



TEXES | Texas Examinations of Educator Standards

Preparation Manual



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PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES™). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects the SBEC's commitment to help align Texas education from kindergarten through college. The SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

If you have any questions after reading this preparation manual or you would like additional information about the new TExES tests or the educator standards, please visit the SBEC Web site at www.sbec.state.tx.us.

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test questions

Sample test items and answer key

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SECTION I

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests may include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are convened to recommend what the beginning educator should know and be able to do. To ensure vertical alignment of standards across the range of instructional levels, individuals with expertise in early childhood, elementary, middle, or high school education meet jointly to articulate the critical knowledge and skills for a particular content area. Participants begin their dialogue using a "clean slate" approach with the Texas Essential Knowledge and Skills (TEKS) as the focal point. Draft standards are written to incorporate the TEKS and to expand upon that content to ensure that all beginning educators possess the appropriate level of both knowledge and skills to instruct students successfully.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-and-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. The SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test *scaled* score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of items answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
 - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you understand the score scale and interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report mailing date of each test administration. Information about receiving unofficial scores via the Internet, the score scale, and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at www.sbec.state.tx.us.

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

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:

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

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 8. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

Health EC–12

Competency:

The health education teacher understands human body systems and the processes of human growth and development.

Descriptive Statements:

The beginning teacher:

- Demonstrates an understanding of the structures, functions, and interactions of body systems and of factors (e.g., heredity, environment, behavior) that influence the functioning of body systems.
- Analyzes the roles of various body systems in maintaining health and knows strategies for maintaining the healthy status of body systems.
- Demonstrates knowledge of typical patterns and processes of human growth and development, including physical, cognitive, and emotional development, and understands individual variation in rates and patterns of development.
- Analyzes factors affecting growth and development and knows personal health behaviors (e.g., nutrition, exercise, sleep) required to maintain health throughout the life cycle.
- Demonstrates knowledge of physical and emotional changes associated with puberty and how these changes may affect personal health.
- Identifies practices that promote or impede development of a healthy embryo and fetus (e.g., prenatal care; proper nutrition; use of alcohol, tobacco, or other drugs; exposure to disease).

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the "Preparation Resources" section of this manual for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by the SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

TEST FRAMEWORK FOR FIELD 157: HEALTH EC–12

Domain I Personal Health
(approximately 27% of the test)

Standards Assessed:

Health EC–12 Standard I:

The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Health EC–12 Standard III:

The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Domain II Healthy Interpersonal Relationships
(approximately 20% of the test)

Standards Assessed:

Health EC–12 Standard I:

The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Domain III Community and Environmental Health and Safety
(approximately 20% of the test)

Standards Assessed:

Health EC–12 Standard I:

The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Health EC–12 Standard III:

The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Domain IV Health-Related Skills and Resources
(approximately 20% of the test)

Standards Assessed:

Health EC–12 Standard I:

The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

**Domain V The School Health Education Program
(approximately 13% of the test)**

Standards Assessed:

Health EC–12 Standard I:

The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Health EC–12 Standard II:

The health teacher communicates concepts and purposes of health education.

Health EC–12 Standard III:

The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Health EC–12 Standard IV:

The health teacher evaluates the effects of school health instruction.

DOMAIN I—PERSONAL HEALTH

Competency 001

The health education teacher understands human body systems and the processes of human growth and development.

The beginning teacher:

- Demonstrates an understanding of the structures, functions, and interactions of body systems and of factors (e.g., heredity, environment, behavior) that influence the functioning of body systems.
- Analyzes the roles of various body systems in maintaining health and knows strategies for maintaining the healthy status of body systems.
- Demonstrates knowledge of typical patterns and processes of human growth and development, including physical, cognitive, and emotional development, and understands individual variation in rates and patterns of development.
- Analyzes factors affecting growth and development and knows personal health behaviors (e.g., nutrition, exercise, sleep) required to maintain health throughout the life cycle.
- Demonstrates knowledge of physical and emotional changes associated with puberty and how these changes may affect personal health.
- Identifies practices that promote or impede development of a healthy embryo and fetus (e.g., prenatal care; proper nutrition; use of alcohol, tobacco, or other drugs; exposure to disease).

Competency 002

The health education teacher understands nutrition, exercise, and physical fitness and their role in maintaining and enhancing health.

The beginning teacher:

- Identifies types of nutrients, their sources in food, and their uses in the body (e.g., the importance of calcium for bone growth, iron for red blood cells, and vitamin A for vision).
- Demonstrates knowledge of scientifically proven principles of nutrition, the components of a balanced diet, and how to apply these principles of nutrition to ensure a balanced diet.
- Analyzes healthy and unhealthy dietary practices, including eating disorders and fad diets, and ways in which diet influences personal health.
- Applies skills and strategies for reading, interpreting, and evaluating nutritional information (e.g., food pyramids, food labels, promotional claims) and for using this information to make healthy food choices.
- Applies knowledge of factors that influence nutritional and caloric requirements (e.g., age, activity level, pregnancy) and factors that influence food choices (e.g., cultural background, family eating patterns, advertising, peer behaviors).
- Demonstrates knowledge of skills and motivational strategies for making healthy food choices and for planning a healthy diet.
- Analyzes relationships between dieting, exercising, and maintaining a healthy weight.
- Demonstrates knowledge of the components of fitness (e.g., cardiovascular fitness, flexibility, muscle strength) and methods for assessing fitness.
- Identifies types of exercise and analyzes the effects of exercise on different body systems (e.g., cardiovascular, musculoskeletal).
- Demonstrates an understanding of the health benefits of physical activity throughout the life span, including weight control, and strategies for maintaining and improving fitness.
- Identifies strategies for developing and following a personal health plan that stresses good nutrition, exercise, and appropriate body weight.

Competency 003

The health education teacher understands how diseases and disorders affect health.

The beginning teacher:

- Demonstrates knowledge of types and characteristics of communicable diseases and noncommunicable diseases.
- Demonstrates knowledge of types of pathogens (e.g., viruses, bacteria, fungi) that cause communicable disease, how they cause disease, and how they are transmitted.
- Analyzes risk factors for contracting common communicable diseases.
- Demonstrates an understanding of methods for treating different types of communicable diseases (e.g., viral, bacterial) and preventive measures (e.g., washing hands, avoiding stress, quarantine, vaccination) that limit the spread of communicable disease.
- Recognizes causes of common noncommunicable diseases (e.g., asthma, diabetes, cancer, heart disease) and analyzes risk factors for contracting these diseases (e.g., heredity, smoking, sedentary lifestyle).
- Demonstrates knowledge of methods for early detection of noncommunicable diseases (e.g., genetic counseling, Pap smear) and for preventing noncommunicable diseases (e.g., exercising, losing weight, reducing air pollution).
- Demonstrates an understanding of immune system responses to disease (e.g., fever, antibody formation, asthma).
- Analyzes the effects of environmental factors on health and disease.
- Analyzes the influence of laws and policies on disease prevention and health-related issues.

Competency 004

The health education teacher understands mental and emotional health and factors that influence mental and emotional health.

The beginning teacher:

- Analyzes interrelationships among physical, mental, emotional, and social health (e.g., child abuse and neglect, substance abuse).
- Demonstrates knowledge of how emotional health needs change throughout the life span (e.g., emotional attachment, decision making, life and death issues).
- Analyzes factors (e.g., heredity, personal experience, environmental factors) that affect mental and emotional health.
- Identifies types, causes, and symptoms of mental and emotional health disorders (e.g., anxiety, depression, eating disorders, suicidal tendencies) and methods for obtaining assistance for mental and emotional problems.
- Applies knowledge of causes of stress (e.g., family, social situations, academic pressure), effects of stress on individual and family health, and strategies for coping with and managing stress (e.g., counseling, exercise).
- Demonstrates an understanding of strategies for managing anxiety and grief, preventing suicides, and maintaining good mental and emotional health.

DOMAIN II—HEALTHY INTERPERSONAL RELATIONSHIPS

Competency 005

The health education teacher understands family relationships and their significance for health.

The beginning teacher:

- Demonstrates knowledge of diverse family structures and factors that influence relationships within families.
- Applies strategies that demonstrate an understanding of individual roles and responsibilities within a family and of behaviors that show consideration and respect for self and other family members (e.g., expressing needs and wants appropriately, practicing self-control).
- Applies knowledge of strategies for promoting healthy interactions among family members (e.g., building trust, expressing affection, setting limits).
- Analyzes ways in which family relationships and family problems (e.g., abuse, divorce, death) can influence an individual's emotional, physical, and mental health.
- Analyzes the nature, causes, and consequences of conflict in families.
- Identifies strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect) and knows how to seek help in dealing with family problems.

Competency 006

The health education teacher understands interpersonal relationships and healthy ways of interacting with others and avoiding conflict.

The beginning teacher:

- Analyzes characteristics of healthy and unhealthy friendships and other interpersonal relationships.
- Demonstrates an understanding of skills and strategies for building and maintaining healthy interpersonal relationships.
- Analyzes peer relationships, the role of peers and peer pressure in influencing behavior and health, and healthy/positive strategies for responding to peer pressure.
- Demonstrates an understanding of characteristics of groups and social support networks, group dynamics, and the health consequences of various types of group interactions.
- Knows the role of social and communication skills (e.g., showing tolerance, empathy, consideration, and respect; responding appropriately to criticism; using listening skills; discussing problems; using conflict resolution skills) in building and maintaining healthy interpersonal relationships.
- Analyzes the use of various communication strategies (e.g., assertiveness, refusal skills) in situations involving interpersonal interactions.
- Applies knowledge of steps and procedures for mediating and resolving conflict.
- Demonstrates knowledge of strategies for avoiding unsafe situations and for responding to negative behaviors exhibited by others (e.g., bullying, ridicule, harassment).

Competency 007**The health education teacher understands human sexuality and its significance for health.**

The beginning teacher:

- Demonstrates knowledge of potential consequences of sexual activity (e.g., pregnancy, sexually transmitted diseases) and the benefits of abstaining from sexual activity outside of a committed relationship.
- Analyzes factors that influence decisions about sexual activity (e.g., peer pressure, personal values, media messages) and strategies for making responsible decisions about sexual activity.
- Demonstrates knowledge of appropriate ways to express affection in a caring relationship and strategies for refusing sexual advances.
- Analyzes roles and responsibilities of individuals involved in dating relationships.
- Identifies the legal and ethical implications of unacceptable behaviors (e.g., sexual harassment, acquaintance rape, statutory rape, sexual abuse).
- Demonstrates an understanding of sexually transmitted diseases (e.g., chlamydia, gonorrhea, HIV) and methods for preventing the spread of these diseases.
- Demonstrates an understanding of the types, characteristics, effectiveness, advantages, and disadvantages of various methods of contraception.

DOMAIN III—COMMUNITY AND ENVIRONMENTAL HEALTH AND SAFETY

Competency 008

The health education teacher understands methods and procedures for promoting safety, preventing accidents, and responding to emergencies.

The beginning teacher:

- Demonstrates knowledge of hazards to health and safety in the home, school, and community.
- Knows basic safety rules and procedures for reducing hazards, avoiding unintentional injuries, and preventing injuries in various situations (e.g., driving an automobile, bicycling, swimming).
- Identifies personal behaviors that increase the risk of injury (e.g., fatigue, risk taking, use of alcohol and other drugs) and recognizes the importance of personal responsibility in preventing injury.
- Relates different types of safe and unsafe behavior to positive and negative health effects throughout the life span.
- Knows strategies for recognizing and avoiding potentially dangerous situations and for preventing and responding to different types of violence (e.g., dating violence, gang violence, hate crimes).
- Demonstrates knowledge of home safety and emergency response plans, their components, and their benefits.
- Demonstrates knowledge of principles and procedures related to safety, unintentional-injury prevention, and response to emergencies, including first aid procedures (e.g., CPR, conscious choking technique).

Competency 009

The health education teacher understands the use and abuse of alcohol, tobacco, and other drugs, including prescription drugs, and the effects of alcohol, tobacco, and other drugs on health.

The beginning teacher:

- Identifies types of legal and illegal drugs (e.g., alcohol, tobacco, steroids, stimulants, depressants, narcotics, hallucinogens, herbal supplements, over-the-counter medications), their characteristics, and laws related to their use.
- Analyzes short-term and long-term effects (e.g., physical, psychological, social) of the use and abuse of alcohol, tobacco, and other legal and illegal drugs, including effects on individuals with given characteristics (e.g., pregnant women, adolescents).
- Demonstrates knowledge of different types of addiction (e.g., physical, psychological) and factors contributing to chemical dependency on and addiction to alcohol, tobacco, and other drugs.
- Analyzes factors in the home, school, and community that can influence an individual's use and abuse of alcohol, tobacco, and other legal and illegal drugs.
- Applies knowledge of strategies for preventing the use and abuse of alcohol, tobacco, and other legal and illegal drugs and of strategies for promoting individual responsible drug use (e.g., designated driver programs).
- Knows methods of intervention and treatments for abuse of alcohol, tobacco, and other drugs and age-appropriate strategies for dealing with another person's substance abuse.
- Demonstrates knowledge of how the use and abuse of alcohol, tobacco, and other drugs may lead to health and safety problems (e.g., unplanned pregnancies, motor vehicle crashes or injuries, drownings).
- Analyzes the role of assertiveness, refusal skills, and peer pressure in decision making and problem solving related to the use of alcohol, tobacco, and other legal and illegal drugs.
- Applies knowledge of types of school-based and community-based efforts to address health-risk behaviors related to the use and abuse of alcohol, tobacco, and other legal and illegal drugs and strategies for promoting student participation in such efforts.

Competency 010

The health education teacher understands issues and factors related to community and environmental health.

The beginning teacher:

- Demonstrates knowledge of community health care agencies, programs, and services and their roles and responsibilities (e.g., primary, preventive, and emergency care).
- Analyzes community and national health care needs and goals and demonstrates knowledge of health-related social, political, and economic issues (e.g., organ donation, rising medical costs, uninsured and underinsured families).
- Analyzes individual factors (e.g., socioeconomic status, cultural background, age, attitudes) and societal factors (e.g., economic trends, government policies) that influence the cost, availability, accessibility, and use of health care for different individuals and communities.
- Demonstrates an understanding of community health problems (e.g., poor nutrition, violence, unplanned pregnancy), their causes (e.g., poverty, inadequate access to health care), and strategies for addressing them (e.g., violence-prevention awareness, drug-abuse prevention and treatment programs).
- Analyzes the influence of various factors (e.g., media messages, technological advances) on individual and community health.
- Demonstrates knowledge of major types of health-related laws, regulations, and policies (e.g., mandatory vaccinations, workplace safety regulations) and their effects on community health.
- Demonstrates knowledge of environmental problems (e.g., air and water pollution, noise, overcrowding, hazardous waste), their causes, and their effects on individual, community, and world health.
- Identifies strategies for reducing environmental hazards (e.g., water purification, emission control, waste management) and analyzes ways in which protecting the environment promotes individual, community, and world health.
- Demonstrates an understanding of ways in which individuals can contribute to improving community and environmental health (e.g., advocacy, volunteerism).

DOMAIN IV—HEALTH-RELATED SKILLS AND RESOURCES

Competency 011

The health education teacher understands the use of decision-making and other skills in making informed choices that influence health.

The beginning teacher:

- Analyzes the multiple influences (e.g., beliefs, knowledge, skills, attitudes, peers, role models) on health decisions and behaviors.
- Applies knowledge of steps and procedures for using decision-making and problem-solving skills in various health-related contexts.
- Demonstrates an understanding of risk assessment and ways to reduce health risks and enhance and maintain health.
- Applies knowledge of how to use planning and goal-setting, decision-making, and problem-solving skills and procedures to enhance personal, family, and community health.
- Recognizes the importance of seeking advice and guidance from others (e.g., health care professionals, family members) in making decisions about personal health.
- Recognizes benefits of and procedures for developing personal plans for maintaining and enhancing health.

Competency 012

The health education teacher understands sources of health-related information and strategies for accessing, evaluating, and using health-related information.

The beginning teacher:

- Demonstrates knowledge of sources of valid health-related information (e.g., health professionals, government agencies, private nonprofit agencies, Internet resources) and how to access and use different types of health-related information.
- Applies knowledge of strategies for researching health-related information and products and for synthesizing information from various sources to make informed health decisions.
- Distinguishes between valid and invalid sources of health information.
- Applies critical-thinking skills to evaluate the validity of health information and recognizes fraud and quackery.
- Evaluates health-related advertising/marketing claims about health care services and products and knows how such claims may influence behavior.
- Knows how to use health information to make decisions about health services, products, and behaviors.

Competency 013

The health education teacher demonstrates knowledge of health-related products and services and the skills and strategies needed to be an informed consumer of health-related products and services.

The beginning teacher:

- Demonstrates an understanding of the characteristics and roles of different types of health care delivery systems (e.g., hospitals, clinics) and health care professionals.
- Identifies health maintenance activities (e.g., regular medical and dental checkups) and their benefits.
- Analyzes how specific factors (e.g., cultural background, socioeconomic status, access to information) influence the selection and use of health care services and products.
- Demonstrates knowledge of advertising/marketing techniques used in health product and health service promotion and applies skills for determining whether advertising claims are accurate, misleading, or deceptive.
- Applies knowledge of skills and criteria for evaluating and selecting health-related treatments, products, providers, and services.
- Demonstrates knowledge of local, state, and federal laws, regulations, and agencies related to consumer health and how they protect consumers of health care products and services.

DOMAIN V—THE SCHOOL HEALTH EDUCATION PROGRAM

Competency 014

The health education teacher knows how to plan, implement, and evaluate a school health education program and understands the role of the school health educator.

The beginning teacher:

- Demonstrates knowledge of a coordinated school health model and the role of the teacher within a coordinated school health education program.
- Analyzes the interdependence of health education and other components of a coordinated school health program.
- Applies knowledge of procedures for planning and implementing a school health education program and for involving others (e.g., faculty, administrators, health care professionals) in planning, implementing, and supporting the program.
- Demonstrates awareness of the need to use procedures that are compatible with school policy when implementing curricula.
- Knows the role of local health advisory councils in the implementation of health education, including the role of a School Health Advisory Council (SHAC) as mandated by the Texas Education Code.
- Applies knowledge of factors and procedures involved in planning an effective school health education program that involves parents/guardians and takes into consideration local culture, needs, and interests.
- Applies knowledge of strategies for communicating the importance of health education to students, parents/guardians, and the community and for being an advocate for health-related issues in the school and the community.
- Demonstrates an understanding of the role of the health education teacher as a source of health-related information within the school community.
- Applies procedures for evaluating the school health education program and for making program modifications based on evaluation results.

Competency 015

The health education teacher knows how to plan and implement effective school health instruction.

The beginning teacher:

- Demonstrates an understanding of the major content areas of health instruction (e.g., community health, nutrition, mental health, sexuality education) and the purposes and components of a scope and sequence plan for school health instruction.
- Knows how to integrate the school health education curriculum with other content areas (e.g., language arts, science, social studies).
- Applies knowledge of strategies for planning health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of all students.
- Demonstrates knowledge of strategies for effectively implementing and integrating a school health education curriculum.
- Demonstrates knowledge of accurate and age-appropriate sources of information about health and knows how to incorporate appropriate resources and materials into school health instruction.
- Analyzes factors that shape students' patterns of health behavior (e.g., knowledge, skills, attitudes) and knows effective strategies for helping students learn skills for health maintenance and apply this knowledge in their daily lives.
- Knows how to help students develop and apply skills for locating, reading, comprehending, and retaining content-related information from a range of texts and technologies.
- Applies strategies for addressing sensitive or controversial health issues appropriately and in ways that are compatible with state and school policies.
- Understands the importance of modeling positive health behaviors and knows how to use communication skills and strategies effectively in health education contexts.
- Demonstrates knowledge of criteria and methods for evaluating student learning about health and for applying student assessment results to enhance health instruction.

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you may see on the TExES test in this field and to suggest possible ways to approach thinking about and answering the multiple-choice items. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The Health EC–12 test is designed to include 80 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice questions assess your ability to recall factual information **and** to think critically about the information, analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

You may see the following two types of multiple-choice questions on the test.

- Single items
- Items with stimulus material

You may have two or more items related to a single stimulus. This group of items is called a cluster. Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final response must be indicated on the answer sheet provided.**

SINGLE ITEMS

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following question is an example of this type. It tests knowledge of Health EC–12 competency 002: *The health education teacher understands nutrition, exercise, and physical fitness and their role in maintaining and enhancing health.*

A short period of rapid weight loss early in fasting diets is often followed by a pattern of much slower weight loss because the initial weight loss is primarily due to:

- A. the burning of fat stored in the liver and other internal organs for fuel.
 - B. the reduction in size of individual fat cells rather than in the total number of fat cells.
 - C. a loss of water from the body rather than the loss of any body tissue.
 - D. a rapid increase in basal metabolic rate brought about by the stress of fasting.
-

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 it on your answer sheet.

A fasting diet refers to a diet during which an individual eats only sparingly or not at all. The question asks for the primary reason that individuals undergoing a fasting diet lose weight rapidly at first but more slowly over time. Look at the response options and consider which of them best describes the primary reason for this pattern of weight loss.

Option A states that the storage of fat for eventual use as fuel occurs in the liver and other internal organs, but most fat storage does not occur in these locations. Rather it occurs in adipose tissue that is located just under the surface of the skin or that surrounds various internal organs, for example, the heart and intestines. Thus Option A is not an accurate response.

Option B states that weight loss during fasting diets results from the reduction in the size of individual fat cells present rather than in the total number of fat cells. Although generally true of adipose (fatty) tissue during periods of caloric deprivation, this fact does not explain the initial rapid weight loss at the onset of a period of fasting. Thus Option B is not the best response.

Option C states that the initial rapid loss of weight during a fast is the result of the loss of body water by dehydration, and this is correct. After this initial period of rapid weight loss, continuing weight loss is the result of the breakdown of body tissues, including the fat stored in adipose tissue, at a rate proportional to the amount of caloric deprivation. Option C is the best response.

Option D states that the body's initial response to fasting is an increase in the basal, or resting, metabolic rate. This rate is a measure of the energy the body requires to maintain vital bodily functions, such as respiration and blood pressure, while at rest. In fact, the basal metabolic rate decreases when a person loses weight, so option D can be eliminated as the best response because it is not accurate.

Of the alternatives offered, only option C is accurate. Therefore, the correct response is option C.

The following question tests knowledge of Health EC–12 competency 006: *The health education teacher understands interpersonal relationships and healthy ways of interacting with others and avoiding conflict.*

Compared to membership in more inclusive groups, belonging to a clique is likely to have which of the following negative consequences for its members?

- A. Since cliques enforce conformity among their members, those who join cliques are likely to have lower self-esteem than other individuals.
 - B. Since cliques are often unstable and temporary, members are less likely to form close, long-term friendships.
 - C. Since clique members often share similar backgrounds and values, they are less likely to be exposed to different individuals and ideas.
 - D. Since clique members often exclude other individuals from joining, they are likely to be highly unpopular with their peers.
-

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 it on your answer sheet.

A clique is a group of individuals that are united by their common backgrounds, interests, attitudes, and values. The question asks how belonging to such an exclusive circle or group is likely to have a negative impact on the members. Look at the response options and consider which of them best describes the likely negative consequences for the members of a clique.

Option A states that cliques enforce conformity among their members, which is often true. On the other hand, one reason that cliques may form is to reinforce the already high self-esteem and prejudices of their members, so option A is not the best response for this item.

Option B states that cliques are often unstable and temporary, but this not always true. Because of their shared interests and attitudes, members of a clique may form friendships that endure for long periods of time. Thus option B is not accurate.

Option C states that members of a clique are less likely to be exposed to different individuals and ideas. This is true because members of cliques tend to be held together by common values, interests, or goals, and thus are exclusive of individuals with diverse intellectual, social, or cultural backgrounds. Option C is the best response.

Option D states that cliques often exclude other individuals from joining, which is true. However, in some cases members of social cliques can be very popular with their peers, even admired and envied. Thus Option D is not an accurate response.

Options A, B, and D describe characteristics of cliques that are sometimes, or even frequently, true, but only option C describes a situation true of all cliques. Therefore, the correct response is option C.

The following question tests knowledge of Health EC–12 competency 012: *The health education teacher understands sources of health-related information and strategies for accessing, evaluating, and using health-related information.*

A student reads a study about the effectiveness of an herbal supplement in improving immune system response. Which of the following questions would best help the student evaluate the validity of the authors' conclusions?

- A. Do the authors provide proper documentation for all sources cited in the study?
 - B. Do the authors use accepted scientific methods to arrive at their conclusions?
 - C. Do the authors make clear recommendations about whether to use the supplement?
 - D. Do the authors use statistical analyses to arrive at their conclusions?
-

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 it on your answer sheet.

There are numerous herbal supplements and other health-related products available today, and a great deal of information can be found describing their effectiveness. The question asks what is the best criterion to use in deciding about the validity of studies that claim to provide information about the effectiveness of such products. Look at the response options and consider which of them describes the best way to evaluate the validity of the authors' conclusions in such a study.

Option A suggests that the most important factor in determining the validity of the authors' conclusions is that the authors provide proper documentation, or references, for all sources mentioned in the published work. While such documentation is a necessary part of any valid scientific study, by itself it does not guarantee the validity of the authors' conclusions. It is possible to correctly cite sources but draw incorrect or unjustified conclusions. Thus Option A is an incorrect response.

Option B suggests that the use of accepted scientific methods by the authors is the best criterion for evaluating the validity of the authors' conclusions, and this is correct. The authors' work should include a testable hypothesis, a sound experimental design with controls, correct statistical analysis where appropriate, and conclusions that follow from the data collected. Option B is the best response.

Option C suggests that the presence of clear recommendations by the authors about whether to use the supplement are the best way to determine the validity of their conclusions. Since it is possible to make recommendations that are unsupported by, or even at variance with, the data in a study, Option C is not a good response.

Option D suggests that the use of statistical analyses in a study is the most important factor to consider in evaluating the validity of the authors' conclusions. Unfortunately this is not true since the use of the statistical methods may be faulty or the interpretation of the results may be incorrect. Option D is not the best response.

Only option B recognizes that the use of accepted scientific methods is the key factor in determining the validity of the authors' conclusions in a health-related study. Therefore, the correct response is option B.

SECTION IV

SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency number that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency numbers will not appear on the actual test form.

An answer key follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

The sample items are included to illustrate the formats and types of items you may see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual examination.

Health EC–12

Competency 001

1. A deficiency of which of the following nutrients in a mother's diet is most commonly associated with neural tube defects such as spina bifida in the developing fetus?
 - A. calcium
 - B. folic acid
 - C. iron
 - D. vitamin D

Competency 002

2. A high school student would like to eat a healthier diet and lose some weight. The student is very fond of sweets and is pleased to find several different versions of his favorite cookies that are labeled "reduced fat." Before purchasing these products, the student should be aware that they are likely to:
 - A. reduce the amount of fat in the diet below levels that are considered healthy.
 - B. contain additives that may be toxic to some individuals.
 - C. be as high or higher in sugar and calories as full-fat versions of the cookies.
 - D. contain additional fiber that makes them difficult to digest.

Competency 003

3. The use of certain chemicals such as chlorofluorocarbons has led to thinning of the ozone layer of the earth's atmosphere. This thinning will most likely lead to:
 - A. a decrease in certain liver diseases because ozone reacts with other pollutants to produce toxic compounds that accumulate in the liver.
 - B. an increase in certain sinus infections because ozone is an effective antiseptic agent.
 - C. a decrease in certain pulmonary diseases because ozone is a corrosive agent that can damage the lining of the lungs.
 - D. an increase in certain skin cancers because the ozone layer provides protection from ultraviolet rays of the sun.

Competency 004

4. A health education teacher is talking to a high school student who is grieving over the recent death of her mother. During the conversation the student states, "I'm feeling so much anger at her for leaving me the way she did." In responding to this statement, the teacher should keep in mind that anger directed at a loved one who has died:
- A. indicates unresolved feelings of guilt.
 - B. is a manifestation of excessive hostility to authority.
 - C. indicates an abnormal fear of and preoccupation with death.
 - D. is a normal part of the grieving process.

Competency 005

5. For the last year, a 13-year-old girl has become increasingly argumentative, rude, and rebellious with her parents. She is doing well in school, however, and her teachers all report that she is generally well-behaved, polite, and respectful in class. Which of the following is the most plausible interpretation of the girl's behavior at home?
- A. Her behavior is typical of many adolescents, and if her parents are patient and supportive, she will become less argumentative and disrespectful as she grows older.
 - B. Her behavior indicates a fundamental dissatisfaction with her parents and she will probably become estranged from the family when she grows older.
 - C. Her behavior indicates a fear of growing up, and her parents should reassure her by setting and enforcing strict limits on her behavior.
 - D. Her behavior indicates that she may be abusing alcohol or drugs, and her parents should seek professional assistance for her immediately.

Competency 006

6. A seventh-grade boy who is shy and small for his age is regularly bullied during lunch by several larger, more aggressive students. In this situation, it would be most important for the boy to:
- A. avoid the school cafeteria during lunch until the bullying stops.
 - B. tell his parents or a trusted teacher about the bullying.
 - C. try to act in a more assertive and self-confident manner at school.
 - D. learn self-defense techniques to defend himself from the bullies.

Competency 007

7. Statutory rape differs from other types of sexual assault in which of the following ways?
- A. The individuals involved have had a sexual relationship in the past.
 - B. Force or the threat of force is used against the victim.
 - C. Sexual relations between the individuals involved is consensual.
 - D. The victim's judgment is impaired by alcohol or drugs.

Competency 008

8. Which of the following is most likely to cause a buildup of carbon monoxide gas in poorly ventilated areas in the home?
- A. unsealed paint or stain containers
 - B. soil and rock formations in the foundation and basement
 - C. a faulty furnace or wood stove
 - D. newly installed synthetic carpets, curtains, or upholstered furniture

Competency 008

9. According to research, a 16-year-old driver is more than 20 times as likely to have a motor vehicle accident than any other licensed driver. The most likely explanation for this statistic is that 16-year olds:
- A. have slower reaction times than older drivers.
 - B. are less likely to use their seat belts than older drivers.
 - C. lack the driving experience of older drivers.
 - D. are more likely to drive after using alcohol than older drivers.

Competency 009

10. Smoking tobacco would be most likely to have a negative impact on the ability of an individual to succeed at activities such as cycling, basketball, or soccer by:
- A. interfering with balance and coordination.
 - B. reducing the speed and power of muscle contractions.
 - C. impairing mental alertness and the ability to make decisions rapidly.
 - D. decreasing stamina and cardiovascular efficiency.

Competency 010

11. According to government statistics, an increasing percentage of people in the United States have no health insurance. The majority of these people are:
- A. families of workers who do not receive subsidized health insurance from their employers and who make too much to enroll in government health insurance programs.
 - B. wealthy individuals who choose to go without insurance rather than enroll in government health insurance programs that limit choice of physicians and procedures.
 - C. unemployed individuals and their families who have exhausted their unemployment benefits including their right to enroll in government health insurance programs.
 - D. elderly individuals who have annual incomes too high to qualify them for subsidized government health insurance programs.

Competency 011

12. A high school student has unprotected sex at a party. Several weeks later she develops a fever and flulike symptoms. The student is aware of the dangers of contracting HIV/AIDS but is ambivalent about getting tested for the presence of the virus. In making her decision about whether to get tested, the student should place the greatest weight on which of the following facts?
- A. Her sex partner is not sexually promiscuous and is unlikely to be infected with HIV/AIDS.
 - B. HIV/AIDS is an extremely serious disease that should be treated as early as possible.
 - C. Flulike symptoms can be a sign of a wide variety of infections other than HIV/AIDS.
 - D. The likelihood of contracting HIV/AIDS from a single sexual encounter is small.

Competency 011

13. In a small rural town, members of local government have formed a committee with health care professionals to develop a five-year community health plan. In developing the plan, committee members should first:
- A. assess the health needs of the various groups that make up the community.
 - B. establish clear cut goals for improving community health.
 - C. establish a forum for communicating information to the community.
 - D. identify financial and other resources that are available for the project.

Competency 013

14. A routine medical checkup for a healthy adult would most likely include:
- A. a blood test to screen for HIV/AIDS.
 - B. a skin test to screen for tuberculosis.
 - C. a chest X-ray to screen for emphysema.
 - D. a urine test to screen for diabetes.

Competency 014

15. Which of the following best describes the role of School Health Advisory Councils in the implementation of health education in Texas?
- A. They help administrators of a district ensure that local student and community health issues are reflected in the district's health education.
 - B. They help local school boards identify, recruit, and hire qualified health education instructors.
 - C. They help members of the state board of education develop and implement student standards for health education.
 - D. They help school principals evaluate the subject knowledge and teaching effectiveness of health education teachers employed in their schools.

Competency 014

16. At the beginning of each school year, a middle school health teacher meets with the parents of all incoming students to discuss the school's health education program. The teacher is aware that some parents fully support the program, but others question the need for any form of health education during middle school. Which of the following would be the most appropriate and effective way for the teacher to communicate the importance of health education to the audience?
- A. Present national statistics on the rates of teen pregnancy, substance abuse, suicide, and violence among middle school students.
 - B. Broadly discuss the goals, methods, and content of the health program and how it can help students make healthy choices in their lives.
 - C. Ask former students to present brief testimonials about the effectiveness of the health program in teaching them about health-related issues.
 - D. Provide examples of specific lesson plans that deal with the major topics likely to be covered in the health program during the course of the year.

Competency 015

17. Before beginning a unit on substance abuse, a health teacher gives middle school students a detailed pretest. Which of the following is likely to be the most important advantage of this practice?
- A. The pretest will demonstrate to students the serious nature of the topic.
 - B. The pretest will identify student misconceptions about substance abuse.
 - C. The pretest will stimulate student interest in learning about substance abuse.
 - D. The pretest will reduce student anxiety about taking similar tests given later during the unit.

ANSWER KEY

Item Number	Correct Answer	Competency
1	B	001
2	C	002
3	D	003
4	D	004
5	A	005
6	B	006
7	C	007
8	C	008
9	C	008
10	D	009
11	A	010
12	B	011
13	A	011
14	D	013
15	A	014
16	B	014
17	B	015

SECTION V

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

American Journal of Health Education, American Association for Health Education.

Journal of School Health, American School Health Association.

Other Sources

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Online Resources

American Association for Health Education. <http://www.aahperd.org/aahe>

American School Health Association. <http://www.ashaweb.org>

