

TEXES | Texas Examinations of Educator Standards

Preparation Manual



Copyright © 2006 by the Texas Education Agency (TEA). All rights reserved. The Texas Education Agency logo and TEA are registered trademarks of the Texas Education Agency. Texas Examinations of Educator Standards, TExES, and the TExES logo are trademarks of the Texas Education Agency.

This publication has been produced for the Texas Education Agency (TEA) by ETS. ETS is under contract to the Texas Education Agency to administer the Texas Examinations of Educator Standards (TExES) program and the Certification of Educators in Texas (ExCET) program. The TExES program and the Examination for the Certification of Educators in Texas (ExCET) program are administered under the authority of the Texas Education Agency; regulations and standards governing the program are subject to change at the discretion of the Texas Education Agency. The Texas Education Agency and

ETS do not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the administration of the testing program or the provision of related services.

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 affect 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 items

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	27
	Item Formats —Single Items —Items With Stimulus Material	
SECTION IV	SAMPLE ITEMS	35
	Sample Items Answer Key	
SECTION V	PREPARATION RESOURCES	43
	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 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 comprise 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 established to recommend what the beginning educator should know and be able to do. Using the Texas Essential Knowledge and Skills (TEKS) as a 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 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 date of each test administration. Information about receiving unofficial scores on 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

Deaf and Hard of Hearing

Competency:

The teacher understands and applies knowledge of processes involved in hearing, types and degrees of hearing loss, and the effects of hearing loss on the learning and development of students who are deaf or hard of hearing.

Descriptive Statements:

The beginning teacher:

- Recognizes indicators that may suggest the presence of a hearing loss and understands the effects that onset of hearing loss, age of identification, and provision of services have on the overall development of the student who is deaf or hard of hearing.
- Knows and understands the auditory system and normal auditory development; understands types and degrees of hearing loss and their causes, characteristics, and implications; and understands the effects of various factors (e.g., physiological disease, environmental noise) on hearing.
- Knows and understands the differences in quality and quantity of incidental language/learning experiences that students who are deaf or hard of hearing may experience, and understands the potential effects of these differences on students' language, cognitive, communicative, social, and emotional development.
- Understands the possible effects of a variety of disabilities (e.g., deaf-blindness, learning disabilities) that may occur in conjunction with hearing loss.
- Knows the basic components of cochlear implants and understands the implications of cochlear implants on the development of auditory skills for students who are deaf or hard of hearing.

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 181: DEAF AND HARD OF HEARING

Domain I Understanding Students Who Are Deaf or Hard of Hearing (approximately 27% of the test)

Standards Assessed:

Deaf and Hard of Hearing Standard I:

The teacher of deaf or hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.

Deaf and Hard of Hearing Standard II:

The teacher of deaf or hard of hearing students understands and applies knowledge of characteristics of learners.

Deaf and Hard of Hearing Standard III:

The teacher of deaf or hard of hearing students understands and applies knowledge of assessment, diagnosis, evaluation, and program planning.

Deaf and Hard of Hearing Standard IV:

The teacher of deaf or hard of hearing students understands and applies knowledge of instructional content and practice.

Deaf and Hard of Hearing Standard V:

The teacher of deaf or hard of hearing students understands and applies knowledge of how to plan and manage the teaching and learning environment.

Deaf and Hard of Hearing Standard IX:

The teacher of deaf or hard of hearing students promotes students' performance in English language arts and reading.

**Domain II Promoting Student Learning and Development
(approximately 33% of the test)**

Standards Assessed:

Deaf and Hard of Hearing Standard I:

The teacher of deaf or hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.

Deaf and Hard of Hearing Standard II:

The teacher of deaf or hard of hearing students understands and applies knowledge of characteristics of learners.

Deaf and Hard of Hearing Standard IV:

The teacher of deaf or hard of hearing students understands and applies knowledge of instructional content and practice.

Deaf and Hard of Hearing Standard V:

The teacher of deaf or hard of hearing students understands and applies knowledge of how to plan and manage the teaching and learning environment.

Deaf and Hard of Hearing Standard VI:

The teacher of deaf or hard of hearing students understands and applies knowledge of how to manage student behavior and social interaction skills.

Deaf and Hard of Hearing Standard VII:

The teacher of deaf or hard of hearing students knows how to communicate and develop collaborative partnerships.

Deaf and Hard of Hearing Standard IX:

The teacher of deaf or hard of hearing students promotes students' performance in English language arts and reading.

**Domain III Promoting Student Achievement in English Language Arts and Reading
(approximately 20% of the test)**

Standards Assessed:

Deaf and Hard of Hearing Standard II:

The teacher of deaf or hard of hearing students understands and applies knowledge of characteristics of learners.

Deaf and Hard of Hearing Standard IV:

The teacher of deaf or hard of hearing students understands and applies knowledge of instructional content and practice.

Deaf and Hard of Hearing Standard IX:

The teacher of deaf or hard of hearing students promotes students' performance in English language arts and reading.

**Domain IV Understanding the Professional Environment
(approximately 20% of the test)**

Standards Assessed:

Deaf and Hard of Hearing Standard I:

The teacher of deaf or hard of hearing students understands and applies knowledge of the philosophical, historical, and legal foundations of deaf education.

Deaf and Hard of Hearing Standard II:

The teacher of deaf or hard of hearing students understands and applies knowledge of characteristics of learners.

Deaf and Hard of Hearing Standard VII:

The teacher of deaf or hard of hearing students knows how to communicate and develop collaborative partnerships.

Deaf and Hard of Hearing Standard VIII:

The teacher of deaf or hard of hearing students understands and demonstrates professionalism and ethical practice.

DOMAIN I—UNDERSTANDING STUDENTS WHO ARE DEAF OR HARD OF HEARING

Competency 001

The teacher understands and applies knowledge of processes involved in hearing, types and degrees of hearing loss, and the effects of hearing loss on the learning and development of students who are deaf or hard of hearing.

The beginning teacher:

- Recognizes indicators that may suggest the presence of a hearing loss and understands the effects that onset of hearing loss, age of identification, and provision of services have on the overall development of the student who is deaf or hard of hearing.
- Knows and understands the auditory system and normal auditory development; understands types and degrees of hearing loss and their causes, characteristics, and implications; and understands the effects of various factors (e.g., physiological disease, environmental noise) on hearing.
- Knows and understands the differences in quality and quantity of incidental language/learning experiences that students who are deaf or hard of hearing may experience, and understands the potential effects of these differences on students' language, cognitive, communicative, social, and emotional development.
- Understands the possible effects of a variety of disabilities (e.g., deaf-blindness, learning disabilities) that may occur in conjunction with hearing loss.
- Knows the basic components of cochlear implants and understands the implications of cochlear implants on the development of auditory skills for students who are deaf or hard of hearing.

Competency 002

The teacher understands and applies knowledge of the development of language and cognition among children who are deaf or hard of hearing.

The beginning teacher:

- Recognizes that being deaf or hard of hearing does not necessarily preclude normal academic development, cognitive development, or communication ability.
- Knows and understands research in cognition related to students who are deaf or hard of hearing.
- Knows and understands current theories of how languages (e.g., ASL and English) develop in both students who are hearing and those who are deaf or hard of hearing, and understands the developmental process of communication and language systems (e.g., listening, speaking, signing, writing), including emergent and preliteracy skills.
- Understands and applies principles of language acquisition for students who are deaf or hard of hearing.
- Knows and understands the impact of early comprehensible communication on the overall development of the student who is deaf or hard of hearing.
- Knows and understands the possible effects of sensory input (e.g., visual, spatial, tactile, and/or auditory) on the development of language and cognition of students who are deaf or hard of hearing.
- Recognizes the various learning styles (e.g., visual, spatial, tactile, and/or auditory) of individual learners who are deaf or hard of hearing that can be supported to enhance cognitive, emotional, and social development.
- Knows and understands the unique learning characteristics of students who are deaf or hard of hearing and who have additional disabilities (e.g., deaf-blindness, learning disabilities).

Competency 003

The teacher understands and applies knowledge of assessment and diagnosis in evaluating the strengths and needs of students who are deaf or hard of hearing.

The beginning teacher:

- Knows and understands specialized terminology used in the assessment of students who are deaf or hard of hearing.
- Knows and understands legal provisions, regulations, and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with students who are deaf or hard of hearing.
- Knows and understands formal and informal assessments of auditory functioning, speech, receptive and expressive communication/language, and cognitive functioning for students who are deaf or hard of hearing, including how to gather and analyze communication samples (e.g., signed, spoken, nonverbal) from students; and knows how to interpret and use the data from these assessments.
- Knows how to administer, interpret, and use appropriate classroom assessments utilizing the preferred communication modes of the student who is deaf or hard of hearing.
- Interprets and uses data from exceptionality-specific assessment instruments (e.g., audiological, otological, informal vision screening) as appropriate for students who are deaf or hard of hearing.
- Interprets and uses data from state and local assessment instruments as appropriate for students who are deaf or hard of hearing.

Competency 004

The teacher understands and applies knowledge of the individual student and understands placement procedures and program options to recommend program decisions for students who are deaf or hard of hearing.

The beginning teacher:

- Demonstrates awareness of various social and cultural dimensions (e.g., socioeconomic status, ethnicity, race, family characteristics, exposure to Deaf culture) that may have an impact on the student who is deaf or hard of hearing.
- Knows and understands current educational definitions of students with hearing loss, including identification criteria, labeling issues (e.g., deaf, hard of hearing, deaf-blind, learning disabled).
- Recognizes that various etiologies of hearing loss that result in additional sensory (e.g., visual), motor, and/or learning differences in students who are deaf or hard of hearing require specific instructional strategies and/or services.
- Knows and understands special policies and regulations regarding referral and placement procedures (e.g., Department of Education, "Deaf Students Education Services; Notice of Policy Guidance," October 30, 1992) for students who are deaf or hard of hearing.
- Knows and understands components of an adequate evaluation for eligibility determination, development of an individualized education program (IEP), and placement options.
- Understands placement procedures and knows the components of an individualized education program (IEP), an individualized family services plan (IFSP), and transition planning.
- Writes measurable instructional objectives and goals for the IEP, knows how to use instructional assessments that measure student progress with respect to the general curriculum and IEP goals, and participates appropriately in the admission, review, and dismissal (ARD) process.

DOMAIN II—PROMOTING STUDENT LEARNING AND DEVELOPMENT

Competency 005

The teacher understands and applies knowledge of principles and components of effective instructional delivery for students who are deaf or hard of hearing.

The beginning teacher:

- Knows and understands research-supported best practices and instructional strategies for teaching students who are deaf or hard of hearing.
- Recognizes and knows ways to use the communication features (e.g., visual, spatial, tactile, and/or auditory) salient to the student who is deaf or hard of hearing to enhance the student's development and learning.
- Knows how to interpret, evaluate, and provide visual images and messages using various media and technologies within various instructional contexts.
- Knows and understands the procedures and technologies available under one or more of the existing modes or philosophies to educate students who are deaf or hard of hearing.
- Knows and understands sources of materials and support for students who are deaf or hard of hearing (e.g., National Association of the Deaf, Alexander Graham Bell Association for the Deaf and Hard of Hearing); and knows how to select, design, produce, modify, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing.
- Knows and implements instructional approaches that are effective in addressing the needs of students who are deaf or hard of hearing and who have additional disabilities (e.g., deaf-blindness, learning disabilities).

Competency 006**The teacher understands and applies knowledge of how to plan and manage the teaching and learning environment for students who are deaf or hard of hearing.**

The beginning teacher:

- Knows how to modify the curriculum, instructional process, and classroom environment to meet the physical, cognitive, cultural, and communicative needs of the student who is deaf or hard of hearing (e.g., teaching style, acoustic environment, support services, appropriate technologies).
- Knows how to design a classroom environment that maximizes student outcomes through visual and/or auditory instruction to students who are deaf or hard of hearing.
- Understands factors that may influence classroom management of students who are deaf or hard of hearing and applies strategies and techniques that may enhance classroom management, including strategies that reflect understanding of each student's learning styles and cultural needs.
- Knows and utilizes appropriate behavior management processes and techniques with students who are deaf or hard of hearing to establish and maintain socially acceptable behavior in the learning environment.
- Knows how to modify the classroom environment for students who are deaf or hard of hearing and who have additional disabilities (e.g., deaf-blindness, physical disabilities).
- Manages assistive/augmentative devices in learning environments, including various types of amplification equipment or devices appropriate for students who are deaf or hard of hearing.

Competency 007

The teacher understands and applies knowledge of how to meet the overall communication needs of students who are deaf or hard of hearing.

The beginning teacher:

- Knows and understands components of nonlinguistic and linguistic communication that students who are deaf or hard of hearing use.
- Knows how to evaluate, select, and adapt instructional methods, resources, and technologies to meet the overall communication needs of students who are deaf or hard of hearing.
- Knows and understands fundamental linguistic features of American Sign Language (ASL) and English and can identify and explain the basic characteristics of various communication modes (e.g., ASL, auditory-oral English, Signed English) used with and by students who are deaf or hard of hearing.
- Knows how to promote language development in English and/or ASL across the curriculum as consistent with the individualized education program (IEP) of the student who is deaf or hard of hearing.
- Knows how to incorporate speech and auditory skills, including techniques for developing the use of residual hearing, across the curriculum as consistent with the individualized education program (IEP) of the student who is deaf or hard of hearing.
- Knows and understands strategies for providing auditory training and speech instruction.
- Knows how to use audiological information for students who access assistive technology, such as FM systems, cochlear implants, and hearing aids.
- Knows and understands how to modify communication for students who are deaf or hard of hearing and have additional disabilities (e.g., deaf-blindness, cerebral palsy).
- Knows and applies strategies for facilitating independent communication and incidental language learning in students who are deaf or hard of hearing.

Competency 008**The teacher understands and applies knowledge of content-area instruction for students who are deaf or hard of hearing.**

The beginning teacher:

- Knows and understands subject matter and practices used in general education across the core content areas.
- Knows and understands research-supported instructional strategies for teaching content-area concepts and skills to students who are deaf or hard of hearing, including methods for promoting students' cognitive skills (e.g., analytical, reflective, and evaluative thinking).
- Knows how to select, design, produce, and utilize media, materials, and resources for teaching content-area concepts and skills to students who are deaf or hard of hearing.
- Knows how to help students who are deaf or hard of hearing learn to interpret, evaluate, and create informational texts, images, and other resources across the curriculum using various media and technologies.
- Understands the relationship between learning and effective study and inquiry skills, and knows and applies a variety of methods and strategies to develop the study and inquiry skills of students who are deaf or hard of hearing.
- Knows and applies instructional approaches for teaching content-area concepts and skills to students who are deaf or hard of hearing and who have additional disabilities (e.g., learning disabilities, deaf-blindness).

Competency 009

The teacher understands and applies knowledge of how to promote the functional-living, social-interaction, and self-advocacy skills of students who are deaf or hard of hearing.

The beginning teacher:

- Knows and understands programs, including academic, career and technology, and transition programs, that have been effective for students who are deaf or hard of hearing.
- Knows how to teach students who are deaf or hard of hearing to use educational support personnel effectively (e.g., educational interpreters, tutors, and note takers) and prepares them in the appropriate use of interpreters, including oral interpreters, if needed.
- Understands and promotes students' understanding of their rights as individuals who are deaf or hard of hearing and knows how to train students to advocate for themselves and to seek out available services through governmental and nongovernmental agencies.
- Identifies appropriate goals, objectives, activities, programs, and supports to enhance the functional living of students who are deaf or hard of hearing.
- Identifies appropriate goals, objectives, activities, programs, and supports to promote students' transitions between teachers, grade levels, schools, and service options and to postsecondary education or training.
- Identifies opportunities for students who are deaf or hard of hearing to interact with communities of individuals who are deaf or hard of hearing on the local, state, and national levels and applies strategies for promoting ongoing interactions of students with peers and role models.
- Knows and understands variations in beliefs, traditions, and values across cultures (including Deaf culture) and within society.
- Understands basic elements of American Deaf culture (e.g., humor, drama, art, literature, social mores); demonstrates knowledge of prominent historical and contemporary figures who were/are deaf or hard of hearing and their contributions to both the Deaf community and mainstream U.S. culture; and promotes students' knowledge of and pride in their Deaf heritage.
- Knows and understands processes and strategies for establishing ongoing interaction of students who are deaf or hard of hearing with hearing peers, family members, and others.

DOMAIN III—PROMOTING STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS AND READING

Competency 010

The teacher understands and applies knowledge of strategies and approaches for promoting students' English language development.

The beginning teacher:

- Knows how to apply first- and second-language teaching strategies and approaches (e.g., English through ASL or ESL) appropriate to the needs of individual students who are deaf or hard of hearing.
- Knows and understands a variety of English language arts assessments and how to interpret and apply the results of assessments to plan and implement English language instruction that meets the needs of individual students who are deaf or hard of hearing.
- Knows how to provide a variety of instructional opportunities and strategies for students who are deaf or hard of hearing to develop their English language skills.
- Knows how to evaluate, select, and adapt instructional methods, resources, and technologies to promote students' English language development across the curriculum.
- Knows and applies strategies for facilitating incidental language learning opportunities in English for students who are deaf or hard of hearing.

Competency 011

The teacher understands and applies knowledge of literacy development for students who are deaf or hard of hearing.

The beginning teacher:

- Knows how to use a variety of literacy assessment practices, including English and ASL assessments, to plan and implement literacy instruction for students who are deaf or hard of hearing.
- Knows and applies appropriate strategies in English and/or ASL to develop and promote literacy across the curriculum for students who are deaf or hard of hearing.
- Knows and understands the nature of literacy development (e.g., processes of emergent literacy, preliteracy skills) and various methods to promote students' emergent literacy and ongoing literacy development.
- Understands the link between signed concepts and printed text, if sign language is used (e.g., transfer of language knowledge and skills from oral/signed language to written language), and knows how to teach students strategies for linking signed concepts to printed text.
- Knows how to use a variety of methods to provide systematic instruction to students who are deaf or hard of hearing to promote their writing development and help them communicate effectively through writing (e.g., to use appropriate written language structures and conventions).
- Understands and applies knowledge of strategies for using writing to promote reading comprehension and learning across the curriculum (e.g., reading response journals, learning logs, teacher-student interactive journals).
- Knows how to evaluate, select, and adapt instructional methods, resources, and technologies to promote the literacy development of students who are deaf or hard of hearing.
- Knows how to help students who are deaf or hard of hearing learn to interpret and evaluate literary works in English.

Competency 012

The teacher understands and applies knowledge of systematic reading instruction for students who are deaf or hard of hearing.

The beginning teacher:

- Knows and understands the basic components of phonological and phonemic awareness and dactylic (fingerspelling) awareness and uses a variety of approaches to help students who are deaf or hard of hearing develop an awareness of these components and an understanding of their relationship to written language.
- Knows and understands the basic elements of the alphabetic principle and the relationship among the alphabetic principle, reading, and components of other communication systems, including signs and fingerspelling; and provides instruction to students who are deaf or hard of hearing so they understand that printed words consist of graphic representations that relate to the sounds of spoken language, the meaning of signed language, and components of other communication systems, including fingerspelling.
- Knows and understands the use of word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) by deaf or hard of hearing students who use fingerspelling, sign language, and oral language and provides systematic instruction using a variety of methods and strategies.
- Knows how to promote students' vocabulary development and provides systematic instruction in critical-reading strategies to improve reading comprehension (e.g., activating prior knowledge, making connections between a text and one's personal experiences, self-monitoring comprehension) in students who are deaf or hard of hearing.
- Knows and understands the relationship between reading fluency and reading comprehension and provides systematic instruction to improve the fluency and comprehension of students who are deaf or hard of hearing.

DOMAIN IV—UNDERSTANDING THE PROFESSIONAL ENVIRONMENT

Competency 013

The teacher understands and applies knowledge of the philosophical, historical, and legal foundations of education for students who are deaf or hard of hearing.

The beginning teacher:

- Knows and understands cultural versus medical perspectives regarding individuals who are deaf or hard of hearing.
- Understands and identifies issues and trends in education for students who are deaf or hard of hearing.
- Knows and understands models, theories, and philosophies (e.g., bilingual-bicultural, total communication, auditory-oral) that provide the basis for educational practice(s) for students who are deaf or hard of hearing; and can apply understanding of these theories, philosophies, and models of practice in educational settings.
- Understands and applies knowledge of roles and responsibilities of teachers and support personnel in a variety of teaching situations (e.g., co-teaching, general education, itinerant, team teaching) to support positive outcomes for students who are deaf or hard of hearing and understands issues related to professional responsibilities in working with deaf or hard of hearing students, their families, and other professionals.
- Understands issues of professional ethics in working with deaf or hard of hearing students, their families, and other professionals; and adheres to legal and ethical requirements of the profession.
- Knows and understands the rights and responsibilities (e.g., Deaf Children's Bill of Rights [TEC §§ 29.301–29.314], procedural safeguards) of parents, students, teachers, and schools as they relate to students who are deaf or hard of hearing.
- Understands the impact of various educational placement options (from the perspective of the needs of any given student who is deaf or hard of hearing) with regard to cultural identity, least-restrictive environment (LRE), and linguistic, academic, and social-emotional development.
- Identifies major factors contributing to the growth and improvement of knowledge and practice in the field of education of students who are deaf or hard of hearing.

Competency 014

The teacher understands and applies knowledge of how to establish partnerships with students who are deaf or hard of hearing and their families to enhance students' learning and achievement.

The beginning teacher:

- Knows and understands the effects of families and/or primary caregivers on the overall development of the student who is deaf or hard of hearing.
- Knows and understands available resources to help the parents/guardians of students who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children.
- Knows and understands the rights and responsibilities of students and their parents/guardians in planning an individualized program for the student who is deaf or hard of hearing and promotes family involvement.
- Knows and understands the effects of communication on the development of family relationships.
- Understands factors that promote effective communication and collaboration with students, their families, and other primary caregivers; and applies strategies for establishing and maintaining partnerships with students, their families, and/or other caregivers.
- Understands the effect of cultural differences (including differences between Deaf culture and mainstream U.S. culture) on the relationships among students who are deaf or hard of hearing, their families, caregivers, educators, and others.

Competency 015

The teacher understands and applies knowledge of how to establish partnerships with other school staff, professional organizations, and the community to enhance learning opportunities for students who are deaf or hard of hearing.

The beginning teacher:

- Knows and understands roles and responsibilities of teachers (e.g., itinerant, general education, special education), related instructional service providers (e.g., audiologists, counselors, interpreters, social workers, speech and language pathologists), and other support personnel (e.g., tutors, note takers) in the educational setting for students who are deaf or hard of hearing.
- Knows and understands services provided by governmental and nongovernmental agencies or individuals in the ongoing support of students who are deaf or hard of hearing.
- Understands factors that promote effective communication and collaboration with school and community personnel and knows how to facilitate coordination of support and related instructional services personnel (e.g., audiologists, counselors, interpreters, social workers, speech and language pathologists) to meet the diverse needs of students who are deaf or hard of hearing, including those with additional disabilities (e.g., learning disabilities, deaf-blindness) and their families.
- Knows and applies models (e.g., team teaching, integrated setting) and strategies for collaborating with general education classroom teachers and other school professionals to integrate students who are deaf or hard of hearing into various learning environments.
- Understands the value of consumer and professional organizations, publications, and journals relevant to the education of students who are deaf or hard of hearing and to general education.
- Understands the importance of and identifies opportunities for interacting with adults in the Deaf community on a regular basis to maintain/improve (the teacher's) ASL or other communication skills.
- Identifies and participates in workshops and other activities that promote continued professional development in the field and holds membership in professional organizations.

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will 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 Deaf and Hard of Hearing test is designed to include 80 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 items 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 items on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice items 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 item, 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 items on the test.

- Single items
- Items with stimulus material

You may have one or more items related to a single stimulus. When you have at least two items related to a single stimulus, the group of items is called a cluster. After the last item of a cluster, 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 responding to 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 responses 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 item. The following item is an example of this type. It tests knowledge of Deaf and Hard of Hearing competency 003: *The teacher understands and applies knowledge of assessment and diagnosis in evaluating the strengths and needs of students who are deaf or hard of hearing.*

Which of the following is used to measure sensitivity thresholds?

- A. pure-tone audiometry
 - B. spectrography
 - C. electrocochleography
 - D. tympanometry
-

Suggested Approach

Read the item carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answer choices, select the correct answer, and mark it on your answer sheet.

This item asks for the procedure or technique that is used to measure sensitivity thresholds. Look at the answer choices and consider which of them accurately identifies the correct procedure or technique.

Option A suggests that pure-tone audiometry is used to measure sensitivity thresholds. Pure-tone audiometry is, indeed, a behavioral measure that is used to test thresholds of hearing sensitivity. Using an audiometer, an audiologist presents tones at different frequencies (pitches) and intensity (loudness) levels, testing one ear at a time, to determine the faintest sound audible to an individual at least 50 percent of the time. Option A may be the best response to this item.

Option B suggests that spectrography is a technique used to measure an individual's sensitivity thresholds. Spectrography, however, is a technique by which any sound is separated into its component frequencies. The resulting spectrograph offers a visual image of the frequencies and intensities of the components of a given sound. Option B may be eliminated as the best response to this item.

Option C suggests that electrocochleography is used to measure sound sensitivity thresholds. Electrocochleography is a form of audiometry in which an electrode is inserted through the tympanic membrane in order to measure electrical potentials from the cochlea. This specialized test is most commonly used to evaluate certain diseases or conditions of the inner ear that affect an individual's balance system. Option C may be eliminated as the best response to this item.

Option D suggests that tympanometry is a procedure for testing sensitivity thresholds. Tympanometry, however, is a test that measures the mobility of the eardrum by introducing air pressure into the ear canal. Tympanometry is frequently used with young children to detect the presence of fluid in the ear. Option D may be eliminated as the best response to this item.

Of the alternatives offered, only pure-tone audiometry is used to measure hearing sensitivity thresholds. Therefore, the correct response is option A.

The following item is also in single-item format. It tests knowledge of Deaf and Hard of Hearing competency 014: *The teacher understands and applies knowledge of how to establish partnerships with students who are deaf or hard of hearing and their families to enhance students' learning and achievement.*

Ms. Nunez, a preschool teacher, will have a student who is deaf in her class this year. Ms. Nunez wishes to promote effective daily communication between herself and the student's parents/guardians. Which of the following would likely be the most appropriate way for Ms. Nunez to achieve this goal?

- A. suggesting to the parents/guardians that they send a note to school whenever they have questions, concerns, or information to share
 - B. arranging a time for a daily telephone call to discuss the student's behavior and any other pertinent information
 - C. creating a notebook that travels with the student to and from school in which any news or important information may be shared
 - D. meeting briefly with the student's parent/guardians when they come to pick him or her up at the end of each school day
-

Suggested Approach

Read the item carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answer choices, select the correct answer, and mark it on your answer sheet.

In this item, a preschool teacher is making plans for the upcoming school year, during which a student who is deaf will be enrolled in her class. The teacher wishes to take steps to promote effective daily communication with the student's parents/guardians. Look at the answer choices and consider which of them would best promote the teacher's communication goals.

Option A suggests that the teacher's best strategy for fostering effective communication with the parents/guardians on a daily basis would be to suggest that they send a note to school whenever they have questions, concerns, or information to share. While it would be important to encourage the parents/guardians to bring any such issues to the school's attention, this strategy would inappropriately place the burden of initiating communication on the parents/guardians. In addition, this strategy would not effectively address the teacher's goal of ongoing daily communication. Option A may be eliminated as the best response to this item.

Option B suggests that setting up a regularly scheduled, daily telephone call with the parents/guardians would be the best way to achieve effective daily communication. However, because of the unpredictability of daily life, such a system is unlikely to work. Unexpected events may arise for either the parents/guardians or the teacher that make it difficult or impossible to make the phone call at the agreed-upon time. Rigid systems such as this one are generally ineffective because they break down quickly. Option B may be eliminated as the best response to this item.

Option C suggests that creating a notebook that travels with the student to and from school would be an appropriate system for fostering effective daily communication between school and home. Such a notebook would indeed provide a flexible and convenient means of exchanging information on a daily basis. Both the teacher and the parents/guardians would be able to review the contents of the notebook at times of their own choosing. In addition, they would have the option of making entries either during calm, reflective moments or in situations when they want to convey an immediate observation or a quick thought that might otherwise be forgotten. Option C may be the best response to this item.

Option D suggests that meeting briefly with the parents/guardians at the end of the school day would be an effective means of maintaining ongoing communication. The end of the school day, however, is typically a busy time for preschool teachers, who are overseeing the departure of many students and whose attention may be required for other tasks, such as locating a missing jacket or responding to questions from other parents/guardians. This could also be a hectic time for the student's parents/guardians, who may have other children to collect, errands to run, and so forth. Option D may be eliminated as the best response to this item.

Of the alternatives offered, a traveling notebook would provide the most flexible means of daily information exchange between school and home. Therefore, the correct response is option C.

ITEMS WITH STIMULUS MATERIAL

Some items are preceded by stimulus material that relates to the items. Some types of stimulus material included on the test are reading passages, graphics, tables, or a combination of these. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

One or more items may be related to a single stimulus. You can use several different approaches to respond to these types of items. Some commonly used approaches are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement, and/or its content, then read the item and refer again to the stimulus material to verify the correct answer.

Strategy 2 Read the item *before* considering the stimulus material. The content of the item will help you identify the purpose of the stimulus material and locate the information you need to respond to the item.

Strategy 3 Use a combination of both strategies: apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items 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 item, you should read it carefully and critically. You may want to underline its important points to help you respond to the item.

As you consider items set in educational contexts, try to use the teacher's point of view to respond to the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered.

Suggested Approach

First read the stimulus (a reading worksheet designed by a teacher of the deaf).

Use the reading worksheet below to answer the question that follows.

Directions: Read the sentences below and fill in the words that are missing.

1. The little boy opened the _____ and ran outside.
2. She had just taken the pie out of the oven, so it was still _____.
3. The car will not run unless you fill it with _____.
4. The child let go of the balloon, and it floated up into the _____.

Now you are ready to respond to the item or items associated with this stimulus. The item below tests knowledge of Deaf and Hard of Hearing competency 012: *The teacher understands and applies knowledge of systematic reading instruction for students who are deaf or hard of hearing.*

A teacher of the deaf could best use this worksheet to promote students' reading proficiency in which of the following areas?

- A. using context clues
 - B. applying critical-reading skills
 - C. improving reading fluency
 - D. recognizing words automatically
-

Consider carefully the content of the reading worksheet presented in the stimulus. Note the directions to the students and then review the four sentences with missing words. Look at the answer choices to consider the area of reading proficiency that this worksheet is most likely intended to promote.

Option A suggests that the teacher could best use this worksheet to promote students' reading proficiency in the area of using context clues. Note that, in order to fill in the blank in each sentence with an appropriate word, students will need to use the information provided by the rest of the sentence. That is, the students will need to use the context surrounding the blanks as clues to the words that are missing. Option A may be the best response to this item.

Option B suggests that the worksheet would best be used for promoting students' application of critical-reading skills. Critical-reading skills, however, involve the use of higher-order thinking processes such as identifying an author's point of view, evaluating the accuracy of information in a text, recognizing contradictions in an argument, and the like. The worksheet shown does not prompt students to employ such higher-order skills. Option B may be eliminated as the best response to this item.

Option C suggests that the worksheet would be effective in increasing students' reading fluency. Fluency in reading refers to, among other things, the ability to read smoothly and with accuracy, to read at a good pace, and to read with appropriate expression, and it involves doing these things without conscious attention to the reading task. Strategies for promoting reading fluency include having children read at their instructional levels, re-read familiar texts, and listen to good models of fluent reading. The worksheet shown, however, focuses students' attention primarily on discerning the meaning of each individual sentence and supplying a word that makes sense in that context. Option C may be eliminated as the best response to this item.

Option D suggests that the worksheet would be most helpful in developing students' automatic word recognition. Recognizing words automatically, however, is much more dependent on reading texts in which the same words are encountered frequently. Although a few common sight words appear in the worksheet (e.g., *the*, *it*), the sentences are self-contained units that do not support or build on the other sentences either in meaning or in vocabulary; thus, they would not be especially effective for promoting automaticity in reading. Option D is not the best response to this item.

Of the alternatives offered, option A identifies the reading skill—using context clues—that would be best promoted by the use of the worksheet shown. Therefore, the correct response is option A.

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 will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual test.

Deaf and Hard of Hearing

Competency 001

1. Which of the following is most likely to damage the hearing structures of an infant at birth?
 - A. anoxia
 - B. mastoiditis
 - C. otoneuralgia
 - D. otosclerosis

Competency 002

2. Which of the following would be the most appropriate first step for an educator of the deaf to take to promote language development in a young child with a severe hearing loss?
 - A. increasing the number of opportunities the child has to play with hearing peers
 - B. observing parent–child interactions to assess the family's individual needs
 - C. teaching the child to use a communication board utilizing picture symbols
 - D. helping the parents enroll the child in an early childhood program for children with multiple disabilities

Competency 004

3. Lucia is a deaf child who uses ASL as her primary means of communication and has above-average cognitive abilities. Lucia's parents have told the admission, review, and dismissal (ARD) committee that they want Lucia to become fully assimilated into the Deaf community and culture. Which of the following placement options would provide the greatest opportunity for immersion in the Deaf culture?
 - A. general education classes with resource-room support
 - B. Texas School for the Deaf
 - C. an inclusionary classroom with an interpreter
 - D. a regional day school program for the deaf

Competency 004

4. A student with a bilateral hearing loss of 105 dB would be classified as having a:
 - A. mild loss.
 - B. moderate loss.
 - C. severe loss.
 - D. profound loss.

Competency 005

5. Xavier, a high school student with a severe hearing loss, is accompanied to classes by an interpreter. In civics class, the teacher regularly makes use of whole-group discussions. The teacher's best strategy for ensuring that Xavier can keep up with the class discussions would be to:
- A. manage the discussions by allowing only one speaker to talk at a time.
 - B. ask the interpreter to provide Xavier with brief explanations of the subject matter if he seems to be getting confused.
 - C. check frequently with Xavier during discussions to verify that he is following the class's exchange.
 - D. direct instruction and explanations primarily to the interpreter to facilitate clear communication of the information to Xavier.

Competency 006

6. Mr. Carter wants to present a video to the students in his twelfth-grade literature class. The class includes a student with a severe bilateral hearing loss. Which of the following accommodations would likely be most helpful to this student?
- A. providing a closed-captioned video
 - B. providing an interpreter to summarize the video
 - C. providing real-time captioning
 - D. providing the student with a written transcript of the video

Competency 007

7. Which of the following activities would be most effective for stimulating incidental language development in preschool children with hearing loss?
- A. watching a movie about a farm and its animals
 - B. identifying pictures of farm animals
 - C. visiting a farm and petting the animals
 - D. reading about farm animals with an adult

Competency 008

8. An eleventh-grade student with a moderate hearing loss is having difficulty understanding how specific dates, facts, and events are related to general trends during the Civil War and Reconstruction era in the United States. The teacher could best assist in this situation by:
- A. playing quiz games with the student to review important facts and dates.
 - B. providing a folder for the student to use to organize all chapter reviews and worksheets.
 - C. helping the student make a timeline identifying sequences of events and their larger consequences.
 - D. arranging for the student to obtain copies of the lecture notes taken by an honor student in the class.

Competency 008

9. Sally is a ninth-grade student with a moderate hearing loss who attends thirty-minute sessions three times a week with an itinerant teacher of the deaf. During these sessions, Sally's teacher often helps her with her academic assignments. Sally is currently having difficulty reading a science chapter because of the high reading level of the text. In this situation, Sally's itinerant teacher could best address Sally's needs by:
- A. requesting an alternative reading assignment for Sally.
 - B. reading the chapter aloud to Sally.
 - C. encouraging Sally to seek a peer tutor for science.
 - D. reviewing the chapter's key concepts with Sally.

Competency 009

10. A teacher of the deaf wishes to help Aaron, a seven-year-old student with a mild hearing loss, improve his interpersonal communication skills. The most effective strategy for this purpose would be to:
- A. involve Aaron in role-playing activities.
 - B. encourage Aaron to join in games with classmates at recess.
 - C. read Aaron stories that feature interactions among young children.
 - D. urge Aaron to pay close attention to his classmates' interactions.

Competency 010

11. Kim is a third-grade student with a moderate hearing loss who is taught in a total communication setting. Kim's language development is somewhat delayed, and her teacher wants to make use of activities across the curriculum to promote her language development. In a math unit on money, which of the following activities would best serve the teacher's purpose?
- A. assigning a series of interactive worksheets on the computer for Kim to complete
 - B. having Kim be the cashier or customer in a classroom store where play money may be redeemed
 - C. involving Kim in playing a money bingo game during free time at the end of the day
 - D. asking Kim to use an advertising flyer from a store to calculate the costs of various combinations of items

Competency 011

12. In Mr. Chan's fourth-grade class, students keep reading-response journals in which they complete various tasks based on individual reading assignments. Anita, a student who has a moderate hearing loss, is currently reading a nonfiction article about marine life. For this reading assignment, Mr. Chan has asked her to create a title for each paragraph in the article. Generating titles will be especially useful in prompting Anita to:
- A. use prior knowledge to assimilate the new information provided in each paragraph.
 - B. analyze each paragraph's relevance to the article as a whole.
 - C. detect key vocabulary within the context of a paragraph.
 - D. use critical-thinking skills to determine the main idea of each paragraph.

Competency 011

13. Mei-Lin is an eleventh-grade student who has a severe hearing loss and whose primary language is ASL. Mei-Lin has been assigned to write an essay on a novel she has read for her English class, but she has not yet decided on a specific subject to write about. Mei-Lin's itinerant teacher will help her with her essay. The itinerant teacher's best initial approach for assisting Mei-Lin with the essay would be to:
- A. help her write a synopsis of the novel's plot, including the main events and characters.
 - B. hold a brainstorming session to help her begin to focus on specific themes or characters in the novel.
 - C. help her write several preliminary outlines that lay out possible essays she might write.
 - D. ask guided questions about the novel to direct her toward a specific topic the teacher feels would work.

Competency 012

14. A high school student who is deaf is reading an article from a local newspaper and signing it in ASL for her teacher. When the student signs the sentence, "The town is raising money for a swimming pool," she uses the sign for *growing* instead of the sign for *raising*. Which of the following would be the teacher's best response in this situation?
- A. asking the student targeted questions to help her better analyze and represent the sentence
 - B. interrupting the student and demonstrating the appropriate sign to use in this context
 - C. suggesting that the student finger-spell the word to preserve the meaning of the sentence
 - D. ignoring the imprecision of the chosen sign because the error is a minor one

Competency 013

15. From the Deaf culture perspective, a young child with a moderate-to-severe hearing loss would be best served by a program in which:
- A. optimal use is made of technologies that aid hearing.
 - B. the primary educational setting is inclusionary.
 - C. instruction is limited to oral/aural methods.
 - D. the development of fluency in ASL is a primary objective.

Competency 015

16. Ms. Cohen, a teacher of the deaf, is working closely with general education teachers whose classrooms include students with hearing loss. Ms. Cohen can best help to ensure effective collaboration with the general education teachers by:
- A. frequently dropping in on the teachers' classes to observe or help out.
 - B. maintaining an ongoing system of communication, both formal and informal, with the teachers.
 - C. reassuring the teachers that she considers herself, not them, to be the students' primary educator.
 - D. initiating a series of memos to the teachers outlining general guidelines and specific teaching tips.

Competency 015

17. Ms. Jackson, a teacher of the deaf, wants to maintain her skills in ASL and increase her understanding of the nuances of ASL. Which of the following steps would likely be most effective in providing the skills and knowledge sought?
- A. enrolling in a refresher course in ASL
 - B. becoming an active member of a Deaf social organization
 - C. attending storytelling performances or lectures by Deaf presenters
 - D. obtaining ASL phrase books in CD-ROM format

ANSWER KEY

Item Number	Correct Answer	Competency
1	A	001
2	B	002
3	B	004
4	D	004
5	A	005
6	A	006
7	C	007
8	C	008
9	D	008
10	A	009
11	B	010
12	D	011
13	B	011
14	A	012
15	D	013
16	B	015
17	B	015

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

Journal of Deaf Studies and Deaf Education, Oxford University Press

Other Sources

Gregory, S., Knight, P., McCracken, W., Powers, S., and Watson, L. (1998). *Issues in Deaf Education*. London: David Fulton Publishers.

Marschark, M. (1997). *Raising and Educating a Deaf Child: A Comprehensive Guide to the Choices, Controversies, and Decisions Faced by Parents and Educators*. New York, NY: Oxford University Press.

Marschark, M., Lang, H. G., and Albertini, J. A. (2002). *Educating Deaf Students: From Research to Practice*. New York, NY: Oxford University Press.

McAnally, P. L., Rose, S., and Quigley, S. P. (1999). *Reading Practices with Deaf Learners*. Austin, TX: Pro ed.

Moore, D. F. (2001). *Educating the Deaf: Psychology, Principles, and Practices*. (5th Ed.). Boston, MA: Houghton Mifflin Company.

Ogden, P. W. (1996). *The Silent Garden: Raising Your Deaf Child*. Washington, D.C.: Gallaudet University Press.

Paul, P. V. (1998). *Literacy and Deafness: The Development of Reading, Writing, and Literate Thought*. Upper Saddle River, NJ: Allyn & Bacon.

Rose, S., McAnally, P. L., and Quigley, S. P. (2004). *Language Learning Practices with Deaf Children*. (3rd ed.). Austin, TX: Pro ed.

Scheetz, N. A. (2001). *Orientation to Deafness*. (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Schirmer, B. R. (2000). *Language and Literacy Development in Children Who Are Deaf*. (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Stewart, D. A., and Clarke, B. R. (2003). *Literacy and Your Deaf Child: What Every Parent Should Know*. Washington, D.C.: Gallaudet University Press.

Stewart, D. A., and Kluwin, T. N. (2001). *Teaching Deaf and Hard of Hearing Students: Content, Strategies, and Curriculum*. Needham Heights, MA: Allyn & Bacon.

Online Resources

Alexander Graham Bell Association for the Deaf and Hard of Hearing, <http://www.agbell.org>

American Speech and Hearing Association, <http://www.asha.org>

National Association of the Deaf, <http://www.nad.org>

