

TE_xES | Texas Examinations of Educator Standards

Preparation Manual



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PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators 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 new Texas Examinations of Educator Standards (TExES™). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects the SBEC's commitment to help align Texas education from kindergarten through college. The SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers 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 new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

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

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test questions

Sample test items and answer key

TABLE OF CONTENTS

SECTION I	THE NEW TExES TESTS FOR TEXAS TEACHERS	1
	Development of the New TExES Tests Taking the TExES Test and Receiving Scores Educator Standards	
SECTION II	USING THE TEST FRAMEWORK	5
	Organization of the TExES Test Framework Studying for the TExES Test Test Framework (Including Proportions of Each Domain)	
SECTION III	APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS	15
	Item Formats —Single Items —Items With Stimulus Material	
SECTION IV	SAMPLE ITEMS	23
	Sample Items Answer Key	
SECTION V	PREPARATION RESOURCES	31
	Journals Other Sources Online Resources	

SECTION I

THE NEW 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 newly developed 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 may include both individual, or stand-alone, test items (questions) and items 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 interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, 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 convened to recommend what the beginning educator should know and be able to do. To ensure vertical alignment of standards across the range of instructional levels, individuals with expertise in early childhood, elementary, middle, or high school education meet jointly to articulate the critical knowledge and skills for a particular content area. Participants begin their dialogue using a "clean slate" approach with the Texas Essential Knowledge and Skills (TEKS) as the focal point. Draft standards are written to incorporate the TEKS and to expand upon that content to ensure that all beginning educators possess the appropriate level of both knowledge and skills to instruct students successfully.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site 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 draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-and-paper-based or computer-based examination, as appropriate. 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 Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft items 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 Items.** All of the newly developed test items that have been deemed acceptable by the item 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 items are valid, reliable, and free from bias.
8. **Administer New 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 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 for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. 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 items 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.
- information to help you understand the score scale and interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report mailing date of each test administration. Information about receiving unofficial scores via the Internet, the score scale, and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

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

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this 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.

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 items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

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 8. These are then 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 on the next page.

Sample Competency and Descriptive Statements

Gifted and Talented Supplemental

Competency:

The teacher understands and applies knowledge of the historical, legal, and conceptual foundations of gifted education and understands the roles and responsibilities of the teacher of gifted and talented students.

Descriptive Statements:

The beginning teacher:

- Demonstrates an understanding of the rationale, principles, and goals of gifted education and applies knowledge of current educational definitions of gifted and talented students to issues such as those related to the development and implementation of gifted and talented programs.
- Demonstrates knowledge of current and classic research studies and conceptual frameworks (e.g., related to human development, intelligence, learning, creativity) that underlie the basic principles and practices of gifted education and is able to apply knowledge of best practices based on empirical research in gifted education.
- Analyzes issues and trends at the international, national, and state levels that affect the education of gifted and talented students and demonstrates knowledge of state laws, policies, and rules related to gifted education in Texas (e.g., requirements relating to referral, evaluation, eligibility, equity, and program development).
- Applies knowledge of the historical, legal, and conceptual foundations of gifted education to advocate for gifted and talented students and build support for gifted education programs.
- Understands and knows how to address social, cultural, political, and economic factors that may influence services available to gifted and talented students and knows procedures for ensuring that gifted and talented students receive the services to which they are legally entitled.
- Demonstrates an understanding of legal and ethical issues that may arise with regard to the education of gifted and talented students (e.g., ensuring that students are properly served, personal relationships with students and families) and knows how to apply problem-solving strategies to help resolve these issues.
- Demonstrates knowledge of the rights of gifted and talented students and their families (e.g., right to privacy, confidentiality, service, instruction) and knows how to provide information regarding these rights to students and their parents/guardians.
- Understands the importance of professional development in gifted education for colleagues working with gifted and talented students, including general education teachers, and knows how to identify and respond effectively to the professional development needs of colleagues with regard to gifted and talented students.
- Demonstrates knowledge of the types of programs, services, networks, cultural opportunities, professional organizations, and general resources available to gifted and talented students, their families, and their teachers.

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 the following pages in this section). *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 manual 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 ideas and important concepts that are discussed in the competencies and descriptive statements.

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

TEST FRAMEWORK FOR FIELD 162: GIFTED AND TALENTED SUPPLEMENTAL

Domain I Foundations of Gifted Education (approximately 40% of the test)

Standards Assessed:

Gifted and Talented Supplemental Standard I:

The teacher of gifted and talented students understands and applies knowledge of the historical, legal, and conceptual foundations of gifted education.

Gifted and Talented Supplemental Standard II:

The teacher of gifted and talented students has comprehensive knowledge of the cognitive, social, and emotional characteristics and needs of these students.

Gifted and Talented Supplemental Standard VI:

The teacher of gifted and talented students collaborates and communicates with students and parent(s)/guardian(s); colleagues and administrators; professionals in business, industry, and universities; and the public to support the education of gifted and talented students.

Gifted and Talented Supplemental Standard VII:

The teacher of gifted and talented students fulfills professional roles and responsibilities and understands legal and ethical issues relevant to the education of these students.

Domain II Assessment, Curriculum, and Instruction (approximately 60% of the test)

Standards Assessed:

Gifted and Talented Supplemental Standard III:

The teacher of gifted and talented students understands and applies knowledge of assessment issues relevant to gifted and talented students, including identification, diagnosis, and evaluation.

Gifted and Talented Supplemental Standard IV:

The teacher of gifted and talented students understands and applies knowledge of systematic program and curriculum design.

Gifted and Talented Supplemental Standard V:

The teacher of gifted and talented students creates a learning environment that reflects research-supported instructional practices.

DOMAIN I—FOUNDATIONS OF GIFTED EDUCATION

Competency 001

The teacher understands and applies knowledge of the historical, legal, and conceptual foundations of gifted education and understands the roles and responsibilities of the teacher of gifted and talented students.

The beginning teacher:

- Demonstrates an understanding of the rationale, principles, and goals of gifted education and applies knowledge of current educational definitions of gifted and talented students to issues such as those related to the development and implementation of gifted and talented programs.
- Demonstrates knowledge of current and classic research studies and conceptual frameworks (e.g., related to human development, intelligence, learning, creativity) that underlie the basic principles and practices of gifted education and is able to apply knowledge of best practices based on empirical research in gifted education.
- Analyzes issues and trends at the international, national, and state levels that affect the education of gifted and talented students and demonstrates knowledge of state laws, policies, and rules related to gifted education in Texas (e.g., requirements relating to referral, evaluation, eligibility, equity, and program development).
- Applies knowledge of the historical, legal, and conceptual foundations of gifted education to advocate for gifted and talented students and build support for gifted education programs.
- Understands and knows how to address social, cultural, political, and economic factors that may influence services available to gifted and talented students and knows procedures for ensuring that gifted and talented students receive the services to which they are legally entitled.
- Demonstrates an understanding of legal and ethical issues that may arise with regard to the education of gifted and talented students (e.g., ensuring that students are properly served, personal relationships with students and families) and knows how to apply problem-solving strategies to help resolve these issues.
- Demonstrates knowledge of the rights of gifted and talented students and their families (e.g., right to privacy, confidentiality, service, instruction) and knows how to provide information regarding these rights to students and their parents/guardians.
- Understands the importance of professional development in gifted education for colleagues working with gifted and talented students, including general education teachers, and knows how to identify and respond effectively to the professional development needs of colleagues with regard to gifted and talented students.
- Demonstrates knowledge of the types of programs, services, networks, cultural opportunities, professional organizations, and general resources available to gifted and talented students, their families, and their teachers.

Competency 002

The teacher understands and applies knowledge of the cognitive, social, and emotional characteristics and needs of gifted and talented students.

The beginning teacher:

- Recognizes characteristics of gifted and talented students (e.g., social, emotional, cognitive) and demonstrates knowledge of definitions, types, and manifestations of giftedness (e.g., visual and performing arts, creative, intellectual, academic, leadership) and criteria for identifying gifted students.
- Demonstrates knowledge of theories and models of educational psychology (e.g., Bruner, Vygotsky) and analyzes their implications for gifted and talented students.
- Understands and analyzes issues related to the cognitive, social, emotional, and physical development of gifted and talented students (e.g., asynchrony, degree of giftedness, general intellectual abilities, specific aptitudes, creativity, identity, self-concept, self-efficacy, self-esteem, locus of control, motivation, self-reflection, character development, lifetime decision making, leadership, perfectionism, loneliness, depression); knows how to provide instruction that meets the needs of gifted and talented students (e.g., support groups, discussion groups, bibliotherapy, referral to school guidance and counseling services, mentorships); and applies procedures for creating a learning environment that supports the social, emotional, and cognitive needs of gifted and talented students.
- Demonstrates knowledge of internal and external conflicts that may arise from various manifestations of asynchronous development and knows how cognitive characteristics of gifted and talented students (e.g., creativity, superior intellectuality, leadership qualities, specific content strengths, excellence in the visual and performing arts) may be evidenced and perceived both positively and negatively.
- Applies knowledge of issues and factors that may affect gifted and talented students (e.g., disabilities, multiple exceptionalities, cultural or linguistic differences, socioeconomic disadvantages, gender) and understands environmental factors that may affect the social, emotional, and cognitive development of gifted and talented students (e.g., responses to giftedness by family and age-mates, level of support received from the school and community, geographic isolation from other gifted students, pressure to conform).
- Recognizes factors related to underachievement in gifted and talented students and knows how to effectively address causes of underachievement to enable gifted and talented students to achieve their potential.
- Understands the needs of gifted and talented students with regard to the general classroom setting, required subject areas, specific areas of interest, and interpersonal relationships and knows how to communicate and collaborate effectively with parents/guardians and with other professionals (e.g., general education teachers, administrators, counselors) to provide services and instruction that meet the social, emotional, and cognitive needs of gifted and talented students.

DOMAIN II—ASSESSMENT, CURRICULUM, AND INSTRUCTION

Competency 003

The teacher understands and applies knowledge of assessment issues and procedures relevant to gifted and talented students, including identification and evaluation.

The beginning teacher:

- Demonstrates an understanding of principles of assessment and the characteristics and appropriate use of various types of formal and informal assessments (e.g., standardized assessment, observational assessment, authentic assessment, portfolio assessment, environmental assessment, performance assessment, case studies, interest surveys, student interviews, total talent portfolios).
- Demonstrates knowledge of screening and identification procedures, including selecting tools and techniques based on program goals, student population, program design, and program options; gathering data; synthesizing information; making placement decisions; and reassessing gifted and talented students.
- Applies knowledge of procedures and regulations for identifying gifted and talented students according to Texas state guidelines, including students from culturally diverse backgrounds, students who are highly gifted or highly creative, students who are English language learners, and students who have multiple exceptionalities.
- Knows how to interpret assessment results relating to gifted program eligibility (e.g., identifying gifted and talented students; making recommendations regarding placement, programming, and service delivery) and how to communicate assessment results to students, teachers, and parents/guardians (e.g., ceiling effects, out-of-level testing).
- Applies knowledge of methods and uses of ongoing assessment, including purposes for reassessing gifted and talented students, and knows how to modify, develop, and administer assessments for individual instructional intervention.
- Knows how to use ongoing assessment to modify instruction and curricula in ways that promote student performance at advanced levels.
- Knows how to design and use assessment to measure program goals and outcomes.

Competency 004

The teacher understands and applies knowledge of systematic program and curriculum design.

The beginning teacher:

- Demonstrates an understanding of program and curriculum design and service delivery, including research-based accelerated practices for gifted and talented students.
- Applies knowledge of program and grouping options as required by the *Texas State Plan for the Education of Gifted/Talented Students* (e.g., students work with other gifted students, with other students, and independently).
- Demonstrates knowledge of requirements of the *Texas State Plan for the Education of Gifted/Talented Students* for modifying curriculum and instructional options (e.g., array of learning experiences, continuum of learning experiences).
- Understands the relationship between the curriculum, state content-area standards, and the use of benchmarks based on expert performance and applies knowledge of the principles of vertical alignment of curricula.
- Knows the importance of grounding curriculum in disciplinary content and conceptual understandings and demonstrates an understanding of the benefits of emphasizing concepts over coverage.
- Applies principles of a differentiated curriculum that reflect the characteristics and needs of gifted and talented students; knows how to adjust the curriculum and adapt the depth, complexity, and pace of lessons to meet the characteristics and needs of gifted and talented students; and applies knowledge of strategies for adapting curricula to address student characteristics and needs (e.g., individualized research, exploratory activities, instruction based on student interests, curriculum matched to formative assessment).
- Applies skills for developing organizational and management plans that promote students' pursuit of independent projects leading to professional-level products and knows how to use the products and/or performances of experts in the field to plan instruction and promote student aspiration and excellence.
- Knows how to monitor and evaluate program activities to support program development, alignment, and refinement.

Competency 005

The teacher knows how to develop and implement learning experiences and environments that reflect research-supported instructional practices.

The beginning teacher:

- Demonstrates an understanding of current research relevant to gifted education (e.g., ability and achievement grouping, acceleration, curriculum compacting, talent development, creativity) and knows how to apply research-based instructional principles and practices (e.g., opportunities for acceleration, flexible pacing, minimal drill and practice, long-term projects, differentiated instruction, problem finding, problem solving, enrichment instruction) for gifted and talented students.
- Identifies the characteristics and features of differentiated instruction as they relate to the modification of curriculum and instruction options required by the *Texas State Plan for the Education of Gifted/Talented Students*, including modifications to content, process, product, and learning environment.
- Knows how to adapt the learning environment to address the characteristics and needs of gifted and talented students (e.g., maximizing choices and opportunities, encouraging students' intrinsic and extrinsic motivation, providing appropriate resources and audiences for student work) and makes instructional decisions based on student needs, interests, and choices and knowledge of research-supported program models and designs.
- Analyzes teacher roles (e.g., facilitator, advocate, researcher, collaborator) in the education of gifted and talented students and demonstrates awareness of the importance of involving students in planning, implementing, and evaluating their own educational programs.
- Applies knowledge of flexible grouping practices based on assessment of student interests, prior knowledge, and needs.
- Knows how to design cognitively complex instruction, discussion questions, projects, and assignments and understands the importance of allowing students to incorporate creativity into learning tasks.
- Knows how to create a safe, supportive environment for student risk taking, divergent ideas, open-ended inquiry, creative expression, and students' tolerance for ambiguity.
- Applies knowledge of strategies for providing students with multiple avenues for achieving learning goals (e.g., mentorships, out-of-school learning, advanced placement options, technology-based instruction, cluster grouping, interest development centers, summer programs, talent classes) and knows how to develop and organize career and leadership training and opportunities based on students' characteristics and interests.
- Knows how to provide students with opportunities to present sophisticated products and performances to audiences outside the classroom and school.
- Demonstrates knowledge of methods for helping students develop effective independent study and time-management strategies (e.g., developing study skills, promoting use of metacognition, establishing efficient routines, making effective use of technology).

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you may see on the TExES test in this field and to suggest possible ways to approach thinking about and answering the multiple-choice items. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The Gifted and Talented Supplemental test is designed to include 60 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items 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 answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

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

- Single items
- Items with stimulus material

You may have two or more items related to a single stimulus. This group of items is called a cluster. Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final response must be indicated on the answer sheet provided.**

SINGLE ITEMS

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following question is an example of this type. It tests knowledge of Gifted and Talented Supplemental competency 001: *The teacher understands and applies knowledge of the historical, legal, and conceptual foundations of gifted education and understands the roles and responsibilities of the teacher of gifted and talented students.*

To be in compliance with the *Texas State Plan for the Education of Gifted/Talented Students (2000)*, teachers who provide instruction and services for gifted and talented students must perform which of the following activities annually?

- A. participation in an ongoing mentorship with an experienced gifted education teacher
 - B. a minimum of six hours of professional development in gifted education
 - C. participation in a professional organization in the field of gifted education
 - D. a minimum of four hours of observation of an experienced gifted education teacher
-

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 it on your answer sheet.

This question is asking about the professional development activities that the teacher of the gifted and talented must perform annually according to the *Texas State Plan for the Education of Gifted/Talented Students (2000)*. Now look at the response options and consider which of them describes an activity that the teacher of gifted and talented students must perform annually.

Option A suggests that the teacher of gifted and talented students must participate annually in an ongoing mentorship with an experienced gifted education teacher to be in compliance with the *Texas State Plan for the Education of Gifted/Talented Students (2000)*. Participating in a mentorship would be a valuable experience for new teachers of gifted and talented students because they would receive regular feedback and support from an experienced teacher. However, the question does not specify new teachers. In addition, the *Texas State Plan for the Education of Gifted/Talented Students (2000)* does not require teachers to participate in a mentorship. Option A can therefore be eliminated as the correct response to this item.

Option B suggests that the teacher of gifted and talented students must participate annually in a minimum of six hours of professional development in gifted education to be in compliance with the *Texas State Plan for the Education of Gifted/Talented Students (2000)*. According to this document, "Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education." Thus option B, performing a minimum of six hours of professional development, is the correct response to this item.

Option C suggests that the teacher of gifted and talented students must participate annually in a professional organization in the field of gifted education to be in compliance with the *Texas State Plan for the Education of Gifted/Talented Students (2000)*. Participating in a professional organization could involve a variety of activities from subscribing to a professional journal to attending an annual conference. Although these activities can help the teacher stay current in the field of gifted education, the teacher is not required to participate in a professional organization according to the *Texas State Plan for the Education of Gifted/Talented Students (2000)*. Option C can therefore be eliminated as the correct response to this item.

Option D suggests that the teacher of gifted and talented students must participate annually in a minimum of four hours of observation of an experienced gifted education teacher to be in compliance with the *Texas State Plan for the Education of Gifted/Talented Students (2000)*. Observing an experienced teacher of the gifted and talented in the classroom can be a valuable experience for new teachers of gifted and talented students as they can gain insights about effective techniques and strategies. However, the question does not specify new teachers. In addition, the *Texas State Plan for the Education of Gifted/Talented Students (2000)* does not require teachers to observe other teachers. Option D can therefore be eliminated as the correct response to this item.

Of the alternatives offered, only performing a minimum of six hours of professional development in gifted education is required by the *Texas State Plan for the Education of Gifted/Talented Students (2000)*. Therefore, the correct response is option B.

The following item tests knowledge of Gifted and Talented Supplemental competency 002: *The teacher understands and applies knowledge of the cognitive, social, and emotional characteristics and needs of gifted and talented students.*

Carlos, a sixth-grade student, exhibits originality in both oral and written expression, and he is most challenged by tasks that require him to take an alternate point of view. His teachers often describe him as an individual who does not mind being different from the crowd. His grades fluctuate depending on the class and the topic. The characteristics Carlos exhibits are most similar to those of a student gifted in:

- A. general intellectual ability.
 - B. leadership.
 - C. a specific academic ability.
 - D. creative thinking.
-

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 it on your answer sheet.

This question presents a short profile of Carlos, a sixth-grade student. Carlos exhibits originality in oral and written expression, is most challenged by tasks that require an alternate point of view, does not mind being different from the crowd, and has grades that fluctuate depending on the class and topic. This question requires you to analyze Carlos's characteristics to identify the type of giftedness that he exhibits. Now look at the response options and consider which of them describes the type of giftedness associated with the set of characteristics describing Carlos.

Option A suggests that the characteristics Carlos exhibits are most similar to those of a student gifted in general intellectual ability. The characteristics exhibited by an individual who is gifted in general intellectual ability include the following: learns rapidly, processes information in complex ways, is excited about new ideas, is a self-starter, is inquisitive, and is an avid reader. Carlos exhibits a different set of characteristics. Option A can therefore be eliminated as the correct response to this item.

Option B suggests that the characteristics Carlos exhibits are most similar to those of a student gifted in leadership. The characteristics exhibited by an individual who is gifted in leadership include the following: assumes responsibility, has high expectations for self and others, demonstrates good judgment in decision making, likes structure, and is self-confident and organized. Carlos exhibits a different set of characteristics. Option B can therefore be eliminated as the correct response to this item.

Option C suggests that the characteristics Carlos exhibits are most similar to those of a student gifted in a specific academic ability. The characteristics exhibited by an individual who is gifted in a specific academic ability include the following: acquires basic-skills knowledge quickly, has high academic success in a special-interest area, is well-read in a special-interest area, memorizes easily, and has advanced comprehension ability. Carlos exhibits a different set of characteristics. Option C can therefore be eliminated as the correct response to this item.

Option D suggests that the characteristics Carlos exhibits are most similar to those of a student gifted in creative thinking. The characteristics exhibited by an individual who is gifted in a creative thinking include the following: exhibits original thinking in oral and written expression, is challenged by creative tasks, is an independent thinker, and does not mind being different from the crowd. According to the profile presented about Carlos, he exhibits the characteristics of a student who is gifted in creative thinking. Thus option D, creative thinking, would be the correct response to this item.

Of the alternatives offered, the characteristics Carlos exhibits are most similar to those of a student gifted in creative thinking. Therefore, the correct response is option D.

The following item tests knowledge of Gifted and Talented Supplemental competency 005: *The teacher knows how to develop and implement learning experiences and environments that reflect research-supported instructional practices.*

Mr. Cabrera is a gifted education teacher who teaches gifted and talented elementary school students in a pull-out program. In which of the following situations is he acting as a facilitator?

- A. Mr. Cabrera meets with other gifted education teachers in the school district to develop a new summer enrichment program. He is currently investigating possible locations and resources for the program.
 - B. Mr. Cabrera's fourth-grade students are involved in independent research projects. He meets with students on a weekly basis to discuss their progress and provide them with resources and guidance as needed.
 - C. Mr. Cabrera attends a school board meeting to present information about the need to increase services for gifted students in the district. He cites findings from current research in the field to support his argument.
 - D. Mr. Cabrera has recently read several articles about a new instructional technique to use with gifted and talented elementary students. He decides to try the technique with his third-grade students on a trial basis and analyze the results.
-

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 it on your answer sheet.

In this situation, Mr. Cabrera is a gifted education teacher for elementary school students. This question requires you to analyze four situations and choose the one in which Mr. Cabrera is acting as a facilitator. Now look at the response options and consider which of them describes a situation in which Mr. Cabrera serves in the role of a facilitator.

Option A describes a situation in which Mr. Cabrera is working together with other gifted education teachers to develop a new program. In this role, Mr. Cabrera is collaborating with others to reach a goal. Therefore, he is serving in the role of a collaborator rather than as a facilitator. Thus option A can be eliminated as the correct response to this item.

Option B describes a situation in which Mr. Cabrera's students are involved in independent research projects. He meets with his students weekly to discuss their progress and to provide support in the form of resources and guidance. During these projects, Mr. Cabrera provides a learner-centered environment in which he serves as a support and guide rather than as an authority figure; he enables students to pursue their own learning goals. Therefore, he is serving in the role of a facilitator. Thus option B would be the correct response to this item.

Option C describes a situation in which Mr. Cabrera attends a school board meeting to present information about the need to increase services for gifted students in the district. He presents an argument in favor of expanding services for gifted students. Therefore, he is serving in the role of an advocate rather than as a facilitator. Thus option C can be eliminated as the correct response to this item.

Option D describes a situation in which Mr. Cabrera has read several articles about a new instructional technique to use with gifted and talented elementary students. He decides to conduct action research by using the technique with his students on a trial basis and analyzing the results. Therefore, he is serving in the role of a researcher rather than as a facilitator. Thus option D can be eliminated as the correct response to this item.

Of the alternatives offered, only response B describes a situation in which Mr. Cabrera acts as a facilitator. Therefore, the correct response is option B.

SECTION IV

SAMPLE ITEMS

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

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

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

Gifted and Talented Supplemental

Competency 001

1. The 1996 revisions to the Texas Education Code (TEC) related to the state-mandated programs for gifted and talented students were written primarily for the purpose of:
 - A. providing a baseline to determine which students qualify for gifted and talented programs.
 - B. establishing a timeline for school districts to improve their gifted and talented programs to reach an exemplary level.
 - C. establishing accountability and providing guidelines for improvement of gifted and talented program services.
 - D. securing federal funding for programs and related services for gifted and talented students.

Competency 001

2. A gifted tenth-grade student wishes to participate in a summer enrichment program for students who are gifted in the field of science; however, the student's family is unable to pay the tuition. The gifted education teacher should encourage the student to take which of the following actions first to secure the funds needed to participate in the program?
 - A. Contact the high school's Parent-Teacher Association (PTA) to request a fundraiser specifically for this program.
 - B. Apply for a financial scholarship through the Texas Association for the Gifted and Talented (TAGT).
 - C. Write a letter to the Texas Education Agency's Division of Advanced Academic Services to request financial assistance.
 - D. Apply for financial assistance through the Jacob K. Javits Gifted and Talented Students Education Program.

Competency 001

3. Which of the following resources would provide parents/guardians with the most comprehensive and current information regarding gifted education?
- A. the Education Program for Gifted Youth (EPGY)
 - B. the Texas Association for the Gifted and Talented (TAGT)
 - C. the World Council for Gifted and Talented Children (WCGTC)
 - D. the Johns Hopkins Center for Talented Youth

Competency 002

4. Gifted students with learning disabilities can often be distinguished from other students with learning disabilities, because when gifted students with learning disabilities are faced with a challenging task that aligns with their strengths and interests they most often:
- A. attempt to complete the task as quickly as possible.
 - B. become distant from and uncommunicative with the teacher and classmates.
 - C. tell the teacher they are unable to complete the task.
 - D. try a variety of problem-solving and compensatory strategies to reach their goal.

Competency 002

5. A gifted education teacher believes in a social-psychological approach to developing creativity in students. According to this approach, gifted students are more apt to demonstrate creativity when the teacher encourages them to develop:
- A. intrinsic motivation.
 - B. cooperative-learning skills.
 - C. self-discipline.
 - D. critical-thinking skills.

Competency 002

6. Marie is an eighth-grade gifted student who has a demonstrably well-developed interest in artificial intelligence, and she is considering majoring in this field of study in college. Which of the following learning characteristics would most strongly indicate that a mentorship would be an appropriate program option to support her needs and talents?
- A. She consistently completes assignments on time.
 - B. She is comfortable in competitive situations.
 - C. She shows a lack of patience when working with classmates on projects.
 - D. She is focused and intense when learning.

Competency 003

7. A gifted seventh-grade student takes a twelfth-grade standardized test designed to measure math aptitude and receives a score equal to the mean for college-bound seniors. When communicating these test results to the student's parents/guardians, the gifted education teacher should emphasize that the student:
- A. has mastered most of the content of high school math courses.
 - B. is extremely proficient in test-taking skills.
 - C. has exceptional ability in math-related analytical reasoning.
 - D. is capable of passing college-level math courses.

Competency 003

8. According to Texas state requirements, the instruments and procedures used to assess students in grades 1 through 12 for gifted program services in the areas of intellectual and specific academic fields must include which of the following types of measures?
- A. qualitative and quantitative
 - B. out-of-level
 - C. verbal and nonverbal
 - D. inventory-style

Competency 003

9. A gifted education teacher is constructing a summer science course in problem solving for gifted middle school students who demonstrate verbal and quantitative reasoning ability at least two years above grade level. The teacher plans to measure student achievement with an intensive final written exam and presentation. The teacher could most effectively use formative evaluation to promote student performance at advanced levels by:
- A. reviewing data on individual student performance as a basis to support giving competitive awards.
 - B. studying systematically collected data on student performance to modify and revise the curriculum.
 - C. analyzing data on low student performance to determine the need for reassessing any student's eligibility.
 - D. collecting data on exceptional student performance to support a proposed course sequel.

Competency 003

10. Which of the following is the most important reason for using multiple forms of assessment when screening for giftedness in children with disabilities?
- A. The nature and impact of disability-related developmental delays may affect performance on a standard instrument at a given time.
 - B. Stereotypical attitudes about twice exceptional individuals may affect the way in which standard assessments are administered.
 - C. Educators' lack of training in addressing dual exceptionalities may affect educators' ability to evaluate individual performances.
 - D. The shortage of specific identification instruments for those with disabilities may affect the interpretation of scores.

Competency 004

11. During the second quarter of the school year, a kindergartner seems bored and easily distracted, although he answers all of the teacher's questions and completes work quickly and accurately. At recess, he devises strategy games with detailed explanations that his peers do not understand. When the teacher arranges to have him tested for admission to the school's gifted and talented program, the student shows advanced ability in both verbal and quantitative reasoning. Which of the following gifted programming options would be most appropriate for this student at this point in the school year?
- A. independent study
 - B. subject-specific differentiation
 - C. technology-enhanced instruction
 - D. early-entrance grade acceleration

Competency 004

12. An elementary school gifted education teacher is monitoring and evaluating activities in her advanced literature course for gifted fourth-grade students. As the year progresses, she systematically compiles and assesses samples of students' work from this course to create exemplars. These exemplars will serve as support data during a summer in-service, when the teacher will work with a fourth-grade general language arts teacher to compare the goals and outcomes of their programs. Which of the following best describes the purpose of the teachers' in-service task?
- A. scope and sequence development
 - B. curriculum alignment
 - C. single-subject differentiation
 - D. curriculum compacting

Competency 004

13. A gifted education teacher is planning programs for the identified gifted and talented students in a middle school. Within the school, there are children of various ages identified with specific gifts in each of the four content areas, as well as in overall intellectual abilities, in the arts, and in leadership abilities. Given these variables, which of the following is *most* important for the teacher to consider when planning appropriate program options for each of the students?
- A. Individual programs must be based on one specific area of giftedness.
 - B. Programs must primarily serve those students with specific gifts in each of the four core academic content areas.
 - C. Programs must enable gifted and talented students to work together as a group, with other students, and independently.
 - D. Individual programs must include after-school and summer enrichment opportunities.

Competency 004

14. Ms. Shah, a high school gifted education teacher, gives her students in advanced science an essay test that asks them to explain how to apply problem-solving skills to a science issue of their choice. She expects student responses to be related to ecology, the focus of their first-semester study, and she is impressed by the rich array of issues raised by the students in their essays. Because of the students' expressed interest in and depth of thought about diverse issues, Ms. Shah decides to replace the whole-group single-issue investigation she had planned for the second semester with guided independent study projects. Which of the following best explains the reason for Ms. Shah's decision?
- A. She wants students to sharpen their critical-thinking ability by examining multiple viewpoints.
 - B. She evaluates group dynamics and believes that students will create diverse, productive outcomes.
 - C. She wants students to learn to organize and cross-reference data without outside supervision.
 - D. She uses formative assessment as a tool for revising curriculum to meet students' needs.

Competency 005

15. Tyrone is a quiet third-grade student with a gift for writing who is educated in a heterogeneous classroom. He spends much of his free time writing plays with well-defined characters and plots, and he shows many of these plays to his teacher, Ms. Moore, who is impressed with their overall quality and depth of character development. Which of the following strategies would be most effective for Ms. Moore to use in providing an appropriate audience for Tyrone's work?
- A. having each member of Tyrone's class write a play and providing time to read each one aloud as part of a reader's theater
 - B. suggesting that Tyrone act out his various plays for his family members
 - C. encouraging Tyrone to enter one of his plays in a regional or national contest
 - D. having Tyrone make copies of his plays that can be kept in the classroom library for other students to read

Competency 005

16. An advantage of curriculum compacting compared to grade advancement for moderately gifted students is that compacting:
- A. allows for differentiation across curricular areas.
 - B. eliminates social stigma because it is undetectable to classmates.
 - C. promotes leadership and social skills of gifted students.
 - D. encourages gifted students to excel in all curricular areas.

Competency 005

17. Lisa is a fifteen year old who is gifted in science and who is particularly interested in astronomy. Her high school currently offers one science elective in astronomy, and she is currently enrolled in this class, which ends halfway through the school year. Which of the following recommendations, given by Lisa's gifted education teacher, would best promote further academic advancement in her area of giftedness?
- A. developing an after-school astronomy club for middle school students
 - B. organizing and conducting a star-gazing event for members of the local community
 - C. offering to mentor peers for projects involving astronomy and other science topics
 - D. enrolling in an online astronomy course offered through a college or university

ANSWER KEY

Item Number	Correct Answer	Competency
1	C	001
2	B	001
3	B	001
4	D	002
5	A	002
6	D	002
7	C	003
8	A	003
9	B	003
10	A	003
11	D	004
12	B	004
13	C	004
14	D	004
15	C	005
16	A	005
17	D	005

SECTION V

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

Gifted Child Quarterly, National Association for Gifted Children.

Journal for the Education of the Gifted, Association for the Gifted.

Other Sources

Cline, S., and Schwartz, D. (1999). *Diverse Populations of Gifted Students: Meeting Their Needs in the Regular Classroom and Beyond*. Upper Saddle River, NJ: Prentice Hall, Inc.

Colangelo, N., and Davis, G. A. (Eds.). (1997). *Handbook of Gifted Education*. Boston, MA: Allyn and Bacon.

Davis, G. A., Gissing, G. M., and Rimm, S. B. (1998). *Education of the Gifted and Talented*. Upper Saddle River, NJ: Pearson Education.

Delisle, J., and Lewis, B. A. (2003). *The Survival Guide for Teachers of Gifted Kids: How to Plan, Manage, and Evaluate Programs for Gifted Youth K–12*. Minneapolis, MN: Free Spirit Publishing, Inc.

Ford, D. Y., and Harris, J. J. (1999). *Multicultural Gifted Education*. New York, NY: Teachers College, Columbia University.

Maker, C. J., and Nielson, A. B. (1995). *Curriculum Development and Teaching Strategies for Gifted Learners*. Austin, TX: pro-ed.

Renzulli, J. S., Leppien, J. H., and Hays, T. S. (2000). *The Multiple Menu Model: A Practical Guide for Developing Differentiated Curriculum*. Manchester Center, CT: Creative Learning Press.

Rogers, K. B. (2002). *Re-Forming Gifted Education: Matching the Program to the Child*. Scottsdale, AZ: Great Potential Press.

Texas Education Agency. (1999). *A Call for Excellence: Raising the Bar for Gifted Students*. Austin, TX: Texas Education Agency.

Texas Education Agency. (2000). *Texas State Plan for the Education of Gifted/Talented Students*. Austin, TX: Texas Education Agency.

- Van Tassel-Baska, J. (1994). *Comprehensive Curriculum for Gifted Learners*. Boston, MA: Allyn and Bacon.
- Van Tassel-Baska, J. (1992). *Planning Effective Curriculum for Gifted Learners*. Denver, CO: Love Publishing Company.
- Van Tassel-Baska, J., and Little, C. A. (Eds.) (2003). *Content-Based Curriculum for High-Ability Learners*. Washington, DC: Prufrock Press, Inc.
- Winebrenner, S. (2001). *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented*. Minneapolis, MN: Free Spirit Publishing, Inc.

Online Resources

Council for Exceptional Children—The Association for the Gifted, <http://www.cectag.org>

GT World Homepage, <http://www.gtworld.org>

Hoagies' Gifted Education, <http://www.hoagiesgifted.org>

National Association for Gifted Children, <http://www.nagc.org>

Texas Education Agency, <http://www.tea.state.tx.us/gted/>

Texas Association for the Gifted and Talented, <http://www.txgifted.org>

