# Part 1

# **Licensure Examination Study Guide**

You probably will have to take a licensure examination in order to become a teacher in your state. In almost 40 states the Praxis II<sup>TM</sup> test is the required licensure examination. This section highlights the concepts from each chapter that may be on your licensure test. In the Licensure sections of MyEducationLab, you will find guidelines for passing the Praxis exam, including case histories and video case studies with practice test questions and information about state and national licensure standards.

### Chapter 1

Developing relationships with professionals: Until you become a teacher, it will be difficult to establish a working relationship with other practitioners. However, you might find this site beneficial: K-12 Professional Circle (http://nces.ed.gov/practitioners/teachers.asp).

Keeping current with educational issues: Education Week (http://www.edweek.org/) will keep you up to date about innovations in teaching, policy initiatives, and changes in public laws related to education. These issues are often highly complex. The use of critical thinking skills is essential when making judgments about the information you will encounter in this type of publication.

### Chapter 2

Possible licensure examination topics include:

#### Cognition

For Piagetian and Vygotskian theories of development, you should understand:

• Basic assumptions of each

- How students build their unique knowledge bases
- How students acquire skills
- Important terms and concepts related to each
- The key steps, mechanisms, or milestones related to each theory
- The limitations of each theory

#### Language

For the development of language, you should understand:

- Basic assumptions of major theories
- The major accomplishments of language development of school-age children
- The relationship between language and literacy
- Basic steps that teachers can take to enhance literacy among their students

### Chapter 3

Understand the major concepts and progressions related to:

- Bronfenbrenner and the Social Context for Development
- Erikson's theory of psychosocial development
- Piaget's and Kohlberg's perspectives on moral development
- Gilligan's theory of caring

Design or choose strategies that:

- support optimal social and emotional development of students
- help students cope with major life transitions and challenges to safety, physical, and mental health
- help students build a sense of selfconcept, self-esteem, and self-identity (including racial identity)

## Chapter 4

Explain the effects of legislation on public education:

- Americans with Disabilities Act
- Individuals with Disabilities Education Improvement Act
- Section 504
- Individualized Education Plans
- Inclusion and Least Restrictive Environment

Understand views of intelligence and describe its measurement:

- Types of intelligence tests and their uses
- Multiple intelligences
- Interpreting intelligence scores
- Modifications to testing

Accommodate the needs of students with exceptionalities:

- Attention-Deficit Hyperactivity Disorder
- Visual, speech, and physical difficulties
- Learning disabilities
- Intellectual disabilities/mental retardation

#### Chapter 5

Recognize the influences that ethnicity, socioeconomic status, and community values may have on:

- Student-teacher relationships/parentteacher relationships
- Student learning styles
- Academic achievement
- Attitudes, self-esteem, and expectations for success
- Opportunities for quality educational experiences

Understand the influences that gender may have on:

- Teachers' attention to students
- Differences in mental abilities

Devise strategies that:

• Eliminate sexist teaching practices

- Promote positive school-home relationships
- Support English acquisition in non-English speaking students
- Reduce or eliminate racial and ethnic stereotypes and biases

#### Chapter 6

Understand the basic assumptions and contributions of these behaviorists:

- Payloy
- Skinner

Determine appropriate behavioral techniques to:

- Establish efficient classroom routines and procedures
- Foster appropriate classroom conduct
- Help students monitor and regulate learning

Understand basic processes of operant conditioning and their roles in learning, including:

- Antecedents and consequences
- Types of reinforcement and reinforcement schedules
- Punishment
- Shaping

#### Chapter 7

Understand how memory and recall are affected by:

- The limitations, capacities, and capabilities of the various structures of human memory (e.g., memory stores)
- The manner in which humans process information
- Prior knowledge of a topic
- Executive control processes

Explain how students and teachers can enhance learning through the use of:

- Elaboration and mnemonic devices
- Organized Presentation
- Meaningful learning and instructional activities

#### **Chapter 8**

Focus on each of these major topics:

- Metacognitive knowledge and learning
- Learning strategies
  - -- Basic Principals of teaching these strategies
  - -- Cognitive processes involved in various strategies
  - -- Appropriate uses of different strategies
- · Problem solving
  - -- General problem-solving strategies/heuristics and algorithms
  - -- The value of problem representation
  - -- Factors that impede problem solving
- Creativity
  - -- Meaning of creativity
  - -- Encouraging student creativity
- Critical Thinking
- Transfer of learning
  - -- Types of transfer/promoting transfer

### Chapter 9

Explain the advantages and appropriate uses of major student-centered approaches to learning and instruction:

- · Inquiry method
- Problem-based learning
- Cognitive apprenticeships
- Cooperative learning
- Service Learning

Understand important concepts related to student-centered models of instruction:

- Situated learning
- Complex learning environments
- Authentic tasks
- Multiple representations of content
- Piaget and Vygotsky: Theories of constuctivism

### Chapter 10

Focus on these major topics:

- Bandura
- Modeling and Observational Learning
- Social Cognitive Theory

- Self Regulated Learning
- Self-Efficacy
- Teachers' Sense of Efficacy

### Chapter 11

Describe the theoretical foundations of the major approaches to motivation.

- Identify and define important terms related to motivation including goals, attributions, intrinsic and extrinsic motivation, self-determination.
- Use your knowledge of motivation to:
  - --identify situations and conditions that can enhance or diminish student motivation to learn.
  - -design strategies to support individual and group work in the classroom.
  - --implement practices that help students become self-motivated.

#### Chapter 12

Understand principles of classroom management that promote positive relationships by:

- Establishing daily procedures and routines
- Responding effectively to minor student misbehavior
- Implementing reasonable rules, penalties, and rewards
- Keeping students actively engage in purposeful learning

Diagnose problems and prevent or reduce inappropriate behaviors by:

- Communicating with students and parents
- Addressing misbehaviors in the least intrusive way possible
- Confronting disruptive behaviors in an effective, efficient manner

### Chapter 13

Develop plans for instruction and consider:

- The role of objectives in instruction
- Writing behavioral and cognitive objectives
- The use of educational taxonomies to design effective objectives
- The role of independent practice (i.e., seatwork and homework)
- Direct instruction and expository teaching
  - --Basic assumptions
  - --Inductive reasoning/deductive reasoning
  - --Appropriate uses/principles of implementation

Understand the basic principles of teachercentered and student-centered forms of instruction, including:

- Appropriate uses and limitations
- The role of the teacher
- Effective questioning techniques
- Whole group discussions
- Recitation
- Thematic/interdisciplinary instruction
- Differentiated instruction

### Chapter 14

Describe the characteristics and purposes of major types of test:

- Criterion-referenced and norm-referenced tests
- Achievement, aptitude, and diagnostic tests

Understand major concepts related to classroom assessment and grading:

- Formative and summative assessment
- Reliability and validity
- Criterion-referenced and norm-referenced grading

Describe the characteristics, uses, and limitations of major assessment techniques, including:

- Multiple-choice items
- Essays
- Portfolios
- Exhibitions

Design a scoring rubric for an authentic learning task that possesses:

- Validity
- Reliability
- Generalizability
- Equity

Explain the major issues related to concerns about standardized testing, including:

- High-stakes testing
- Bias in testing
- Test-taking programs