



STATE BOARD FOR EDUCATOR CERTIFICATION/TEXAS EDUCATION AGENCY

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Preparation Manual



194 Pedagogy and Professional Responsibilities EC–6

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Chapter 1

**Introduction to the Pedagogy and Professional
Responsibilities (PPR) EC–6 Test and Suggestions
for Using this Test Preparation Manual**



OVERVIEW

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

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

KEY FEATURES OF THE MANUAL

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

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

USING THE TEST FRAMEWORK

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

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

ORGANIZATION OF THE TExES TEST FRAMEWORK

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

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

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

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

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

SAMPLE COMPETENCY

Pedagogy and Professional Responsibilities EC–6

COMPETENCY 001

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

SAMPLE DESCRIPTIVE STATEMENTS

The beginning teacher:

- A. Understands the lifelong impact of the experiences provided in early childhood through grade 6 on individual development and on society.
- B. Recognizes that positive and productive environments for students involve creating a culture of high academic expectations, equity throughout the learning community, and developmental responsiveness.
- C. Knows the typical stages of cognitive, social, physical, and emotional development of students in early childhood through grade 6.
- D. Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 6 and the implications of this developmental variation for instructional planning.
- E. Recognizes factors affecting the physical growth and health of students in early childhood through grade 6 (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students' physical growth and health related to childhood and adolescence impact their development in other domains (e.g., cognitive, social, emotional).
- F. Recognizes factors affecting the social and emotional development of students in early childhood through grade 6 (e.g., lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and knows that students' social and emotional development impacts their development in other domains.
- G. Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children's learning and development.
- H. Recognizes challenges for students during later childhood and early adolescence (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness) and effective ways to help students address these challenges.
- I. Demonstrates knowledge of developmental changes in students' thinking (e.g., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically).
- J. Uses knowledge of cognitive changes in students (e.g., emergence and refinement of abstract thinking and reasoning, reflective thinking, and increased focus on the world beyond the school setting) to plan instruction and assessment that promote learning and development.
- K. Understands that student involvement in risky behaviors (e.g., use of tobacco, alcohol, and other drugs; gang involvement; misuse of technology) impacts development and learning.
- L. Analyzes ways in which developmental characteristics of students in early childhood through grade 6 impact learning and performance, and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.

- M. Demonstrates knowledge of the importance of peers, peer acceptance, and conformity to peer group norms and expectations for students, and understands the significance of peer-related issues for teaching and learning.
- N. Recognizes the importance of helping students in early childhood through grade 6 apply decision-making, organization, and goal-setting skills (e.g., selecting learning centers, putting materials away in the appropriate places, completing a self-initiated project).
- O. Uses knowledge of the developmental characteristics and needs of students in early childhood through grade 6 to plan meaningful, integrated, and active learning and play experiences that promote the development of the whole child.
- P. Understands how development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

STUDYING FOR THE TExES TEST

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

1. Identify the information the test will cover by reading through the test competencies (see Chapter 3). Within each domain of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the “Preparation Resources” section of this 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.
6. Use the study plan document (Appendix A of this guide) to help you plan your study.

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

Chapter 2

Background Information on the TExES Testing Program



THE TExES TESTS FOR TEXAS TEACHERS

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

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

DEVELOPMENT OF THE NEW TExES TESTS

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

1. **Develop Standards.** Committees are established to recommend what the beginning educator should know and be able to do. Using the Texas Essential Knowledge and Skills (TEKS) as the focal point, draft standards are prepared to define the knowledge and skills required of the beginning educator.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the State Board for Educator Certification (SBEC) website for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a paper-based or a computer-administered 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 Questions.** The test contractor develops draft questions that are designed to measure the competencies described in the test framework. Committees review the newly developed test questions that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft questions for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Questions.** The newly developed test questions that have been deemed acceptable by the question review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test questions are valid, reliable, and free from bias.
8. **Administer TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. The SBEC Board considers this recommendation as it establishes a passing score on the test.

TAKING THE TExES TEST AND RECEIVING SCORES

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

Your score report will be available to you in your testing account on the ETS TExES online registration system by 5:00 p.m. Central time on the score reporting date indicated in the *Registration Bulletin*. The report will indicate whether you have passed the test and will include:

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

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

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

EDUCATOR STANDARDS

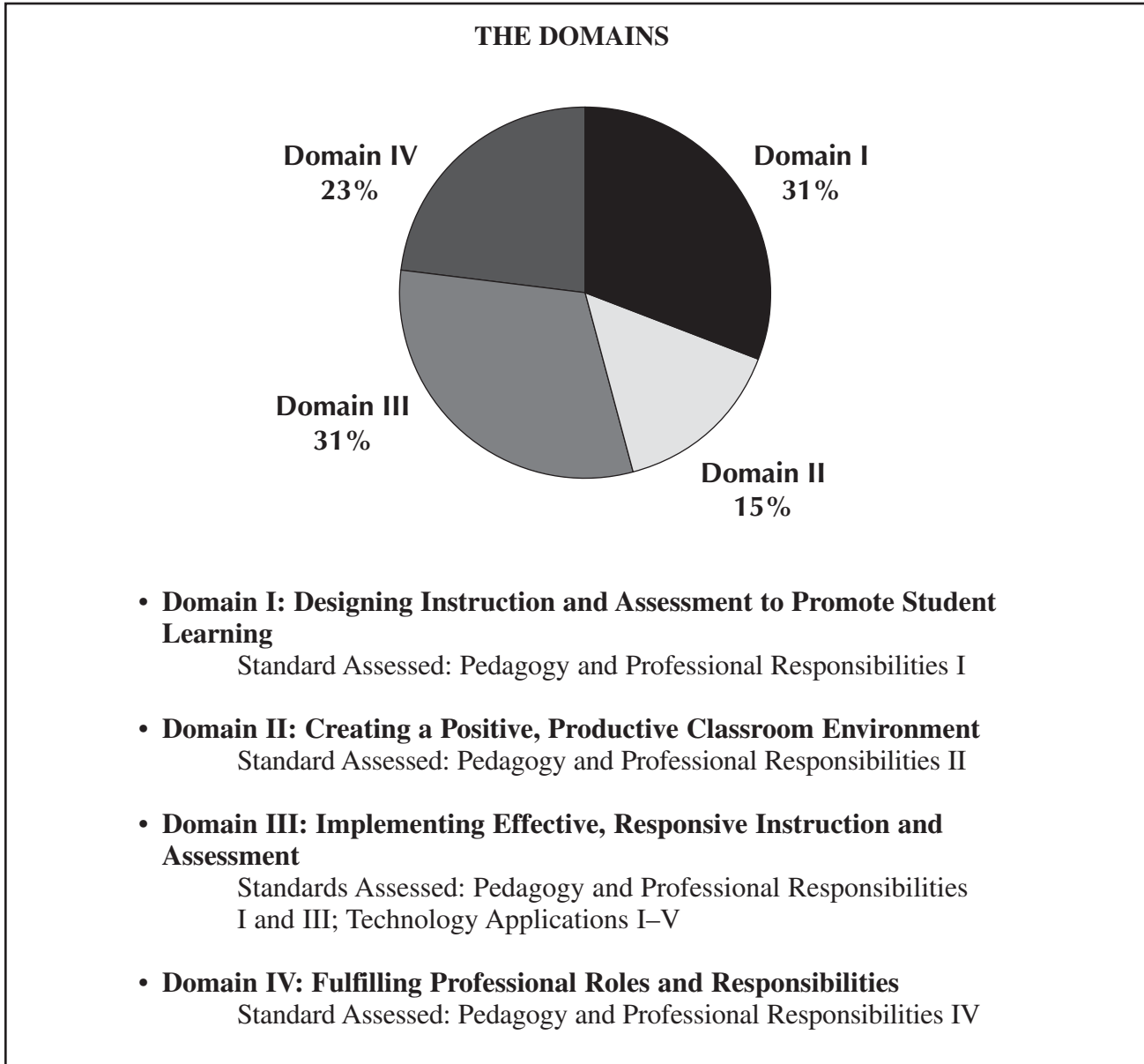
Complete, approved educator standards are posted on the SBEC website at www.sbec.state.tx.us.

Chapter 3

Study Topics



TEST FRAMEWORK FOR FIELD 194: PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (PPR) EC-6



TOTAL TEST BREAKDOWN

- 90 Multiple-Choice Questions (80 Scorable Questions*)

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

THE STANDARDS

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

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARD I:

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

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

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARD II:

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

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

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARD I:

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

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARD III:

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

TECHNOLOGY APPLICATIONS STANDARD I:

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

TECHNOLOGY APPLICATIONS STANDARD II:

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

TECHNOLOGY APPLICATIONS STANDARD III:

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

TECHNOLOGY APPLICATIONS STANDARD IV:

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

TECHNOLOGY APPLICATIONS STANDARD V:

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

DOMAIN IV—FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES (approximately 23% of the test)

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARD IV:

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

3 COMPETENCIES

DOMAIN I—DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

COMPETENCY 001

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

The beginning teacher:

- A. Understands the lifelong impact of the experiences provided in early childhood through grade 6 on individual development and on society.
- B. Recognizes that positive and productive environments for students involve creating a culture of high academic expectations, equity throughout the learning community, and developmental responsiveness.
- C. Knows the typical stages of cognitive, social, physical, and emotional development of students in early childhood through grade 6.
- D. Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 6 and the implications of this developmental variation for instructional planning.
- E. Recognizes factors affecting the physical growth and health of students in early childhood through grade 6 (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students' physical growth and health related to childhood and adolescence impact their development in other domains (e.g., cognitive, social, emotional).
- F. Recognizes factors affecting the social and emotional development of students in early childhood through grade 6 (e.g., lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and knows that students' social and emotional development impacts their development in other domains.
- G. Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children's learning and development.

- H. Recognizes challenges for students during later childhood and early adolescence (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness) and effective ways to help students address these challenges.
- I. Demonstrates knowledge of developmental changes in students' thinking (e.g., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically).
- J. Uses knowledge of cognitive changes in students (e.g., emergence and refinement of abstract thinking and reasoning, reflective thinking, and increased focus on the world beyond the school setting) to plan instruction and assessment that promote learning and development.
- K. Understands that student involvement in risky behaviors (e.g., use of tobacco, alcohol, and other drugs; gang involvement; misuse of technology) impacts development and learning.
- L. Analyzes ways in which developmental characteristics of students in early childhood through grade 6 impact learning and performance, and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
- M. Demonstrates knowledge of the importance of peers, peer acceptance, and conformity to peer group norms and expectations for students, and understands the significance of peer-related issues for teaching and learning.
- N. Recognizes the importance of helping students in early childhood through grade 6 apply decision-making, organization, and goal-setting skills (e.g., selecting learning centers, putting materials away in the appropriate places, completing a self-initiated project).
- O. Uses knowledge of the developmental characteristics and needs of students in early childhood through grade 6 to plan meaningful, integrated, and active learning and play experiences that promote the development of the whole child.
- P. Understands how development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

COMPETENCY 002

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

The beginning teacher:

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

COMPETENCY 003

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

The beginning teacher:

- A. Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
- B. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs, and interests; alignment with campus and district goals).
- C. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness, and guide instructional planning for individuals and groups.

- D. Understands the connection between various components of the Texas statewide assessment program, the TEKS, and instruction, and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs.
- E. Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement, and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes, and to meet varied student needs.
- F. Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
- G. Plans learning experiences that provide students with opportunities to explore content from integrated and varied perspectives (e.g., by providing an integrated curriculum including thematic units, providing multicultural learning experiences, employing play as one learning mode, permitting student choice of activities, involving students in working on projects, designing instruction that supports students' growing ability to work cooperatively and to reflect upon other points of view when appropriate).
- H. Allocates time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment, and closure.

COMPETENCY 004

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

The beginning teacher:

- A. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).
- B. Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge, and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments.
- C. Understands that the middle-level years are a transitional stage in which students may exhibit characteristics of both older and younger children, and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating diversity, making a commitment to continued schooling).

- D. Recognizes how social and emotional characteristics of students (e.g., attention span, need for physical activity and movement, interacting with peers, searching for identity, questioning principles and expectations) impact teaching and learning.
- E. Applies knowledge of the implications for learning and instruction of students' wide range of thinking abilities.
- F. Teaches, models, and monitors organizational skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials, sorting blocks by shape and size during cleanup).
- G. Teaches, models, and monitors age-appropriate study skills (e.g., using graphic organizers, outlining, note-taking, summarizing, test-taking) and structures research projects appropriately (e.g., teaches students the steps in research, establishes checkpoints during research projects, helps students use time-management tools).
- H. Stimulates reflection, critical thinking, and inquiry among students (e.g., provides opportunities to manipulate materials and to test ideas and hypotheses; provides repetition for increased conceptual understanding; encourages exploration and positive risk-taking; creates a learning community that promotes positive contributions, effective communication, and the respectful exchange of ideas).
- I. Enhances learning for students by providing instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning, and inquiry; promoting students' development of research skills).
- J. Teaches, models, and monitors organizational and time-management skills at an age-appropriate level (e.g., keeping related materials together, using organizational tools).
- K. Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.
- L. Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.
- M. Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.
- N. Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.
- O. Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

DOMAIN II—CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT**COMPETENCY 005**

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

The beginning teacher:

- A. Uses knowledge of the unique characteristics and needs of students in early childhood through grade 6 to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing, teaches students to use language to express their feelings, provides opportunities to collaborate with peers, promotes students' awareness of how their actions and attitudes affect others, includes kinesthetic experiences and active learning within a planned, structured environment).
- B. Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences, and active engagement in learning by all students.
- C. Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.
- D. Presents instruction in ways that communicate the teacher's enthusiasm for learning.
- E. Uses a variety of means to convey high expectations for all students.
- F. Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom, and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.
- G. Creates a safe, nurturing, and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

COMPETENCY 006

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

The beginning teacher:

- A. Analyzes the effects of classroom routines and procedures on student learning, and knows how to establish and implement routines and procedures to promote an organized and productive learning environment.
- B. Demonstrates and applies an understanding of how students function in groups and designs group activities organizing and managing groups that to ensure that students work together cooperatively and productively in various settings.

- C. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects, and learning centers.
- D. Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies, and technology; and to coordinate the performance of noninstructional duties (e.g., taking attendance) with instructional activities.
- E. Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication.
- F. Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
- G. Applies theories and techniques related to managing and monitoring student behavior.
- H. Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.
- I. Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (e.g., academic integrity) in the classroom (e.g., communicating high and realistic behavior expectations, involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding appropriately to various types of behavior).

DOMAIN III—IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

COMPETENCY 007

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

The beginning teacher:

- A. Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests, and backgrounds.
- B. Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions, including appropriate wait time.

- C. Communicates directions, explanations, and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools).
- D. Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts.

COMPETENCY 008

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

The beginning teacher:

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

COMPETENCY 009

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

The beginning teacher:

- A. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).
- B. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).
- C. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).
- D. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents, and databases; using graphic tools; participating in electronic communities as learner, initiator, and contributor; sharing information through online communication).
- E. Knows how to use productivity tools to communicate information in various formats (e.g., slide show, multimedia presentation, newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet document, video).
- F. Knows how to incorporate the effective use of current technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.
- G. Knows how to evaluate students' technologically produced products and projects using established criteria related to design, content delivery, audience, and relevance to assignment.
- H. Identifies and addresses equity issues related to the use of technology.

COMPETENCY 010

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

The beginning teacher:

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

DOMAIN IV—FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES**COMPETENCY 011**

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

The beginning teacher:

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

COMPETENCY 012

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

The beginning teacher:

- A. Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).
- B. Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students' learning and to achieve campus and district goals.
- C. Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).
- D. Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).
- E. Uses resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.
- F. Recognizes characteristics, goals, and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.
- G. Works productively with supervisors, mentors, and other colleagues to address issues and to enhance professional knowledge and skills.
- H. Understands and uses professional development resources (e.g., mentors and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills, and technological expertise.
- I. Engages in reflection and self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals.

COMPETENCY 013

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

The beginning teacher:

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

Chapter 4

Succeeding on Multiple-Choice Questions



APPROACHES TO ANSWERING MULTIPLE-CHOICE QUESTIONS

The purpose of this section is to describe multiple-choice question formats that you will see on the PPR EC–6 test and to suggest possible ways to approach thinking about and answering the multiple-choice questions. However, these approaches are not intended to replace test-taking strategies with which you are already comfortable and that work for you.

The PPR EC–6 test is designed to include 80 scorable and 10 nonscorable multiple-choice questions. Your final scaled score will be based only on scorable questions. The nonscorable multiple-choice questions are being 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 questions are not considered in calculating your score, and they are not identified on the test.

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

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

QUESTION FORMATS

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

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

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

SINGLE QUESTIONS

In the single-question 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 Pedagogy and Professional Responsibilities EC–6 Competency 006: *The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.*

EXAMPLE

The students in a kindergarten classroom often become so engaged in their activities that the teacher has trouble getting them to stop what they are doing and begin transitioning to another activity. The teacher can best address this problem by using which of the following approaches?

- A. Organize each activity in ways that prompt students to begin at a high level of energy and then shift gradually to lower energy levels.
- B. Establish a routine in which the teacher begins each day by discussing with the class the planned schedule of activities for that day.
- C. Assign individual students, on a rotating basis, to help the teacher monitor and direct transitions from one activity to the next.
- D. Establish an agreed-upon signal, such as switching a light off and on or ringing a bell, that alerts students that it is time to pay attention.

SUGGESTED APPROACH

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

This question addresses how a kindergarten teacher can best make students aware that it is time to move from one activity to another. When young students are engrossed in what they are doing, they may find it difficult to disengage and turn their attention elsewhere. Teachers can often overcome this problem by getting students in the habit of responding automatically to a particular stimulus, such as a bell ringing or a light going on and off. Therefore, option D is the correct response.

Option A, organizing activities that progress from high-energy components to low-energy components, is not feasible in many situations and would probably fail to address the problem described. With regard to option B, it would be unreasonable to expect students at the kindergarten level to be able to adhere to a schedule of activities described to them early in the day. Similarly, students of this age would not be capable of effectively helping the teacher monitor and direct their peers' transitions (option C).

QUESTIONS WITH STIMULUS MATERIAL

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

Two or more questions may be related to a single stimulus. You can use several different approaches to answer these types of questions. Some commonly used strategies are listed below.

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

Whether you read the stimulus before or after you read the question, you should read it carefully and critically. You may want to underline its important points to help you answer the question.

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

EXAMPLES AND SUGGESTED APPROACHES

First read the stimulus.

Use the information below to answer the questions that follow.

A second-grade teacher learns that a student with multiple disabilities will be entering her classroom. The student, Jerome, will have a full-time aide assigned to work with him in the classroom.

Now you are prepared to address the first of the three questions associated with this stimulus. The first question measures Competency 013: *The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.*

In working with Jerome, a primary responsibility of the classroom teacher will be to provide him with instruction that

- A. emphasizes his development of basic daily living skills required for his physical functioning within the community.
- B. promotes his progress in achieving the learning goals specified in his Individualized Education Program (IEP).
- C. balances his participation in individualized and whole-class learning activities.
- D. enables him to achieve academically at approximately the same level as his peers in the classroom.

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

In accordance with state and federal law, Jerome must be provided with an education designed to meet his needs as defined in his IEP. This means that the classroom teacher's instruction must address the learning goals specified for Jerome in that document. Therefore option B, promoting Jerome's progress in achieving the learning goals specified in his IEP, is the correct response.

With regard to the other response choices, it cannot be assumed that the presence of multiple disabilities indicates that basic daily living skills (option A) are an area of primary need for Jerome. Nor is there evidence that option C, a balance of individualized and whole-class learning activities, would be especially important in meeting Jerome's needs. And finally, to use Jerome's peers' level of performance as the basis of instructional activities and expectations for Jerome (option D) would be to establish an artificial standard that may be inappropriately high or low for him, and would thus be educationally indefensible.

Now you are ready to answer the second question. This question measures Competency 005: *The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.*

The teacher is considering strategies to use to ensure a positive classroom climate for Jerome after his arrival in the classroom. Which of the following teacher strategies is most likely to help achieve this goal?

- A. Assign all students in the class to serve as peer helpers for Jerome on a rotating basis.
- B. Before Jerome’s arrival, develop specific guidelines describing how students should interact and communicate with Jerome in varied types of classroom situations.
- C. Exhibit attitudes and behaviors that model acceptance of Jerome as a valued member of the class.
- D. Immediately after Jerome’s arrival, conduct an all-class meeting to give students ample opportunity to ask Jerome about himself and his disability.

This question addresses the issue of how the teacher can best ensure that Jerome will experience the classroom climate as affirming and welcoming. As a child with multiple disabilities, Jerome may be perceived by his new classmates as “different,” and some of them may feel unsure of how to respond to him. One factor that will be critical in shaping these students’ response is the teacher’s attitude; it will therefore be especially important for the teacher to demonstrate that he or she appreciates Jerome and values his presence in the classroom.

The other response choices offered would be either ineffective, inappropriate, or both. Option B, providing Jerome’s classmates with guidelines about how to interact with him, would only serve to underscore Jerome’s “difference.” Option D, making Jerome the subject of an all-class question-and-answer session, would be likely to have a similar effect, as well as being embarrassing for Jerome. And option A, having students take turns acting as peer tutors for Jerome, would put both Jerome and his classmates in an inappropriate position that would serve neither Jerome’s needs nor those of his classmates.

Option C is therefore the correct response.

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

To work effectively with Jerome’s aide, the teacher should recognize that the primary role of an aide in this situation should be to

- A. facilitate the student’s ability to participate in and benefit from instruction planned by the teacher.
- B. plan and implement instructional modifications for the student and monitor ongoing student progress.

- C. be an equal partner with the teacher in determining the student’s learning goals and how to achieve them.
- D. design alternative activities to use when the student is unable to participate in classroom activities.

This question tests knowledge of the roles of various personnel who may work with students who have special needs. As the professional who is primarily responsible for ensuring that Jerome’s IEP is implemented, his classroom teacher must retain control over Jerome’s activities in the classroom by planning and implementing instruction and monitoring its effectiveness. A classroom aide’s role does not include planning instruction and monitoring progress (option B), determining students’ learning goals (option C), or designing alternative activities for students (option D). However, the aide may prove invaluable in helping to carry out the teacher’s plans (e.g., distributing materials, organizing groups, offering physical assistance).

Response option A is therefore the correct answer to this question.

CLUSTERED QUESTIONS

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

DECISION SETS

The PPR EC–6 test may include one or more Decision Sets, which simulate the kinds of decisions teachers must make on the job. Each Decision Set starts with a stimulus (e.g., a description of a second-grade classroom, plans for a field trip, a transcript of a parent-teacher conference), asks one or more questions related to that stimulus, and then presents further stimuli that lead to additional questions. A typical Decision Set includes two or more stimuli and 3–12 questions that may address competencies across all four domains of the test.

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

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

Chapter 5

Multiple-Choice Practice Questions



SAMPLE MULTIPLE-CHOICE QUESTIONS

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

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

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

COMPETENCY 001

1. A second-grade student is struggling in class. The student frequently misplaces materials, constantly manipulates objects, interrupts class discussions, and fails to complete class work. Prior to setting up a parent-teacher conference, which of the following is the most appropriate initial step for the teacher to take?
 - A. Gathering literature on attention deficit disorder (ADD) and medication options to share with the parent
 - B. Discussing the situation with the student's first-grade teacher to determine whether the behaviors previously occurred
 - C. Requesting an Admission, Review, and Dismissal (ARD) committee meeting to place the student into special education
 - D. Monitoring the student's behavior to document instances of specific behavior

COMPETENCY 001

2. After being absent from school for a few days, a student returns with bruises and burns on her arm. When questioned, the student bursts into tears and says she does not want to go home, but gives no further information. According to Texas state law the teacher must
 - A. send the student to the emergency room to ensure the burns are being properly treated.
 - B. notify Child Protective Services to make a report regarding the student.
 - C. investigate the matter and set up a conference with the student's parents.
 - D. wait until there is further evidence before reporting the matter to Child Protective Services.

COMPETENCY 002

Use the information below to answer the questions that follow.

A third-grade teacher finds that her class includes a number of English-language learners who have varying levels of English language proficiency. As the school year begins, the teacher is considering ways to adapt instruction and assessment to meet the English-language learners' needs. The teacher plans to modify lessons and materials for them in ways that will address their language needs and facilitate learning.

3. In making the modifications, it is most important for the teacher to create lessons and materials that
 - A. present simplified, less academically demanding versions of the content and concepts that are included in the original lessons.
 - B. include only those words and language structures that are not already familiar to the English-language learners.
 - C. focus mainly on acquisition of basic knowledge through teacher presentations and guided practice.
 - D. address the same instructional goals and objectives as those addressed in the original lessons.

COMPETENCY 002

4. When assessing the English-language learners in his classes, the teacher can best ensure accurate assessment of the students' learning by
 - A. using various assessments, including written, oral, and performance measures, to allow students multiple opportunities to show what they have learned.
 - B. permitting the students to determine on their own when they are ready to be assessed in particular areas of instructional content.
 - C. assessing the students frequently so that intervals between tests are short and the amount of material assessed at any one time is minimized.
 - D. placing equal emphasis on the teacher's assessment of student learning and students' assessment of their own learning.

COMPETENCY 002

5. In order to improve the reading fluency of second-grade students, which of the following criteria is most appropriate for a teacher to consider when selecting the instructional method and the level of text?
 - A. Independent silent reading of a variety of popular and easy-to-read texts
 - B. Round-robin reading of text that is considered challenging by the reader
 - C. Reading aloud content-based text that is appropriate for the grade level
 - D. Repeated reading of text that is on the reader's independent reading level

COMPETENCY 003

6. A fifth-grade teacher is planning a unit on the physical properties of matter. In choosing activities for a unit, which of the following steps should the teacher take first?
- A. Ensure that the activities are sequenced in a meaningful manner
 - B. Ensure that the activities meet diverse student needs and interests
 - C. Ensure that the activities align with the student expectations in the state standards
 - D. Ensure that the activities are developmentally appropriate for the fifth-grade students

COMPETENCY 003

7. Before incorporating a website into a unit, which of the following is most important for a teacher to do first?
- A. Obtain guardian permission for students to view the website
 - B. Document the website's potential lack of valid information
 - C. Teach students how websites are developed and maintained
 - D. Preview the website to determine whether it is appropriate

COMPETENCY 004

8. Anita, a kindergartener, enters a new kindergarten class halfway through the year. Her anecdotal school records and parent conferences indicate that Anita has highly developed social skills, but Anita's new teacher observes that her play is typical of a much younger student. In assessing the situation, it is most important for the teacher to recognize that
- A. the students in the new class may be more socially advanced than the students Anita is used to playing with.
 - B. Anita's social skills should be evaluated by a special education teacher.
 - C. the information about Anita's previous social history may not be accurate.
 - D. students often revert to less advanced levels of play in response to situations that they find stressful.

COMPETENCY 004

9. A kindergarten teacher is planning instruction for the introduction of the letter b and its sound. She decides to set up learning centers that include activities such as listening, arts and crafts, and writing. The students will rotate through all the centers over a period of the week and will be asked to reflect on their experiences during daily whole-group circle time. The teachers' primary purpose for creating the learning centers is most likely to
- A. provide differentiated instruction.
 - B. seek student feedback for future instruction.
 - C. assess student mastery of the letter and its sound.
 - D. incorporate multiple modalities to support lesson objectives.

COMPETENCY 005

10. Mr. Hernandez, a first-grade teacher, has decided to reorganize the classroom library to help foster independent reading for students. Which of the following strategies would be the most appropriate way to organize the classroom library?
- A. Displaying books alphabetically by author
 - B. Sorting books by different topics of interest
 - C. Organizing books based on the school library's classification system
 - D. Arranging books in baskets that are grouped by level of difficulty

COMPETENCY 005

11. Mr. Morales, a fifth-grade teacher, has decided to rearrange the physical classroom environment to increase student attention during whole-group instruction. Which of the following would help Mr. Morales best achieve this goal when positioning students' desks and chairs?
- A. Students have a clear line of vision to the front of the classroom.
 - B. Students are appropriately spaced to reduce distraction.
 - C. Students with special needs are given preferential seating.
 - D. Students are allowed to choose where and with whom they sit.

COMPETENCY 006

12. A kindergarten teacher wishes to enable the students in his classroom to engage independently in purposeful, on-task behavior. The teacher can best achieve that goal by using which of the following approaches?
- A. Establishing regular schedules and routines for student participation in free-choice activities and keeping frequently used materials accessible to the students
 - B. Identifying several students in the class who exhibit purposeful, on-task behavior and encouraging their peers in the classroom to use those students as role models
 - C. Inviting the students to participate in the development of their class's learning centers and ensuring that the centers in the classroom are changed frequently
 - D. Developing the students' awareness of their own learning strengths and needs as well as factors that may affect their learning in various contexts

COMPETENCY 006

13. Ava, a first grader, often calls out answers to the teacher's questions without raising her hand or being called on by the teacher. In order to best ensure that Ava develops self-regulation skills, the teacher should
- A. conference with Ava and her parents about classroom rules
 - B. verbally remind Ava of the rules each time she speaks out of turn
 - C. have Ava write reasons why speaking out of turn disrupts learning
 - D. apply established consequences each time Ava speaks out of turn

COMPETENCY 007

14. Ms. Jordan, a pre-kindergarten teacher, approaches two students who are crying over a disputed object. Ms. Jordan can best facilitate communication with the students by using which of the following nonverbal techniques?
- A. Maintaining continuous eye contact with the student she perceives as being at fault
 - B. Bending or kneeling down to the students' level
 - C. Smiling frequently at both students to soften any negative messages that may be communicated
 - D. Pausing regularly to enable the students to absorb her message

COMPETENCY 007

15. During a unit on the life cycle of a butterfly, a second-grade teacher encourages students to use higher-order thinking skills. Which of the following activities is at the highest level of Bloom’s taxonomy?
- A. Listing the stages in the life cycle of a butterfly
 - B. Defining each stage in the life cycle of a butterfly
 - C. Summarizing the stages in the life cycle of a butterfly
 - D. Explaining the need for each stage in the life cycle of a butterfly

COMPETENCY 007

16. A fourth-grade science teacher creates the following objective: **The student will be able to identify the oceans’ impact on land.**
- Which of the following activities supports the objective for tactile learners?
- A. Watching a video featuring an oceanographer describing the impact of the oceans on the shores
 - B. Working in cooperative learning groups to develop a slideshow presentation illustrating the process of erosion
 - C. Comparing and contrasting the weather of a particular coastline area to a particular inland region
 - D. Creating a small-scale model using a pan containing sand and a bottle of water to simulate beach erosion

COMPETENCY 008

17. Invitational small-group instruction is used to provide instruction to groups of students with similar targeted needs. Which of the following scenarios would be best matched for that type of instruction?
- A. A teacher recognizes a lack of interest among several of the students in her class.
 - B. A teacher recognizes that a minority of students in the class have not mastered an objective.
 - C. A teacher wants to obtain a baseline of student proficiency before introducing a unit.
 - D. A teacher wants to assess a group’s understanding at the end of a unit.

COMPETENCY 008

18. A third-grade teacher plans a science unit that will include nonfiction literature, hands-on experiments, journaling, and class discussions. The teacher’s primary instructional reason for planning that way is to
- A. allow the teacher the opportunity to cover a wider breadth of topics.
 - B. incorporate various learning styles to support the unit content.
 - C. provide time for remediation for students who are struggling.
 - D. let the teacher complete the unit within the allocated time frame.

COMPETENCY 008

19. A second-grade class is completing a unit on regrouping in addition. Four out of 22 students have not mastered regrouping. Which of the following is the most appropriate way for the teacher to proceed?
- A. Postpone moving on to the new skill; the four students can continue practice in regrouping while the rest of the class completes enrichment activities.
 - B. Move on to the new skill; the four students will learn regrouping later in the year when they are more mature.
 - C. Move on to the new skill; the teacher will meet with the four students in a small group weekly to provide practice in regrouping until they reach mastery.
 - D. Postpone moving on to the new skill; the teacher will provide the four students with independent seat work on regrouping that the students must complete while the rest of the class participates in math centers.

COMPETENCY 009

20. Mr. Zuniga’s third-grade students have been writing stories about animals for their library of student-made books. One student wants to download photos from a website on the Internet to illustrate her story. Mr. Zuniga agrees and requests that the student identify the website beneath the pictures in her story. Which of the following is the most important reason for Mr. Zuniga’s request?
- A. It will enable other students who read the story to find that Web site readily.
 - B. It will promote the student’s understanding of the importance of citing sources for her work.
 - C. It will facilitate the teacher’s development of a catalog of useful and interesting Web sites.
 - D. It will permit the teacher to verify the student’s mastery of a specific learning objective in technology.

COMPETENCY 009

21. A sixth-grade teacher is planning a social studies project in which students will be using the Internet for research and resource sharing. When instructing students on acceptable-use policies, the teacher should focus primarily on
- A. guidelines for determining the usefulness and validity of different websites.
 - B. strategies for utilizing online interactive lessons, such as virtual museum trips, to support research.
 - C. the code of conduct governing behavior, including examples and descriptions of consequences.
 - D. methods for accessing information on both local area networks (LANs) and wide area networks (WANs).

COMPETENCY 009

22. When planning how to implement computer instruction in a pre-kindergarten classroom, the teacher should focus primarily on promoting students'
- A. application of computer technology for practical purposes.
 - B. exploration of the computer's uses and capabilities.
 - C. ability to create pleasing final products.
 - D. acquisition of computer skills at a relatively steady pace.

COMPETENCY 010

23. At the end of a science weather unit and a math chapter on graphing, fourth-grade students are assigned a cross-curricular project. The project requires students to collect specific weather data over a period of two weeks and present the results with different types of graphs. Which of the following assessment strategies would provide the most meaningful feedback to students?
- A. Allowing students to self-assess with a Likert scale
 - B. Using a rubric developed with the students prior to the start of the project
 - C. Inviting a panel of educators to score each student project
 - D. Identifying samples to be used as grading benchmarks

COMPETENCY 011

24. Ms. Moorad is preparing for parent-teacher conferences. She is concerned because the primary language of one student’s parents is Spanish, and Ms. Moorad does not speak Spanish. Which of the following would be the most appropriate way for Ms. Moorad to address her concern?
- A. Request that a bilingual teacher be present at the conference in order to provide translations as needed
 - B. Request that a campus administrator be present at the conference to document topics discussed
 - C. Request that the student attend the conference in order to translate and provide additional explanations for the parents
 - D. Request that the conference be replaced with a detailed note sent home about the student’s progress accompanied by Spanish translations

COMPETENCY 011

25. Mr. King, a first-grade teacher, is concerned about one of his students, Bridget. Bridget often arrives at school tired and at times, falls asleep during instruction. When questioned, Bridget explains that her mom gets home at 9 p.m., so she does not go to bed until 10 p.m. Which of the following actions should Mr. King take in response to the situation?
- A. Encourage Bridget to stay attentive by providing positive reinforcements
 - B. Refer Bridget to the school nurse for a possible medical issue
 - C. Set up a conference involving Bridget and her parents to discuss the issue
 - D. Send Bridget’s class work home to be completed as additional homework

COMPETENCY 012

26. A new elementary school teacher decides that she will begin reading professional journals in her field on a regular basis. The primary benefit of that practice is that it will enable the teacher to
- A. identify effective strategies for working with students in her classroom who have specific needs.
 - B. remain aware of current research and trends relating to elementary education.
 - C. fill any gaps that may exist in her own content-area knowledge and skills.
 - D. identify and take advantage of the various support systems that are available to her.

COMPETENCY 013

27. At dismissal, a teacher is approached by a parent. The parent feels his child was blamed unfairly for an incident that occurred the day before in the classroom. When discussing the incident, it is most important for the teacher to
- A. identify credible witnesses who observed the incident.
 - B. explain how the incident was handled and what consequences were applied.
 - C. allow the parent to explain why the other student is responsible and his child is not.
 - D. provide a factual summary of the incident without disclosing names.

COMPETENCY 013

Use the information below to answer the questions that follow.

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

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

COMPETENCY 013

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

COMPETENCY 005



Joshua Lim is a nine-year-old student in Ms. David's third-grade class. His teachers agree that he is a bright student who performs on or above grade level across academic subjects, enjoys hands-on learning, and gets along well with his classmates. Recently, Ms. David has noticed Joshua becoming increasingly withdrawn, easily distracted, and prone to angry outbursts. Ms. David has set up a conference with Joshua's parents to discuss the change in Joshua's behavior.

30. In preparing for the conference, Ms. David should
- A. list each instance of Joshua's rule breaking to show the persistence of behavior.
 - B. ask Joshua's teachers to attend the conference to help stress the severity of the situation.
 - C. compile documentation to provide concrete examples of important discussion points.
 - D. have Joshua write a statement explaining why his behaviors were inappropriate.

COMPETENCY 011

31. Which of the following guidelines would be most important for Ms. David to follow when communicating with Joshua's parents during the conference?
- A. Keep the discussion focused on Joshua and ways to support him.
 - B. Be an active listener and allow Joshua's parents to guide the topics.
 - C. Keep the discussion focused on implementing consequences at home.
 - D. Be abreast of and discuss with Joshua's parents the learning theories behind each suggestion made.

COMPETENCY 013

32. Which of the following questions would be most appropriate for Ms. David to ask the parents when trying to understand Joshua's behavior?
- A. "Has Joshua's pediatrician ruled out attention-deficit/hyperactivity disorder?"
 - B. "Do either of you recall acting angrily toward Joshua recently?"
 - C. "Have either of you noticed a change in Joshua's behavior at home?"
 - D. "Is there a history of behavioral issues in either of your families?"

COMPETENCY 006

33. At the conclusion of the conference, Ms. David and Joshua's parents agree to start using a journal. Each day, Ms. David will summarize Joshua's behavior in the journal and send it home for Joshua's parents to read, sign, and return the following day. In establishing the daily journal, Ms. David demonstrates an understanding of which of the following principles?
- A. Parental input and involvement are necessary to solve behavioral issues.
 - B. Written communication is necessary to establish a student's emotional patterns.
 - C. Teacher input provides families with appropriate parenting guidelines.
 - D. Ongoing communication creates a positive parent-teacher relationship.

COMPETENCY 012

During the conference, Joshua’s parents inform Ms. David of their upcoming divorce. Although it is an amicable divorce, Joshua is struggling with the changes. A few weeks after the conference, Ms. David receives a note from Mr. Lim stating that he has sole custody of Joshua and would like to discuss details of picking up, dropping off, and other arrangements.

34. In response to the note, Ms. David should tell Mr. Lim that
- A. schools must remain impartial to parental disputes and that he should work out the details with Ms. Lim.
 - B. he should discuss custodial issues and arrangements with the appropriate administrator.
 - C. she will give the information to the office to make them aware of the changes.
 - D. he will need to provide proof of custody before she can make the changes.

COMPETENCY 013

35. In seeking additional support for Joshua during his family’s transition, which of the following school personnel would provide the most beneficial assistance?
- A. District diagnostician
 - B. School administrator
 - C. Special education teacher
 - D. School counselor

COMPETENCY 006

36. Ms. David would like to provide a supportive environment for Joshua and his increasing emotional outbursts. Which of the following strategies would be most appropriate?
- A. Establishing a mutually agreed-upon procedure for when Joshua feels overwhelmed in class
 - B. Showing compassion for Joshua by reducing the amount of class work he needs to complete
 - C. Empowering Joshua by allowing him to make decisions about what he wants to learn and when
 - D. Giving Joshua permission to leave the classroom and take a walk to calm down after each incident



ANSWER KEY

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

Chapter 6

Are You Ready? – Last Minute Tips



PREPARING TO TAKE THE TEST

CHECKLIST

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

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

THE DAY OF THE TEST

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

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

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

Appendix A

Study Plan Sheet



STUDY PLAN SHEET

STUDY PLAN						
Content covered on test	How well do I know the content?	What material do I have for studying this content?	What material do I need for studying this content?	Where can I find the materials I need?	Dates planned for study of content	Date completed

A

Appendix B

Preparation Resources



PREPARATION RESOURCES

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

JOURNALS

Education Update, Association for Supervision and Curriculum Development

Learning and Leading with Technology, International Society for Technology in Education

Educational Leadership, Association for Supervision and Curriculum Development

The Elementary School Journal, University of Chicago Press

Exceptional Children, Council for Exceptional Children

Instructor, Scholastic, Inc.

Language Arts, National Council of Teachers of English

The Reading Teacher, International Reading Association

Science and Children, National Science Teachers Association

Social Education, National Council for the Social Studies

Teaching Pre K–8, Early Years, Inc.

Young Children, National Association for the Education of Young Children

OTHER SOURCES

Campbell, L., Campbell, B., and Dickinson, D. (2003). *Teaching and Learning Through Multiple Intelligences*. (3rd Edition) Needham, MA: Allyn and Bacon.

Cunningham, P., and Allington, R. (2003). *Classrooms that work: They Can All Read and Write* (4th Edition). Needham, MA: Allyn and Bacon.

Davis, B. (2006). *How to Teach Students Who Don't Look Like You: Culturally Relevant Teaching Strategies*. Thousand Oaks, CA: Corwin Press.

Everston, C.M., Emmer, E. T., and Worsham, M. E. (2005). *Classroom Management for Elementary Teachers* (7th Edition). Needham, MA: Allyn and Bacon.

Gestwicki, C. (2006). *Home, School, and Community Relations: A Guide to Working with Families* (6th Edition). Florence, KY: Cengage Learning.

Good, T. L., and Brophy, J. E. (2007). *Looking in Classrooms* (10th Edition). Needham, MA: Allyn and Bacon.

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

Kanpol, B. (1999). *Critical Pedagogy: An Introduction* (2nd Edition). Westport, CT: Greenwood Publishing Group.

- Marzano, R. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria, VA: ASCD.
- Price, K. M., and Nelson, K. L. (1999). *Daily Planning for Today's Classroom: A Guide for Writing Lesson and Activity Plans* (3rd Edition). Belmont, CA: Wadsworth Publishing Co.
- Reyes, S. A., and Vallone, T. L. (2007). *Constructivist Strategies for Teaching English Language Learners*. Thousand Oaks, CA: Corwin Press.
- Ryan, K., and Cooper, J. M. (2006). *Those Who Can, Teach* (11th Edition). Florence, KY: Cengage Learning.
- Wong, H. K., and Wong, R. T. (1998). *The First Days of School: How to Be an Effective Teacher* (3rd Edition). Mountain View, CA: Harry K. Wong Publications, Inc.

ONLINE RESOURCES

- Institute of Education Sciences — <http://ies.ed.gov>
- Texas Education Agency Special Education in Texas —
www.tea.state.tx.us/special.ed/guidance/sbIEP.html
- Texas Project First — www.texasprojectfirst.org/ARDIEP.html
- U.S. Department of Education — www.ed.gov

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