

# Texas Examinations of Educator Standards™ (TE<sub>x</sub>ES™) Program

## Preparation Manual

### Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 (270)



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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.

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## About The Test

Test Name	Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12
Test Code	270
Time	5 hours
Number of Questions	100 selected-response questions
Format	Computer-administered test (CAT)

The TExES Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 (270) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 selected-response questions are based on the Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 test framework and cover grades 6–12. The test may contain questions that do not count toward the score.

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.

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## The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Designing Instruction and Assessment to Promote Student Learning	23%	Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 I; Technology Applications I, IV, VII
II.	Creating a Positive, Productive Learning Environment	15%	Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 II; Technology Applications IV, V
III.	Implementing Effective, Responsive Instruction and Assessment	38%	Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 III, V, VII–VIII, X; Technology Applications I–VI
IV.	Fulfilling Professional Roles and Responsibilities	23%	Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 IV, VI, IX; Technology Applications II, IV

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## The Standards

### **Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Standard I**

Instructional Design: The trade and industrial teacher designs instruction appropriate for all students (grades 6–12) that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

### **Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Standard II**

Instructional Management and Safety: The trade and industrial teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

### **Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Standard III**

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

### **Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Standard IV**

Professional Responsibilities: The trade and industrial teacher exhibits professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### **Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Standard V**

Work-Based Learning: The trade and industrial teacher understands work-based learning approaches and incorporates relevant experiences into the trade and industrial curriculum (Texas Essential Knowledge and Skills [TEKS]).

### **Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Standard VI**

Collaborative Relationships: The trade and industrial teacher understands the significant role of external and internal partnerships and enters into collaborative relationships with industry, organized labor, parents/guardians, agencies, proprietary and postsecondary institutions and the community in delivering the trade and industrial curriculum (Texas Essential Knowledge and Skills [TEKS]).

### **Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Standard VII**

Entrepreneurship: The trade and industrial teacher understands the importance of essential entrepreneurial skills and incorporates these skills into the trade and industrial curriculum (Texas Essential Knowledge and Skills [TEKS]).

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**Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Standard VIII**

Integration of Employability Skills: The trade and industrial teacher understands and integrates employability skills into the trade and industrial curriculum (Texas Essential Knowledge and Skills [TEKS]).

**Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Standard IX**

Leadership: The trade and industrial teacher understands and fosters the development of appropriate leadership skills through the delivery of the trade and industrial curriculum (Texas Essential Knowledge and Skills [TEKS]) and the implementation of the trade and industrial student organization.

**Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Standard X**

Technology: The trade and industrial teacher understands and integrates relevant technology in delivering the trade and industrial curriculum (Texas Essential Knowledge and Skills [TEKS]).

**Technology Applications Standard I**

All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

**Technology Applications Standard II**

All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

**Technology Applications Standard III**

All teachers acquire, analyze, and manage content from digital resources.

**Technology Applications Standard IV**

All teachers make informed decisions by applying critical-thinking and problem-solving skills.

**Technology Applications Standard V**

All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

**Technology Applications Standard VI**

All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

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## **Technology Applications Standard VII**

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.

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## Domains and Competencies

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:

- 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.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

### Domain I – Designing Instruction and Assessment to Promote Student Learning

Competency 001: *The trade and industrial education teacher understands human developmental processes and uses this knowledge to plan instruction and assessments that motivate students and are responsive to their developmental characteristics and needs.*

The beginning teacher:

- A. Recognizes the wide range of individual developmental differences that characterizes students in grades 6 through 12 and the implications of this developmental variation for instructional planning.
- B. Recognizes the importance of helping students in grades 6 through 12 learn and apply employability skills (e.g., self-direction, decision making, goal setting, workplace skills, problem solving) to promote lifelong learning and active participation in society.
- C. Recognizes typical challenges for students during adolescence and young adulthood (e.g., self-esteem, physical appearance, eating disorders, identity formation, involvement in risky behaviors, educational and career decisions) and knows effective ways to help students address these challenges.
- D. Knows social and emotional factors affecting students in grades 6 through 12 (e.g., desire for peer acceptance, conformity to peer group norms and expectations, parental divorce, homelessness) and their significance for teaching and learning.
- E. Uses knowledge of cognitive changes in students in grades 6 through 12 (e.g., refinement of abstract thinking and reasoning, reflective thinking, focus on the world beyond the school setting) to plan instruction that promotes learning and development.

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- F. Analyzes how developmental characteristics of students in grades 6 through 12 affect learning and performance and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.

Competency 002: *The trade and industrial education 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 the diverse personal and social characteristics of students (e.g., related to ethnicity, gender, language background, socio-economic background, exceptionality, learning preferences) and the significance of student diversity for teaching, learning and assessment.
- B. Knows how to show acceptance of and respect for students with diverse backgrounds and needs.
- C. Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.
- D. Knows how to plan and adapt lessons that are responsive to students' diverse backgrounds, skills, interests and needs, including the needs of English-language learners and students with disabilities.
- E. Understands the instructional significance of varied student learning needs and preferences.

Competency 003: *The trade and industrial education teacher understands learning processes and applies procedures for designing effective, coherent and engaging instruction and assessment.*

The beginning teacher:

- A. Analyzes the effects of various factors (e.g., teacher expectations, student grouping practices, teacher-student interactions, teacher and student roles during instruction) on student learning.
- B. Knows pedagogical practices that promote learning (e.g., delivering content that capitalizes on students' prior knowledge, skills, and experiences; connecting new information and ideas to prior knowledge; making learning meaningful and relevant to students).
- C. Knows 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.

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- D. Knows how to incorporate students' varying approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practice.
  - E. Understands the role of the state knowledge and skills standards (e.g., Texas Essential Knowledge and Skills [TEKS], State statewide assessment program) in determining instructional goals and objectives and is able to incorporate into the curriculum the TEKS for trade and industrial education.
  - F. Knows the importance of integrating academic subjects into trade and industrial education and making connections across disciplines.
  - G. Knows how to develop a program vision and instructional goals with objectives that are clear, relevant and assessed according to industry standards.
  - H. Knows the importance of aligning instructional goals (e.g., campus, district, state, federal) with current industry standards and integrating all aspects of the industry into the trade and industrial education curriculum.
  - I. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness and guide instructional planning.
  - J. Understands the connection among various components of the Texas statewide assessment program and instruction (e.g., TEKS) and analyzes data from state and other assessments (e.g., Texas Academic Performance Reports [TAPR]) to help identify students' strengths and needs.
  - K. Knows how to locate, develop and use materials and resources (including technological and industry resources) to prepare instruction, present lessons, assess student learning and evaluate the appropriateness of specific materials and resources for particular situations, purposes and student needs.
  - L. Knows how to conduct an occupational or task analysis and validate it with a local advisory committee.
  - M. Knows how to plan activities that utilize flexible groupings enabling students to apply knowledge in a variety of contextual activities (e.g., interpreting technical data, solving industry-related problems).
  - N. Applies skills for allocating time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment and closure.
  - O. Knows how to plan lessons and structure units that progress sequentially, support stated instructional goals based on the TEKS and are based on industry standards and procedures.

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## Domain II – Creating a Positive, Productive Learning Environment

Competency 004: *The trade and industrial education teacher knows how to establish a safe, positive climate that fosters learning, equity and excellence.*

The beginning teacher:

- A. Knows how to create a learning environment in which diversity and individual differences are respected and uses strategies to ensure that classroom interactions are polite, respectful and professional.
- B. Applies strategies for establishing a positive classroom climate that fosters student collaboration and active engagement in learning.
- C. Analyzes ways in which teacher-student and student-student interactions have an impact on classroom climate and student learning and development.
- D. Knows how to present instruction in ways that communicate enthusiasm for learning.
- E. Establishes instructional goals, tasks, interactions, assessments and other elements of the classroom and laboratory environment that convey high expectations for all students and meet industry standards.
- F. Recognizes the need to assure physical accessibility for all students and knows how to monitor physical accessibility in the classroom, laboratory settings and work-based learning environments.

Competency 005: *The trade and industrial education teacher implements strategies for creating an organized and productive learning environment and for managing student behavior.*

The beginning teacher:

- A. Analyzes the effects of classroom management and laboratory procedures on student learning and achievement.
- B. Knows how to implement routines and procedures that promote an organized and productive learning environment.
- C. Organizes and manages individual and group activities that promote students' ability to assume responsible roles and develop collaborative skills and individual accountability applicable to industrial practice.
- D. Knows how to use flexible grouping to facilitate cooperation and productivity.
- E. Understands the importance of time management for effective classroom functioning, schedules activities to maximize student learning and safety and coordinates the performance of noninstructional duties (e.g., taking attendance) with instructional activities.

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- F. Applies routines and procedures for the safe and effective management of instructional resources.
  - G. Knows the importance of establishing standards of student conduct in the classroom, laboratory settings and work-based learning environments with clear consequences for inappropriate behavior.
  - H. Applies knowledge of effective discipline-management techniques in the classroom, laboratory settings and work-based learning environments.
  - I. Communicates and implements classroom rules and procedures to promote an effective learning environment.
  - J. Applies procedures for instructing students on how to maintain ethical work-based standards and monitor their own behavior.

### **Domain III – Implementing Effective, Responsive Instruction and Assessment**

Competency 006: *The trade and industrial education teacher knows how to communicate effectively in various instructional contexts and provide instruction that actively engages students in the learning process.*

The beginning teacher:

- A. Applies principles and strategies for communicating effectively in various teaching and learning contexts, including laboratory settings and work-based environments.
- B. Uses language, including occupational terminology, that is appropriate to students' backgrounds, technical skill levels and work experience.
- C. Knows how to engage all students in skilled questioning to facilitate effective student discussions, including student-led discussions and instructor-led small-group discussions.
- D. Uses effective communication techniques to enable students to meet specified goals in various contexts and to communicate directions, explanations and procedures clearly and accurately with an appropriate level of detail.
- E. Knows how to use constructive feedback to guide student learning.
- F. Applies knowledge of factors that affect student motivation and uses strategies that encourage self-motivation, creativity and active engagement in learning.
- G. Knows how to use effective interpersonal skills (including both verbal and nonverbal skills) to actively engage students.
- H. Selects and uses instructional materials, resources and technologies that are suitable for specified instructional goals and that actively engage all students.

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- I. Applies alternative instructional approaches (e.g., structuring and pacing lessons in response to student learning needs, flexible groupings) to ensure that all students learn and succeed.
  - J. Presents content to students in ways that are relevant and meaningful to students' prior knowledge and experience.
  - K. Engages in continuous monitoring of instructional effectiveness and modifies instruction as needed (e.g., encouraging independent study, work-based learning, cooperative learning, management of learning activities) to promote student learning.

Competency 007: *The trade and industrial education teacher understands work-based learning approaches and incorporates relevant experiences into the trade and industrial curriculum (TEKS).*

The beginning teacher:

- A. Knows the connections between classroom learning and work-based learning experiences.
- B. Knows various work-based learning models, including mentoring, job shadowing, career preparation co-op experiences, internships or externships and capstone experiences.
- C. Knows education and training requirements associated with various career concentrations in architecture, construction and manufacturing and how to comply with the requirements of work-based training.
- D. Identifies and evaluates work-based performance standards to meet individual needs and to develop individualized training plans for paid and unpaid work-based learning experiences.
- E. Matches work-based learning activities with student needs and goals.
- F. Applies instructional strategies associated with work-based models.
- G. Evaluates student progress based on work-based standards.
- H. Assists students in making the transition from program completion to employment and/or higher education (e.g., employment opportunities, career preparation requirements, career development resources, career concentrations).
- I. Knows the importance of collecting student follow-up data and analyzes the data to determine program effectiveness.

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Competency 008: *The trade and industrial education teacher understands and integrates relevant technology in delivering the trade and industrial curriculum (TEKS).*

The beginning teacher:

- A. Uses technology to enhance instructional delivery to create an effective teaching and learning environment.
- B. Uses technology applications to promote students' knowledge and skill development and to assess student learning.
- C. Applies procedures for using productivity tools in various instructional and administrative contexts (e.g., communication, calendars).
- D. Uses computer-mediated equipment and software for individualized instruction.
- E. Knows how to use technology resources to generate knowledge.
- F. Applies procedures for evaluating information acquired electronically.
- G. Uses technology for career guidance (e.g., assessing for interest, aptitude and abilities; career decision making).
- H. Knows how to develop and use technology plans and associated budgets.
- I. Applies knowledge of technology-related laws, issues and ethics relevant to trade and industrial curriculum and instruction.

Competency 009: *The trade and industrial education teacher monitors student performance and achievement and provides students with timely, high-quality feedback and responsive instruction to promote learning for all students.*

The beginning teacher:

- A. Knows types of cognitive- and performance-based assessments and their characteristics and usage.
- B. Knows how to design and use cognitive- and performance-based assessments of student knowledge and skills and adjusts instruction based on these assessments.
- C. Uses appropriate language and formats to enhance student learning by providing students with timely, effective feedback that is accurate, constructive and specific.
- D. Recognizes the benefits of student self-assessment and knows how to promote students' ability to use feedback to guide and enhance their own learning.

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- E. Modifies instruction based on ongoing cognitive- and performance-based assessments of student knowledge and skills.

Competency 010: *The trade and industrial education teacher understands and fosters the development of entrepreneurial, employability and safety skills through delivery of the trade and industrial curriculum (TEKS).*

The beginning teacher:

- A. Knows the basic procedures for establishing and organizing a business (e.g., conducting a market analysis and developing a business plan) and the resources needed for business start-ups and financing.
- B. Knows basic organizational structures for businesses, including state and federal laws and regulations related to operating a business, and knows common practices and procedures used in business (e.g., inventory control, hiring, and termination procedures).
- C. Knows systems and processes used to deliver goods and services and knows how to identify, serve and maintain internal and external customers.
- D. Applies knowledge of employability skills (e.g., organization, time management, professional ethics, hygiene, appearance), analyzes the importance of specific employability skills for various career concentrations and knows the characteristics of a value-added employee (e.g., employability skills, specific technical skills).
- E. Knows how to model employability skills, infuse employability skills into the trade and industrial curriculum and assess students' proficiency in relation to employability skills.
- F. Understands the value of human diversity in relation to employment.
- G. Knows how to develop and implement a local safety plan for classroom, laboratory and work-based learning settings that complies with local, state and federal rules and regulations.
- H. Applies knowledge of relevant safety practices and teacher liability issues in the classroom, laboratory settings and work-based learning environments.
- I. Applies knowledge of local, state and federal safety regulations (e.g., OSHA and EPA regulations, hazmat safety, child labor laws, wage and hour laws) to provide a safe learning environment for students.

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## Domain IV – Fulfilling Professional Roles and Responsibilities

Competency 011: *The trade and industrial education teacher understands the role of internal and external partnerships and develops and maintains collaborative relationships with educational partners to deliver the trade and industrial curriculum (TEKS).*

The beginning teacher:

- A. Knows the importance of developing and establishing partnerships with internal and external entities (e.g., academic teachers, other career and technology educators, business and industry, postsecondary institutions, military).
- B. Applies skills and strategies for working and communicating effectively with educational partners (e.g., other professionals, parents and guardians, school boards, community organizations and agencies, business and industry, organized labor, proprietary and postsecondary institutions).
- C. Knows how to interact appropriately with families and other educational partners with diverse characteristics and backgrounds.
- D. Conducts effective meetings with parents and guardians, teachers and industrial advisory committees.
- E. Applies skills and procedures for organizing and working with advisory committees.
- F. Knows how to maintain supportive and cooperative relationships with internal and external educational partners, identify and seek the support of resource persons, and engage in collaborative decision making and problem solving to support students' learning and well-being (e.g., providing services to special populations in trade and industrial programs).
- G. Knows the process for developing articulation agreements with education and training partners.
- H. Understands the impact of relationships between trade and industrial programs and advisory committees (e.g., curriculum, instruction, youth organizations, professional organizations).
- I. Knows how to work effectively with local civic and service organizations to promote trade and industrial education (e.g., marketing, recruiting, providing resources).
- J. Analyzes ways in which external factors influence the educational environment and the trade and industrial curriculum.

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Competency 012: *The trade and industrial education teacher understands and fosters the development of leadership skills through delivery of the trade and industrial curriculum (TEKS) and implementation of the trade and industrial education state-approved student organizations.*

The beginning teacher:

- A. Knows the cocurricular aspects of the trade and industrial student organizations within the curriculum, the benefits of a student organization and the dual role of an educator and student organization advisor.
- B. Establishes and maintains an active trade and industrial student organization chapter.
- C. Knows characteristics of effective leadership, models leadership skills and incorporates opportunities for students to develop leadership skills.
- D. Knows how to teach and apply conflict-resolution skills and problem-solving techniques.
- E. Recognizes the benefits and importance of community service and provides students with community service opportunities.
- F. Knows how to market trade and industrial programs and involve students in public relations efforts.

Competency 013: *The trade and industrial education teacher understands professional roles and responsibilities and adheres to legal and ethical requirements of the profession.*

The beginning teacher:

- A. Understands the value of participating in program, school and community activities and performs professional responsibilities and duties outside the classroom, laboratory and work-based learning settings (e.g., serves on committees, volunteers to participate in events and project work with technical advisory committees).
- B. Knows characteristics, goals and procedures associated with teacher appraisal systems.
- C. Uses self-assessment to identify strengths, challenges and potential problems and applies strategies for improving teaching performance and achieving professional development goals.
- D. Participates in professional development activities for enhancing technical knowledge and pedagogical skills related to trade and industrial education (e.g., conferences, workshops, work with mentors, and other support systems).

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- E. Recognizes the importance of lifelong learning (e.g., updating occupational specialization and pedagogical knowledge and skills) and knows how to use these experiences to enhance instruction in the trade and industrial program.
  - F. Knows the benefits of maintaining membership in professional associations.
  - G. Knows legal requirements for educators (e.g., related to special education, child labor laws, students' and families' rights, student discipline, equity, child abuse, patent and copyright laws, OSHA, Office for Civil Rights, Section 504 of the Rehabilitation Act).
  - H. Applies knowledge of ethical guidelines, policies and procedures for educators in Texas (e.g., related to confidentiality, interactions with students and others in the school and workplace, code of ethics).
  - I. Uses knowledge of legal, ethical and workplace guidelines to identify appropriate behaviors in education and work-based situations.
  - J. Knows procedures and requirements for administering state- and district-mandated assessments and for maintaining student records.
  - K. Uses knowledge of the structure of the education system in Texas, including relationships among campus, local, state and federal entities, to seek information and assistance.
  - L. Knows how to relate effectively and professionally to administrators, teachers, parents and guardians, and industrial partners.
  - M. Knows how to serve as an advocate for students and for the teaching profession.

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## Approaches to Answering Selected-Response Questions

The purpose of this section is to describe selected-response question formats that you will typically see on the Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 teacher.

The selected-response 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, and compare it with other knowledge you have or make a judgment about it.

Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions you answer correctly.

The Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 test is designed to include a total of 100 selected-response 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 to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

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## How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a map, table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection selected-response questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Selecting all that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.
- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer choices into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

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## Question Formats

You may see the following types of selected-response questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

### Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four or more answer options appear below the question.

The following question is an example of the single-question format. It tests knowledge of Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Competency 008: *The trade and industrial education teacher understands and integrates relevant technology in delivering the trade and industrial curriculum (TEKS).*

#### Example

1. 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 Web sites to search strings.
  - D. Much of the information on the Internet has not been reviewed and verified by experts in relevant fields.

#### Suggested Approach

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

This item addresses students' use of the Internet as a research tool. Because 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

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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.

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, 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. Therefore, **the correct response is option D.**

### Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, a graphic, a table, a description of an experiment or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered 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 questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions 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.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.



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

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 only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

### **Example 1**

First read the stimulus.

#### **Read the information below to answer the two questions that follow.**

Joel has worked for several years as an apprentice plumber for a firm in his community. At this point in his career, Joel would like to establish his own business and is considering possible locations in several neighboring communities.

Now you are prepared to respond to the first of two questions associated with this stimulus. The first question tests knowledge of Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Competency 010: *The trade and industrial education teacher understands and fosters the development of entrepreneurial, employability and safety skills through delivery of the trade and industrial curriculum (TEKS).*

1. Which of the following steps should Joel take *first* before leaving his current job and establishing his own plumbing business?
  - A. Contact a local bank to secure a loan to help establish the business
  - B. Determine the potential market for his skills in each of the neighboring communities
  - C. Draw up a detailed business plan for the establishment of the new business
  - D. Identify potential locations for the new business in each of the neighboring communities

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## ***Suggested Approach***

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

This question tests understanding of priorities and procedures for establishing a business. Joel has decided to start his own plumbing business after working as an apprentice plumber. The question asks you to identify which step would be most important to take first in this process. Before establishing any business it is necessary to determine if there is a market for the goods and/or services supplied (option B). This information is used in making other business decisions (e.g., selecting a location, establishing financing, pricing goods and services) that occur later in the process.

All of the other responses represent necessary steps in establishing a business. However, all of these steps would likely be taken later in the process than option B. It is likely that Joel would need to present information about potential markets for his skills when applying for a loan (option A). This information would also be necessary for him to develop a detailed business plan (option C). Determining markets for his skills in each of the surrounding communities would also be a necessary first step to choosing a community and a location in the community in which to start his business (option D). **Option B is therefore the correct response.**

Now you are ready to answer the next question. The second question also measures Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 Competency 010: *The trade and industrial education teacher understands and fosters the development of entrepreneurial, employability and safety skills through delivery of the trade and industrial curriculum (TEKS).*

2. Joel is aware that many new businesses fail in the first year before they become well established. Asking himself which of the following questions would best help Joel assess his ability to stay in business past the first year?
  - A. How much television, radio and print advertising should I purchase and in what proportions?
  - B. Should I hire additional help to ensure that customers receive prompt and efficient service?
  - C. How much equipment and supplies should I order before opening the business?
  - D. Do I have adequate financial resources to be able to sustain expected early losses?

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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### ***Suggested Approach***

This question requires an understanding of the reasons why businesses fail in the first year. It is very common for small start-up businesses such as Joel's to lose money in their first year until they are well established and have a regular clientele. However, this does not necessarily lead to the failure of the business if the owner has sufficient financial resources to cover these losses until the business begins to show a profit. Thus, Joel must plan for losses and must determine at the outset if he has enough financial resources to sustain these losses until the business is profitable (option D).

All of the other responses represent questions about business decisions that may affect the bottom line in some way. Advertising (option A) may increase interest in the business and affect sales. Hiring additional employees (option B) may help build customer satisfaction and expand the base of regular customers. Accurately estimating the equipment and supplies needed to start the business (option C) may help hold down costs. However, none of the answers to these questions would be useful in helping Joel assess whether first-year losses would lead to the failure of his business. **Option D is therefore the correct response.**

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## Selected-Response Practice 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 do not appear on the actual test.

For each sample test question, there is at least one correct answer and a rationale for each answer option. Please note 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.

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## COMPETENCY 001

1. A twelfth-grade teacher can help keep students engaged in learning and help them address the challenges of young adulthood by taking which of the following approaches?
  - A. Treating students as equals and becoming friends with them outside the school setting to help them with the social, emotional and academic challenges of young adults facing life after high school.
  - B. Creating lessons derived from the Texas Essential Knowledge and Skills (TEKS), which include elements that directly relate to the challenges the students are facing, and promoting positive and effective ways to handle those challenges.
  - C. Allowing students to use some of the class period as free time to work on homework from other classes, relax or catch up on their sleep because of the increased pressures they are experiencing as seniors in high school.
  - D. Increasing the amount of classwork and homework assigned in order to keep students constantly working so that they will stay engaged in their learning and focused on school rather than on the outside pressures they face.

Answer and Rationale

## COMPETENCY 001

2. A trade and industrial education (TIE) teacher wants to instill in students the importance of ethical behavior in the workplace. Which of the following activities will best meet the teacher's goal?
  - A. Grouping students to review government standards for fair business practices and draw up a set of general principles for ethical workplace conduct
  - B. Having students conduct independent research on ethics standards in their parents' workplaces and present their findings in class
  - C. Assigning students homework requiring them to use a textbook to list government standards for fair business practices and outline the major points
  - D. Presenting a lesson devoted to discussing high-profile news stories about unethical behavior in the workplace

Answer and Rationale

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## COMPETENCY 001

3. Which THREE of the following educational approaches are appropriate for the developmental characteristics of middle school students?
- A. Providing opportunities for real-world applications of content
  - B. Integrating authentic learning experiences
  - C. Using concrete rather than abstract principles
  - D. Providing opportunities for exploration and discourse
  - E. Employing whole-group direct teaching during most lessons

Answer and Rationale

## COMPETENCY 002

4. Mr. Darlow teaches principles of architecture and construction and has students ranging from ninth to twelfth grade in his class. Mr. Darlow teaches through project-based learning, and his students work in groups to develop proficiency in decision making and problem solving. Mr. Darlow makes sure that he assigns students with a mix of talents, backgrounds, genders, races and ethnicities to the groups.

The primary benefit of Mr. Darlow assigning mixed groups is that it enables him to

- A. incorporate student diversity into classroom activities and promote acceptance and respect in the classroom.
- B. engage his students in their learning by providing an organized and productive learning environment.
- C. use classroom management tools to promote student learning and create a predictable learning environment.
- D. maintain an organized classroom that maximizes instruction time and minimizes procedural delays.

Answer and Rationale

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## COMPETENCY 002

5. Julian, a new student, is an English-language learner (ELL). Which of the following is the most appropriate way to ensure that Julian feels comfortable in the classroom?
- A. Assigning Julian a seat in the back of the room so that he does not feel overwhelmed by the other students
  - B. Giving Julian a seat that is near the teacher's desk and next to another student who is fluent in Julian's native language
  - C. Seating Julian in a separate part of the classroom where he can work independently and not feel pressured to socialize with his peers
  - D. Asking Julian to stand in front of the classroom and introduce himself so that his peers can get to know him immediately

Answer and Rationale

## COMPETENCY 002

6. Ms. Brown teaches a ninth-grade criminal justice class and is planning a lesson about the Bill of Rights. Students are expected to select one of the constitutional amendments and prepare a short presentation about it for the class. Several students in the class have recently moved to the United States and are English-language learners (ELLs). Ms. Brown can be most responsive to her students' diverse backgrounds and the needs of the ELLs by doing which of the following?
- A. Providing each ELL with a printed instruction sheet listing each project requirement in detail
  - B. Providing ELLs with a separate oral explanation of the assignment and allowing them to ask questions about the assignment
  - C. Pairing the ELLs with native English-speaking peers to complete the project together
  - D. Allowing each ELL to prepare a presentation on an aspect of the criminal justice system in his or her native country

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.



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COMPETENCY 002

7. Jenny is a student in Mr. Thompson's eleventh-grade advanced building maintenance technology class. She has an acute speech impediment involving stuttering that gets worse when she is nervous or upset. Mr. Thompson is planning a lesson on electrical drawings, electrical symbols, schematics, one-line diagrams and wiring diagrams. In this lesson, each student must describe how to explain these to the class as though they were talking to a customer or client. Jenny is worried about the assignment because she is afraid she will embarrass herself in front of the class.

Which of the following is the most appropriate action for the teacher to take?

- A. Allowing Jenny to opt out of the assignment
- B. Suggesting to Jenny's parents that they enroll her in speech therapy
- C. Explaining to Jenny that the ability to talk in front of a group of people is a necessary skill in client relations
- D. Reviewing Jenny's Section 504 plan and complying with the listed accommodations for speaking

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## COMPETENCY 003

8. Mr. Langston, who teaches a problems-and-solutions, project-based research course to twelfth-grade students, is beginning a unit on researching projects related to students' career interests. Mr. Langston is launching a learning activity in which his students work in assigned groups to research one possible career path. At the end of each class, with exactly five minutes remaining, Mr. Langston requires his students to review all the work accomplished by their group that day and then list what they plan to accomplish the next day, and perform a self-assessment.

Which of the following is the most accurate statement regarding Mr. Langston's requirement at the end of each class?

- A. The practice results in Mr. Langston stopping instructional time early and engaging students in an activity that is not required by the Texas Essential Knowledge and Skills (TEKS), and it is therefore not the best use of instructional time.
- B. The practice provides a good opportunity for students to gain experience in a supervisory role and to build leadership skills to promote career readiness as they learn to hold other students accountable for group work.
- C. The practice serves as an icebreaker to promote student friendships in a fun and safe learning environment, as long as the students keep all their comments positive.
- D. The practice results in a positive student experience because it provides adequate opportunities for students to participate in reflection, self-assessment and closure.

Answer and Rationale

## COMPETENCY 003

9. Which TWO of the following instructional activities are especially well suited for visual learners?
- A. Listening to a story being read aloud
  - B. Participating in open discussions
  - C. Integrating music into a presentation
  - D. Observing a demonstration
  - E. Watching an instructional video

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## COMPETENCY 003

10. Mr. Livingston is teaching a unit on evaluating skills for personal success as part of a seventh-grade exploring-careers class. He asks his students to research effective time-management and goal-setting strategies and prepare a grammatically correct report based on the facts they discover.

Which of the following is the most accurate statement regarding the assignment?

- A. Mr. Livingston knows how to integrate academic subjects into trade and industrial education to make connections across disciplines.
- B. Mr. Livingston should not penalize students for grammatical errors because he is not an English teacher.
- C. Mr. Livingston's report assignment is a good example of incorporating different student learning approaches into instructional practices.
- D. Mr. Livingston knows how to create a learning environment in which diversity and individual differences are respected.

Answer and Rationale

## COMPETENCY 004

11. Ms. Lipscomb, who teaches a court systems and practices class to twelfth-grade students, frequently uses project-based learning in her class. Her goal is to create a learning environment in which diversity and individual differences are respected, and she wants to ensure that classroom interactions are polite, respectful and professional.

Ms. Lipscomb can best achieve her goal by doing which of the following?

- A. Actively engaging students in their learning, treating them like professional learners and keeping them busy with a constant stream of assignments
- B. Explaining her expectations regarding respect and professionalism in the classroom and having students contribute their own ideas for classroom rules and procedures to promote a positive and safe learning environment
- C. Allowing students to manage their own classroom behavior issues and choose their own rewards and consequences
- D. Providing students with a daily motivational message to encourage self-esteem and leadership skills and to help them succeed in life and as professionals

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## COMPETENCY 004

12. Ms. Erikson teaches a Career Preparation II class to 25 twelfth-grade students. She frequently uses project-based learning in her class, and her students respond well to that teaching style. The students work in groups, and she gives each group a challenge brief that outlines the specific project requirements. Near the conclusion of each project, Ms. Erikson’s class participates in a peer-review activity in which each group presents their project to another group to receive feedback before the final project is presented to the class for a grade. The student groups evaluate each other using the requirements in the challenge brief as a checklist. After verifying whether or not every requirement has been met, each member of the evaluating group must write down two positive comments and one constructive criticism about the project. The groups then discuss their evaluations together.

The primary benefit of Ms. Erikson having students participate in the peer-review activity using set guidelines for student evaluations is that it enables her to

- A. save time by having the student groups grade each others’ projects, allowing her to spend more time working with students who have individual instructional needs.
- B. assess how well students can follow instructions and complete an assignment from start to finish while staying focused on the main objective in the lesson.
- C. assess students’ prior knowledge and experiences in a particular subject matter and provide students with relevant and meaningful learning experiences.
- D. apply strategies for establishing a positive classroom climate that fosters student collaboration and active engagement in learning.

Answer and Rationale

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## COMPETENCY 004

13. Which of the following activities will best engage students in the introduction of a lesson?
- A. Reading a text silently
  - B. Playing a game or participating in a role-play activity
  - C. Writing a journal entry
  - D. Performing a preassessment of the topic

Answer and Rationale

## COMPETENCY 005

14. Ms. Dickerson teaches an eleventh-grade manufacturing engineering class. She frequently engages the class in project-based learning activities to give students the opportunity to work in groups and develop collaboration skills. Students are assigned to specific groups when working on project-based learning activities, and they are required to take on specific roles within their assigned groups. Each role has specific responsibilities and duties that are required for the completion of the project as a whole.

The primary benefit of this practice is that it enables Ms. Dickerson to

- A. promote students' ability to assume responsible roles and develop collaborative skills and individual accountability applicable to industrial practice.
- B. analyze ways in which external factors influence the educational environment and the trade and industrial curriculum as applied in a group work setting.
- C. draw upon students' prior knowledge to create a safe and secure learning environment in which students can feel confident in their learning and the exchange of ideas.
- D. provide enrichment opportunities for advanced students who require additional academic stimulation to achieve success in the classroom and future success in the workplace.

Answer and Rationale

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## COMPETENCY 005

15. A high school construction management class is often engaged in project-based group learning activities. Which of the following strategies is the most appropriate for the teacher to use when assigning students to a particular group?
- A. Allowing the students to choose their own groups so they have the opportunity to work with friends and have fun while learning
  - B. Selecting the groups based on the students' achievement level and putting students together who have similar grades to avoid conflict
  - C. Selecting the groups based on gender so the students can better focus on the project
  - D. Assigning the groups using several criteria to ensure that each group has students with a mixture of skills and each student can find ways to contribute

Answer and Rationale

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## COMPETENCY 005

16. Ms. Randall teaches forensic science to eleventh-grade students who engage in daily lab activities. At the beginning of the year, Ms. Randall assigns each student a number, and the student receives a lab coat marked with that number. The lab coats are hanging in a row on wall pegs, which are also marked with the student numbers. Each day, when the students arrive to class, they put on their lab coats and immediately begin the lab assignment listed on the board.

Which of the following is the most accurate statement regarding Ms. Randall's classroom routines and procedures?

- A. Ms. Randall's students know what to do when they come to class because she established a clear and specific procedure and reinforced it until it became routine.
- B. Ms. Randall's students know what to do when they come to class because students who take forensic science are very detail-oriented and will follow classroom routines and procedures because they want to focus on learning.
- C. Ms. Randall's students follow the classroom routines and procedures because she has a reputation for being a very strict teacher who will write a principal's office referral for any violation of the rules.
- D. Ms. Randall's students follow the classroom routines and procedures because she uses technology applications to promote students' knowledge and skills development.

Answer and Rationale

## COMPETENCY 005

17. Students in a welding class are tasked with daily work in a setting that requires constant supervision. Strict guidelines, determined by industry standards, do not allow for variations of rules and regulations. The teacher notices that students appear to lose focus of safety measures whenever they are confronted with deadlines for projects. Which of the following strategies should the teacher use to best ensure that students adhere to the guidelines?

- A. Applying tactics that will discipline students immediately for any rule violations
- B. Focusing on all rules and regulations on a daily basis
- C. Notifying the administration of every incident
- D. Canceling class because of the inability of students to follow instructions

Answer and Rationale

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COMPETENCY 006

18. Which of the following is the best example of how better communication can be fostered between an instructor and students in both the classroom and laboratory settings?
- A. The instructor creates a climate of trust and confidence.
  - B. The instructor offers as much information as possible in each lesson.
  - C. Implicit expectations of the instructor are understood by a majority of students.
  - D. If the students are taking too long to respond, the instructor shortens the response time.

Answer and Rationale

COMPETENCY 006

19. Ms. Robbins teaches a ninth-grade principles of architecture and construction class. She is teaching a unit on technology tools specific to architecture and construction to access, manage, integrate and create information, and her students have the assignment to research electronic mail applications. Students will present their findings to the class.

Ms. Robbins wants to use constructive feedback to guide her students' learning. Which of the following is the most important criteria for a teacher to consider when providing constructive feedback to students?

- A. Constructive feedback must be given when a student is emotionally ready to handle it and should not be given when a student is particularly vulnerable.
- B. Constructive feedback must be relevant, immediate and given in a manner that is respectful and encouraging for students.
- C. Constructive feedback should only be used as a classroom management tool to publicly point out when a student has violated a classroom rule or procedure.
- D. Constructive feedback should only be used with ongoing cognitive and performance-based assessments of student knowledge and skills.

Answer and Rationale

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## COMPETENCY 006

20. Mr. Kay, who teaches advanced heating, ventilation and air conditioning (HVAC) and refrigeration technology to twelfth-grade students, is beginning a unit on the theory of solid-state electronics. He writes two columns on the board titled "What we know" and "What we want to know." The students identify facts and issues that they already know regarding the theory of electronics and semiconductors as well as issues they are interested in learning about.

The primary benefit of the activity is that it will enable Mr. Kay to

- A. encourage his students to decide what the curriculum should incorporate.
- B. present content to his students in ways that are relevant and meaningful.
- C. create an environment of respect and professionalism during class discussions.
- D. minimize classroom management problems by engaging the students.

Answer and Rationale

## COMPETENCY 007

21. A career and technical education (CTE) teacher wants to connect classroom learning to work-based learning experiences for students. Which of the following will best accomplish that goal?

- A. Requiring students to participate in an internship at a local business
- B. Inviting a local business owner to speak to the students
- C. Having the students develop a résumé
- D. Facilitating a class discussion based on student work experiences

Answer and Rationale

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## COMPETENCY 007

22. Students in a career preparations class are eager to learn about job opportunities. A lack of funding prohibits students from traveling to and from an internship opportunity offered by a local judge using school-based modes of transportation. Upon verifying the validity of the training opportunity for the students, the teacher's best course of action is to
- A. cancel the request made by the judge as it does not follow the educational guidelines of the school district.
  - B. allow students to decide whether the opportunity meets or exceeds their needs and let them attend at will.
  - C. disregard the option as the request is not necessary to successfully complete the course.
  - D. collaborate with school administrators to find ways of making the opportunity available to all students.

Answer and Rationale

## COMPETENCY 007

23. Which of the following should the teacher primarily focus on when evaluating a work-based learning experience?
- A. Feedback from the mentor as well as the completion of student activities in a training plan
  - B. A participant's maturity, skills, conduct, management of student wages, and driving record
  - C. Completion of an interview as well as continued hiring due to a need within the company
  - D. Adherence to workplace policies along with pursuit of certifications and contributions to safety

Answer and Rationale

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## COMPETENCY 008

24. For an end-of-semester assignment, students in a career and technology course are required to give a PowerPoint presentation. Many students understand how to prepare such a presentation, but others lack the required knowledge of computer applications.

Which of the following is the most appropriate way for the teacher to provide assistance?

- A. Offering an alternate method of presenting the project, such as on poster board or as an essay or research paper
- B. Analyzing student need and developing instruction that enhances understanding of the required computer software
- C. Allowing the students to visit the library or a computer application course on their own time to enhance their learning
- D. Preparing slide templates for the students and allowing them to fill in the needed information on their own

Answer and Rationale

## COMPETENCY 008

25. In Mr. Lucas' advanced piping and plumbing technology class, eleventh- and twelfth-grade students learn proper procedures for the safe use, operation and maintenance of motorized equipment such as electrical generators. Observing students while they perform the maintenance procedures allows Mr. Lucas to track their progress and monitor their understanding and mastery of the necessary skills.

The primary benefit of this practice is that it enables Mr. Lucas to

- A. use technology to promote students' knowledge and skills development and to assess student learning.
- B. take a break from instruction to do other tasks.
- C. offer an instructional tool the students like, which will increase the number of students in his classes.
- D. use the electrical generators as a student privilege that can be taken away, thereby improving overall student behavior in class.

Answer and Rationale

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COMPETENCY 008

26. A teacher wants to integrate technology in the classroom to enhance instruction as well as meet the requirements of the Professional Development and Appraisal System (PDAS). Which of the following is of highest priority in preparation for a research project that uses the Internet?
- A. Creativity of the presentation
  - B. Identification of students' learning levels
  - C. Site credibility
  - D. Work-based learning

Answer and Rationale

COMPETENCY 009

27. Mr. Mazzacano is teaching a unit on juvenile law and assigns a learning activity in which students work in groups to prepare projects about juvenile law. Before the final presentations, the groups engage in a peer-review activity in which they present their projects to another group and receive feedback and suggestions for improvement.

Which of the following is the most accurate statement regarding Mr. Mazzacano's peer-review activity?

- A. Mr. Mazzacano should not require his students to engage in the peer-review activity.
- B. Mr. Mazzacano is relying on Bloom's taxonomy to aid learning.
- C. Mr. Mazzacano recognizes the benefits of student self-assessment.
- D. Mr. Mazzacano is providing resources for his students to use when exploring future career goals.

Answer and Rationale

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COMPETENCY 009

28. Which TWO of the following strategies are most effective for providing instructional feedback to a student?
- A. Supplying immediate oral responses to student misinterpretations
  - B. Reviewing a prior assignment with the student at the conclusion of a unit of study
  - C. Targeting an equal number of strengths and weaknesses in the student's work
  - D. Disregarding errors and misconceptions until the student has been retaught the material
  - E. Giving general comments about the student's quality of work when grading an assignment

Answer and Rationale

COMPETENCY 009

29. Which of the following is the primary benefit of using performance-based assessments?
- A. They cover more content than multiple-choice tests.
  - B. They require less time to administer and score.
  - C. They provide low-cost testing when administered to a large population of students.
  - D. They provide teachers with a clear picture of what students have or have not learned.

Answer and Rationale

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COMPETENCY 010

30. On a high school campus, low test scores have resulted in the revamping of several trade and industry classes. Several teachers have been reassigned, while others have been placed in temporary or probationary positions. Most teachers are hesitant to network with each other to resolve issues.

Which of the following should a first-year teacher do to best serve the campus community?

- A. Identify and help solve problems that negatively affect students, staff and faculty
- B. Follow the previously established teaching methods and strategies without trying to change the learning climate
- C. Report all irregularities to district personnel and allow them to take the appropriate action
- D. Request a transfer because of the teachers' inability to cope with the changes and the administrators' inability to take corrective action

Answer and Rationale

COMPETENCY 010

31. Which of the following is an educational preparation program that helps teachers implement interactive safety instruction?

- A. Environmental Protection Agency (EPA)
- B. CareerSafe Professional Development Program (CPDP)
- C. Individualized Education Program (IEP)
- D. Texas Department of State Health Services (DSHS)

Answer and Rationale

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## COMPETENCY 010

32. A new construction class is added to the curriculum at a local high school, but not all equipment is available during the first part of the school year. A trade and industry teacher is complying with all TEKS requirements for the curriculum. One of the units calls for the building and maintenance of two-story buildings, and the students in the construction class are tasked with the project. The project is nearing completion, and a student standing on a desk to paint the upper portion of a wall falls, requiring a visit from the nurse. The teacher must report the incident and the reason for the inappropriate use of inadequate equipment.

In assessing the situation, it is most important for the teacher to recognize that

- A. the teacher is not at fault for the student's misuse of equipment.
- B. the student must take responsibility for his or her actions.
- C. appropriate OSHA regulations were not met.
- D. the incident was unavoidable.

Answer and Rationale

## COMPETENCY 011

33. A trade and industry high school is seeking to raise the standards on their college preparatory program. The school has no current provisions for implementing the initiative other than to include rigorous, college-level honors courses. A teacher notices that students are struggling with the new curriculum. Which of the following approaches will most likely improve students' success with the new curriculum?
- A. Allowing students to make up work based on their ability to understand the errors they made during the initial implementation of the new program
  - B. Providing work that is less rigorous until students are able to sustain a full academic schedule for the newly implemented program
  - C. Lowering student expectations with the understanding that in the future they will be able to comprehend the rigor of the coursework
  - D. Promoting collaborative teams within the classroom as well as with members of the community who may enhance the quality of the curriculum

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## COMPETENCY 011

34. A small group of technical and industrial education (TIE) teachers meets regularly to discuss curriculum alignment and to collaborate on project-based learning topics and activities within the law, public safety, corrections and security cluster. The teachers also meet with members of the community who serve on a committee that advises the teachers and their students on industry standards and job opportunities.

The primary benefit of this practice is that it will enable the teachers to

- A. network within the community to build personal contacts to use as references during job interviews and increase their personal earning capacity.
- B. allow advisory committee members to instruct the students on issues related to legal and protective services while the teacher is able to take a sabbatical.
- C. develop and establish partnerships with internal and external entities and create and maintain collaborative relationships with educational partners to deliver the trade and industrial curriculum.
- D. present content to students in ways that are relevant and meaningful to students' prior knowledge and experience as it relates to the law, public safety, corrections and security cluster.

Answer and Rationale

## COMPETENCY 011

35. Which of the following is a primary purpose of a career and technical education advisory committee?
- A. To select curriculum based on industry standards
  - B. To adopt curriculum for classroom use
  - C. To review curriculum for technical accuracy
  - D. To develop curriculum to meet local industry needs

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.



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## COMPETENCY 012

36. The cocurricular nature of career and technical student organizations (CTSOs) allows the integration of career education and leadership development skills. There are eight CTSOs that meet program specifications. Which of the following CTSOs are the most appropriate ones for business education programs to participate in? Select all that apply.

- A. HOSA
- B. FCCLA
- C. SkillsUSA
- D. BPA
- E. FFA
- F. FBLA

Answer and Rationale

## COMPETENCY 012

37. Ms. Leoni hosts a chapter of the student organization SkillsUSA Law Enforcement. Participating students hold regular meetings in which they learn proper parliamentary procedure, have officer elections, participate in community service activities and compete in various law enforcement competitions on district, regional, state and national levels.

Which of the following is the most accurate statement regarding the primary purpose for hosting the student organization?

- A. The student organization gives students an opportunity to compete and win awards and trophies that can be displayed in the school's trophy case and bring recognition to Ms. Leoni's hard work and dedication to her students.
- B. The student organization gives students opportunities to develop leadership skills as well as knowledge of industry standards and job-related technical skills the students will use after high school as they pursue careers.
- C. The student organization gives students the ability to understand the value of human diversity in relation to employment and participate in activities that give them hands-on experience working together to achieve a common goal.
- D. The student organization gives students a better opportunity for employment because they can list it on their résumé.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 013

38. A trade and industrial education (TIE) class includes Allison, a regular, general education student who has been highly disruptive over a prolonged period. The teacher, Mr. Burnett, has tried various disciplinary measures but none have been effective. Mr. Burnett now believes that Allison should be removed from the classroom.

In this situation, Mr. Burnett's first step should be to do which of the following?

- A. Consult other teachers at the school to determine the most appropriate class to transfer Allison to
- B. Share records and documentation of Allison's behavior with the school principal
- C. Formally request that Allison be placed in a disciplinary alternative education program (DAEP)
- D. Meet with Allison's parents to obtain their consent for removing her from the classroom

Answer and Rationale

COMPETENCY 013

39. Section 504 of the Rehabilitation Act primarily differs from the Individuals with Disabilities Education Act (IDEA) in which of the following ways?

- A. Section 504 requires a written Individualized Education Program.
- B. Section 504 protects students after leaving the public school system.
- C. IDEA protects students after leaving the public school system.
- D. IDEA requires colleges and workplaces to make appropriate accommodations.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 013

40. A student in a trade and industrial education (TIE) program comes to class one day with noticeable bruises on her arms. When the teacher asks the student about the bruises, the student replies that she had a disagreement with her parents. The teacher should act by
- A. contacting a law enforcement agency to report suspected child abuse.
  - B. asking the school counselor to meet with the student and her parents.
  - C. observing the student in the coming weeks for further signs of abuse.
  - D. arranging for the school nurse to examine and document the bruises.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

## Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	B	<p><b>Option B is correct</b> because if the teacher creates lessons derived from the Texas Essential Knowledge and Skills (TEKS), he or she can keep students motivated and engaged. <b>Option A is incorrect</b> because a teacher needs to conduct a professional relationship between the teacher and student; the teacher should serve as a mentor to the students in a classroom setting, not as a personal friend outside school. <b>Option C is incorrect</b> because the teacher is responsible for teaching his or her students the TEKS; therefore, he or she should not let students use class time for other homework, relaxing or sleeping. <b>Option D is incorrect</b> because creating busywork for students is not a good way to keep them engaged in their learning, nor does it help them address the challenges of adulthood.</p> <p><a href="#">Back to Question</a></p>
2	001	A	<p><b>Option A is correct</b> because this activity requires students to work collaboratively to develop conclusions and to do so using curriculum-appropriate data. <b>Option B is incorrect</b> because independent research is unstructured and a presentation is not collaborative. <b>Option C is incorrect</b> because listing and outlining fair business practices from a textbook for homework does not involve the production of meaningful student work. <b>Option D is incorrect</b> because the proposed activity is only tangentially related to its goal and does not involve the production of meaningful student work.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
3	001	A, B, D	<p><b>Option A is correct</b> because students developing cognitively need to see principles applied in real world settings in order to understand their value and importance. <b>Option B is correct</b> because authentic learning experiences give students an understanding of the knowledge and skill and their context, further cementing the conceptual knowledge they need to develop at this developmental stage. <b>Option D is correct</b> because students need to see applications of knowledge in explorations and struggle with uncertainties through discussion and discourse. <b>Option C is incorrect</b> because these students need to begin developing abstract thinking and an over reliance on concrete knowledge will inhibit that process. <b>Option E is incorrect</b> because students need an opportunity to exchange ideas with their peers through small group work, direct teaching does not help this process.</p> <p>Back to Question</p>
4	002	A	<p><b>Option A is correct</b> because assigning students to diverse groups allows Mr. Darlow to incorporate diversity into classroom activities and promote acceptance and respect. <b>Option B is incorrect</b> because using mixed groups is not about providing an organized learning environment. <b>Option C is incorrect</b> because mixed groups are not a classroom management tool. <b>Option D is incorrect</b> because mixed groups are not related to maximizing instruction time; rather they are used to promote diversity in the classroom.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	002	B	<p><b>Option B is correct</b> because placing Julian in a seat near the teacher and next to another student who speaks both English and Julian’s native language is the best way to ensure that Julian has a full opportunity to master the essential knowledge and skills of the required curriculum while feeling more at ease in his new classroom setting. <b>Option A is incorrect</b> because seating Julian in the back of the classroom will most likely make him feel like he is not valued. <b>Option C is incorrect</b> because seating Julian in a separate part of the classroom may make him feel excluded. <b>Option D is incorrect</b> because asking a new ELL student to stand in front of the classroom and introduce himself can be overwhelming and make him feel anxious.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
6	002	C	<p><b>Option C is correct</b> because the Texas Education Code, Chapter 89, Subchapter BB §89.1210, provides that instruction should be modified to ensure that English-language learners have a full opportunity to master the essential knowledge and skills of the required curriculum, and pairing an English-language learner with a student who speaks English fluently helps to give the ELL that opportunity. <b>Option A is incorrect</b> because providing a printed instruction sheet does not modify the assignment in such a way that would ensure that the ELLs have a full opportunity to master the curriculum. <b>Option B is incorrect</b> because providing an oral explanation of the instructions does not modify the assignment in such a way that would ensure that the ELLs have a full opportunity to master the curriculum. <b>Option D is incorrect</b> because changing the assignment to something other than that required by the curriculum does not allow the ELLs to have a full opportunity to master the curriculum.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	002	D	<p><b>Option D is correct</b> because the teacher must comply with the accommodations for a student with a disability that affects a major life activity, as defined in the Section 504 regulations at 34 C.F.R. 104.3(j)(2)(ii). Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Teachers must comply with the accommodations for each individual student. <b>Options A, B and C are incorrect</b> because they are not compliant with Section 504 of the Rehabilitation Act of 1973.</p> <p><a href="#">Back to Question</a></p>



Question Number	Competency Number	Correct Answer	Rationales
8	003	D	<p><b>Option D is correct</b> because it is the most accurate statement regarding Mr. Langston’s daily practice of student self-assessment and group evaluation. Requiring students to review their daily work accomplishments and plan for the next day provides an opportunity for students to participate in reflection, self-assessment and closure, which serves as effective, coherent and engaging assessment and promotes student learning. <b>Option A is incorrect</b> because it is not an accurate statement. Student reflection and self-assessment is an effective practice to promote student learning. <b>Option B is incorrect</b> because it is not the most accurate statement regarding Mr. Langston’s requirement of daily reflection and self-assessment by his students. Students also learn to be personally accountable for group work, not just to hold other students accountable. <b>Option C is incorrect</b> because it is not the most accurate statement regarding Mr. Langston’s requirement of daily reflection and self-assessment by his students. Self-assessment and group evaluation are more than icebreakers.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	003	D, E	<p><b>Option D is correct</b> because a visual learner will benefit from visually stimulating activities and materials such as demonstrations. <b>Option E is correct</b> because video is another type of visually stimulating material from which a visual learner will benefit. <b>Option A is incorrect</b> because storytelling appeals to auditory learners. <b>Option B is incorrect</b> because participating in discussions benefits verbal learners. <b>Option C is incorrect</b> because integrating music into a presentation will most benefit an auditory learner.</p> <p>Back to Question</p>
10	003	A	<p><b>Option A is correct</b> because it is the most accurate statement regarding Mr. Livingston’s report assignment. By grading grammar, punctuation and spelling, Mr. Livingston shows that he knows the importance of integrating academic subjects such as English into trade and industrial education and making connections across disciplines. <b>Option B is incorrect</b> because it is an incorrect statement altogether. It is important to integrate academic subjects into trade and industrial education and to make connections across disciplines. <b>Option C is incorrect</b> because the assignment is not a true example of incorporating students’ varying approaches to learning into instructional practices. <b>Option D is incorrect</b> because it is not the best answer and because the assignment is not a good example of how to create environments in which diversity and individual differences are respected.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	004	B	<p><b>Option B is correct</b> because explaining her expectations regarding respect and professionalism in the classroom is the best way for Ms. Lipscomb to achieve the goal of creating a learning environment in which diversity and individual differences are respected. Allowing students to contribute their own ideas for classroom rules and procedures to promote a positive and safe learning environment will ensure that class-room interactions are polite, respectful and professional.</p> <p><b>Option A is incorrect</b> because it is inconsistent. The answer choice promotes actively engaging students in their learning and treating students as professional learners, but then promotes busywork when it states “keeping them busy with a constant stream of assignments.” This is not an effective way of creating a learning environment in which diversity and individual differences are respected, nor does busywork ensure that classroom interactions are polite, respectful and professional. <b>Option C is incorrect</b> because allowing her students to manage their own classroom behavior issues and choose their own rewards and consequences is not the best way to achieve the goal of a polite, respectful and professional learning environment.</p> <p><b>Option D is incorrect</b> because providing students with a daily motivational message to encourage self-esteem and leadership skills is not enough to achieve the goal of creating a learning environment in which diversity and individual differences are respected. It also is not the best way to ensure that classroom interactions are polite, respectful and professional.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
12	004	D	<p><b>Option D is correct</b> because the primary benefit of having students participate in the peer-review activity is fostering collaboration and active engagement in learning. <b>Option A is incorrect</b> because saving time for the teacher is not the primary benefit of peer-review activities. <b>Option B is incorrect</b> because assessing how well students can follow instructions, complete an assignment and stay focused is not the primary benefit of peer review. <b>Option C is incorrect</b> because assessing prior knowledge and experiences is not the primary benefit of peer review.</p> <p>Back to Question</p>
13	004	B	<p><b>Option B is correct</b> because introducing a lesson through a game or role-play activity will create enthusiasm for learning. <b>Option A is incorrect</b> because silent reading of a text is not likely to create enthusiasm for learning. <b>Option C is incorrect</b> because a writing activity alone will not motivate students. <b>Option D is incorrect</b> because a preassessment of a topic does not engage students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
14	005	A	<p><b>Option A is correct</b> because the primary benefit of assigning specific roles within a group is to promote students' ability to assume responsible roles and develop collaborative skills and individual accountability applicable to industrial practice. <b>Option B is incorrect</b> because the scenario does not involve analyzing ways in which external factors influence the educational environment and the trade and industrial curriculum. <b>Option C is incorrect</b> because the scenario does not involve drawing upon students' prior knowledge of a particular subject matter. <b>Option D is incorrect</b> because the scenario does not involve providing enrichment opportunities for the advanced students.</p> <p><a href="#">Back to Question</a></p>
15	005	D	<p><b>Option D is correct</b> because it is best to include students with a mix of skills in each group, so each student can find ways to contribute to the group effort, resulting in a positive, productive learning environment. <b>Option A is incorrect</b> because allowing students to choose their own groups can cause social isolation and student discipline problems. <b>Option B is incorrect</b> because selecting groups based on student achievement level will result in all the low-achieving students being grouped together, which is not an effective way to promote student achievement or create a positive, productive learning environment. <b>Option C is incorrect</b> because separating groups based on gender does not promote student achievement, nor does gender-based grouping create a positive, productive learning environment.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
16	005	A	<p><b>Option A is correct</b> because the teacher has followed the steps to teaching procedures, which are to explain and rehearse the procedure until it becomes routine. <b>Option B is incorrect</b> because classroom routines and procedures are not based on whether students are detail-oriented. <b>Option C is incorrect</b> because a teacher should not use fear to teach or enforce classroom routines and procedures. <b>Option D is incorrect</b> because the scenario does not present evidence that the teacher is using technology applications to promote classroom routines and procedures.</p> <p>Back to Question</p>
17	005	B	<p><b>Option B is correct</b> because the consistent implementation of all rules and regulations will keep students safe, first and foremost. Additionally, over time, the students will become more effective at implementing the rules and regulations in shorter amounts of time. <b>Option A is incorrect</b> because mere discipline may not display a genuine care for the student, and it may not correct the problem. <b>Option C is incorrect</b> because the administration requires teachers to apply appropriate classroom management techniques, not immediate remedies. <b>Option D is incorrect</b> because it is the duty of every teacher to allow effective discipline techniques to take effect rather than canceling the opportunity for students to excel in and out of the classroom.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
18	006	A	<p><b>Option A is correct</b> because this atmosphere maximizes efficiency of communication by creating a climate of trust and confidence between the student and teacher. <b>Option B is incorrect</b> because the instructor should strive for a balance between too much and too little information. <b>Option C is incorrect</b> because an instructor should be explicit about expectations. <b>Option D is incorrect</b> because an instructor should give students time to process the instructor’s message.</p> <p>Back to Question</p>
19	006	B	<p><b>Option B is correct</b> because constructive feedback must be relevant, immediate, factual, helpful, confidential, respectful, tailored and encouraging. <b>Option A is incorrect</b> because the most important criteria to consider when giving constructive feedback are not whether the student is emotionally ready to handle it. <b>Option C is incorrect</b> because constructive feedback should not be used only as a classroom management tool, and singling out a student or publicly pointing out when a student has violated a classroom rule or procedure is not constructive feedback. <b>Option D is incorrect</b> because cognitive and performance-based assessments of student knowledge and skills are not relevant to the scenario.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
20	006	B	<p><b>Option B is correct</b> because by determining what his students already know about a particular subject, Mr. Kay can present content to students in ways that are relevant. <b>Option A is incorrect</b> because the primary benefit of this activity is not for the teacher to encourage students to make decisions about the curriculum. <b>Option C is incorrect</b> because the primary benefit of this activity is not to create an environment of respect and professionalism. <b>Option D is incorrect</b> because the activity does not directly relate to classroom management.</p> <p><a href="#">Back to Question</a></p>
21	007	A	<p><b>Option A is correct</b> because an internship will be directly related to what is taught in the classroom. <b>Option B is incorrect</b> because students should gain personal work experience, not just hear about it secondhand. <b>Options C and D are incorrect</b> because a résumé and discussion of student work experiences will not best accomplish the goal.</p> <p><a href="#">Back to Question</a></p>



Question Number	Competency Number	Correct Answer	Rationales
22	007	D	<p><b>Option D is correct</b> because the teacher must provide alternate and effective methods to supplement student learning and prepare students for career opportunities. By working with school administrators, the teacher will be making an opportunity accessible to all students.</p> <p><b>Option A is incorrect</b> because TEKS guidelines allow for the implementation of different tactics to provide supplemental instruction for students. <b>Option B is incorrect</b> because all students should have equal opportunity to attend supplemental activities. <b>Option C is incorrect</b> because it disregards the educational opportunities that all students should have access to.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
23	007	A	<p><b>Option A is correct</b> because reviewing feedback from the mentor as well as the completion of student activities in a training plan are areas that a teacher should focus on when evaluating student progress in a work-based learning experience. <b>Option B is incorrect</b> because some of these aspects of student success in a work-based learning program are requirements for entry into the program, such as maturity and a good driving record, rather than something that students make progress in over time. <b>Option C is incorrect</b> because completion of an interview is likely a requirement for placement into a work-based learning experience, and continued hiring after the school-sponsored work-based learning experience is not a requirement for students to receive a favorable evaluation from a teacher (opportunities with a company beyond the school work-based learning experience may or may not be available, depending on many factors beyond the students' control in addition to student performance). <b>Option D is incorrect</b> because following workplace policies is something that students are required to do, and not necessarily something that progress would be tracked in over time. Certifications may or may not be available to the student in their field area. Furthermore, contributions to safety could be part of an overall evaluation of the student, but it alone is not the only factor, and students are required to practice safety at all job sites.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
24	008	B	<p><b>Option B is correct</b> because a teacher must create an effective teaching and learning environment and use methods that will allow students to participate equally. <b>Option A is incorrect</b> because the curriculum calls for the understanding of technology used in trade and industry. <b>Option C is incorrect</b> because students should learn in their own classroom instead of having to rely on others to educate them. In addition, it is the teacher's responsibility to ensure that students' learning of computer applications is enhanced, and this responsibility should not be passed on to the students alone. <b>Option D is incorrect</b> because it does not allow the students to grow to meet their own potential.</p> <p><a href="#">Back to Question</a></p>
25	008	A	<p><b>Option A is correct</b> because the primary benefit of using the technology is that it promotes student knowledge and skills development. Also the teacher can observe the students' interacting with the technology to assess student learning. <b>Option B is incorrect</b> because the primary benefit of using the equipment and procedures is not to give the teacher a break from instruction <b>Option C is incorrect</b> because the primary benefit of using technology is not that it increases the teacher's job security. <b>Option D is incorrect</b> because the primary benefit of using the equipment is not to use it as a classroom management tool.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
26	008	C	<p><b>Option C is correct</b> because information needs to be from a valid source when using technology. <b>Option A is incorrect</b> because while creativity in the lesson will hold students' attention, it is not the priority. <b>Option B is incorrect</b> because the students' learning level will be addressed upon the presentation of the lesson. <b>Option D is incorrect</b> because it is not of the highest priority in preparation for a lesson that will use the Internet.</p> <p>Back to Question</p>
27	009	C	<p><b>Option C is correct</b> because the purpose of peer review is to promote students' ability to use feedback to guide and enhance student learning; therefore, this is the most accurate statement regarding Mr. Mazzacano's peer-review activity. <b>Option A is incorrect</b> because it is a false statement; peer review does not compromise the integrity of students' work. <b>Option B is incorrect</b> because it is unrelated to the topic addressed in this question. <b>Option D is incorrect</b> because it is not related to the topic addressed in this question and is not the most accurate statement regarding Mr. Mazzacano's peer-review activity.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
28	009	A, C	<p><b>Option A is correct</b> because instructional feedback should be given as soon as possible. <b>Option C is correct</b> because feedback should focus on both positive aspects and areas for growth. It is best if commentary addresses at least as many student strengths as areas for growth. <b>Option B is incorrect</b> because waiting until the end of the unit to provide feedback is an ineffective practice. <b>Option D is incorrect</b> because errors and misconceptions should be addressed as soon as possible. <b>Option E is incorrect</b> because feedback should be specific, not general.</p> <p><a href="#">Back to Question</a></p>
29	009	D	<p><b>Option D is correct</b> because performance-based assessments provide teachers with meaningful information about what students have or have not learned. <b>Option A is incorrect</b> because performance-based assessments typically cover less content than multiple-choice tests. <b>Option B is incorrect</b> because performance-based assessments require more time to administer and score than multiple-choice testing. <b>Option C is incorrect</b> because performance-based assessments are expensive to implement and score with a large population of students.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
30	010	A	<p><b>Option A is correct</b> because the role of faculty is to build a culture of service centered on student needs. <b>Option B is incorrect</b> because years of service do not affect the need to change the climate for the sake of students, faculty and staff. A new teacher might bring insight.</p> <p><b>Option C is incorrect</b> because although some issues may require reports to district officials, campus issues may require positive work by those involved and working within the campus.</p> <p><b>Option D is incorrect</b> because requesting a transfer is not the best way to serve the campus community.</p> <p>Back to Question</p>
31	010	B	<p><b>Option B is correct</b> because the CareerSafe Professional Development Program (CPDP) provides detailed information for CTE teachers to use to implement interactive safety instruction.</p> <p><b>Option A is incorrect</b> because the agency’s mission is to protect human health and the environment. <b>Option C is incorrect</b> because an Individualized Education Program is a plan for the education of a student with special needs.</p> <p><b>Option D is incorrect</b> because the DSHS monitors overall health situations, not classroom instruction.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
32	010	C	<p><b>Option C is correct</b> because the teacher must follow OSHA regulations. All safety measures must be adhered to, even if equipment is not available. <b>Option A is incorrect</b> because regardless of whether the appropriate equipment is available, no project should be finalized using shortcuts. <b>Option B is incorrect</b> because the teacher is ultimately responsible for student performance. <b>Option D is incorrect</b> because for every cause there is a consequence. In this scenario, a consequence is inevitable.</p> <p>Back to Question</p>
33	011	D	<p><b>Option D is correct</b> because collaborative teams build knowledge and promote comprehension of material. This effort establishes real-life rigor and an introduction to college-level curriculum. <b>Option A is incorrect</b> because merely making up work will not effectively prepare students for college-level coursework. <b>Option B is incorrect</b> because fewer rigors will not develop students into college-ready students. <b>Option C is incorrect</b> because lowering expectations may lead to student failure in their future endeavors as college-bound students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
34	011	C	<p><b>Option C is correct</b> because when the teachers meet regularly as a team and when they meet with their advisory committee, they are developing and establishing partnerships with internal and external entities and creating and maintaining collaborative relationships with educational partners to deliver the trade and industrial curriculum. This is the best answer. <b>Option A is incorrect</b> because the purpose of teachers meeting with an advisory committee is not to pursue a career outside teaching or to build personal contacts to use as references during outside job interviews. <b>Option B is incorrect</b> because the purpose of meeting with the advisory committee is not to allow the teachers to take a break from teaching and focus on personal business. <b>Option D is incorrect</b> because students' prior knowledge and experience is not the issue in this question.</p> <p><a href="#">Back to Question</a></p>
35	011	C	<p><b>Option C is correct</b> because an advisory committee helps review curriculum for accuracy and may make suggestions about additional resources needed for instruction. <b>Option A is incorrect</b> because the advisory committee does not select curriculums. <b>Option B is incorrect</b> because the advisory committee has no power to adopt curriculum materials. <b>Option D is incorrect</b> because the advisory committee is not expected to develop new curriculums.</p> <p><a href="#">Back to Question</a></p>



Question Number	Competency Number	Correct Answer	Rationales
36	012	D, F	<p><b>Option D is correct</b> because BPA activities are specifically for business-occupation students. <b>Option F is correct</b> because the activities of FBLA are also specifically for business-occupation students. <b>Option A is incorrect</b> because HOSA is for health-career programs. <b>Option B is incorrect</b> because FCCLA is for the family consumer science programs. <b>Option C is incorrect</b> because even though SkillsUSA includes activities for business occupations, it is not specifically for business programs. <b>Option E is incorrect</b> because FFA is for those students studying agriculture.</p> <p><a href="#">Back to Question</a></p>
37	012	B	<p><b>Option B is correct</b> because the purpose of the student organization is to provide students with opportunities to develop leadership skills as well as knowledge of industry standards and job-related technical skills the students will use after high school as they pursue careers. <b>Option A is incorrect</b> because the purpose of the student organization is not to win student competitions to bring recognition to the teacher’s hard work and dedication. <b>Option C is incorrect</b> because diversity is not the issue in this question, and this is not the best answer choice. <b>Option D is incorrect</b> because the purpose of the student organization is not simply to enhance student résumés.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
38	013	B	<p><b>Option B is correct</b> because the consent of the school principal is required to remove a student from class. Providing documentation of disruptive behavior to the principal can support the teacher’s request for removal and any subsequent meetings about the student’s behavior with the principal and parents. <b>Option A is incorrect</b> because the teacher does not have the authority to transfer the student without the principal’s consent. <b>Option C is incorrect</b> because DAEPs are generally for students who engage in more serious actions, such as bullying or carrying weapons to school. <b>Option D is incorrect</b> because the consent of the principal, not the parents, is required to remove the student.</p> <p>Back to Question</p>
39	013	B	<p><b>Option B is correct</b> because Section 504 of the Rehabilitation Act provides protection to students in accordance with Americans with Disabilities Act (ADA) after leaving the public school system. <b>Option A is incorrect</b> because Section 504 does not require the school to provide a written IEP. <b>Option C is incorrect</b> because IDEA protections end when the student leaves the public school system or turns 22. <b>Option D is incorrect</b> because IDEA protects students through high school graduation or the age of 21. It does not require colleges or workplaces to make appropriate accommodations based on an individual’s learning disability.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
40	013	A	<p><b>Option A is correct</b> because education professionals are required by Texas law to report suspected child abuse within 48 hours of initially noticing the signs of abuse. <b>Option B is incorrect</b> because involving the parents in the matter directly is not an appropriate way to handle suspected abuse. <b>Option C is incorrect</b> because teachers should not delay reporting legitimate suspicions about suspected abuse. <b>Option D is incorrect</b> because official documentation of signs of child abuse should be performed by law enforcement officials, not school personnel.</p> <p><a href="#">Back to Question</a></p>



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## 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 Curriculum/Technology Quarterly*, Association for Supervision and Curriculum Development. <http://www.ascd.org/publications/ctq/spring2003/Connecting-Curriculum-Mapping-and-Technology.aspx>

*ASCD Update*, Newsletter of the Association for Supervision and Curriculum Development. <http://www.ascd.org/Publications/newsletters/education-update/Education-Update.aspx>

*Educational Leadership*, Journal of the Association for Supervision and Curriculum Development. <http://www.ascd.org/publications/educational-leadership.aspx>

*English Journal*, National Council of Teachers of English. <http://www.ncte.org/journals/ej>

*Exceptional Children*, Council for Exceptional Children. <http://www.cec.sped.org/>

*Journal of Computing in Childhood Education*, Journal of the Association for the Advancement of Computing in Education. <https://www.aace.org/pubs/>

*Journal of Industrial Teacher Education*, National Association of Industrial and Technical Teacher Educators. <http://scholar.lib.vt.edu/ejournals/JITE/v43n1/gagel.html>

*Journal of Reading*, International Reading Association. <http://www.reading.org/general/publications/Journals.aspx>

*Journal of Vocational Education Research*, American Vocational Education Research Association. <http://scholar.lib.vt.edu/ejournals/JVER/>

*Learning and Leading with Technology*, International Society for Technology in Education. <http://www.iste.org/learn/publications/learning-leading>

*Mathematics Teacher*, National Council of Teachers of Mathematics. <http://www.nctm.org/Default.aspx>

*Social Education*, National Council for the Social Studies. <http://www.socialstudies.org/>

*Tech Directions Journal*, Prakken Publications, Inc. <https://www.techdirections.com/>

*The Technology Teacher*, Journal of the International Technology Education Association. <http://www.iteaconnect.org/>

*Vocational Education Journal*, Association for Career and Technical Education. <http://scholar.lib.vt.edu/ejournals/CTER/>

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*Yearbooks for the Council on Technology Teacher Education*, Glencoe/McGraw-Hill.  
[http://www.glencoe.com/sites/common\\_assets/trade\\_ind\\_ed/pdfs/ctte\\_yearbook\\_2009.pdf](http://www.glencoe.com/sites/common_assets/trade_ind_ed/pdfs/ctte_yearbook_2009.pdf)

## **OTHER RESOURCES**

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, Sixth Edition. Washington, D.C.
- Association for Supervision and Curriculum Development. (1998). *Learning and Technology: 1998 ASCD Yearbook*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Child Labor Requirements in Nonagricultural Occupations*. Publication WH-1330. (Revised 2001). U.S. Department of Labor, Wage and Hour Division.
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- Sarkees-Wircenski, M., and Scott, J. L. (1995). *Vocational Special Needs*. Homewood, IL: American Technical Publishers, Inc.
- Scott, J. L., and Sarkees-Wircenski, M. (2008). *Overview of Career and Technical Education*, Fourth Edition. Homewood, IL: American Technical Publishers.
- Texas Education Agency (2013–2014). *Student Attendance Accounting Handbook*.

#### **ONLINE RESOURCES**

- ACTEonline — <http://www.acteonline.org>
- ATELS\_BAT Information — [http://www.doleta.gov/atels\\_bat](http://www.doleta.gov/atels_bat)
- Department of Labor Wage and Hour Division — <http://www.dol.gov/whd>
- IRS Home — <http://www.irs.ustreas.gov>
- Learning Skills Program—Bloom's Taxonomy — <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>
- Occupational Safety & Health Administration — OSHA Home Page — <http://www.osha.gov>
- SkillsUSA — VICA's Home Page — <http://www.skillsusa.org>
- TCLEOSE — <http://www.tcole.texas.gov>
- Texas Administrative Code — <http://info.sos.state.tx.us>
- Texas Administrative Code Sales Tax Information — [http://info.sos.state.tx.us/pub/plsql/readtac\\$ext.ViewTAC?tac\\_view=5&ti=34&pt=1&ch=3&sch=O&rl=Y](http://info.sos.state.tx.us/pub/plsql/readtac$ext.ViewTAC?tac_view=5&ti=34&pt=1&ch=3&sch=O&rl=Y)
- Texas Higher Education Coordinating Board — <http://www.thecb.state.tx.us>
- Texas State Plumbing Examiners — <http://www.tsbpe.state.tx.us>
- Texas Workforce Commission — <http://www.twc.state.tx.us>
- United States Department of Labor — <http://www.dol.gov>

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Welcome to Prevent Blindness America — <http://www.preventblindness.org>

Welcome to Texas Cosmetology Commission —  
<https://www.tdlr.texas.gov/cosmet/cosmet.htm>

Work Opportunity and Welfare-to-Work Tax Credits —  
<http://www.doleta.gov/business/incentives/opptax/>