

Texas Examinations of Educator Standards™ (TE_xES™) Program

Preparation Manual

Pedagogy and Professional Responsibilities EC–12 (160)



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About The Test

Test Name	Pedagogy and Professional Responsibilities EC-12
Test Code	160
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Pedagogy and Professional Responsibilities EC-12 (160) 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 multiple-choice questions are based on the Pedagogy and Professional Responsibilities EC-12 test framework and cover grades EC-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	34%	Pedagogy and Professional Responsibilities EC-12: I
II.	Creating a Positive, Productive Classroom Environment	13%	Pedagogy and Professional Responsibilities EC-12: II
III.	Implementing Effective, Responsive Instruction and Assessment	33%	Pedagogy and Professional Responsibilities EC-12: I, III; Technology Applications: I-V
IV.	Fulfilling Professional Roles and Responsibilities	20%	Pedagogy and Professional Responsibilities EC-12: IV

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The Standards

Pedagogy and Professional Responsibilities EC–12 Standard I

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

Pedagogy and Professional Responsibilities EC–12 Standard II

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

Pedagogy and Professional Responsibilities EC–12 Standard III

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

Pedagogy and Professional Responsibilities EC–12 Standard IV

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

Technology Applications Standard I

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

Technology Applications Standard II

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

Technology Applications Standard III

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

Technology Applications Standard IV

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

Technology Applications Standard V

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

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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 teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.*

The beginning teacher:

- A. Knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12.
- B. Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 12 and the implications of this developmental variation for instructional planning.
- C. Analyzes ways in which developmental characteristics of students in early childhood through grade 12 impact learning and performance and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
- D. Demonstrates an understanding of physical changes that occur in early childhood through adolescence, factors that affect students' physical growth and health (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and ways in which physical development impacts development in other domains (i.e., cognitive, social, emotional).
- E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and emotional development impacts their development in other domains (i.e., cognitive, physical).

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

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Competency 002: *The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.*

The beginning teacher:

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

Competency 003: *The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.*

The beginning teacher:

- A. Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.

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- B. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs and interests; alignment with campus and district goals).
 - C. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.
 - D. Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs.
 - E. Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes and to meet varied student needs.
 - F. Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
 - G. Plans learning experiences that provide students with developmentally appropriate opportunities to explore content from integrated and varied perspectives (e.g., by presenting thematic units that incorporate different disciplines, providing intradisciplinary and interdisciplinary instruction, designing instruction that enables students to work cooperatively, providing multicultural learning experiences, prompting students to consider ideas from multiple viewpoints, encouraging students' application of knowledge and skills to the world beyond the school).
 - H. Allocates time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment and closure.

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

The beginning teacher:

- A. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).
- B. Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments.

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- C. Understands that the middle-level years are a transitional stage in which students may exhibit characteristics of both older and younger children and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating diversity, making a commitment to continued schooling).
 - D. Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning.
 - E. Stimulates reflection, critical thinking and inquiry among students (e.g., supports the concept of play as a valid vehicle for young children’s learning; provides opportunities for young children to manipulate materials and to test ideas and hypotheses; engages students in structured, hands-on problem-solving activities that are challenging; encourages exploration and risk-taking; creates a learning community that promotes positive contributions, effective communication and the respectful exchange of ideas).
 - F. Enhances learning for students by providing age-appropriate instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning and inquiry; promoting students’ development of research skills).
 - G. Teaches, models and monitors organizational and time-management skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials for young children, keeping related materials together, using organizational tools, using effective strategies for locating information and organizing information systematically).
 - H. Teaches, models and monitors age-appropriate study skills (e.g., using graphic organizers, outlining, note-taking, summarizing, test-taking) and structures research projects appropriately (e.g., teaches students the steps in research, establishes checkpoints during research projects, helps students use time-management tools).
 - I. Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students’ learning.
 - J. Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning and plans instruction and assessment with awareness of social and cultural factors to enhance all students’ learning.
 - K. Understands the importance of self-directed learning and plans instruction and assessment that promote students’ motivation and their sense of ownership of and responsibility for their own learning.

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

Domain II – Creating a Positive, Productive Classroom Environment

Competency 005: *The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.*

The beginning teacher:

- A. Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).
- B. Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.
- C. Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.
- D. Presents instruction in ways that communicate the teacher's enthusiasm for learning.
- E. Uses a variety of means to convey high expectations for all students.

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- F. Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.
 - G. Creates a safe, nurturing and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

Competency 006: *The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.*

The beginning teacher:

- A. Analyzes the effects of classroom routines and procedures on student learning, and knows how to establish and implement age-appropriate routines and procedures to promote an organized and productive learning environment.
- B. Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
- C. Organizes and manages group activities that promote students' ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability.
- D. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
- E. Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies and technology; and to coordinate the performance of noninstructional duties (e.g., taking attendance) with instructional activities.
- F. Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books and facilitating communication.
- G. Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
- H. Applies theories and techniques related to managing and monitoring student behavior.
- I. Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.

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- J. Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (e.g., academic integrity) in the classroom (e.g., communicating high and realistic behavior expectations, involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding appropriately to various types of behavior).

Domain III – Implementing Effective, Responsive Instruction and Assessment

Competency 007: *The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.*

The beginning teacher:

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

Competency 008: *The teacher provides appropriate instruction that actively engages students in the learning process.*

The beginning teacher:

- A. Employs various instructional techniques (e.g., discussion, inquiry, problem solving) and varies teacher and student roles in the instructional process and provides instruction that promotes intellectual involvement and active student engagement and learning.

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- B. Applies various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time).
 - C. Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.
 - D. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs.
 - E. Engages in continuous monitoring of instructional effectiveness.
 - F. Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation.
 - G. Employs effective motivational strategies and encourages students' self-motivation.
 - H. Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.
 - I. Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading and/or writing in accordance with the ELPS.
 - J. Develops the foundation of English language vocabulary, grammar, syntax and mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the ELPS.

Competency 009: *The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.*

The beginning teacher:

- A. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).
- B. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).
- C. Applies procedures for acquiring, analyzing and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).

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- D. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating and editing word processing documents, spreadsheet documents and databases; using graphic tools; participating in electronic communities as learner, initiator and contributor; sharing information through online communication).
 - E. Knows how to use productivity tools to communicate information in various formats (e.g., slide show, multimedia presentation, newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet document, video).
 - F. Knows how to incorporate the effective use of current technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities and materials to integrate the Technology Applications TEKS into the curriculum.
 - G. Knows how to evaluate students' technologically produced products and projects using established criteria related to design, content delivery, audience and relevance to assignment.
 - H. Identifies and addresses equity issues related to the use of technology.

Competency 010: *The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.*

The beginning teacher:

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

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Domain IV – Fulfilling Professional Roles and Responsibilities

Competency 011: *The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.*

The beginning teacher:

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

Competency 012: *The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.*

The beginning teacher:

- A. Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).
- B. Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students’ learning and to achieve campus and district goals.
- C. Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).
- D. Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).
- E. Uses resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.

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- F. Recognizes characteristics, goals and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.
 - G. Works productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.
 - H. Understands and uses professional development resources (e.g., mentors and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills and technological expertise.
 - I. Engages in reflection and self-assessment to identify strengths, challenges and potential problems; improve teaching performance; and achieve professional goals.

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

The beginning teacher:

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

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Pedagogy and Professional Responsibilities EC–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 EC–12 teacher.

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

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a 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 multiple-choice 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.

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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.

Question Formats

You may see the following types of multiple-choice 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.

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The following three questions are examples of the single-question format. The first question tests knowledge of Pedagogy and Professional Responsibilities EC–12 Competency 006: *The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.*

Example 1

1. 1. The children in a kindergarten classroom often become so engaged in their activities that the teacher has trouble getting them to stop what they are doing and begin transitioning to another activity. The teacher can best address this problem by using which of the following approaches?
 - A. Organize each activity in ways that prompt children to begin at a high level of energy and then shift gradually to lower energy levels
 - B. Establish a routine in which the teacher begins each day by discussing with the class the planned schedule of activities for that day
 - C. Assign individual children, on a rotating basis, to help the teacher monitor and direct transitions from one activity to the next
 - D. Establish an agreed-upon signal, such as clapping or ringing a bell, that alerts children that it is time to pay attention

Suggested Approach

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

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

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

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

Example 2

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

2. During the middle school years, young adolescents’ need for an increasing sense of autonomy can best be met by
 - A. designing activities and assignments to permit student choice among a range of options.
 - B. using democratic processes to make decisions affecting the whole class (e.g., where to go on a field trip).
 - C. routinely including blocks of unstructured time in students’ daily schedules.
 - D. assigning grades based primarily on students’ self-evaluations of their performance.

Suggested Approach

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

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

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

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

Example 3

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

3. Which of the following is the most important consideration for students and teachers with regard to students' use of the Internet as a research tool?
- A. The name of a website does not always give a clear indication of the contents of the site
 - B. The rapid expansion of the Internet makes it difficult to obtain the very latest information on a given topic
 - C. Different search engines use different formulas for matching websites to search strings
 - D. Much of the information on the Internet has not been reviewed and verified by experts in relevant fields

Suggested Approach

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

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

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

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

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.

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.

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

Questions 1-2 refer to the information below.

First read the stimulus.

Read the information below to answer the questions that follow.

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

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

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

Now you are prepared to respond to the first of the two questions associated with this stimulus. The first question tests knowledge of Pedagogy and Professional Responsibilities EC–12 Competency 006: *The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.*

1. Which of the following introductions would best ensure that students will accept and follow the classroom behavior standards?
 - A. Posting a list of specific behavior standards on a poster at the front of the classroom
 - B. Allowing the students to discover through trial and error before discussing the importance of the behavior standards
 - C. Developing the behavior standards as a classroom community with student input and discussion
 - D. Inviting the school principal to participate during the discussion of the importance of the behavior standards

Suggested Approach

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

This question addresses the teacher's ability to gain student support and ownership of classroom behavior standards. It is important to allow the students to have an opportunity to be a part of the development of rules and rewards. Therefore, **option C is the single best answer.**

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

With regard to the other responses, while it is true that posting the rules is a good practice, not allowing the students to have input will not be effective in gaining their acceptance of the rules (option A), and it is also true there should be a discussion about behavior standards, but it should happen before students practice them (option B). With regard to option D, allowing the principal to be involved in the development of classroom rules can undermine both the students and teachers ability to develop the sense of ownership of the rules.

Now you are prepared to respond to the second of the two questions associated with this stimulus. The second question tests knowledge of Pedagogy and Professional Responsibilities EC–12 Competency 011: *The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.*

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

Suggested Approach

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

This question tests understanding of the importance of family involvement in students’ classroom behavior. It is important to make contact with parents and start building a relationship before there are any behavioral concerns. Therefore, **Option B is the correct response.**

With regard to the other responses, waiting for a student to misbehave (option A) or until the teacher needs help (option B) are both missed opportunities to encourage positive parent involvement. With regard to option D, getting parents involved with after-school activities will not support a classroom behavior management program.

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

Multiple-Choice 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.

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

COMPETENCY 008

1. Which of the following strategies is most appropriate for assisting English-language learners (ELLs) at the beginning level of proficiency with reading content-specific material?
 - A. Providing instruction on text-based academic vocabulary prior to reading
 - B. Requiring students to develop outlines of the text in English while reading
 - C. Having students read content material aloud in groups with other ELLs
 - D. Providing students with parallel texts in English and their native language

Answer and Rationale

COMPETENCY 009

2. A school district has implemented a bring-your-own-device (BYOD) policy, which allows students to use their Internet-capable personal devices in class with teacher permission. Teachers are planning to have students use the devices for end-of-chapter quizzes. Which of the following is the most appropriate way for the teachers to ensure that students who do not own personal devices can participate?
 - A. Requiring all students to answer the quizzes on paper and to submit the paper
 - B. Providing loaner devices from school inventories that are capable of accessing the quizzes
 - C. Asking students to share their devices with students who do not own a device
 - D. Telling students about activities in advance and requiring them to borrow or rent a device

Answer and Rationale

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

COMPETENCY 003

3. A social studies teacher is planning a unit for National Hispanic Heritage month. Which of the following activities will best engage kinesthetic learners?
- A. Observing performers model dances from different regions of Mexico
 - B. Creating masks like those traditionally used in the Ponce Carnival in Puerto Rico
 - C. Identifying important geographical features on a map of Argentina
 - D. Comparing the monetary system of Colombia to that of the United States

Answer and Rationale

COMPETENCY 011

4. Which of the following teacher actions will best promote parents as partners in their child's education?
- A. Having the parents sign their child's progress report so they can monitor the child's learning
 - B. Contacting parents with good news about their child as needed
 - C. Sending home with each child a copy of the school's policy on family involvement
 - D. Encouraging parents to have high aspirations for their child's learning

Answer and Rationale

COMPETENCY 013

5. Which of the following is the most appropriate first step to take if a teacher is concerned that a student is suffering from abuse?
- A. Calling the parents for a conference to discuss the suspicions
 - B. Reporting the suspicions to the child protective services agency
 - C. Sharing the concerns with the designated school personnel
 - D. Asking the student pointed questions to ensure that all is well at home

Answer and Rationale

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

Use the information below to answer questions 6-9.

A middle school teacher is preparing a class for a field trip to the state legislature and planning a unit to help the students understand the role of a legislator in state government.

LEGISLATIVE UNIT PLAN

Objective 1 — Research

Students will work in small groups to gather information about a legislative issue and to publish that information in report form.

Objective 2 — Analysis

Students will form an opinion on their issue and demonstrate an awareness of the significance of the issue.

Objective 3 — Propose a bill

Students will work in small groups to write a draft of a proposed bill about their issue.

Objective 4 — Discussions

Students will discuss the issue with peers, attempting to persuade peers to adopt a certain position on the issue.

Objective 5 — Mock legislative session

Students will demonstrate an understanding of the legislative process and participate in a mock legislative session.

COMPETENCY 003

6. Which of the following is a primary concern for the teacher to address when evaluating objective 2 of the unit?
- A. The desired outcome is not directly measurable.
 - B. The student action is not appropriate for a group activity.
 - C. The intended action does not meet the goal of the project.
 - D. The proposed objective does not require higher-level thinking.

Answer and Rationale

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

COMPETENCY 005

7. Which of the following will best ensure the proper classroom climate for objective 5?
- A. Discussing the importance of professional attire for the activity
 - B. Having the students agree to ground rules for the activity
 - C. Allowing students to rearrange the room to resemble a legislative chamber
 - D. Showing students a video of a famous debate that occurred in a legislative session

Answer and Rationale

COMPETENCY 007

8. Which of the following statements is the best way to express the desired outcome of objective 3 in a lesson plan?
- A. Students will be able to outline the process involved in drafting legislation for consideration.
 - B. Students will understand the collaborative part of the legislative process.
 - C. Students will appreciate the complexities of the legislative process.
 - D. Students will be able to draft a piece of legislation to present for debate.

Answer and Rationale

COMPETENCY 006

9. Which of the following questions is best designed to elicit student responses that demonstrate mastery of both components of objective 4?
- A. What is the main objective of your bill?
 - B. Why should I vote for your bill?
 - C. Where did you find the information you used to draft your bill?
 - D. Who else supports this bill?

Answer and Rationale

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

COMPETENCY 001

10. Which of the following activities would be the most developmentally appropriate for a first-grade teacher to include in a unit on the life cycle of plants?
- A. Planting a bean and observing the stages of growth
 - B. Reading nonfiction books about plants and creating posters
 - C. Visiting a science center and touring the plant exhibits
 - D. Watching a video about plants and drawing the bean life cycle

Answer and Rationale

COMPETENCY 009

11. A teacher plans to use an online discussion board on which students will respond to open-ended questions about the novel they are studying. Parents have already given permission for the students to post online. Which of the following is the next step the teacher should take?
- A. Assigning a certain time of day for students to contribute to the discussion board
 - B. Modeling the types of communication the students should use
 - C. Securing permission for the board from the school technology coordinator
 - D. Assessing the computer literacy skills of the students

Answer and Rationale

COMPETENCY 003

12. Which of the following approaches is the most effective way for a new teacher to improve implementation of a recently adopted curriculum?
- A. Focusing on keeping pace with the other teachers in the grade
 - B. Using supplementary materials from the educational supply store
 - C. Continuing to use the old curriculum while gradually introducing the new one
 - D. Inviting another teacher to observe several lessons and give feedback

Answer and Rationale

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

COMPETENCY 005

13. A teacher changes the arrangement of desks in the classroom from rows to a circle facing the center. Which of the following is the primary benefit of the adjustment?
- A. Varying students' view of the classroom posters and instructional aids
 - B. Maximizing students' opportunities for interaction and discussion
 - C. Establishing a direct line of vision between the students and the front of the classroom
 - D. Allowing students opportunities to move freely around the classroom

Answer and Rationale

COMPETENCY 006

14. Which of the following is the most effective informal strategy for continuous monitoring of student learning?
- A. Administering benchmark assessments to track progress
 - B. Using formative assessments at the end of the unit
 - C. Questioning students during daily class discussions
 - D. Incorporating graphic organizers to teach key concepts for each unit of study

Answer and Rationale

COMPETENCY 010

15. After students have taken a summative assessment, which of the following strategies is best for a teacher to use to provide feedback to students on their progress?
- A. Comparing individual student results with former students' performance
 - B. Having parents provide signatures to acknowledge receipt of the assessment
 - C. Discussing the results with students to establish learning goals
 - D. Including the assessment results in student portfolios

Answer and Rationale

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

COMPETENCY 013

16. A student qualifies for special education services, and the student needs an Individualized Education Program (IEP). Which THREE of the following people must be involved in developing the plan?
- A. A special education teacher
 - B. A school administrator
 - C. A social worker
 - D. A counselor
 - E. A general education teacher

Answer and Rationale

COMPETENCY 012

17. Which THREE of the following topics are most appropriate for a beginning teacher to discuss with a mentor?
- A. The school's attendance and tardiness policies
 - B. Specific details of a student's home environment
 - C. Clarification of a topic discussed at a staff meeting
 - D. Methods for starting after-school tutoring for struggling students

Answer and Rationale

COMPETENCY 010

18. Which of the following teacher strategies will best help students enhance their own learning after being given quality feedback?
- A. Assigning practice work and reassessing skills at the end of each unit of study
 - B. Asking students to confer with peers and regularly correct their work on their own time
 - C. Sending a letter home to the parents detailing the progress a student has made
 - D. Providing students with timely opportunities to talk with the teacher about their work

Answer and Rationale

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

COMPETENCY 013

19. A teacher wants to require students to purchase a novel for an assigned reading. Which of the following is the most appropriate source for the teacher to check whether requiring the purchase is allowable?
- A. Texas Education Code
 - B. Copyright law
 - C. Educators' Code of Ethics
 - D. Acceptable use policy

Answer and Rationale

COMPETENCY 010

20. A teacher implements a scientifically based instructional reading strategy for the first time with a class. The teacher then assesses students' learning but does not see the desired results. Which of the following is most important for the teacher to consider before using the strategy again?
- A. Students' learning levels differ, and the assessment results may not be valid for all the students in the class.
 - B. Some students participating in the lesson may not have liked the content of the lesson, and so they may not have scored as well on the assessment as they would have for different subject matter.
 - C. Students must be exposed to the strategy over time by a teacher who is using the strategy faithfully as designed before seeing improved learning results.
 - D. Students were unfamiliar with the assessment format and so scored poorly

Answer and Rationale

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

COMPETENCY 004

21. In a science class that includes English-language learners (ELLs), a teacher encourages all students to monitor their own level of understanding by having them take notes in their journal as they read assigned texts. What is the primary purpose of teaching ELLs in particular the skill of learning how to monitor understanding?
- A. Decreasing the students' intimidation associated with learning a new language
 - B. Acknowledging the prior cultural experiences of the students
 - C. Cultivating a positive environment in which the students can learn
 - D. Promoting the students' ability to adjust their thinking as needed

Answer and Rationale

COMPETENCY 007

22. During whole class instruction, a middle school teacher realizes that most of the students are reluctant to participate in class discussions and give one-word answers when they do participate. Which of the following strategies is most effective for the teacher to use to increase student engagement?
- A. Having students answer questions on paper in class
 - B. Giving students think time after asking probing questions
 - C. Asking students to answer questions online for homework
 - D. Assessing students' understanding using an oral pop quiz

Answer and Rationale

COMPETENCY 001

23. Which of the following strategies most directly leads to increased academic performance?
- A. Integrating social-emotional learning in classes
 - B. Scheduling daily time for students to read for pleasure
 - C. Rewarding students for meeting specific objectives
 - D. Enforcing regulations regarding excessive tardiness

Answer and Rationale

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

COMPETENCY 009

24. A teacher plans to integrate technology into a collaborative learning environment. Which of the following student activities will be most engaging to the students and achieve the teacher's goal?
- A. Presenting a multimedia presentation on a key concept
 - B. Creating a blog discussing the attributes of a book they read recently
 - C. Reading an electronic version of a chapter in a textbook
 - D. Comparing accounts of historical events in film and print sources

Answer and Rationale

COMPETENCY 002

25. During a unit of study, a teacher uses books, artwork, and posters from different countries. For the culminating activity, the teacher invites members of the local community from diverse backgrounds to talk to the students about their experiences related to the unit. The teacher is most likely trying to
- A. make social connections to the community.
 - B. adhere to state standards for curriculum.
 - C. introduce different languages to students.
 - D. promote students' cultural awareness.

Answer and Rationale

COMPETENCY 002

26. Which of the following instructional practices best ensures that a teacher structures the learning environment to address the needs of diverse students?
- A. Differentiation
 - B. Remediation
 - C. Enrichment
 - D. Modeling

Answer and Rationale

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

COMPETENCY 001

27. Which of the following is the most powerful influence on a person's sense of identity before adolescence?
- A. School
 - B. Family
 - C. Media
 - D. Peers

Answer and Rationale

COMPETENCY 001

28. Which of the following rationales would a supporter of block scheduling provide to convince others to support the organizational structure?
- A. Teachers can focus on more subjects in a shorter time.
 - B. There is an emphasis on mastering facts and skills.
 - C. Students' time in quality learning situations is increased.
 - D. The responsibility for learning is shifted to the teachers.

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	008	A	<p>Option A is correct because providing instruction on content-specific vocabulary has been proven to help both ELLs and native speakers acquire new vocabulary and comprehend content instruction. Option B is incorrect because note taking is not appropriate for beginning ELLs, as they lack the language skills to take notes in a second language. Option C is incorrect because ELLs at this level will most likely lack the language skills to comprehend content-specific texts. Option D is incorrect because although providing information in students' native language may help with their content knowledge, it will not help them with language acquisition.</p> <p>Back to Question</p>
2	009	B	<p>Option B is correct because it provides each student with the opportunity to participate in the activity using a basic device fulfilling the original purpose of the activity: informal assessment and student engagement. Option A is incorrect because it does not provide an equal opportunity for all students to participate in the activity using technology. Option C is incorrect because it can identify inequities between students in the area of personal devices. Additionally, students may not be able to share devices because of parental concerns or liability issues. Option D is incorrect because it requires students to provide technology to participate in class activities. Science is not a course of study that requires payment for materials in the classroom.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	003	B	<p>Option B is correct because it allows the students to work with their hands, which is appealing for a kinesthetic learner; it also integrates the arts. Option A is incorrect because, though it integrates social studies and the arts, it does not incorporate the student’s bodies in the dance movements. Watching the dance is passive. Option C is incorrect because it incorporates other subjects in the social studies lesson but does not involve hands-on learning. Option D is incorrect because comparing the two monetary systems is a paper-and-pencil activity is not a hands-on activity.</p> <p>Back to Question</p>
4	011	A	<p>Option A is correct because parents are vital partners in their child’s education and life success. Having parents sign progress reports ensures that they are aware of their child’s learning. Option B is incorrect because sending home good-news reports should be an ongoing action, not one that occurs as needed. Option C is incorrect because the action will provide important information for the parents, but it will not promote parents as partners. Option D is incorrect because while all parents should have high aspirations for their children, this action will not guarantee that that will happen.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	013	B	<p>Option B is correct because state law mandates that anyone who suspects child abuse or neglect must report it to appropriate authorities immediately. Option A is incorrect because contacting the parents may bring repercussions for the child. Option C is incorrect because while it is important to follow school policy and report suspected abuse or neglect to school personnel, the initial person is responsible for ensuring that it gets reported to the authorities immediately. Option D is incorrect because the student may deny the abuse and the action does not follow the law.</p> <p>Back to Question</p>
6	003	A	<p>Option A is correct because there is no specific method given for students to demonstrate awareness, so there is no way for the teacher to measure or assess student mastery of the objective. Option B is incorrect because although members of the group may initially have differing opinions, building consensus is a part of any group project and is therefore appropriate for the task. Option C is incorrect because students must form an opinion about the issue before they can work on legislation about the issue, so the objective does align with the overall goal of the project. Option D is incorrect because forming an opinion about an issue requires students to analyze and evaluate information, both of which are higher-level thinking skills.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	005	B	<p>Option B is correct because allowing the students to set the guidelines for the activity will help create a respectful atmosphere in which all students can freely and safely participate. Option A is incorrect because although proper attire may help establish a certain tone for the activity, clear guidelines about expectations and behavior will be more effective at creating a safe and supportive environment for student participation. Option C is incorrect because although room arrangement can facilitate participation, most legislative chambers are not organized to facilitate group discussion; furthermore, room arrangement will not necessarily foster the climate of respect and support needed to encourage full student participation. Option D is incorrect because although this may help students understand certain expectations, it will not necessarily help them set and understand the necessary guidelines of behavior to support full and active participation.</p> <p>Back to Question</p>
8	007	D	<p>Option D is correct because the statement clearly explains the outcome that the teacher expects by stating what students should be able to produce to show that they have met the objective. Option A is incorrect because the statement does not express a measurable and observable goal. Option B is incorrect because understanding a process is a nebulous goal, and students may or may not be able to assess whether they have met the goal. Option C is incorrect because it does not provide students with a concrete method of demonstrating their appreciation or understanding, so they most likely will be unable to judge whether they have met the goal.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	006	B	<p>Option B is correct because the question requires students to provide information about the bill as well as demonstrating persuasive skills by constructing an argument to convince the audience. Option A is incorrect because the question just requires the student to provide information rather than to persuade the audience. Option C is incorrect because simply listing the sources used does not effectively persuade the audience to support the bill. Option D is incorrect because although the response to the question may help persuade some listeners, it does not prompt the speaker to provide information and construct an argument in support of the bill.</p> <p>Back to Question</p>
10	001	A	<p>Option A is correct because children in first grade are concrete learners who learn best by doing experiments and observing real events as they occur. Option B is incorrect because reading about a topic in a book is not as effective as observing a real plant as it grows. Option C is incorrect because touring an exhibit on plants is not as effective as watching a real seed grow into a plant. Option D is incorrect because watching a video is not as effective as observing the real plant as it grows.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	009	B	<p>Option B is correct because students need to understand the expectations for online communication and what is acceptable to the teacher. Option A is incorrect because one of the advantages of online communication is that it can be completed at any time of day. There should not be one specific time assigned for making contributions. Option C is incorrect because it is not necessary to get permission from the school technology coordinator if the teacher already has the students' Acceptable Use Policy. Option D is incorrect because assessing computer skills is not the most important next step. If a student has a concern about how to use the computer, the teacher can show the student individually.</p> <p>Back to Question</p>
12	003	D	<p>Option D is correct because peer observation is the most effective way for teachers to get an objective view of their teaching and make needed changes in their teaching strategies. Option A is incorrect because the focus for the teacher is on completing the units on time rather than on ensuring that students master the needed skills. Option B is incorrect because using supplementary materials will not help her master the math curriculum she needs to be teaching. Option C is incorrect because the teacher should primarily be using the district-adopted curriculum.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	005	B	<p>Option B is correct because by arranging classes to maximize eye contact, a teacher can promote a safe, engaging classroom climate. Option A is incorrect because the teacher is trying to foster a more engaging classroom, not focus on students' views from within the classroom. Option C is incorrect because the teacher is trying to maximize interactions, not put the focus on the front of the classroom. Option D is incorrect because this arrangement can limit movement. This arrangement is designed to increase eye contact and stimulate engaging classroom interactions.</p> <p>Back to Question</p>
14	006	C	<p>Option C is correct because the teacher is continuously monitoring student understanding and can adjust instruction as needed. Option A is incorrect because a benchmark assessment is a formal assessment. Option B is incorrect because a formative assessment is used to inform instruction in the unit; if given at the end of the unit, it cannot help the teacher make changes to instruction based on student performance, so it is ineffective. Option D is incorrect because this is an appropriate strategy for introducing a new concept rather than a way to informally assess understanding of it.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	010	C	<p>Option C is correct because looking back over the test allows students to gain understanding and to reflect on any errors they might have made. Option A is incorrect because it does not provide a way for students to reflect on their learning and improve their understanding after going over an assessment. It is inappropriate to compare students with each other in front of the students, and it is not helpful for the teacher to do alone. Option B is incorrect because it does not give students the opportunity to reflect on their misconceptions after the assessment. Making parents aware of assessment scores is useful only for giving them information and/or soliciting support. Option D is incorrect because assessments in a portfolio create a good record of learning but do not give feedback to students.</p> <p>Back to Question</p>
16	013	A, B, E	<p>Options A, B and E are correct because according to the legal requirements for the Individualized Education Program team, a special education teacher, school administrator and general education teacher are team members who are able to assist in writing an IEP. Options C and D are incorrect because social workers and counselors do not have to be present when an IEP is being written</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
17	012	A, C, D	<p>Option A is correct because the requirements for taking attendance can vary, so it is important for a beginning teacher to receive guidance from a veteran teacher who is familiar with the process. Option C is correct because a mentor teacher will be a good source to answer the question or know where to get clarification. Option D is correct because each school has a different procedure for tutoring, and it is important to be on the same page as the rest of the campus and be aligned with the school’s expectations. Option B is incorrect because discussing personal information about a student’s home environment is against FERPA.</p> <p>Back to Question</p>
18	010	D	<p>Option D is correct because it gives students the ability to talk about their mistakes and then correct what they have learned from their feedback. Option A is incorrect because assigning practice work when students do not know how to do it correctly can only reinforce their misconceptions. Option B is incorrect because it asks students to confer and make corrections on their own time instead of providing an opportunity for them to do so. Option C is incorrect because it places the expectation of learning from the feedback onto the parent, not the student.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
19	013	A	<p>Option A is correct because the Texas Education Code and district policy will show that a school board may not charge fees for textbooks. Option B is incorrect because copyright law is in place to protect the author, not to determine whether students can be required to buy books. Option C is incorrect because it is not specific enough to address the situation. While it relays the need to be ethical, it does not provide the teacher with information to know if the action is allowable. Option D is incorrect because the acceptable use policy refers to procedures for using school computers and resources</p> <p>Back to Question</p>
20	010	C	<p>Option C is correct because implementing the strategy on a one-time basis does not guarantee improved student learning outcomes. The teacher must be committed to using the strategy faithfully as designed and over time. Option A is incorrect because while it is a factor in the results, the teacher’s commitment to using the strategy faithfully as designed is more important. Option B is incorrect because the content of the lesson should be a lesser factor affecting the successful use of a scientifically based instructional strategy. Option D is incorrect because even though it may be true, it is fidelity to the original research that must be considered first.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
21	004	D	<p>Option D is correct because by writing notes in their journals about what they are reading, the students are deploying metacognitive skills, i.e., monitoring and adjusting their thinking about the reading assignments. Option A is incorrect because the primary reason to encourage students to monitor their own understanding is not to decrease the intimidation associated with learning a new language but to aid them in becoming accomplished learners. Option B is incorrect because the primary reason to encourage ELL students to monitor their own understanding is not to acknowledge the prior cultural experiences of the students but to help them use metacognitive skills to learn. Option C is incorrect because the primary reason to encourage ELL students to monitor their own understanding is not to cultivate a positive environment in which students can learn but to help them use metacognition to monitor learning.</p> <p>Back to Question</p>
22	007	B	<p>Option B is correct because increasing the wait time after an initial question can evoke higher-level thinking and result in more detailed student responses. Option A is incorrect because writing answers to questions on paper does not increase student engagement. Option C is incorrect because writing answers to questions for homework does not increase student engagement. Option D is incorrect because without the appropriate wait time, oral quiz questions would produce the same reluctance from students and therefore would not increase student engagement.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	001	A	<p>Option A is correct because research supports the conclusion that integrating social-emotional learning across the curriculum improves academic performance. Option B is incorrect because research suggests that simply allowing time for reading does not necessarily lead to improved skills in reading. Option C is incorrect because giving incentives for student performance reduces intrinsic motivation to learn. Option D is incorrect because although attendance is important to learning, a strategy focused only on tardy students will not improve student performance.</p> <p>Back to Question</p>
24	009	B	<p>Option B is correct because a blog is a collaborative activity that requires student interaction. Option A is incorrect because the activity does not promote collaboration among students. Option C is incorrect because the activity does not promote collaboration among students. Option D is incorrect because the activity does not promote collaboration among students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	002	D	<p>Option D is correct because the teacher is trying to take every opportunity to reach all students and help them make a connection to their various cultures. Option A is incorrect because the teacher is trying to help students understand the importance of their various cultures, not work on community connections. Option B is incorrect because expanding the curriculum and instruction or lesson planning is not the goal. Option C is incorrect because the teacher is not intending to introduce different languages to the students. The teacher is trying to work on building cultural awareness through personal connections.</p> <p>Back to Question</p>
26	002	A	<p>Option A is correct because research shows that students learn better when lessons are tailored to their ability and learning style. Accommodating different ability levels within the class provides a positive learning environment for all students. Option B is incorrect because providing remedial instruction for some students does not address the needs of those students who are performing at or above expectations. Option C is incorrect because enrichment describes instructional approaches typically aimed at gifted learners. Option D is incorrect because during modeling, the teacher provides a demonstration of a finished product to students and does not make any adjustments for individual differences.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	001	B	<p>Option B is correct because the family has the initial and most powerful influence upon children before and immediately after birth. The impact of socialization on personality development begins with the family before it extends to other social entities. Option A is incorrect because identity formation stems from early childhood exposure to family beliefs, values, and customs. The influence of school is secondary. Option C is incorrect because identity formation stems from early childhood exposure to family beliefs, values, and customs. Influence from media is secondary. Option D is incorrect because identity formation stems from early childhood exposure to family beliefs, values, and customs. However, as the child develops, the influence shifts so that peers and social forces in play a more powerful role. This occurs during adolescence, not before.</p> <p>Back to Question</p>
28	001	C	<p>Option C is correct because block scheduling gives students longer periods so that they are able to spend more time in quality learning situations. Option A is incorrect because the students in a block schedule do not get instruction in more subjects in a shorter time. That is actually the opposite of block scheduling. Option B is incorrect because this is what tends to happen when there is a shorter time in class. Teachers feel rushed to teach skills and facts instead of giving students time to explore and discover. Option D is incorrect because block scheduling puts the emphasis on students to take responsibility for their own learning.</p> <p>Back to Question</p>

Preparation Resources

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

JOURNALS

ASCD Infobrief, Newsletter of the Association for Supervision and Curriculum Development. <http://www.ascd.org>

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>

Journal of Adolescent & Adult Literacy, International Reading Association. <http://www.jstor.org/action/showPublication?journalCode=jadoladullite&>

Journal of Computing in Childhood Education, Journal of the Association for the Advancement of Computing in Education. <http://dl.acm.org/citation.cfm?id=J410>

Journal of Technology and Teacher Education, Journal of the Association for the Advancement of Computing in Education. <http://www.aace.org/pubs/>

Learning and Leading with Technology, International Society for Technology in Education. http://www.learningandleading-digital.com/learning_leading/may_2014#pg1

Middle School Journal, Association for Middle Level Education. <http://www.amle.org/>

Science and Children, National Science Teachers Association. http://learningcenter.nsta.org/browse_journals.aspx?journal=sc

Social Education, National Council for the Social Studies.

Teaching PreK–8, Early Years, Inc. <http://www.magazine-agent.com/Teaching-Pre-K-8/Magazine>

The Reading Teacher, International Reading Association. <http://www.reading.org/general/Publications/Journals/RT.aspx>

OTHER RESOURCES

Bennett, Christine I. (2010). *Comprehensive Multicultural Education: Theory and Practice*, Seventh Edition. Boston, Mass.: Allyn and Bacon.

Brown, Dave F., and Knowles, Trudy (2007). *What Every Middle School Teacher Should Know*, Second Edition. West Chester University, Pa.: Hienemann.

Campbell, L., Campbell, B., and Dickinson, D. (2003). *Teaching and Learning through Multiple Intelligences*, Third Edition. Needham, Mass.: Allyn and Bacon.

Crawford, J., and Krashen, Stephen (2007). *English Learners in American Classrooms 101 Questions 101 Answers*. New York, N.Y.: Scholastic Inc.

Cunningham, P., and Allington, R. (2010). *Classrooms That Work: They Can All Read and Write*, Fifth Edition. Needham, Mass.: Allyn and Bacon.

Evertson, Carolyn M., and Emmer, Edmund T. (2008). *Classroom Management for Elementary Teachers*, Eighth Edition. Needham, Mass.: Allyn and Bacon.

Erb, T. O. (Ed.) (2012). *This We Believe in Action: Implementing Successful Middle-Level Schools*, Second Edition. Westerville, Ohio: Association for Middle Level Education.

Garcia, J., Spalding, E., and Powell, E. R. (2006). *Contexts of Teaching: Methods for Middle and High School Instruction*, Second Edition. N.J.: Prentice Hall.

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

Jackson, A. W., and Davis, G. A. (2000). *Turning Points 2000: Educating Adolescents in the 21st Century*. New York, N.Y.: Carnegie Corporation of New York.

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

Jonassen, D., Howland, J., Marra, R., Crismond, D. (2008). *Meaningful Learning and Technology*, Third Edition. Needham, Mass.: Allyn & Bacon.

Marzano, J. Robert, and Pickering, J. Debra (2005). *Building Academic Vocabulary: Teacher's Manual*. Alexandria, Va.: Association for Supervision & Curriculum Development.

McCann, Thomas M., Johannessen, Larry R., Kahn, Elizabeth, Smagorinsky, Peter, and Smith, Michael W. (2005). *Reflective Teaching, Reflective Learning: How to Develop Critically Engaged Readers, Writers, and Speakers*, First Edition. Portsmouth, N.H.: Heinemann.

McTighe, Jay, and Tomlinson, Carol Ann (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Peregoy, Suzanne F., and Boyle, Owen F. (2012). *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K–12 English Learners*, Sixth Edition. New York, N.Y.: Pearson.

Rose, David H., and Meyer, Anne (2002). *Teaching Every Student in the Digital Age: University Design for Learning*. Alexandria, Va.: ASCD.

Ryan, K., and Cooper, J. M. (2006). *Those Who Can, Teach*, Eleventh Edition. Florence, N.Y.: Cengage Learning.

Tanner, David E. (2000). *Assessing Academic Achievement*. Boston, Mass.: Pearson.

Texas Education Agency (2007). Chapter 74.4, *English Language Proficiency Standards*. Austin, Texas.

Wong, H. K., and Wong, R. T. (2009). *The First Days of School: How to Be an Effective Teacher*, Twelfth Edition. Mountain View, Calif.: Harry K. Wong Publications, Inc.

ONLINE RESOURCES

Institute of Education Sciences — <http://ies.ed.gov>

National Clearinghouse for English Language Acquisition — www.ncele.gus

Texas Education Agency Special Education in Texas —

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/

U.S. Department of Education — <http://www.ed.gov>