



TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

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**TE<sub>x</sub>ES** | Texas Examinations of Educator Standards

# Preparation Manual



160 Pedagogy and Professional Responsibilities EC–12

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# Chapter 1

**Introduction to the Pedagogy and Professional Responsibilities (PPR) EC–12 Test and Suggestions for Using This Test Preparation Manual**



## 1 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, administered by Texas Education Agency (TEA), will affect all areas of Texas education — from the more than 170 approved Texas Educator Preparation Programs (EPPs) to the more than 7,000 Texas school campuses. This standards-based system reflects SBEC’s commitment to help align Texas education from kindergarten through college. SBEC and TEA’s roles 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.

References to the English Language Proficiency Standards (ELPS) have been added to the framework to align with federal guidelines and state standards for teachers on the education of English-language learners (ELLs).

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*

This examination includes questions based on the Pedagogy and Professional Responsibilities EC–12 framework. Questions on this examination will range from grades EC–12. If you have any questions after reading this preparation manual or you would like additional information about the TExES tests or the educator standards, please visit the TEA website at [www.tea.state.tx.us](http://www.tea.state.tx.us).

## USING THE TEST FRAMEWORK

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

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

## ORGANIZATION OF THE TEXES TEST FRAMEWORK

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

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

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

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

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

### **SAMPLE COMPETENCY**

#### **Pedagogy and Professional Responsibilities (PPR) EC–12**

##### **COMPETENCY 001**

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

### **SAMPLE DESCRIPTIVE STATEMENTS**

The beginning teacher:

- A. Knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12.
- B. Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 12 and the implications of this developmental variation for instructional planning.
- C. Analyzes ways in which developmental characteristics of students in early childhood through grade 12 impact learning and performance and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
- D. Demonstrates an understanding of physical changes that occur in early childhood through adolescence, factors that affect students' physical growth and health (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and ways in which physical development impacts development in other domains (i.e., cognitive, social, emotional).
- E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and emotional development impacts their development in other domains (i.e., cognitive, physical).
- F. Uses knowledge of cognitive changes in students in early childhood through adolescence (e.g., from an emphasis on concrete thinking to the emergence and refinement of abstract thinking and reasoning, increased ability to engage in reflective thinking, increased focus on the world beyond the school setting) to plan developmentally appropriate instruction and assessment that promote learning and development.
- G. Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.
- H. Recognizes signs of developmental delays or impairments in students in early childhood through grade 4.



- I. 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.
- J. Uses knowledge of the developmental characteristics and needs of students in early childhood through grade 4 to plan meaningful, integrated and active learning and play experiences that promote the development of the whole child.
- K. Recognizes that positive and productive learning environments involve creating a culture of high academic expectations, equity throughout the learning community and developmental responsiveness.
- L. Recognizes the importance of helping students in early childhood through grade 12 learn and apply life skills (e.g., decision-making skills, organizational skills, goal-setting skills, self-direction, workplace skills).
- M. Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.
- N. Recognizes typical challenges for students during later childhood, adolescence and young adulthood (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness, identity formation, educational and career decisions) and effective ways to help students address these challenges.
- O. Understands ways in which student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.
- P. Demonstrates knowledge of the importance of peers, peer acceptance and conformity to peer group norms and expectations for adolescents and understands the significance of peer-related issues for teaching and learning.

### 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 (Appendix B) for possible resources to consult. Also, compile key materials from your preparation course work that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key skills and important abilities that are discussed in the competencies and descriptive statements.
6. Use the study plan sheet (Appendix A) to help you plan your study.

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

# **Chapter 2**

## **Background Information on the TExES Testing Program**



### THE TExES TESTS FOR TEXAS TEACHERS

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

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

### DEVELOPMENT OF THE NEW TExES TESTS

Committees of Texas educators and members of the community guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are composed of Texas educators from public and charter schools, university and EPP faculty, education service center staff, content experts and representatives from professional educator organizations. The committees are diverse in terms of position, affiliation, years of experience, ethnicity, gender and geographical location. 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 TEA website for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.
4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.

5. **Develop and Review New Test Questions.** The test contractor develops draft questions that are designed to measure the competencies described in the test framework. Committees review the newly developed test questions that have been written to reflect the competencies in the new test framework. Committee members scrutinize the draft questions for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender and regional bias.
6. **Conduct Pilot Test of New Test Questions.** All of the newly developed test questions that have been deemed acceptable by the question review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test questions are valid, reliable and free from bias.
8. **Administer TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A committee of Texas educators participates in a rigorous standard-setting study to recommend a passing score for the test. TEA presents the recommendation to the SBEC Board for consideration. The SBEC Board makes the final determination regarding the passing score.

## 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](http://www.texas.ets.org) for information on test dates, test centers, fees, registration procedures and program policies.

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

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

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

For more information about scores or to access scores online, go to [www.texas.ets.org](http://www.texas.ets.org).

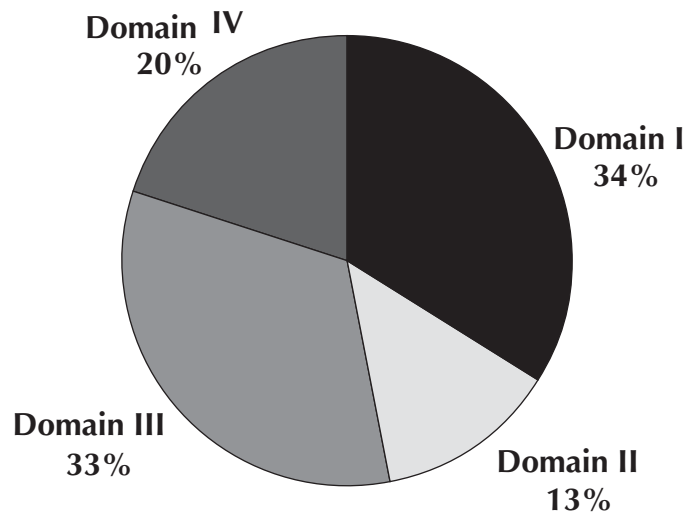
## EDUCATOR STANDARDS

Complete, approved educator standards are posted on the TEA website at [www.tea.state.tx.us](http://www.tea.state.tx.us).

# Chapter 3

## Study Topics



**TEST FRAMEWORK FOR FIELD 160: PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (PPR) EC–12****THE DOMAINS**

- **Domain I: Designing Instruction and Assessment to Promote Student Learning**  
Standard Assessed: PPR I
- **Domain II: Creating a Positive, Productive Classroom Environment**  
Standard Assessed: PPR II
- **Domain III: Implementing Effective, Responsive Instruction and Assessment**  
Standards Assessed: PPR I and III; Technology Applications I–V
- **Domain IV: Fulfilling Professional Roles and Responsibilities**  
Standard Assessed: PPR IV

**TOTAL TEST BREAKDOWN**

- 100 Multiple-Choice Questions (90 Scored Questions\*)

\*The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.



## THE STANDARDS

### DOMAIN I — DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING (approximately 34% of the test)

#### PPR STANDARD I:

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

### DOMAIN II — CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT (approximately 13% of the test)

#### PPR STANDARD II:

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

### DOMAIN III — IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT (approximately 33% of the test)

#### PPR STANDARD I:

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

#### PPR STANDARD III:

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

#### TECHNOLOGY APPLICATIONS STANDARD I:

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

#### TECHNOLOGY APPLICATIONS STANDARD II:

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

#### TECHNOLOGY APPLICATIONS STANDARD III:

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

#### TECHNOLOGY APPLICATIONS STANDARD IV:

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

#### TECHNOLOGY APPLICATIONS STANDARD V:

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

### **DOMAIN IV — FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES** (approximately 20% of the test)

#### **PPR STANDARD IV:**

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

### **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. Knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12.
- B. Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 12 and the implications of this developmental variation for instructional planning.
- C. Analyzes ways in which developmental characteristics of students in early childhood through grade 12 impact learning and performance and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
- D. Demonstrates an understanding of physical changes that occur in early childhood through adolescence, factors that affect students' physical growth and health (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and ways in which physical development impacts development in other domains (i.e., cognitive, social, emotional).
- E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and emotional development impacts their development in other domains (i.e., cognitive, physical).
- F. Uses knowledge of cognitive changes in students in early childhood through adolescence (e.g., from an emphasis on concrete thinking to the emergence and refinement of abstract thinking and reasoning, increased ability to engage in reflective thinking, increased focus on the world beyond the school setting) to plan developmentally appropriate instruction and assessment that promote learning and development.

- G. Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.
- H. Recognizes signs of developmental delays or impairments in students in early childhood through grade 4.
- I. 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.
- J. Uses knowledge of the developmental characteristics and needs of students in early childhood through grade 4 to plan meaningful, integrated and active learning and play experiences that promote the development of the whole child.
- K. Recognizes that positive and productive learning environments involve creating a culture of high academic expectations, equity throughout the learning community and developmental responsiveness.
- L. Recognizes the importance of helping students in early childhood through grade 12 learn and apply life skills (e.g., decision-making skills, organizational skills, goal-setting skills, self-direction, workplace skills).
- M. Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.
- N. Recognizes typical challenges for students during later childhood, adolescence and young adulthood (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness, identity formation, educational and career decisions) and effective ways to help students address these challenges.
- O. Understands ways in which student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.
- P. Demonstrates knowledge of the importance of peers, peer acceptance and conformity to peer group norms and expectations for adolescents and understands the significance of peer-related issues for teaching and learning.

### 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.
- H. Knows the ELPS in the domains of listening and speaking in accordance with the proficiency-level descriptors for the beginning, intermediate, advanced and advanced-high levels.
- I. Knows the ELPS in the domains of reading and writing in accordance with the proficiency-level descriptors for beginning, intermediate, advanced and advanced-high levels.

**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 developmentally appropriate opportunities to explore content from integrated and varied perspectives (e.g., by presenting thematic units that incorporate different disciplines, providing intradisciplinary and interdisciplinary instruction, designing instruction that enables students to work cooperatively, providing multicultural learning experiences, prompting students to consider ideas from multiple viewpoints, encouraging students' application of knowledge and skills to the world beyond the school).
- 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 characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning.
- E. Stimulates reflection, critical thinking and inquiry among students (e.g., supports the concept of play as a valid vehicle for young children's learning; provides opportunities for young children to manipulate materials and to test ideas and hypotheses; engages students in structured, hands-on problem-solving activities that are challenging; encourages exploration and risk-taking; creates a learning community that promotes positive contributions, effective communication and the respectful exchange of ideas).
- F. Enhances learning for students by providing age-appropriate 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).
- G. Teaches, models and monitors organizational and time-management skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials for young children, keeping related materials together, using organizational tools, using effective strategies for locating information and organizing information systematically).

- H. 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).
- I. 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.
- J. 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.
- K. 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.
- L. Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.
- M. Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.
- N. Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS.
- O. Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student's level of English-language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with the ELPS.
- P. Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students' increasing ability over time to engage in abstract thinking and reasoning.

**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 at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).
- 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 age-appropriate routines and procedures to promote an organized and productive learning environment.
- B. Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
- C. Organizes and manages group activities that promote students' ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability.
- D. 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.
- E. 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.
- F. Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books and facilitating communication.
- G. Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
- H. Applies theories and techniques related to managing and monitoring student behavior.
- I. Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.
- J. Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (e.g., academic integrity) in the classroom (e.g., communicating high and realistic behavior expectations, involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding appropriately to various types of behavior).

**DOMAIN III — IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT**

**COMPETENCY 007**

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

The beginning teacher:

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

**COMPETENCY 008**

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

The beginning teacher:

- A. Employs various instructional techniques (e.g., discussion, inquiry, problem solving) 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.
- H. Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.
- I. Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading and/or writing in accordance with the ELPS.
- J. Develops the foundation of English language vocabulary, grammar, syntax and mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the ELPS.

### COMPETENCY 009

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

The beginning teacher:

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

**COMPETENCY 010**

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

The beginning teacher:

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

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

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

The beginning teacher:

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

### COMPETENCY 012

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

The beginning teacher:

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

**COMPETENCY 013**

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

The beginning teacher:

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





# Chapter 4

**Succeeding on Multiple-Choice Questions**



### APPROACHES TO ANSWERING MULTIPLE-CHOICE QUESTIONS

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

The PPR EC–12 test is designed to include a total of 100 multiple-choice questions, out of which 90 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested in order to collect information about how these questions will perform under actual testing conditions. These questions are not 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. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it to other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options labeled A, B, C and D. Leave no questions unanswered. Nothing is subtracted from your score if you answer a question incorrectly. Questions for which you mark no answer or more than one answer are counted as incorrect. 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.

## SINGLE QUESTIONS

In the single-question format, a problem is presented as a direct question or an incomplete statement, and four answer options appear below the question. The following three questions are examples of this type. The first question tests knowledge of PPR EC–12 Competency 006: *The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.*

### EXAMPLE 1

The children 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 children 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 children, 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 clapping or ringing a bell, that alerts children that it is time to pay attention

### SUGGESTED APPROACH

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

This question addresses how a kindergarten teacher can best make children aware that it is time to move from one activity to another. When young children 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 children in the habit of responding automatically to a particular stimulus, such as a bell ringing or clapping. Therefore, **option D is the single best answer.**

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 children at the kindergarten level to be able to adhere to a schedule of activities described to them early in the day. Similarly, children of this age would not be capable of effectively helping the teacher monitor and direct their peers' transitions (option C).

**EXAMPLE 2**

The following question tests knowledge of PPR EC–12 Competency 001: *The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.*

During the middle school years, young adolescents' need for an increasing sense of autonomy can best be met by

- A. designing activities and assignments to permit student choice among a range of options.
- B. using democratic processes to make decisions affecting the whole class (e.g., where to go on a field trip).
- C. routinely including blocks of unstructured time in students' daily schedules.
- D. assigning grades based primarily on students' self-evaluations of their performance.

**SUGGESTED APPROACH**

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

During the adolescent years, most students exhibit a desire for increased autonomy both at home and at school. In the classroom, one effective way to promote students' sense of autonomy is to provide activities that enable them to make choices about what they will learn or how their learning will occur. When teachers permit students to have choices among a range of learning options, the students gain a sense of control over their own lives and learning, which in turn can promote initiative, motivation and an increased sense of competence. Therefore, **option A is the single best answer.**

The other response choices would not effectively serve the intended purpose. Using democratic processes to make decisions affecting the whole class (option B) would help promote a sense of fairness and collective control in the classroom but would do little to promote adolescents' sense of individual autonomy. Including blocks of unstructured time in students' daily schedules (option C) would fail to provide the level of structure most adolescents need and would very likely result in nonproductive time in the classroom. Option D, assigning grades based primarily on students' self-evaluations, could give students some sense of control but would not give them experience in making the types of decisions that are reflective of true autonomy.

**EXAMPLE 3**

The following question tests knowledge of PPR EC–12 Competency 009: *The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.*

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

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

**SUGGESTED APPROACH**

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

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

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

**QUESTIONS WITH STIMULUS MATERIAL**

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

You can use several different approaches to respond to 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 obtain the specific information you need to answer the question.
- 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 note its important points to help you answer the question.

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

**EXAMPLE 1**

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 PPR EC–12 Competency 013: *The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.*

1. 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.

**SUGGESTED APPROACH**

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

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 is the single best answer.**

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 PPR EC–12 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.*

2. 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

**SUGGESTED APPROACH**

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

This question 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. Therefore, **option C is the single best answer.**

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.



Now you are ready to answer the third question. This question measures PPR EC–12 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.*

3. 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.

### ***SUGGESTED APPROACH***

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

This question tests 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). Therefore, **option A is the single best answer.**

**EXAMPLE 2**

First read the stimulus (a description of a teaching activity).

**Use the information below to answer the questions that follow.**

A teaching team in a middle school class is planning an assignment in which students will spend several weeks examining the costs and benefits of various human activities. Examples of topics studied by students in the past include Dirt Biking in Wilderness Areas, The Use of Pesticides on Crops and Watching Television. The teachers will help students identify an activity they are interested in, develop an appropriate plan for collecting information and decide what type of presentation to make to the class at the end of the project.

4 Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures PPR EC–12 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.*

1. Which of the following adjustments to this instructional plan would be most responsive to the typical developmental characteristics of middle school students?
  - A. Take advantage of students' interest in social interactions by having them work on the assignment in pairs or small groups
  - B. Limit students' choices by establishing one standard format for everyone's final presentation
  - C. Promote students' development of organizational skills by scheduling the assignment over a three-day period rather than over several weeks
  - D. Make better use of students' desire for relevance by having them select individual topics related to their school or community

**SUGGESTED APPROACH**

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

One of the defining characteristics of adolescence is a heightened interest in one's peers. Giving students opportunities to work with their peers on assignments (option A) thus tends to enhance students' involvement and motivation. Therefore, **option A is the single best answer.**

Limiting students' choices by establishing a standard format (option B) would stifle creativity and would not motivate middle school students to be actively involved. Reducing the available time to three days (option C) would force students to work more quickly, which could make it more difficult for them to work in an organized, systematic manner. Option D, having students select topics related to their school or community, would in fact permit less choice than the original assignment and would reduce students' ability to select personally relevant topics.

Now you are ready to answer the second question. This question measures PPR EC–12 Competency 001: *The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.*

2. The requirement to examine both the costs and benefits of a particular activity is a valuable exercise for middle school students primarily because it
  - A. eliminates the misconception that there is always one ideal solution to any problem.
  - B. promotes students' growing capacity to consider a topic from more than one point of view.
  - C. ensures that students' final conclusions will be based on reason rather than on opinion.
  - D. requires students to generate ideas on their own rather than simply making use of received information.

### ***SUGGESTED APPROACH***

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

By asking students to explore both the costs and benefits of a particular activity, the teacher has ensured that they will have an opportunity to evaluate the activity from multiple perspectives. This is a particularly appropriate assignment for middle school students. Adolescents are increasingly able to handle conceptual complexity, and teachers can help develop students' abilities in this area by giving them opportunities to practice relevant skills, such as examining phenomena from varied points of view. Therefore, **option B is the single best answer.**

Although the assignment will lead students to recognize that there are problems associated with particular human activities, it is not designed to prompt students to challenge the notion of ideal solutions to problems (option A). The activity described would encourage students to apply logic and fact to analyze a specific human activity, but it would not ensure that any conclusions they draw will be based on reasoned argument (option C). Regarding option D, although students could generate some of their own ideas, the assignment as described would also allow them to base their work on ideas they have read or heard about from others.

**EXAMPLE 3**

First read the stimulus.

**Use the information below to answer the questions that follow.**

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

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures PPR EC–12 Competency 012: *The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.*

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

**SUGGESTED APPROACH**

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

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

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

Now you are ready to answer the second question. This question also measures PPR EC–12 Competency 012: *The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.*

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

### ***SUGGESTED APPROACH***

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

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

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

### CLUSTERED QUESTIONS

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

### DECISION SETS

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

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

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

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# 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. For each sample test question, the answer key lists the question number, correct answer and a rationale for each answer option. 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.

5



**COMPETENCY 001**

1. According to Piaget’s stages of cognitive development, which of the following thought processes best distinguishes a student at the formal operational stage?
  - A. Abstract thought
  - B. Logical thought
  - C. Concrete thought
  - D. Intuitive thought

**COMPETENCY 001**

2. Danielle is a 4 year old who prefers to play by herself and is not comfortable interacting with other children. To best facilitate Danielle’s transition into the next stage of play development, the teacher should provide a variety of
  - A. individual activities and materials that children can do side by side.
  - B. small-group and child-directed activities.
  - C. play props and cooperative activities.
  - D. interesting and age-appropriate individual activities.

**COMPETENCY 001**

3. Ms. Nguyen notices that a boy in her kindergarten class comes to school very irritable and is hyperactive most of the day. He has trouble concentrating and frequently fights with other children. Which of the following actions would be the most appropriate first response to this situation?
  - A. Referring the child to the school nurse for possible attention-deficit/hyperactivity disorder symptoms
  - B. Monitoring and documenting the behavior to be used at the parent-teacher conference in a few months
  - C. Setting up a conference with the child’s parents to discuss behavior at home and sleep schedules
  - D. Collaborating with an administrator to develop an intervention plan to address behavior

**COMPETENCY 002**

4. To best ensure that all students in a fourth-grade inclusion classroom receive quality instruction, which of the following should lesson plans always include?
- A. Individual assignments for each student and planned time for whole-class reteaching
  - B. Activities at varying difficulty levels to allow for students to make self-directed choices
  - C. Extra time for reteaching and needs-based modifications of student activities
  - D. Blocks of time for small-group instruction for students with learning disabilities

**COMPETENCY 002**

5. A first-grade teacher has readers who are below grade level, each at a different level. In planning individualized instruction, which of the following is the best first step for the teacher to take?
- A. Providing an assessment to identify students' reading strengths and weaknesses
  - B. Incorporating daily drills for students to practice reading skills
  - C. Having students pulled out of the classroom for small-group reading instruction
  - D. Developing students' oral language and writing skills

**COMPETENCY 002**

6. An English-language learner (ELL) who is at an advanced-high level of language proficiency is preparing a report summarizing a science experiment. The most appropriate expectation for the teacher to have of the ELL's report is that it will include
- A. illustrations of concepts that the student struggles with communicating in writing.
  - B. a reliance on teacher-provided sentence stems to complete the report.
  - C. writing that is correct in content but below grade level in syntax and grammar.
  - D. grade-level content information communicated with few language-related errors.

**COMPETENCY 003**

7. Fifth-grade students have just completed a social studies unit in which they explored pioneers' everyday life during the westward expansion. Which of the following student activities would show the highest level of critical thinking?
- A. Creating a timeline of important events during westward expansion
  - B. Completing a multiple-choice assessment about pioneers during westward expansion
  - C. Writing a journal entry from the perspective of a pioneer during westward expansion
  - D. Drawing a picture showing a pioneer during westward expansion

**COMPETENCY 004**

8. Which of the following teaching strategies best supports intermediate-level English-language learners in the development of speaking English in academic settings?
- A. Modeling pronunciations of key academic vocabulary
  - B. Reviewing the concepts within the content through repetition
  - C. Providing native language translations of academic vocabulary
  - D. Connecting academic vocabulary to common idioms

**COMPETENCY 004**

9. A fifth-grade science teacher wants to accommodate science textbook reading assignments for English-language learners (ELLs). Which of the following activities would best support the goal?
- A. Providing the ELLs with an audiotape version of the science textbook
  - B. Modifying the textbook content according to the instructional level of the ELLs
  - C. Segmenting textbook passages into smaller sections for the ELLs
  - D. Providing extra time for the ELLs to read each textbook assignment

**COMPETENCY 005**

10. Which of the following teacher actions will most effectively promote a positive climate in an elementary classroom?
- A. Greeting students as they enter the classroom
  - B. Setting the same goals for all students
  - C. Allowing students to form their own groups during group work
  - D. Providing lessons that are easy for students

Use the information below to answer the questions that follow.

Mr. Hall, a middle school teacher, has the following goals while creating his behavior management program.

Goal 1: Develop an effective set of behavior expectations for students, including rewards and consequences.

Goal 2: Establish positive relationships with students' parents to get support for the behavior management program.

**COMPETENCY 006**

11. Which of the following will best help with effectively reaching the first goal?
- A. Posting a list of specific behavior standards on a poster at the front of the classroom
  - B. Allowing the students to discover the consequences of misbehavior through trial and error before discussing the importance of the behavior standards
  - C. Creating the behavior standards as a classroom community with student input and discussion
  - D. Inviting the school principal to participate during the discussion of the importance of the behavior standards

**COMPETENCY 006**

12. The most appropriate guideline to help Mr. Hall reach the first goal is to incorporate
- A. three to five general standards that guide productive learning.
  - B. ten to fifteen standards that provide detailed information.
  - C. three to five standards that define consequences.
  - D. ten to fifteen standards that teachers implement across classes.

**COMPETENCY 011**

13. Which of the following could Mr. Hall do to best achieve his main goal related to parents?
- A. Meet with the parents as soon as the students violate the behavior standards
  - B. Call the parents when help is needed to maintain the standards appropriately
  - C. Send an introductory letter home on the first day of school that asks for a conference in the first month
  - D. Solicit parental involvement when there is an after-school grade-level activity

## COMPETENCY 011

14. After the plan has been implemented, Mr. Hall schedules a phone conference with the parents of a student who is not following the plan. In the conference, which of the following approaches will best promote the second goal?
- A. Developing behavior standards to be implemented at home and then summarizing how to address academics and behavior
  - B. Preparing notes on the student's misconduct and then suggesting ways for the parents to provide positive and negative consequences
  - C. Providing a more specific set of behavior standards and then suggesting that the parents email any questions and/or concerns
  - D. Summarizing the student's achievements and challenges and then encouraging the parents to discuss the situation

**COMPETENCY 007**

15. Ms. Lyons observes that a majority of the students in her class are not following a recently taught math process on how to regroup while subtracting. Which of the following would be the best way to reteach the math process?
- A. Selecting more complicated examples to better demonstrate the process
  - B. Connecting the underlying concepts to the process
  - C. Using abstract terms to explain the process
  - D. Presenting the process to a small group of students

**COMPETENCY 007**

16. When posing a question, the amount of wait time a teacher allows before calling on a student for a response primarily depends on the
- A. familiarity of the concept being discussed.
  - B. amount of time allotted for the lesson.
  - C. cognitive level of the question being asked.
  - D. number of students with their hands raised.

**COMPETENCY 007**

17. Before beginning a unit on plant life, students in a class answer the question, “What questions do you have about plant life?” in their learning journals. At the end of the unit, the teacher has students return to their list of questions and answer as many as they can. A primary reason for using this activity is to help the teacher
- A. understand students’ opinions about plant life.
  - B. encourage interaction between students about plant life.
  - C. foster student ownership in their learning about plant life.
  - D. develop students’ scientific vocabulary about plant life.

DECISION SETS BEGINS HERE

*Use the pieces of information below to answer the questions that follow. The pieces of information build on one another to create a hypothetical scenario, and the questions ask you to make appropriate decisions given the situation described.*

## **PART 1**

Ms. Ramirez is a fifth-grade teacher planning a unit on the environment. The students will work collaboratively to conduct Internet research that will culminate in a group computer-based slide show persuading community members to participate in helping to protect the environment. When constructing her lesson plans for the unit, Ms. Ramirez anticipates potential challenges that may arise while students are conducting their research. She decides to conduct several mini-lessons before students begin their research.

- Mini-lesson 1: How to distinguish relevant from irrelevant information
- Mini-lesson 2: How to refrain from plagiarism
- Mini-lesson 3: How to keep their research organized

## **COMPETENCY 003**

18. Ms. Ramirez presents students with a broad topic and an Internet article related to the topic. To best address the first mini-lesson, which of the following activities should students complete next?
- A. Highlighting the first and last sentence of each paragraph in order to focus on the information pertinent to the research question
  - B. Note-taking based on the information that the photograph captions provide about the research question
  - C. Discussing the search engine parameters used to obtain the article, including key words from the research question
  - D. Annotating applicable points in the article that focus on the information pertinent to the research question

**COMPETENCY 003**

19. Which of the following skills must Ms. Ramirez include in the introduction to the second mini-lesson?
- A. Using a thesaurus
  - B. Citing sources in a bibliography
  - C. Determining the accuracy of the source
  - D. Verifying the effectiveness of quotations

**COMPETENCY 001**

20. To most effectively facilitate the students' understanding of the third mini-lesson, Ms. Ramirez should
- A. allow students computer access to record topic ideas and develop an outline.
  - B. require students to keep a journal to reflect on their progress.
  - C. allow the librarian to demonstrate how books and journals are organized.
  - D. require students to search for images that correspond to their ideas.

**COMPETENCY 004**

21. Which of the following methods would best help students manage their time throughout the unit?
- A. Emailing parents the project's due dates and having the parents follow the project's progress
  - B. Assigning students accountability partners with whom to share the project's progress
  - C. Breaking the project into logical segments and regularly assessing progress
  - D. Providing students with grading criteria when the project is assigned



**PART 2**

At the end of the unit, Ms. Ramirez has the students complete a self-assessment rubric to reflect on their strengths and weaknesses throughout the project. The rubric has specific questions about their research, slide show presentations and collaboration skills with their group. The rubric also has a comments section; after reading the students' comments, Ms. Ramirez notes that several students expressed that the project was not relevant to their lives.

**COMPETENCY 010**

22. Which of the following outcomes does the self-assessment rubric best promote for students?
- A. Taking responsibility for their own learning and decisions
  - B. Determining which group members worked the most on the project
  - C. Enabling them to determine their appropriate project grade
  - D. Providing a place for them to assess Ms. Ramirez's instruction

**COMPETENCY 001**

23. To best address the students' comments, which of the following should Ms. Ramirez incorporate in the lesson for the following year?
- A. Taking the students on a field trip tour to a local working landfill
  - B. Inviting an administrator to observe the final presentations
  - C. Incorporating a fine arts and math component into the project
  - D. Assigning a student to act as a historian and record the project



DECISION SETS ENDS HERE

**COMPETENCY 004**

24. In a physical education class that includes several English-language learners (ELLs) at various levels of language proficiency, the physical education teacher displays a list of vocabulary words related to basketball. Which of the following strategies will best support the ELLs' understanding of the vocabulary words?
- A. Reviewing the definitions during each class period
  - B. Pantomiming the words with the class
  - C. Reading the words aloud as a whole class
  - D. Modeling the pronunciation of the words as a class

**COMPETENCY 008**

25. Which of the following is the most effective way for a teacher to monitor student understanding of a task during group activities?
- A. Observing student interactions while circulating around the room
  - B. Remaining in an accessible location to answer student questions
  - C. Asking one member of the team to report on the group's activity
  - D. Providing a questionnaire for group members to evaluate one another

**COMPETENCY 009**

26. A high school teacher wants to acknowledge students who participated in the state science fair by posting pictures on the school site. Which of the following would be the most appropriate way for the teacher to proceed?
- A. Posting the photographs with no identifying information
  - B. Obtaining each student's written permission
  - C. Reviewing the district fair-use policy
  - D. Reviewing the district acceptable-use policy

**COMPETENCY 009**

27. A third-grade teacher is planning a lesson on media literacy. One of the teacher's goals is for students to be able to compare various forms of written conventions used in digital media. Which of the following student activities best supports the goal?
- A. Exploring a list of websites provided by the teacher and sorting the sites into categories based on the kind of information that is provided
  - B. Researching a topic using the Internet and emailing a note to a friend that includes three facts from the research
  - C. Using a Venn diagram to distinguish characteristics of a blog from those in a Web-based newspaper article
  - D. Working in groups to create a classroom website about events in the classroom

**COMPETENCY 009**

28. As an informal assessment, a high school career and technology teacher has students complete an online job application and create an online résumé. The assessment is most beneficial because it allows students to
- A. apply their learning to real life.
  - B. identify their vocational skills.
  - C. apply metacognitive strategies.
  - D. identify instructional goals.

**COMPETENCY 010**

29. A middle school history teacher is planning to assign a six-week project. Which of the following teaching strategies would best help promote students' understanding of the project's expectations?
- A. Requiring the students to fill out a self-assessment form as they complete the project
  - B. Questioning students periodically about the status of the project
  - C. Discussing the grading rubric that will be used before beginning unit tasks
  - D. Requesting that students explain the project to their parents and obtain their parents' signature

**COMPETENCY 010**

30. When assessing students' writing, a teacher uses holistic scoring. Which of the following is true of holistic scoring?
- A. The score is based on the overall quality of both content and mechanics
  - B. The writing sample is divided into separate parts and given separate scores for each part
  - C. The score is based on the students' self-assessments as they proceed through the writing process
  - D. The writing sample is used to rank the students' writing across the same grade level

**COMPETENCY 010**

31. A sixth-grade teacher recognizes that during her lesson on the human body, many students are not paying attention and one student has fallen asleep. The most appropriate actions for the teacher to take would be to
- A. remind the class that not paying attention will have consequences and apply behavior consequences accordingly.
  - B. move on to a different activity that engages the students and reevaluate the lesson's effectiveness at a later time.
  - C. conduct a different, short activity, such as singing a song, that will break up the monotony and then have students return to the original lesson.
  - D. call on students who are not paying attention and have them move to a desk closer to the front of the classroom.

Use the information below to answer the questions that follow.

Mr. Perez is organizing his new kindergarten classroom and planning his instruction. In his initial planning, he will make decisions that include the thematic unit for the beginning of the school year, the positioning of the learning centers, and the daily schedule. When making those decisions, he wants to make sure to create developmentally appropriate and effective activities and routines that are sensitive to the needs of all students.

**COMPETENCY 008**

32. At the beginning of the year, which of the following thematic unit topics will be most effective for developing students' knowledge of self-concept?
- A. Things that grow
  - B. World of color
  - C. My neighborhood
  - D. My family

**COMPETENCY 005**

33. Which of the following learning centers will be most beneficial for Mr. Perez to position next to the classroom library?
- A. Block center
  - B. Writing center
  - C. Sand and water center
  - D. Dramatic play center

**COMPETENCY 006**

34. Mr. Perez plans for the following morning schedule.
- |             |                                       |
|-------------|---------------------------------------|
| 8:30–8:50   | Whole-group circle                    |
| 8:50–9:50   | Activity and play in learning centers |
| 9:50–10:10  | Cleanup and snack                     |
| 10:10–10:35 | Shared storybook reading              |
| 10:35–11:05 | Outdoor play                          |
| 11:05–11:35 | Songs, poems and movement             |

The schedule most clearly demonstrates that Mr. Perez understands which of the following about early childhood students.

- A. Sitting and listening times should be balanced with movement times
- B. Young children should have time to rest during the preschool day
- C. Morning activity time should be whole-group activities that are structured
- D. Activities should primarily be led by the teacher with a few activities being led by students

**COMPETENCY 011**

35. Mr. Renier wants to establish regular two-way conversations with the parents of his students. To best achieve this goal, Mr. Renier should first
- A. write a positive note to inform parents and guardians of student progress.
  - B. set up a meeting to discuss mutual goals for student progress with parents and guardians.
  - C. ensure that parents and guardians receive and send back students' signed report cards.
  - D. require students to maintain daily planners that are signed by parents and guardians and checked by the teacher.

**COMPETENCY 012**

36. Fifth-grade teachers at a school meet regularly to discuss strategies to help students struggling in mathematics. The primary benefit of the meetings is helping teachers to
- A. provide instruction for various types of learners.
  - B. reward teachers who use effective teaching practices.
  - C. acknowledge that some teachers use better methods than other teachers do.
  - D. counsel each other when they are frustrated.

**COMPETENCY 012**

37. After a single week in school, which of the following would be best for a first-year teacher to use to improve the class's behavior management plan?
- A. Visiting the library and reading articles on ways to collaborate with families and the larger community
  - B. Discussing challenges with the principal and asking the principal to perform frequent appraisals to improve the quality of teaching
  - C. Observing effective teachers in the school and using their knowledge and expertise to help enhance his or her own skills
  - D. Collaborating with other first-year teachers and discussing challenges faced in the classroom

**COMPETENCY 013**

38. Mr. Riley emails his child's teacher to ask about how to identify whether or not his child has a learning disability. The most appropriate response is for the teacher to
- A. plan a meeting with the school counselor, the principal and Mr. Riley to discuss the issue.
  - B. provide Mr. Riley with information about tutoring services, online resources and extracurricular programs.
  - C. discuss the process of systematic interventions, monitoring and evaluation with Mr. Riley.
  - D. advise Mr. Riley to observe and monitor his child's homework, study and behavior habits.

**COMPETENCY 013**

39. In accordance with fair-use guidelines, a teacher is legally permitted to do which of the following?
- A. Download pictures and information from Internet sites to a folder for students to access for a lesson
  - B. Build a class website with popular clip art and videos from interesting sites
  - C. Show a popular, age-appropriate movie to students as an incentive for perfect attendance
  - D. Make copies of a copyrighted software program, legally purchased by the school, for student home use

**COMPETENCY 013**

40. Which of the following topics would be the most appropriate to communicate through a class website that all students and parents of students can access?
- A. Students' individual progress reports
  - B. Class news and deadlines on assignments
  - C. Personal views and debates on school policies
  - D. District testing outcomes at all grade levels

ANSWER KEY AND RATIONALES

Question Number	Competency Number	Correct Answer	Rationales
1	001	A	<b>Option A is correct</b> because Piaget’s description of the formal operational stage includes the ability to think abstractly without using concrete symbols. <b>Option B is incorrect</b> because logical thought used to organize information and problem solve is part of the concrete operational stage. <b>Options C and D are incorrect</b> because concrete and intuitive thought develops before the formal operational stage.
2	001	A	<b>Option A is correct</b> because providing students with individual activities and materials that children can do side by side helps support parallel play, the next stage of development. <b>Options B and C are incorrect</b> because they support play levels that are beyond what children at this age are ready for. <b>Option D is incorrect</b> because simply providing interesting and age-appropriate activities will not promote movement into the next stage.
3	001	C	<b>Option C is the correct</b> answer because the teacher’s most appropriate first response is to set up a conference with the student’s parents to discuss the behavior and provide appropriate support for the student immediately. <b>Option A is incorrect</b> because attention-deficit/hyperactivity disorder should be diagnosed by a doctor. <b>Option B is incorrect</b> because waiting a few months is too long to go without addressing the problems. <b>Option D is incorrect</b> because the teacher should first investigate causes for the behavior; involving the administration would be appropriate if the behavior escalates.
4	002	C	<b>Option C is correct</b> because including extra time in the lesson plan to ensure the students’ basic understanding and to allow for any lesson modifications best supports inclusion. <b>Option A is incorrect</b> because individual assignments for every student in the class may not be feasible due to time constraints. Individual assignments may be unnecessary if flexible groups and reteaching lessons will meet the students’ needs since research supports that working in groups of three or four yields the same results as working one-on-one. <b>Option B is incorrect</b> because students may not self-select the appropriate difficulty level. The levels should be determined by offering activities that are challenging, yet achievable, on an independent level and as guided practice. <b>Option D is incorrect</b> because small-group instruction that is solely intended for students with learning disabilities excludes general education students, and small-group instruction is not comprehensive in meeting each student’s Individualized Education Program (IEP).
5	002	A	<b>Option A is correct</b> because the teacher must first identify the students’ strengths and weaknesses to plan lessons which will scaffold the students’ learning needs. <b>Options B, C and D are incorrect</b> because drilling students with reading skills, conducting small-group instruction and implementing interventions are all steps that come only after lagging skills are identified.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
6	002	D	<b>Option D is correct</b> because students performing at an advanced-high level of language proficiency should be able to communicate grade-level content information with few language-related errors. <b>Options A and B are incorrect</b> because a student who needs to use illustrations for written communication or who relies on teacher-provided sentence stems is performing at a beginning or intermediate level of language proficiency. <b>Option C is incorrect</b> because writing that is below grade level in syntax and grammar is not characteristic of students writing at the advanced-high level of language proficiency.
7	003	C	<b>Option C is correct</b> because using all the information from the lessons to create a journal from another person's perspective requires students to use skills that are at the evaluation level, which is the highest level activity on Bloom's taxonomy. <b>Options A and B are incorrect</b> because timelines and multiple-choice assessments are knowledge- and comprehension-based activities. <b>Option D is incorrect</b> because drawing a picture of a pioneer is a knowledge-based activity.
8	004	A	<b>Option A is correct</b> because modeling correct pronunciation for intermediate-level English-language learners (ELLs) provides them with examples to help develop their language. <b>Option B is incorrect</b> because including repetition of content will help them with comprehension but not speaking. <b>Option C is incorrect</b> because providing native language support is most appropriate for beginning-level ELLs. <b>Option D is incorrect</b> because connecting academic vocabulary with idioms is too advanced for an intermediate-level student.
9	004	C	<b>Option C is correct</b> because segmenting the textbook will linguistically accommodate the ELL by chunking the material into more manageable pieces while maintaining the content of the material. <b>Option A is incorrect</b> because providing audio recordings will develop the ELL's listening skills rather than reading skills. <b>Option B is incorrect</b> because the goal is for ELLs to meet grade-level expectations through linguistically accommodated instruction, not through modified or simplified content. <b>Option D is incorrect</b> because providing extra time is not a sufficient accommodation for helping ELLs develop language proficiency.
10	005	A	<b>Option A is correct</b> because greeting students as they enter the room allows the teacher to make one-on-one contact with each student. <b>Option B is incorrect</b> because goals should be set for individual students to honor students' differences. <b>Option C is incorrect</b> because allowing students to choose their own groups does not promote an environment in which all students learn to work together. <b>Option D is incorrect</b> because tailoring the level of difficulty of lessons to students' current instructional level will best meet students' needs, avoiding frustration and boredom.



ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
11	006	C	<b>Option C is correct</b> because developing the behavior standards as a classroom community with student input and discussion fosters ownership in the rules. <b>Option A is incorrect</b> because posting the rules is a good practice but is most effective after students have an opportunity to be a part of the development of the rules and rewards. <b>Option B is incorrect</b> because discussing the behavior standards should happen before the students practice them. <b>Option D is incorrect</b> because involving the principal as the rule enforcer does not allow students to develop a sense of ownership in creating their own classroom community.
12	006	A	<b>Option A is correct</b> because three to five is an appropriate number of standards that will not bombard students with excessive emphasis on all the ways they could possibly do things wrong. At the same time, the general rules provide an important guide for students. <b>Options B and D are incorrect</b> because ten to fifteen rules are too many for students to effectively remember and incorporate into the expectations of their classroom behavior. <b>Option C is incorrect</b> because rules should be stated in a positive manner.
13	011	C	<b>Option C is correct</b> because sending an introductory letter encourages positive parent involvement and promotes contact before behavior issues even occur. <b>Options A and B are incorrect</b> because waiting for the student to misbehave or for the teacher to need help are both missed opportunities to encourage positive parent involvement. <b>Option D is incorrect</b> because involving parents in after-school activities will not promote support in the behavior-management program.
14	011	D	<b>Option D is correct</b> because by summarizing the student's situation, the teacher opens the lines of communication to discuss the student's strengths and weaknesses. <b>Option A is incorrect</b> because it is only appropriate for the teacher to comment on the student's behavior at school; it would be inappropriate to comment on a student's behavior at home. <b>Option B is incorrect</b> because discussing behavior issues at the onset of the conference may set a negative tone. <b>Option C is incorrect</b> because the teacher's goal is building rapport and collaborating with parents rather than simply directing them.
15	007	B	<b>Option B is correct</b> because by working with students to connect concepts to the process, the teacher will promote students' understanding of the process itself. <b>Option A is incorrect</b> because more-complicated examples will likely add to the confusion. <b>Option C is incorrect</b> because concepts are better understood concretely. <b>Option D is incorrect</b> because if the majority of the class is struggling, it is most appropriate to provide re-teach instruction to all students.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
16	007	C	<b>Option C is correct</b> because the amount of time students are allowed to formulate a response should depend on the complexity of the question asked. <b>Option A is incorrect</b> because although being familiar with a concept may shorten student response time, answering a complex question on a familiar concept still requires additional processing time. <b>Options B and D are incorrect</b> because time allotted for a lesson and the number of students with their hands raised should not influence a teacher's wait time; increasing or decreasing wait time based on those options could adversely affect the discussion.
17	007	C	<b>Option C is correct</b> because students ask questions about the things they are most interested in, which supports their ownership in a lesson. They can end the lesson by determining the answers to their own questions. <b>Option A is incorrect</b> because the questions are not based on opinion. <b>Option B is incorrect</b> because the activity is intrapersonal because students write the questions themselves without collaborating or interacting with each other. <b>Option D is incorrect</b> because vocabulary development is not a primary reason for the activity.
18	003	D	<b>Option D is correct</b> because annotating applicable concepts in the article that focus on the pertinent research information will teach students to distinguish relevant information from irrelevant information. <b>Option A is incorrect</b> because this is a strategy for determining the main idea, not determining how relevant the article is to the broad topic. <b>Option B is incorrect</b> because the photograph caption provides too little information for the students' research. <b>Option C is incorrect</b> because while the discussion will promote students' ability to find information, it will not help them determine the level of relevance.
19	003	B	<b>Option B is correct</b> because helping students cite sources in a bibliography will help them prevent plagiarism by knowing how to give credit to the original source. <b>Option A is incorrect</b> because using a thesaurus will only help them with improving word choice. <b>Option C is incorrect</b> because determining the accuracy will only help them with determining the reliability of the source. <b>Option D is incorrect</b> because verifying the effectiveness of quotations will help students with the quality of their papers; however, it will not directly teach them how to cite sources.
20	001	A	<b>Option A is correct</b> because recording ideas and creating an outline on a computer is most effective in helping students with organization. <b>Options B, C and D are incorrect</b> because keeping a journal about their progress, receiving information from the librarian about the organization of the library and matching images to written ideas will not help students with organization of their research.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
21	004	C	<b>Option C is correct</b> because breaking the project into logical segments and regularly assessing students' progress helps them successfully manage their time. <b>Option A is incorrect</b> because while parent communication is good, the accountability should lie with the students. <b>Option B is incorrect</b> because assigning accountability partners alone does not provide the structure and supervision that students will likely need for time management. <b>Option D is incorrect</b> because while the grading criteria tell students the expectations, knowing the criteria will not necessarily help students with time management.
22	010	A	<b>Option A is correct</b> because self-assessment ensures students reflect on their own learning and consider the results of their decisions made during the project. <b>Option B is incorrect</b> because self-assessment activities best encourage students to develop awareness of their own learning, not the learning of their classmates. <b>Option C is incorrect</b> because the primary purpose of the self-assessment is not to provide students an opportunity to determine their grade for the project. A grade has already been determined. <b>Option D is incorrect</b> because the rubric does not ask students to assess Ms. Ramirez; rather, it is a self-assessment.
23	001	A	<b>Option A is correct</b> because taking the class to see firsthand where their garbage goes will demonstrate real-world relevance. <b>Option B is incorrect</b> because inviting an administrator to the class might increase classroom motivation but would not necessarily help draw a connection between the project and the lives of the students. <b>Option C is incorrect</b> because integration will help students make connections to other subject areas but not necessarily with real-world relevance. <b>Option D is incorrect</b> because although having a student serve as a project historian could be interesting, it would not necessarily be relevant to the lives of the students.
24	004	B	<b>Option B is correct</b> because providing gestures will help ELLs make a connection between the word and its meaning. <b>Option A is incorrect</b> because merely reviewing the definitions may not be enough to help ELLs make meaningful connections to the words. <b>Options C and D are incorrect</b> because reading the words as a whole class and modeling the pronunciation are both likely to help students with pronunciation but not with comprehension of the meaning.
25	008	A	<b>Option A is correct</b> because circulating around the room will allow the teacher to monitor students continuously. <b>Option B is incorrect</b> because remaining in an accessible location limits the teacher's monitoring to only the students who ask questions. <b>Option C is incorrect</b> because basing student understanding on the report of one group member does not ensure that all group members understand. <b>Option D is incorrect</b> because with a questionnaire, the teacher will only have a perspective of students' evaluations of each other, which is not an appropriate assessment.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
26	009	D	<b>Option D is correct</b> because each school district should have an acceptable-use policy that outlines rules of online procedures. Therefore, the teacher should check those policies first. <b>Options A and B are incorrect</b> because posting the photographs, even without identifying information or with students' written permission, does not include parental permission, which is necessary. <b>Option C is incorrect</b> because the scenario described does not involve fair use of copyrighted materials.
27	009	C	<b>Option C is correct</b> because the Venn diagram is being employed to compare language used in informational websites to that of an online journal — both written conventions used in digital media. <b>Option A is incorrect</b> because sorting websites into categories is not a way to compare written conventions. <b>Option B is incorrect</b> because emailing facts to a friend summarizes the content but does not describe written conventions. <b>Option D is incorrect</b> because students are creating media rather than looking at the conventions of media.
28	009	A	<b>Option A is correct</b> because completing online job applications and creating résumés are learning tasks that are very much applicable to real life. <b>Option B is incorrect</b> because the assignments are not designed to focus on vocational skills. <b>Option C is incorrect</b> because the students are not thinking about their thought processes in the tasks. <b>Option D is incorrect</b> because students would not identify instructional goals.
29	010	C	<b>Option C is correct</b> because discussing the grading rubric before the project would promote understanding by providing students with both verbal and written expectations at the onset of the project. <b>Option A is incorrect</b> because a self-assessment would help students measure their learning at the end of the project, but not necessarily help them understand what is expected by the teacher from the beginning of the project. <b>Option B is incorrect</b> because while questioning helps the teacher monitor students' progress, it does not promote students' understanding of expectations. <b>Option D is incorrect</b> because while ensuring that the parents know about the project is a good idea, this measure requires students to already understand the expectations.
30	010	A	<b>Option A is correct</b> because holistic scoring of a writing assignment involves assigning a single score to a piece of writing based on the overall quality of both content and mechanics. <b>Options B, C and D are incorrect</b> because they are descriptors (not holistic scoring) matched to other types of assessments, including (B) analytical-scoring assessments, (C) self-assessments and (D) norm-referenced assessments.

**ANSWER KEY AND RATIONALES (CONT'D.)**

Question Number	Competency Number	Correct Answer	Rationales
31	010	B	<b>Option B is correct</b> because with a large number of students demonstrating a lack of interest, it is most appropriate for the teacher to reevaluate the lesson and find a more engaging way to present the material. <b>Options A, C and D are incorrect</b> because (A) threatening consequences, (C) stopping the activity to incorporate movement, only to return to the original lesson or (D) having students change seats, will not focus the teacher toward self-evaluation or toward motivating the students by presenting a more interesting presentation.
32	008	D	<b>Option D is correct</b> because a unit about family is developmentally appropriate and relevant, and it does not exclude a child with socioeconomic or cultural differences. <b>Options A, B and C are incorrect</b> because those options are not necessarily part of the knowledge base of students at the beginning of the year and are therefore developmentally inappropriate. The topics exclude students who have not yet received instruction in those areas as well as students who have limited experiences beyond their home environments.
33	005	B	<b>Option B is correct</b> because having the writing center near the library center promotes a connection between the two literacy domains. This will also provide a quiet area that is necessary for both centers. <b>Options A, C and D are incorrect</b> because those options have activities that are typically loud, and it is not appropriate to place them near the classroom library, which requires a quiet environment.
34	006	A	<b>Option A is correct</b> because in this schedule, times of sitting and listening are appropriately balanced with times of movement. <b>Option B is incorrect</b> because rest time, which will likely be in the afternoon, is not reflected in this schedule. <b>Options C and D are incorrect</b> because they are inappropriate statements about early childhood students, and they are not reflected in the schedule.
35	011	B	<b>Option B is correct</b> because setting up a meeting with each student's parents to discuss mutual goals will best initiate and promote effective two-way conversations. <b>Option A is incorrect</b> because writing a letter to report on the student's progress does not foster two-way communication and will not address any areas of concern that would provide a complete update. <b>Options C and D are incorrect</b> because establishing two-way communication in person or verbally would be preferable. After establishing a good rapport with parents, written communication may be a good way to accommodate different schedules.
36	012	A	<b>Option A is correct</b> because the discussion of the strategies is useful for teachers to help all students. <b>Option B is incorrect</b> because no rewards have been set up for the teachers. <b>Option C is incorrect</b> because the purpose is to share successful teaching strategies, not to identify some teachers who are better than others. <b>Option D is incorrect</b> because the primary benefit of meetings is to collaborate to find academic solutions. Any emotional support teachers experience is secondary.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
37	012	C	<b>Option C is correct</b> because observing an effective teacher is the best way for a new teacher to learn effective strategies. <b>Option A is incorrect</b> because reading articles about collaborating with family and community does not directly address classroom management. <b>Option B is incorrect</b> because it would be most meaningful to a first-year teacher to receive guidance from a mentor teacher. The principal's role would be to identify a mentor teacher for the first-year teacher rather than try to mentor all first-year teachers. <b>Option D is incorrect</b> because while having the teacher meet with other first-year teachers to share experiences is a useful support tool, experienced teachers are better models for improvement of the behavior-management plan.
38	013	C	<b>Option C is correct</b> because talking about systematic interventions and the process for helping a student be successful is an ethical topic for the teacher to discuss. <b>Options A and B are incorrect</b> because more research and investigation must occur beyond a statement of parental concern before a committee is convened, or outside resources should be offered by the teacher. <b>Option D is incorrect</b> because the teacher can best respond with proactive, systematic monitoring at school, rather than making the parent responsible for it at home.
39	013	A	<b>Option A is correct</b> because the fair-use guidelines allow for copying a small portion of a work for instructional purposes. <b>Option B is incorrect</b> because the use of clip art and videos is not being used for instructional purposes. <b>Option C is incorrect</b> because the fair-use guidelines do not cover the use of full-length movies for purposes of entertainment or for use as a reward. <b>Option D is incorrect</b> because the number of students who can use a software program simultaneously is restricted to the number of licensed copies the school has obtained.
40	013	B	<b>Option B is correct</b> because class news and assignment deadlines are the most appropriate concepts to post on a class website. <b>Options A and D are incorrect</b> because posting both student progress reports and district-testing outcomes is a breach of confidentiality. <b>Option C is incorrect</b> because posting opinions about school policies is likely to cause inappropriate conflicts and is not directly relevant to students and parents.

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# 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](http://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 manual 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](http://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. Test administrators are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if a test doesn't start exactly on time. You will have the necessary amount of time once it does start. Using the *Reducing Test Anxiety* booklet in the days before you test may be helpful in mentally and emotionally preparing yourself to test. It is available free at [www.texas.ets.org](http://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.



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# Appendix A

## Study Plan Sheet





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# Appendix B

## Preparation Resources



### PREPARATION RESOURCES

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

#### JOURNALS

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

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

*English Journal*, National Council of Teachers of English.

*Journal of Adolescent & Adult Literacy*, International Reading Association.

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

*Journal of Technology and Teacher Education*, Journal of the Association for the Advancement of Computing in Education.

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

*Middle Ground*, National Middle School Association.

*Middle School Journal*, National Middle School Association.

*Science and Children*, National Science Teachers Association.

*Social Education*, National Council for the Social Studies.

*Teaching PreK–8*, Early Years, Inc.

*The Reading Teacher*, International Reading Association.

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- Texas Education Agency (2007). Chapter 74.4, *English Language Proficiency Standards*. Austin, Texas.
- Wong, H. K., and Wong, R. T. (2009). *The First Days of School: How to Be an Effective Teacher*, Twelfth Edition. Mountain View, Calif.: Harry K. Wong Publications, Inc.

## ONLINE RESOURCES

- Institute of Education Sciences — <http://ies.ed.gov>
- National Clearinghouse for English Language Acquisition — [www.ncela.gwu.edu](http://www.ncela.gwu.edu)
- Texas Education Agency Special Education in Texas — [www.tea.state.tx.us/special.ed/guidance/sbIEP.html](http://www.tea.state.tx.us/special.ed/guidance/sbIEP.html)
- Texas Project First — [www.texasprojectfirst.org/ARDIEP.html](http://www.texasprojectfirst.org/ARDIEP.html)
- U.S. Department of Education — [www.ed.gov](http://www.ed.gov)











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