Pass the TExES
Pedagogy
and
Professional
Responsibilities

FOR TEXAS TEACHERS.
A test prep manual for the TExES PPR
exam 160 for grades EC-12.

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Fourth Edition
1. **Human Development**

**Key Descriptors:**

- Knows the stages of cognitive, social, physical, and emotional development (the four domains).
- Recognizes that variations occur.
- Uses development to plan instruction and assessment.
- Selects developmentally appropriate instructional activities.
- Analyzes how developmental delays in one of the four domains affects other domains.
- Recognizes signs of impairment or delay.
- Knows the importance and stages of play.
- Teaches life skills.
- Recognizes challenges for each developmental stage.
- Understands the importance of peer relationships.

**Key Words:**

- Cognitive
- Social
- Physical
- Emotional

**Impact of Delays Across Domains**

**Signs of Delays**

**Stages of Play**

**Life Skills**

**Descriptor Highlights**

**NOTE:** Refer to the bullet points under each Competency in the ETS/SBEC study guide. Analyze each bullet point, and synthesize it down to a paraphrase that is meaningful to you, using no more than five words. List those phrases in order on the lines above. It may help to number the bullet points and the lines above. When complete, record them again on Worksheet 4 in Appendix I.
The State of Texas expects all teachers to analyze their individual learners. We are not teaching a subject or a grade—we are teaching individual students. Each student arrives with a unique history and experience set that has led to his/her current growth and mindset. By analyzing where students are in their development, teachers can plan effective, personalized instruction that allows all learners to progress. There are four main developmental domains:

- Cognitive (thought, thinking)
- Social (relationships, morality)
- Physical (body, brain)
- Emotional (feelings)

**A. Cognitive Development**

Cognitive development involves the growth of thinking skills and processes. The primary educational researcher in this field was Jean Piaget, whose studies described interactions between learners and their environments. He categorized these interactions in stages. The first three stages are typical for PK-4th grade. The fourth stage develops at varying rates, but typically at around 5th-6th grade.

**Paiget’s Stages (SPCF)**

**S - Sensorimotor**
- Generally occurs ages at 0-2.
- The child explores the world using their senses (everything goes into the mouth, etc.).
- Listening occurs from birth; speech develops toward the end of the first year.
- The child is extremely attached to primary caregiver.
- Object Permanence is a common trait for this stage (out of sight, out of mind). This impacts learning as items out of sight cease to exist in the child’s mind, which can lead to anxiety (especially over “lost” parents, “lost” home, etc.).

**P - Preoperational**
- Generally occurs at ages 2-7.
- The child engages in imaginative play, using symbolic items and familiar roles.
- The child’s thinking is more advanced, but still not based on logic.
- Egocentric; “it’s all about me” - The child does not grasp that others have different ideas and perspectives than they do.
- The concept of conservation is not fully developed.

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*Teachers need a basic understanding of human development: physical, mental, emotional and social. People act in certain ways to shape and form their environment. There is a constant interaction between people and their environments.*
1. Human Development

Conservation - A specific quantity (particularly of liquid) will remain the same despite the size, shape, or dimension of the container it is in.

Child sees these as having the same amount when the concept of conservation is fully developed.

4 ounces in each container

This means the child has moved from the preoperational stage of thought to the concrete stage of thought.

C - Concrete
- Generally occurs at ages 7-11.
- The child demonstrates higher-order, more logical thought.
- The child still engages in exploratory learning, but learning is thought-driven as opposed to driven by senses.
- Fully understands conservation.
- Knowledge is assimilated by doing (active, cooperative learning is appropriate - project based learning, discussion groups, etc.).
- Understands relational terms, that things can have predictable relationships, can categorize.
- Understands reversibility, that things can be done, then undone.

F - Formal
- Generally occurs ages at 11 and up.
- Higher thought, creation, evaluation, and synthesis.
- Self-directed (student-centered) learning is most appropriate.
- Child is able to research, debate, justify, defend, and extend his/her own learning.

Sample Question: A preschooler has a pitcher of milk. After pouring milk from the pitcher into three cups, the preschooler announces that she now has more milk. The teacher’s best assessment of this incident would be that the student:

a. appears to be showing signs of a developmental delay.
b. has not grasped the concept of conservation of volume.
c. appears to be showing signs of a visual disability.
d. has not developed the concept of object permanence.

Cognitive Development and Impact on Language Development

Students who have limited experiences with books and print at home may need several years of development of experiences related to print awareness at school. These students’ ability to connect through oral language, to develop reading skills and phonemic awareness (as well as to understand information presented in these ways) is negatively impacted. Students will ultimately be less successful in life if the concepts are not developed at an early age.

Implication: We need to fill in the gaps for these students and provide the missing experiences.

Students who have interacted with significantly older individuals in their home environment will develop mentally from the interaction. They will have:
- Enhanced thinking and reasoning skills.
- Higher vocabulary skills.

Implication: We need to allow these advanced students to progress while filling in the gaps for students who lacked these experiences.

Wide exposure to reading is an excellent method to reach both groups.

B. Social Development

Moral Development - Based on Kohlberg’s Stages of Moral Development

Note that stages are not necessarily tied to a specific age, but do progress chronologically. Moving to the next stage is dependent on the child’s cognitive
1. Human Development

ability to perform at that level. For example, an adult with severe developmental delays may perform in the self-interest orientation stage.

Kohlberg’s Stages of Moral Development

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<td>Principles</td>
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Level 1 (Pre-Conventional)
Most common in children

1. Obedience and Punishment Orientation -
Whether or not to do something is directly related to the consequence. Will I get in trouble? Can I avoid punishment?

2. Self-Interest Orientation -
Focus is on satisfying own needs...an egotistical attitude. Works for rewards, but may not work if no apparent reward is offered. Extrinsically motivated. What’s in it for me?

Level 2 (Conventional)
Most common in adolescents

3. Conformity Orientation -
Focus is on pleasing others, performing as expected, “being good”.

4. Social Order Orientation -
Focus is on following rules and laws to maintain society’s expectations. Law and order mentality.

Level 3
(Post-Conventional)
Most common in adults

5. Social Contract Orientation -
Focus is on doing what’s allowed vs. what is right. Laws and rules can be bent (or disregarded) for the good of the whole. Personal values guide decisions and realization is present that values vary from person to person. Example: Driving five miles over the speed limit.

6. Universal Ethical Principles -
Behavior and morality is guided by personal principles of right and wrong, individual’s perception of what matters most. Right choices are made simply because they are right, without recognition or reward, regardless of consequence. Some adults never attain this level of moral growth.

C. Physical Development

Environmental Factors and Prenatal Development
During prenatal development, negative occurrences can have impacts that affect development throughout a child’s life. Specific considerations are:
- Maternal nutrition
- Malnutrition linked to increased risk of birth complications, neurological problems, and psychopathology
- Maternal drug use
- Tobacco, alcohol, prescription, and recreational drugs
- Fetal alcohol syndrome
- Maternal illness
  Rubella, syphilis, mumps, genital herpes, AIDS, and severe influenza can affect development
- Prenatal health care

Teachers should be aware that when these situations are present, the child may have delays that will impact all domains. Guidance from health and education professionals is associated with higher success rates in students with developmental needs.

D. Emotional Development

Early Emotional Development
- Attachment - emotional bonds are formed between child and caregiver(s)
- Separation anxiety - emotional distress occurs when child is separated from caregiver(s)
Domain II: Creating a Positive, Productive Classroom Environment

Competencies 5-6

(P15% of the test)

Pedagogy and Professional Responsibilities Standard II:
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
5. **Environment of Support**

Key Descriptors:

- Uses developmental knowledge to create a positive environment.
- Teaches sharing and cooperation skills to young children.
- Teaches older children to collaborate with peers and to treat the community with respect.
- Emphasizes collaboration and support.
- Teaches respect for diversity.
- Creates an environment where students are actively engaged.

Key Words: Classroom Environment
Collaborate
Respect
Supportive Interactions
Active Engagement
High Expectations
Room Arrangements
Safe, Nurturing Environment
Modeling

**DESCRIPTOR HIGHLIGHTS**

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5. Environment of Support

Competency 5:
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.

A. Development and Classroom Climate
Children develop in stages (see Competency 1), and with these stages come unique needs. Before entering the school setting, many students have little or no experience working and playing with others, particularly with others who represent diverse characteristics. In building a positive classroom climate, teachers must consider the developmental stages represented within their classrooms.

At the beginning of school, you can set the stage for a positive classroom by leading a discussion on how we want to be treated by others. Guide the students to develop their own guidelines of what should happen within their learning community. Have students agree together to follow their guidelines. Also discuss how infractions can be handled in a positive manner (ask him/her to stop, move away, tell the teacher), and when they should be immediately brought to your attention (when there is an injury or hazard).

B. What Younger Children Need
Younger children do not arrive with skills that, as adults, we take for granted. Children in these early stages are very egocentric. They have a difficult time comprehending that what is best for them is not best for everyone.

Children do not innately know how to do these important tasks:
• Share
• Take turns
• Move past each other
• Use words instead of actions to accomplish goals
• How to be polite

Teachers must teach young learners these skills:
• How to respect the possessions of others
• How to be honest and fair

Important aspects of teaching these skills:
• Explaining and demonstrating expectations
• Consistency
• Modeling professional behavior

C. What Older Children Need
Older children are able to comprehend matters that are increasingly abstract. Their peer association skills should be centered on success in their future lives. Middle level students should have many opportunities for group interaction. Older students must be taught to respect their community and the people within. They need explicit instruction regarding:

Skills for life
Collaboration
Respectful interactions
Interpersonal skills
Decision-making skills

continued
5. Environment of Support

D. Creating a Collaborative Environment

- Physical space - classrooms should be arranged in ways that support collaboration and provide clear passage between spaces
- Emotional space - students should be taught to respect the feelings and emotions of others
- Respectful interactions - students must learn to demonstrate respect for diversity and to interact in ways that demonstrate respect for themselves, others, and their learning community
- Organize for success - an organized environment allows smooth transitions between activities

E. Teaching Respect for Others

Respect is an attitude that will carry children far in life. Without respect for others (and for authority), children will have many challenges as they grow. There are many ways to teach respect.

- Model respect. Children who are shown respect understand how important respect is.
- Discuss respect. Children should understand that respect means how you treat others, how you treat their possessions, and how you treat yourself.
- Work with parents. Make parents your partners in teaching and modeling respect.

Specific ways to respect diversity

- Find common ground
- Explore and value uniqueness
- Share personal information and become friends

F. Keeping Students Engaged

Engagement is interest. When students are engaged, they participate enthusiastically and learn more.

Why Engagement Is Important

The opposite of engagement is boredom - which often leads to misbehavior. Keep your students challenged and excited about what they are learning and behavior challenges vanish.

How Engaged Learners Look and Act

Engaged learning is noisy. Enthusiasm bubbles as students relate what they are learning to their personal experiences. Engaged learners are animated, often out of their seats, leaning forward, and waving their hands in the air to comment.

How Disengaged Learners Look and Act

The old adage, “Idle hands are the devil’s playground”, is very true. Disengaged students talk about irrelevant things, appear bored, counter the teacher, clown for attention, and disrupt the learning of others.

How To Foster Engagement

Students are most engaged when
- lessons are appropriate and comprehensible
- lessons are meaningful and relevant
- work and expectations are clear
- there are active components to the lesson
- they are given choices and input into their learning

Specific Ways to Foster Engagement

- Create lessons with active and interactive components.
- Provide clear expectations and goals, preferably set with the help of the children.
- Offer choices of materials, projects, and methods of assessment.
- Allow students to work together.
- Use real-world examples.
- Design lessons that use student interests.
- Use technology (videos, audio, projectors, computers, overhead, visuals, presenters, slide shows, learning games, etc.).

G. Interactions

Teacher-student interactions can build or destroy your classroom climate.

- Praise and correct behaviors, not children. When you single out a child—for correction or praise—it can have an effect on the child and the classroom. Public criticism may cause children to escalate behaviors to save face. Public praise may also make children the target of harassment and jealousy. It is
8. Engaging Instruction

Key Descriptors:

- Employs instructional strategies and varies student-teacher roles to promote engagement.
- Promotes engagement by structuring lessons effectively, using flexible grouping, adjusting pacing to student needs, allowing wait-time.
- Presents concepts that are relevant and meaningful.
- Evaluate materials and activities to assure they meet the students’ needs.
- Monitors the effectiveness of instruction.
- Motivates students.
- Encourages students to be self-motivated.

Key Words:
Varied Teacher-student Roles
Active Engagement
Flexible Grouping
Pacing
Monitoring
Motivation
Self-Motivation

Suggestions for our Class Project

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8. Engaging Instruction

Competency 8:
The teacher provides appropriate instruction that actively engages students in the learning process.

A. Instructional Techniques
One state expectation for today’s Texas classrooms is student-centered learning mimics modern work teams. Teachers do not always stand at the front of the room and lecture. Students no longer exclusively sit quietly at desks and take notes or read the textbook. Active, engaged students set their own learning goals and participate all along the pathway to learning. Active classrooms are noisy (but not chaotic), filled with purposeful conversation about academic concepts. Instructional techniques in today’s classroom include:

- Discussion - Students should be given the opportunity to discuss ideas, events, concepts, beliefs, etc.
- Inquiry - Students should make predictions, build hypotheses, make inferences, develop essential questions, and seek answers to their questions.
- Problem-solving - Students should identify problems and resources for solutions, and research and solve these problems.
- Varied teacher-student roles - Students learn best what they are allowed to teach; for this to happen, students must take on the role of presenter, researcher, instruction designer, and teachers must step back and become facilitators.
- Intellectual Involvement - Students’ bright minds should be inspired in every stage of the learning process. Never dumb-down lessons; instead allow the student new ways to find success and understanding.
- Active Engagement - Active engagement occurs when students direct their own learning. Teachers must be willing to let the students have a measure of control over their learning, a say in what they are learning and how it will be learned. Students must be allowed to work together on active, hands-on projects.

B. Promoting Learning

- Structuring Lessons Effectively
Effective lessons move from concept to concept in an orderly fashion. Each idea builds upon previous learning and connects to essential (important) questions.

- Using Flexible Grouping
Students gain from grouping that is adapted to their specific needs. Flexible grouping is a strategy that allows student groups to change depending upon the problem or activity. Students are grouped sometimes by skill, sometimes by interest, and sometimes purely randomly. Students move to different groups depending on the subject matter being covered. This method gives students wide exposure to diversity and a chance to work with others who share their learning styles or interests.

- Using Flexible Pacing
Instructional pacing is the speed at which concepts and activities are presented. To maintain student engagement, teachers must maximize the pace of instruction—keep the lessons moving, while still being certain that no one has fallen by the wayside.

- Allowing Wait Time
Another way to say wait time is “think time”. Basically, when students have a concept or question before them, they may need a few moments (2-3 seconds) to think before answering. When teachers allow students...
9. Technology

Key Descriptors:

Key Words:
Basic Terms and Concepts of Current Technology
Acceptable Use
Legal and Ethical Guidelines
Word Processing, Spread Sheets, Databases
Graphic Tools, Electronic Communication
Multimedia Presentations

• Demonstrates knowledge of technology terms and concepts.
• Knows difference between database and spreadsheet.
• Understands issues related to legal and ethical use of technology.
• Can evaluate technology projects.
• Uses task-appropriate tools to plan, create, communicate, and contribute.
• Uses productivity tools such as slide shows, multimedia, video, etc.
• Addresses equity issues related to use of technology.
Worksheet 1

Competency Key Titles

List the first letter of each Key Title for each Competency: (Study them on the Competency study pages in this manual and on the CD, and then write them from memory here.)

I. Designing Instruction and Assessment to Promote Student Learning
   1. _____
   2. _____
   3. _____
   4. _____

II. Creating a Positive, Productive Classroom Environment
    5. _____
    6. _____

III. Implementing Effective, Responsive Instruction and Assessment
     7. _____
     8. _____
     9. _____
    10. _____

IV. Fulfilling Professional Roles and Responsibilities
    11. _____
    12. _____
    13. _____
### Competencies

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Copy this chart and carry it with you for easy study. See the study module on the CD; it breaks down these definitions into phrasing for easier memorization.