classes. Which of the following features of the discussion should concern the teacher most?
- A. Students often did not listen to what their classmates were saying
 - B. Students frequently directed comments to one another rather than to the teacher
 - C. Students sometimes failed to wait to be called on before speaking
 - D. Students spent more time disagreeing about key points than agreeing

COMPETENCY 007

15. A new teacher has been observed by a mentor during a couple of class periods. Following the observations, the mentor makes the following comments to the teacher.

You may not be aware of this, but you tend to direct most questioning at your higher-achieving students, and then you give them a lot of cues to help them get the right answer and promote strong performance. With lower-achieving students, however, you ask fewer and easier questions, and you give them less time to respond. You're less likely to prompt them when they're stuck and also seem to be more accepting of their incorrect answers.

Which of the following best indicates how the practices described by the mentor are most likely to affect the teacher's classroom?

- A. The teacher's use of easy questions with lower-achieving students and the lack of insistence on correct answers will give the lower achievers a strong sense of achievement and academic success
- B. Excessive teacher pressure on higher-achieving students will increase resentment toward their lower-achieving peers
- C. The teacher's provision of a large number of cues to higher-achieving students will diminish the level of effort the higher achievers are willing to expend and reduce their motivation to learn
- D. Low teacher expectations will reinforce the sense among lower-achieving students that they are unable to achieve

COMPETENCY 007

16. A science teacher concludes a lecture as follows.

As you recall, we started out last week learning about different types of ecological communities, and now we've examined the food chains that exist in ecological communities. Next time, we'll begin exploring ways in which the actions of humans can affect those food chains. Some of the ways were suggested in today's lesson when we discussed the strong interdependence among the species in food chains and communities.

The primary benefit of this type of conclusion is that it

- A. prompts students to assess their own learning and identify potential areas of misunderstanding.
- B. helps students see how content covered over time ties together and makes a coherent whole.
- C. promotes students' recognition of the importance and relevance of the content being taught.
- D. summarizes for students the key concepts they should have learned about a topic.

COMPETENCY 008

17. A number of students arrive in Mr. Fitch’s government class one morning debating the results of a federal election that are being contested nationwide. The class is due to study election-related content later in the semester as part of a carefully planned instructional sequence. Which of the following would be Mr. Fitch’s best response in this situation?
- A. Begin the class by praising students for their interest in the election and urging them to continue pursuing that interest; then have them turn their attention to the planned lesson
 - B. Devote this class period, and additional periods as appropriate, to addressing principles and issues related to the current public debate
 - C. Assure students that the class will address the election in depth after they have progressed through a series of prerequisite lessons
 - D. Encourage interested students to begin collecting election-related information in preparation for writing their final term paper

COMPETENCY 008

18. During a lesson on environmental health, students in a health class begin discussing a local dispute. A refinery may be built in the community, and while some citizens believe this would be a good thing, others disagree. Students have strong opinions on the topic, and during the discussion there are several exchanges like the one below.

Student A: The smoke from that refinery would make people sick. Little kids would get asthma, and older people could even die.

Student B: No they wouldn’t. I heard on the news that it wouldn’t pollute the air at all.

Based on these comments, the teacher could best promote students’ lifelong learning skills by

- A. encouraging students to express their opinions in writing to local officials.
- B. dividing the class into two teams and having them spend the rest of the period debating the issue.
- C. asking students to determine the actual level of support for each position among their classmates.
- D. having students gather evidence that will help them evaluate the situation objectively.

COMPETENCY 008

19. Before students in a chemistry class begin an experiment, their teacher routinely asks them to write a few sentences explaining the objective of the experiment and how the procedures will help achieve the objective. Which of the following is the greatest benefit of this teaching strategy?
- A. It increases the likelihood that most or all of the experiments will yield the desired results
 - B. It promotes students' ability to work quickly and efficiently
 - C. It facilitates students' development of a conceptual framework to guide their work
 - D. It helps ensure that all students start the activity with an equal chance of success

COMPETENCY 009

20. A high school teacher is planning to have his students prepare multimedia presentations. The teacher wants to ensure that the presentations are substantive and that students do not focus exclusively on the design of their presentations. The teacher could address this issue most effectively by taking which of the following steps before students begin work on their presentations?
- A. Prompting students to work simultaneously on both the content and the design of their presentation
 - B. Requiring students to submit a rough outline of the design and content of their proposed presentation
 - C. Working with students to develop a rubric that defines the relative importance of content and design features
 - D. Creating a list of unit-related topics from which students must select the subject of their presentation

COMPETENCY 010

21. When teachers create unit tests, it is most important to ensure that the tests
- A. address previously defined learning goals and are closely aligned with what students have been taught.
 - B. include questions that are written at various levels of difficulty and in a range of assessment formats.
 - C. offer students opportunities to respond to both fact-based and opinion-based questions.
 - D. are designed in ways that will yield a substantial range of variation in student scores.

COMPETENCY 011

22. An eighth-grade mathematics teacher would like to encourage students' parents/guardians to become partners with the teacher in their children's education. The teacher can best facilitate the development of such partnerships by providing families with specific information about which of the following at the beginning of the school year?
- A. The textbooks and other instructional resources the teacher plans to use throughout the year
 - B. The teacher's expectations and requirements for students' academic performance
 - C. The developmental characteristics and needs that are typical of eighth-grade students
 - D. The formats used in classroom tests and methods the teacher uses to determine student test scores

COMPETENCY 011

23. A parent calls Ms. Henry, a ninth-grade teacher, to complain about the amount of work Ms. Henry requires of the students in her class, which the parent describes as “excessive and unrealistic.” Ms. Henry suggests that the parent meet with her to discuss the issue, and the parent agrees. Ms. Henry can best ensure a productive meeting with the parent by
- A. clarifying what changes the parent would like to see occur in the class.
 - B. examining why this parent’s child is complaining about work in the class while other students are not.
 - C. listening to the parent’s concerns and explaining reasons for assigning the work.
 - D. comparing the amount of work Ms. Henry requires with the amount of work required by other teachers.

COMPETENCY 012

24. A new teacher plans to have a class of high school students engage in group projects involving the use of various technological tools to conduct research and to prepare and present results. The teacher is not sure what technological resources are available or how existing resources might best be used for the upcoming project. The teacher asks to meet with the technology coordinator to obtain further information. To work effectively with the technology coordinator, it is most important for the teacher to be prepared to share information about
- A. the nature and goals of the research project that will be assigned to the class.
 - B. the teacher’s own background in regard to various types of technology.
 - C. the composition of the student groups that will work together on the project.
 - D. the types of nontechnological resources students are likely to use for the project.

Use the information below to answer the questions that follow.

A group of Texas teachers is attending a district seminar on the Educators' Code of Ethics. The purpose of the seminar is to help teachers better understand how the Code of Ethics applies to the practice of teaching in Texas schools and to provide an opportunity for teachers to share and discuss their concerns about how the code applies to their everyday activities in the schools. After reviewing the basic ethical principles stated in the Educators' Code of Ethics, seminar participants discuss situations that are relevant to the Code of Ethics.

COMPETENCY 013

25. At one point during the seminar, the discussion turns to the subject of how teachers should proceed before and during the administration of the Texas Assessment of Knowledge and Skills (TAKS). Which of the following teacher practices would be considered unethical?
- A. Administering a teacher-made practice test several days prior to the actual administration of the TAKS to one's class
 - B. Answering specific student questions about how to answer TAKS questions during the actual administration of the test
 - C. Reviewing with one's class the directions for the different sections of the TAKS to prepare them for the actual administration
 - D. Preparing students for the TAKS in advance by presenting lessons that focus on specific objectives measured by the test

COMPETENCY 013

26. During the discussion, one of the participants raises the topic of teachers' use of school property at home. Several teachers state their opinion that it is ethically permissible to borrow school equipment (e.g., computers, videotape recorders) for home use. The teachers' opinion is correct only if it is understood that the borrower
- A. intends to return the equipment eventually.
 - B. believes the equipment is not currently needed at school.
 - C. uses the equipment for authorized school business only.
 - D. repairs any damage he or she may do to the equipment.

DECISION SET BEGINS HERE

Teresa Foster is a first-year high school social studies teacher. A few weeks into the school year, another social studies teacher, conversing casually with Ms. Foster, remarks, “I hear you have Mary Jordan this year. You must love having her in your class. She was in my class last year, and it was a real pleasure. She’s so smart and motivated!”

This remark surprises Ms. Foster because Mary has been one of about a half-dozen students in this particular eleventh-grade class who have seemed especially unmotivated. She has regularly failed to turn in completed homework assignments, has rarely participated in class discussions and has not done well on quizzes. Ms. Foster had assumed that Mary and the other students had always lacked motivation and had been low achievers. The information from the other teacher prompts Ms. Foster to look into the past academic performance of Mary and the five other students. Her first step is to review their school academic records.

COMPETENCY 010

27. While examining Mary’s school file, Ms. Foster observes that Mary’s grades have been generally good, with some variation. Mary’s social studies grades have been more variable than grades in other subjects. As she interprets these grades, which of the following points should Ms. Foster keep in mind?
- A. Some variation in course grades is normal because different teachers may apply different standards in assigning grades to students
 - B. Minor fluctuations in a student’s course grades over time often indicate the presence of stress related to factors outside of school
 - C. Course grades in a given content area tend to be stable because they are based on student work completed over an extended period of time
 - D. Students’ grades in a subject area should be expected to vary widely over time due to differences in course content from year to year

As a result of her examination of Mary’s school records and conversations with some of Mary’s other teachers, Ms. Foster concludes that Mary’s school performance was indeed much stronger in previous years. She also discovers that Paul and Leon, two other students in the class, seem to be achieving less during this school year than in the past. Ms. Foster asks Mary, Paul and Leon to stay after class one day. Following is an excerpt of their discussion.

Ms. Foster: I wanted to talk to you because I’ve noticed that none of you seem to be doing as well in social studies as I would have expected, given your past performance in school (*The students look down at their desks and say nothing.*) You all got A’s and B’s in social studies last year, but so far, Leon, you’re barely passing my class. Mary, with a low C average, you’re not doing much better; and Paul, you’re doing even worse. I would probably have to give you an F if the grading period were over right now.

(The students shift in their seats but do not say anything.)

Ms. Foster: You all need to start taking steps to improve your performance right away. If you don’t, you can’t hope to get anything above a C for the term. None of you is turning in homework regularly. Can you tell me why?

Leon: I just don’t seem to have enough time to get all of my homework done.

Ms. Foster: Why is that?

Leon: (*mumbles*) I don’t know. (*He seems reluctant to say more.*)

Ms. Foster: What about you, Mary or Paul? (*Both students shrug noncommittally.*) All right — you can go now, but I want you to give some thought to what I’ve said and what you’re going to do about it.

COMPETENCY 005

28. Ms. Foster’s handling of this situation is most likely to cause the students to
- A. modify their behavior, but only because of fear of the possible consequences.
 - B. generalize their negative experience in social studies to other content areas.
 - C. begin to accept some responsibility for solving problems on their own.
 - D. feel resentment and mistrust toward the teacher.

COMPETENCY 013

29. During her meeting with these students, Ms. Foster acted inappropriately by
- A. holding the students to her expectations for their performance rather than their own.
 - B. suggesting that they would get poor grades for the term if their work did not improve immediately.
 - C. violating their confidentiality by discussing each one’s grades in front of the others.
 - D. placing too much emphasis on final products and not enough on the learning process.

Since Ms. Foster did not obtain any useful information during the group meeting, she decides to meet with each student individually. When Ms. Foster meets with Mary Jordan, Mary says that she does not have time to do all of her homework because she is working nearly 40 hours a week at two part-time jobs. When Ms. Foster suggests that Mary consider cutting back on the number of hours she devotes to her jobs, Mary becomes agitated. She tells Ms. Foster that her family needs her to work because her mother recently lost her full-time job when the company she worked for went out of business. Ms. Foster next suggests that Mary use her study periods to do her homework, but Mary says she is taking a full class load and has little time to study. Ms. Foster can see that Mary wants to do well in school and is under a great deal of stress.

COMPETENCY 004

30. This situation best illustrates which of the following principles?
- A. Teachers should be aware that for some students school may serve as a temporary haven from community and family problems
 - B. When school and community share information and collaborate to solve problems, the needs of both can be served
 - C. Teachers should be aware of factors in the home and community that may adversely affect students’ learning
 - D. Students’ motivation to achieve in school may be greatly affected by teachers’ expectations for their performance

COMPETENCY 011

31. Following her talk with Mary, Ms. Foster receives a phone call from Ms. Jordan, Mary's mother. Ms. Jordan reveals that she is concerned about the effects her problems are having on Mary and admits that she does not know what to do next. It would be most appropriate for Ms. Foster to respond to Ms. Jordan by
- A. asking whether Ms. Jordan and Mary could meet with her to discuss possible options for balancing Mary's school and job responsibilities.
 - B. arranging appointments for Ms. Jordan with agencies in the community that can provide family counseling and other family support services.
 - C. assuring Ms. Jordan that she and other school staff will take steps to modify Mary's instruction and assignments to accommodate Mary's current situation.
 - D. making an appointment with Ms. Jordan to discuss her and Mary's situation and to offer advice about ways to improve their lives.

Ms. Foster has discovered that in previous years Paul was a quiet, shy student without many friends. Since the beginning of the current school year, however, Paul's behavior has changed dramatically. He has been associating with a group of students who are unmotivated academically and frequently cause discipline problems. Paul himself has begun acting out in many of his classes. When Paul and Ms. Foster meet, Paul is not very responsive. His answers to her questions are uninformative, and the meeting concludes without resolution. Ms. Foster is concerned because her observations of Paul during class and during her meetings with him convince her that Paul is unhappy and confused; she also suspects that he may be using drugs.

COMPETENCY 012

32. Given Ms. Foster's suspicions about Paul's emotional status and possible substance abuse, which of the following would probably be the most effective strategy for her to use first to try to help Paul?
- A. Discussing with Paul her suspicions regarding his possible substance abuse and the likely consequences of such abuse
 - B. Reinforcing for Paul teacher expectations regarding student behavior and completion of assigned work
 - C. Working with appropriate school staff and Paul to identify and address his problems
 - D. Talking to Paul's parents or guardians about her suspicions and strategies they can use at home to modify his behavior

During Ms. Foster’s meeting with Leon, he says he does not know why he cannot complete his assignments or keep up in his classes this year.

COMPETENCY 010

33. Together, Ms. Foster and Leon conclude that one reason for his problems is that he has undertaken too many responsibilities this year (e.g., taking an extra class, working on the school yearbook, beginning a part-time job). Ms. Foster asks Leon to
- think about his key goals for the year,
 - list the various options available to him for dealing with his problem, and
 - identify the benefits and costs associated with each option.

Which of the following is a benefit of having Leon carry out this step-by-step process?

- A. It models an effective problem-solving strategy that Leon can use in a variety of contexts
- B. It shows Leon how a single problem-solving method can lead to divergent solutions
- C. It encourages Leon to take risks when solving problems on his own
- D. It provides a way for Leon to apply what he has learned in class to solve a real-world problem

COMPETENCY 004

34. Leon and Ms. Foster further conclude that Leon needs to improve his organizational skills. After they devise a method for keeping track of homework assignments, Ms. Foster suggests that they meet weekly for a few weeks. These steps are likely to benefit Leon most directly by
- A. prompting him to develop a more positive attitude toward school and toward learning in general.
 - B. helping him learn how to monitor his own progress and performance more effectively.
 - C. promoting his ability to modify activities to suit his individual strengths and needs.
 - D. encouraging him to use metacognitive techniques in his approach to learning.

DECISION SET ENDS HERE

DECISION SET BEGINS HERE

Students in an eighth-grade class are going to be working on individual research projects. The teacher, Mr. Hernández, takes the class to the school library/media center so that the students can learn about the various resources that are available. Among the resources are several technology-based resources and multiple computer stations.

COMPETENCY 003

35. As part of a general introduction to the library/media center, Mr. Hernández describes and demonstrates how to use the various types of resources available, including books, magazines, educational journals, DVDs and CDs. Which of the following is the most important benefit of making these various media available to the students?
- A. Accommodating students' individual learning preferences
 - B. Conveying high teacher expectations for all students' learning
 - C. Enabling students to work quickly and efficiently
 - D. Promoting a sense of class collaboration and cohesiveness

The computer stations in the school's library/media center have access to the Internet. Mr. Hernández would like to use the research project assignment as an opportunity to develop students' proficiency at using the Internet.

COMPETENCY 009

36. The students will be conducting online research over the course of several days. Mr. Hernández can best facilitate their work by
- A. printing out all the pages containing relevant information that students encounter in the course of their search.
 - B. advising students to take careful notes of all relevant information during their online sessions.
 - C. allocating specific computer stations to individual students for the duration of the project.
 - D. showing students how to create their own personal Bookmarks/Favorites file to save useful URL addresses.

COMPETENCY 009

37. One of the students is using an Internet browser to conduct a search for information about a particular topic when she receives the message from the search engine that there are over 6,800 entries for that topic. Which of the following teacher approaches would be most likely to help the student use this resource more effectively?
- A. Suggest that the student select a different research topic that will generate fewer entries
 - B. Clarify and demonstrate the procedure for composing search strings
 - C. Enter the proper search information for the student and allow her to continue browsing
 - D. Show the student how to select only the first 10 or 20 entries to review for her research

DECISION SET ENDS HERE

ANSWER KEY

Question Number	Correct Answer	Competency
1	A	001
2	A	001
3	C	002
4	A	002
5	D	002
6	D	003
7	C	003
8	D	004
9	C	005
10	D	005
11	A	006
12	C	006
13	D	006
14	A	007
15	D	007
16	B	007
17	B	008
18	D	008
19	C	008
20	C	009
21	A	010
22	B	011
23	C	011
24	A	012
25	B	013
26	C	013
27	A	010
28	D	005
29	C	013
30	C	004
31	A	011
32	C	012
33	A	010
34	B	004
35	A	003
36	D	009
37	B	009

Chapter 6

Are You Ready? – Last Minute Tips



PREPARING TO TAKE THE TEST

CHECKLIST

Complete this checklist to determine if you are ready to take your test.

- ✓ Do you know the testing requirements for your teaching field?
- ✓ Have you followed the test registration procedures?
- ✓ Have you reviewed the test center identification document requirements in the *Registration Bulletin* or on the ETS TExES website at www.texas.ets.org?
- ✓ Do you know the test frameworks that will be covered in each of the tests you plan to take?
- ✓ Have you used the study plan sheet at the end of this booklet to identify what content you already know well and what content you will need to focus on in your studying?
- ✓ Have you reviewed any textbooks, class notes, and course readings that relate to the frameworks covered?
- ✓ Do you know how long the test will take and the number of questions it contains? Have you considered how you will pace your work?
- ✓ Are you familiar with the test directions and the types of questions for your test?
- ✓ Are you familiar with the recommended test-taking strategies and tips?
- ✓ Have you practiced by working through the sample test questions at a pace similar to that of an actual test?
- ✓ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- ✓ If you are repeating a test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

THE DAY OF THE TEST

You should have ended your review a day or two before the actual test date. Many clichés you may have heard about the day of the test are true. You should:

- Be well rested.
- Take the appropriate identification document(s) with you to the test center (identification requirements are listed in the *Registration Bulletin* and on the ETS TExES website at www.texas.ets.org).
- Take 3 or 4 well-sharpened soft-lead (No. 2 or HD) pencils with good erasers.
- Eat before you take the test.
- Be prepared to stand in line to check in or to wait while other test takers are being checked in.
- Stay calm. You can't control the testing situation, but you can control yourself. The test administrators are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if a test doesn't start exactly on time. You will have the necessary amount of time once it does start. Using the *Reducing Test Anxiety* booklet in the days before you test may be helpful in mentally and emotionally preparing yourself to test. It is available free at www.texas.ets.org.

You can think of preparing for this test as training for an athletic event. Once you have trained, prepared and rested, give it everything you've got. Good luck.

Appendix A

Study Plan Sheet



Appendix B

Preparation Resources



PREPARATION RESOURCES

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

ASCD Infobrief, Newsletter of the Association for Supervision and Curriculum Development.

The Computing Teacher/Learning and Leading with Technology, International Society for Technology in Education.

Educational Leadership, Journal of the Association for Supervision and Curriculum Development.

English Journal, National Council of Teachers of English.

Exceptional Children, Council for Exceptional Children.

Journal of Computing in Childhood Education, Journal of the Association for the Advancement of Computing in Education.

Journal of Reading, International Reading Association.

Mathematics Teacher, National Council of Teachers of Mathematics.

Social Education, National Council for the Social Studies.

OTHER RESOURCES

Campbell, L., Campbell, B., and Dickinson, D. (2003). *Teaching and Learning Through Multiple Intelligences*, Third Edition. Needham, Mass.: Allyn and Bacon.

Evertson, Carolyn M., and Emmer, Edmund T. (2008). *Classroom Management for Middle and High School Teachers*. Eighth Edition. Needham, Mass.: Allyn and Bacon.

Garcia, J., Spalding, E., and Powell, E. R. (2000). *Contexts of Teaching: Methods for Middle and High School Instruction*. First Edition. N.J.: Prentice Hall.

Jackson, A. W., and Davis, G. A. (2000). *Turning Points 2000: Educating Adolescents in the 21st Century*. N.Y.: Carnegie Corporation of New York.

Jensen, E. (2005). *Teaching with the Brain in Mind*, Second Edition. Alexandria, Va.: Association for Supervision and Curriculum Development.

Jonassen, D., Howland, J., Marra, R., Crismond, D. (June 1, 2007). *Meaningful Learning and Technology*, Third Edition. Needham, Mass.: Allyn & Bacon 2008.

ONLINE RESOURCES

Institute of Education Sciences — <http://ies.ed.gov>

Texas Education Agency Special Education in Texas —
www.tea.state.tx.us/special.ed/guidance/sbIEP.html

Texas Project First — www.texasprojectfirst.org/ARDIEP.html

U.S. Department of Education — www.ed.gov

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