Using Eggen & Kauchak, 
*Educational Psychology: Windows on Classrooms* 
for the 
Examination for the Certification of Educators in Texas (ExCET) 
And Texas Examinations of Educator Standards (TExES)

**Introduction**

In the fall of 2002, the *State Board for Educator Certification* (SBEC) began implementing a new teacher certification examination program designed to eventually replace the *Examination for the Certification of Educators in Texas* (ExCET), which had been the state's teacher certification examination program since 1986. At the same time, SBEC introduced a new generation of certificates for Texas teachers. The new certification examination program is called the *Texas Examinations of Educator Standards* (TExES). SBEC has a goal of replacing all existing ExCET tests and certificates by 2006.

You must successfully complete the appropriate teacher certification tests for the subject and grade level you wish to teach. There are four tests in the area of pedagogy and professional responsibilities:

- Pedagogy and Professional Responsibilities EC-12 (Early Childhood -- Grade 12)
- Pedagogy and Professional Responsibilities EC-Grade 4 (Early Childhood -- Grade 4)
- Pedagogy and Professional Responsibilities Grades 4-8
- Pedagogy and Professional Responsibilities Grades 8-12.

For the sake of brevity, we will focus on the Pedagogy and Professional Responsibilities EC-12, but professional standards and sample test items for each test are available on the Texas State Board of Educator Certification web site, [www.sbec.state.tx.us](http://www.sbec.state.tx.us).

The purpose of this web site is to help you prepare for the Pedagogy and Professional Responsibilities test by:

- Familiarizing you with the test’s format
- Providing you with practice items and feedback
- Correlating the test’s content with information in the text, *Educational Psychology: Windows on Classrooms*
- Providing you with information about how to obtain additional sample items.

**Test Format for Pedagogy and Professional Responsibilities EC-12 (PPR EC-12)**

The Pedagogy and Professional Responsibilities EC-12 contains 90 multiple-choice questions (80 scorable items and 10 pilot items which are not scored) which cover four domains:

I. Designing instruction and assessment to promote student learning 
   (Approximately 31% of the test)

II. Creating a positive, productive classroom environment 
    (Approximately 15% of the test)
III. Implementing effective, responsive instruction and assessment  
(Approximately 31% of the test)  

IV. Fulfilling professional roles and responsibilities  
(Approximately 23% of the test)  

Competencies are numbered, 001, 002, 003, etc. in the domains  

The multiple-choice question are of three basic types:  
• single items  
• clustered items  
• teacher decision sets.  

Below are examples of each type which were taken from the Texas State Board of Educator Certification web site, www.sbec.state.tx.us.  

Sample Single Item  
A problem is presented as a direct question or an incomplete statement, and four choices are given.  

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.  

Correct answer: a  

Sample Clustered Items  
Clustered items are preceded by stimulus material in the form of a short vignette to which the questions relate. Two or more items may be related to a single stimulus. Read the stimulus carefully, either before or after reading the items. Reread if necessary.  

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

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

1. In working with Jerome, a primary responsibility of the classroom teacher will be to provide him with instruction that:  
   a. emphasizes his development of basic daily living skills required for his physical functioning within the community.
b. promotes his progress in achieving the learning goals specified in his Individual Education Plan (IEP).
c. balances his participation in individualized and whole-class learning activities.
d. enables him to achieve academically at approximately the same level as his peers in the classroom.

2. The teacher is considering strategies to use to ensure a positive classroom climate for Jerome after his arrival in the classroom. Which of the following teacher strategies is most likely to help achieve this goal?
   a. Assign all students in the class to serve as peer helpers for Jerome on a rotating basis.
   b. Before Jerome’s arrival, develop specific guidelines describing how students should interact and communicate with Jerome in varied types of classroom situations.
   c. Exhibit attitudes and behaviors that model acceptance of Jerome as a valued member of the class.
   d. Immediately after Jerome’s arrival, conduct an all-class meeting to give students ample opportunity to ask Jerome about himself and his disability.

3. To work effectively with Jerome’s aide, the teacher should recognize that the primary role of an aide in this situation should be to:
   a. facilitate the students’ ability to participate in and benefit from instruction planned by the teacher.
   b. plan and implement instructional modifications for the student and monitor ongoing student progress.
   c. be an equal partner with the teacher in determining the student’s learning goals and how to achieve them.
   d. design alternative activities to use when the student is unable to participate in classroom activities.

Correct Answers:
1. b
2. c
3. a

Teacher Decision Sets

Teacher Decision Sets (TDS) simulate the kinds of decisions teachers must make on the job. Each set starts with a stimulus (e.g. a description of a classroom, plans for a field trip, or a transcript of a parent-teacher conference). One or more questions related to the stimulus are asked. Then the item presents further stimuli that lead to additional questions. A typical TDS includes two or more stimuli and 3 to 12 questions that may address competences across all four domains of the test. The questions cover general educational principles and concepts set in specific contexts.

The following is a sample teacher decision set:
Julie Robinson is a new physical education teacher. She is planning for her coed eighth-grade classes, each of which is expected to include about 40 students.

1. To promote an equitable environment in coed classes such as hers it is most important for Ms. Robinson to:
   a. specify distinct expectations for male and female students that reflect gender-related attitudinal and behavior differences.
   b. select a variety of activities that together address the interests and strengths of both males and females.
   c. develop separate criteria for evaluating performance of male and female students for each activity.
   d. avoid selecting any activities that are likely to appeal more to students of one gender than the other.

In discussing the coming school year with her mentor, a physical education teacher with many years of experience, Ms. Robinson decides to develop a set of goals for herself with regard to teaching her classes. After giving the matter some careful thought, she develops the following set:

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<tbody>
<tr>
<td>1.</td>
<td>Be enthusiastic and positive.</td>
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<td>2.</td>
<td>Communicate goals of activities to students</td>
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<td>3.</td>
<td>Give clear, concise directions.</td>
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<td>4.</td>
<td>Keep to a minimum the time spent explaining activities to the entire class.</td>
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<td>5.</td>
<td>Learn all students’ names as soon as possible and address them by name.</td>
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<tr>
<td>6.</td>
<td>Establish clear behavior guidelines.</td>
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2. Ms. Robinson’s adherence to which of the following principles will best ensure the effectiveness of the student behavior guidelines noted in goal 6?
   a. Create guidelines that focus on prohibited student behaviors.
   b. Offer students training in monitoring and reporting on peers’ behavior.
   c. Show flexibility in enforcing the guidelines.
   d. Include students in the process of developing guidelines.

3. The most likely effects of goals 1, 2, and 4 on students will be to encourage them to:
   a. apply higher-order thinking in a variety of classroom contexts.
   b. evaluate their own performance and determine strategies for improvement.
   c. set their own goals and identify methods for achieving them.
   d. maintain their interest in class activities and motivation to participate.

4. When students are practicing new skills, Ms. Robinson plans to have them spend time working in pairs or small groups to assess and suggest ways to improve one another’s
performance. Which of the following approaches is most likely to lead to positive and constructive interactions among her eighth graders during these peer assessment activities?

a. Pairing or grouping students who have widely differing strengths and skill levels
b. Modeling for students appropriate ways of communicating evaluative feedback
c. Encouraging student pairs or groups to identify a set of common performance criteria before beginning work
d. Allowing students to select the student or students they wish to work with during class

Correct Answers:
1. b
2. d
3. d
4. b

Test Content Correlated with Eggen & Kauchak, *Educational Psychology: Windows on Classrooms*
(Numbers in parentheses indicate the approximate percentage of test items that assess this competency.)

<table>
<thead>
<tr>
<th>Domain and Competencies</th>
<th>Chapter, Topic, and Page Numbers in Eggen &amp; Kauchak <em>Educational Psychology: Windows on Classrooms</em></th>
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<tbody>
<tr>
<td><strong>I. Designing Instruction and Assessment to Promote Student Learning</strong> (31%)</td>
<td><strong>001.</strong> 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. <strong>Chapter 2:</strong> The Development of Cognition and Language (Entire chapter) <strong>Chapter 3:</strong> Personal, Social, &amp; Emotional Development (Entire chapter)</td>
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<td><strong>002.</strong> 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.</td>
<td><strong>Chapter 4:</strong> Learner Differences (Entire chapter) <strong>Chapter 5:</strong> Learners with Exceptionalities (Entire chapter)</td>
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<td><strong>003.</strong> The teacher understands procedures for designing effective and</td>
<td><strong>Chapter 13:</strong> Creative Productive Learning Environments: Principles of Instruction</td>
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coherent instruction and assessment based on appropriate learning goals and objectives.

- Deciding what topics are important to study (464)
- Preparing objectives: Deciding what students should know, value, or be able to do (464-468)
- Preparing and organizing learning activities (468-469)
- Planning in a standards-based environment (470-472)

**Chapter 14: Assessing Classroom Learning (Entire chapter)**

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<tr>
<th>004. The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.</th>
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| **Chapter 6: Behaviorism and Social Cognitive Theory (Entire chapter)**  
**Chapter 7, Cognitive Views of Learning (Entire chapter)**  
**Chapter 8, Constructing Understanding (Entire chapter)**  
**Chapter 9: Complex Cognitive Processes (Entire chapter)** |

| II. Creating a Positive, Productive Classroom Environment (15%)  
**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.  
**006.** The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. |
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<td><strong>Chapter 12: Creating Productive Learning Environments: Classroom Management (Entire chapter)</strong></td>
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| III. Implementing Effective, Responsive Instruction and Assessment (31%)  
**007.** The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. |
|---|
| **Chapter 2: The Development of Cognition and Language**  
- Language development (63-74)  
**Chapter 4: Learner Differences**  
- Culturally responsive teaching: Instructional strategies (137-139)  
**Chapter 5: Learners with Exceptionalities**  
- Teaching students with exceptionalities: Instructional strategies (182-188) |
| 008. The teacher provides appropriate instruction that actively engages students in the learning process. | **Chapter 6: Behaviorism and Social Cognitive Theory**  
- Behaviorism in the classroom: Instructional strategies (207-211)  
**Chapter 7, Cognitive Views of Learning**  
- Promoting understanding and automaticity: An instructional strategy (267-270)  
**Chapter 8, Constructing Understanding**  
- Constructivism in classrooms: Instructional strategies (292-303)  
**Chapter 9: Complex Cognitive Processes**  
- Learning and teaching concepts: Instructional strategies (317-318)  
- Problem solving: Instructional strategies (324-328) |
| --- | --- |
| 009. The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students. | **Chapter 5: Learners with Exceptionalities**  
- Technology and learning: Assistive technology (186)  
**Chapter 8: Constructing Understanding**  
- Technology and learning: Using technology to represent content (285-286)  
**Chapter 9: Complex Cognitive Processes**  
- Using technology to improve problem-solving ability (328-329)  
**Chapter 11: Motivation in the Classroom**  
- Technology and learning: Using technology to increase learner motivation (414-416)  
**Chapter 14: Assessing Classroom Learning**  
- Technology and learning: Using technology to improve assessment (533-535) |
| 010. The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students. | **Chapter 7: Cognitive Views of Learning**  
- Assessment and learning: The role of assessment in cognitive instruction (271-272)  
**Chapter 8: Constructing Understanding**  
- Assessment and learning: The role of assessment in constructivist classrooms (290-292)  
**Chapter 9: Complex Cognitive Processes**  
- Assessment and learning: The role of assessment in transfer (342-343)  
**Chapter 11: Motivation in the Classroom**  
- Assessment and learning: Using feedback to increase interest and self-efficacy (412-413) |
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<th>Chapter 13: Creative Productive Learning Environments: Principles of Instruction</th>
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<tr>
<td>• Assessment and learning; Using assessment as a learning tool (483-485)</td>
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<tr>
<td>Chapter 14: Assessing Classroom Learning</td>
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<td>• Functions of classroom assessment (495-496)</td>
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<td>• Measurement and evaluation (496-497)</td>
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<td>• Performance assessment (511)</td>
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<td>• Portfolios: Involving students in alternative assessment (514-517)</td>
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<th>IV. Fulfilling Professional Roles and Responsibilities (23%)</th>
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<tr>
<td>011. The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.</td>
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<th>Chapter 8: Constructing Understanding</th>
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<tr>
<td>• Social interaction facilitates learning (283-284)</td>
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<tr>
<td>Chapter 12: Creating Productive Learning Environments: Classroom Management</td>
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<td>• Benefits of communication (437-438)</td>
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<td>• Communication with parents: Accommodating learner diversity (440-442)</td>
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<td>Chapter 13: Creative Productive Learning Environments: Principles of Instruction</td>
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<td>• Communication (474-475)</td>
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| 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. |

<table>
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<tr>
<th>Chapter 1: Educational Psychology: Teaching in the Real World</th>
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<tr>
<td>• Knowledge of content (7)</td>
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<td>• Pedagogical content knowledge (7-10)</td>
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<td>• General pedagogical knowledge (10)</td>
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<td>• Knowledge of learners and learning (10-11)</td>
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<td>• Conducting research in classrooms: Action research (17-18)</td>
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<td>• Research and teacher decision making (20-24)</td>
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<td>• Assessment and learning: Gathering data for decision making (23)</td>
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<td>• Reflection and decision making (24)</td>
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<td>Chapter 13: Creative Productive Learning Environments: Principles of Instruction</td>
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<tr>
<td>• Teacher knowledge and teacher thinking (462-464)</td>
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Legal and ethical issues are not covered in this text.
Additional Sample Test Items

A total of 80 sample test items are available on the Texas State Board for Educator Certification web site at: www.sbec.state.tx.us. After going to the cite, select Standards and Testing, then Study Guides and Preparation Manuals, and finally TExES from the menus. Some of the items include strategies and explanation of answers. An answer key is provided for all 80 items.

The test preparation manual is not intended as a complete source of general or pedagogical and professional knowledge, nor is it a substitute for college courses. The sample items are not exact representations of the content that appears on the actual test. The manual, instead, is intended to aid in the preparation for the examination by presenting an overview of the content and format of the examination. Preparation manuals are available to candidates, faculty, and educator preparation programs on the Internet at the above web site. If you have further questions about the TExES tests or the TExES program in general, call the SBEC Office of Accountability at (888) 863-5880.