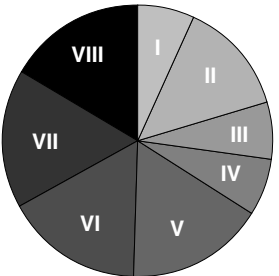


Teaching Foundations: Multiple Subjects (0528)

Test at a Glance			
Test Name	Teaching Foundations: Multiple Subjects		
Test Code	0528		
Time	4 hours		
Number of Questions	50 multiple-choice questions and 4 constructed-response questions		
Format	The constructed-response questions require you to write out your responses in a separate response book.		
Weighting	The multiple-choice questions count toward $\frac{1}{3}$ of your score. The constructed-response questions count toward $\frac{2}{3}$ of your score.		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Total Score
	I. Human Development	10 multiple-choice	6–7%
	II. Learning Differences and Special Needs; Helping English Learners	20 multiple-choice	13–14%
	III. Assessment of Student Progress	10 multiple-choice	6–7%
	IV. Classroom Management Techniques	10 multiple-choice	6–7%
	V. Teaching Methods in English	1 constructed-response	16–17%
	VI. Teaching Methods in Social Science	1 constructed-response	16–17%
	VII. Teaching Methods in Mathematics	1 constructed-response	16–17%
	VIII. Teaching Methods in Science	1 constructed-response	16–17%

About This Test

The Teaching Foundations: Multiple Subjects test is designed to provide evidence that an examinee has a basic working knowledge of teaching foundations, including human development, learning differences, working with English learners, building reading skills, assessment of student progress, classroom management techniques, and teaching in the subject fields.

The examinee will be required to answer multiple-choice questions that address a broad range of topics across the areas in teaching foundations. The four constructed-response questions address teaching strategies in the four main subject areas—mathematics, English, science, and social science. Each of the four questions has several parts that require the examinee to identify and describe appropriate teaching strategies for particular student learning goals at particular grade levels. The student learning goals given in these questions are taken directly from the *Content Standards for California Public Schools*. Examinees are expected to be familiar with the standards and to demonstrate basic content knowledge in their descriptions of appropriate teaching strategies for helping students achieve the learning goals. A wide range of grade levels is covered in both the multiple-choice and constructed-response portions of the test. Examinees are expected to demonstrate knowledge of teaching strategies appropriate for the range of grade levels covered by the Multiple Subjects credential.

The test is designed to reflect the requirements of California Senate Bill 57, supported by the *Content Standards for California Public Schools* and the *California Teaching Performance Expectations*.

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Topics Covered

I. Human Development

- Understand developmental characteristics of children in lower elementary grades in the physical, social, emotional, language, moral, and cognitive domains
- Understand strategies and methods for designing activities for children in lower grades, including
 - Creating a structured day with opportunities for movement
 - Designing academic activities that suit the attention span of young learners
 - Designing instructional activities that connect with the children's immediate world, draw on key content from more than one subject area, and include hands-on experiences
- Understand developmental characteristics of children in upper elementary grades in the physical, social, emotional, language, moral, and cognitive domains
- Understand strategies and methods for designing activities for children in upper grades, including designing instructional activities that extend students' concrete thinking and foster abstract reasoning and problem-solving skills

II. Learning Differences and Special Needs; Helping English Learners

- Identify students needing specialized instruction
- Understand differences in the ways students learn and perform, including
 - Learning styles (e.g., concrete-operational thinkers and visual and aural learners)
 - Gender differences
 - Cultural expectations and styles
- Understand areas of exceptionality in students' learning, including
 - Visual and perceptual difficulties
 - Special physical, health, or sensory challenges
 - Learning disabilities, e.g., attention deficit disorder (ADD) and attention deficit/hyperactivity disorder (AD/HD)
 - Emotional/behavioral disabilities
 - Mental retardation
 - Gifted and talented
- Demonstrate familiarity with teaching strategies and methods
 - For students who require extra help in exercising self-control among their peers
 - For children who have exceptional learning needs or abilities
 - That support students who lack basic academic skills
- Demonstrate familiarity with theories, principles, and instructional practices for English-language development leading to comprehensive literacy in English

- Understand the cognitive, pedagogical, cultural, and individual factors affecting students' language acquisition
- Demonstrate familiarity with the philosophy, design, goals, and characteristics of programs for English-language development, including structured English immersion
- Demonstrate familiarity with pedagogical theories, principles, and practices for developing academic language and comprehension and acquiring knowledge to provide access to the curriculum
- Analyze students' written language in order to plan differentiated instruction

III. Assessment of Student Progress

- Demonstrate basic knowledge of the major types of assessments and basic assessment-related terms
- Understand the purposes of different types of diagnostic instruments, including entry-level, progress-monitoring, and summative assessments
- Understand the purposes of and methods for informal classroom assessments and analysis of student work
- Be able to interpret assessment results for each student and for groups of students in order to develop or modify instruction
- Demonstrate familiarity with techniques for explaining to students and to their families student academic and behavioral strengths and areas for academic growth

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IV. Classroom Management Techniques

- Understand strategies for eliciting active and equitable participation of all students
- Understand characteristics of a social environment that can maximize academic achievement for all students
- Demonstrate familiarity with methods for establishing rapport with all students and their families for supporting academic and personal success
- Demonstrate familiarity with methods for developing clear expectations for all students for academic and social behavior
- Understand how to write a student discipline plan
- Understand methods for establishing procedures for routine tasks and understand methods for managing transitions to maximize instructional time

V. Teaching Methods in English

VI. Teaching Methods in Social Science

VII. Teaching Methods in Mathematics

VIII. Teaching Methods in Science

The four categories above test the following knowledge and skills:

- Prioritize and sequence essential content and skills
- Select, group, and use various instructional strategies, activities, and resources to facilitate student learning
- Propose strategies for building reading skills within the context of teaching in a subject field
- Propose and explain strategies for adapting instruction in a subject field to address special needs
- Propose and explain strategies for working with English learners in a subject field
- Propose and explain strategies for monitoring student progress before, during, and after instruction

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Sample Test Questions

The sample questions that follow illustrate the types of multiple-choice questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. The students in a third-grade class are going to perform an experiment in which they will measure the amount of time it takes for one, two, and eight ice cubes to melt in a given quantity of water at a particular temperature. They will then predict the melting times for four and for sixteen ice cubes in water of the same temperature. Of the following, a skill that is prerequisite to making successful predictions for this experiment is the ability to
 - (A) make accurate observations
 - (B) read a chart showing the data
 - (C) use a metric scale
 - (D) identify likenesses and differences
2. Which of the following would be the best indication to a teacher that students are beginning to think critically about science?
 - (A) They talk about earthquakes, space probes, and science-related information in the news.
 - (B) They begin to read more books and articles about science on their own.
 - (C) They successfully plan and carry out simple experiments to test questions raised in classroom discussion.
 - (D) They correctly answer the teacher's questions about the procedures used after observing science experiments being done.
3. Classroom management research findings suggest that one of the most effective ways to maximize the amount of time elementary school children spend on academic activities is for the teacher to do which of the following?
 - (A) Plan for, teach, and enforce routines for transition times and classroom housekeeping tasks
 - (B) Assign homework three times a week in the major subjects
 - (C) Assign individual reading on new topics before discussing the topic in class
 - (D) Introduce new material in a lecture followed immediately by a questioning session on the material
4. During a visit to a second-grade classroom, a student teacher observed a child spending the time allotted for a worksheet either looking out the window or doodling on his paper. When the student teacher asked the child if he needed help on the assignment, he said no. When asked why he wasn't doing it, he pointed to another student and said, "She does all her work fast and when she's done, she gets more work." The boy's reaction suggests which of the following about his classroom?
 - (A) A routine has been established for students who are having trouble finishing an assignment to ask the teacher for assistance.
 - (B) A routine for rewarding students who finish work promptly is not in place.
 - (C) Students must work alone on seatwork, without consulting other students.
 - (D) Students who finish work before the whole class is finished must not interrupt the students who are still working.

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5. Daryl, a sixth grader, receives a score report from a standardized mathematics test taken by his entire sixth-grade class that includes both a grade-equivalent score and a national percentile rank. Daryl's grade-equivalent score is 8.2. His national percentile rank is 87.
- Daryl's grade equivalent score indicates that which of the following is true?
- (A) Daryl did as well on his test as an average eighth-grade student on the second month of school would do on an eighth-grade test.
 - (B) Daryl can do the mathematics expected of an average eighth grader who is in the second month of the school year.
 - (C) Daryl may well encounter difficulties in the later stages of the eighth-grade mathematics curriculum.
 - (D) Daryl did as well on this test as an average eighth grader in the second month of school would do on the same test.
6. In order to determine how well the students in a fifth-grade class are reading as compared to other students in the nation, a teacher should examine the results of which of the following kinds of tests?
- (A) A criterion-referenced reading test
 - (B) A norm-referenced reading test
 - (C) An aptitude test
 - (D) An informal reading inventory
7. Which of the following is an accurate statement about what IDEA '97 requires for any IEP?
- (A) It must include a multiyear outline of instructional objectives.
 - (B) It must include a section on assistive devices, regardless of the nature or degree of the student's disability.
 - (C) It must be in effect before special education services or related services are provided.
 - (D) It must not be made available to any school personnel except special education teachers.
8. The concept of the placement of students in the "least restrictive" educational environment developed as a result of efforts to
- (A) equalize educational opportunities for females and minorities
 - (B) normalize the lives of those children with disabilities who were being educated in isolation from their peers
 - (C) obtain increased federal funding for the noneducational support of children living in poverty
 - (D) reduce the overall costs of educating students with special needs

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Answers

1. Of the answer choices offered, only the ability to make accurate observations, choice A, is required to perform this experiment. Although the skills described in the other answer choices might enhance a student's general problem-solving abilities, none is needed to successfully complete this experiment.
2. Of the answer choices given, C is the only one that suggests that the students may be engaging in critical thinking about science, since they presumably must do so in order to complete such experiments. Choices A, B, and D suggest interest in science topics, but the activities do not require critical thinking.
3. The best answer is A. Too much time is often spent supervising students in relation to personal needs and everyday housekeeping tasks, and interruptions for this purpose are a major source of discontinuity in academic activities. Teachers can minimize these problems by preparing the classroom and students to handle routine activities on their own.
4. The best answer is B. Students are quick to learn classroom routines for work incentives and penalties, as the student's remark implies. No routine has been established to reward students who finish their work early.
5. The best answer is D. A grade-equivalent score is a score that compares the raw score attained on a test by the individual student to the raw score attained by the average student in the norm group for the particular test and then reports the grade and month level of that norm group comparison. In this case, Daryl's raw score was equivalent to the average raw score of all eighth graders in the second month of school who were part of the norm group.
6. The best answer is B. A norm-referenced reading test compares the performance of each student to the performance of a local or national norm group.
7. The correct answer is C. According to IDEA '97, an IEP must be in effect before special education and related services are provided to an eligible student. None of the other choices is required. The objectives in an IEP are ordinarily for a single year, so A is not correct. B is not the correct answer because what IDEA '97 requires is that an IEP include a statement of the services and aids to be provided to the child. For some students with disabilities, this will include assistive devices; but many students with disabilities do not require such devices. Although special education teachers certainly have access to their students' IEP's, IDEA '97 requires that regular education teachers and other service providers who are responsible for implementing a student's IEP have access to it as well; so D is not the correct answer.
8. The best answer is B. The concept of "least restrictive" stems from P.L. 94-142 and subsequent legislation regarding the education of students with disabilities and implies that special students are not to be classified by disability and given permanent special placement on the basis of these classifications. Rather, they are to be moved to special settings only if necessary and only for as long as necessary.

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The Constructed-Response Questions

There are four constructed-response questions on the test. There is one question in each of the following subject areas: mathematics, social science, English, and science.

- Question 1 asks you to describe appropriate teaching methods for a similar learning goal at three different grade levels. Your response will take the form of three parts, that is, describing an appropriate instructional approach for each of the three levels.
- Questions 2, 3, and 4 have two parts. The first part asks you to describe an instructional sequence (lesson plan) for helping a class meet a specified learning goal. The second part asks you to give more details about and explain one of your choices of teaching methods.

Sample Constructed-Response Question

The question below is a sample of Question 2, 3, or 4, as described in the second bullet point above.

There are two parts to this question. Part 1 counts for two-thirds of your score for this question, and Part 2 counts for one-third of your score.

Directions: Given the learning goal and grade level specified below, your task is to develop an appropriate instructional sequence and then analyze one element of your sequence.

Student learning goal: Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. (2.2.b)

Grade level: Grade 2

The class for which you are preparing this instruction has 20 students, one-half boys and one-half girls, and includes several students who are English learners.

Part 1: Instructional Sequence

Describe an instructional sequence (lesson plan) that you would use to help students meet the student learning goal above. An informal outline format is acceptable. Be sure that the content and your instructional approach are appropriate for the grade level indicated above. The sequence may be structured for a single class period or a span of several class periods. In your sequence

- Include at least one participatory or group activity.
- Include two ways in which you would adapt your instruction to help the English learners engage in learning.

You do not need to go into detail about the subject matter of the lesson; it is sufficient to state the content topics and subtopics as you describe your instruction. Your response will be evaluated for the appropriateness of your approach for the learning goal and the grade level and the logical flow of content and instructional activities.

Part 2: Helping English Learners

Describe why you chose the methods you did for helping English learners meet the learning goals, explaining how your methods meet important needs of English learners in learning situations such as this one.

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SCORING GUIDES

The following scoring guide is used to evaluate the first part of Questions 2, 3, and 4, which asks you to describe an instructional sequence (lesson plan) for helping a class meet a specified learning goal.

Score of 4—The response is characterized by most or all of these statements.

- The response contains clear and appropriate answers to all parts of the question.
- The instructional activities flow in a logical sequence that makes sense in relation to the student learning goal.
- The instructional activities are appropriate for the given grade level.
- The response demonstrates a strong understanding of the subject matter and pedagogy required by the question.
- The response contains a sufficient number of well-chosen and appropriate examples and supporting details.

Score of 3—The response is characterized by most or all of these statements.

- The response contains clear and appropriate answers to most parts of the question.
- The instructional activities flow in an acceptable sequence in relation to the student learning goal.
- The instructional activities are appropriate for the given grade level.
- The response demonstrates an adequate understanding of the subject matter and pedagogy required by the question.
- The response contains some appropriate examples and supporting details.

Score of 2—The response is characterized by most or all of these statements.

- The response contains appropriate answers to some parts of the question.
- The instructional activities do not flow in a logical sequence that makes sense in relation to the student learning goal.
- Some of the instructional activities are appropriate for the given grade level but some are clearly inappropriate.
- The response demonstrates an incomplete understanding of the subject matter and pedagogy required by the question.
- The response contains few appropriate examples and supporting details.

Score of 1—The response is characterized by most or all of these statements.

- The response contains appropriate answers to few parts of the question.
- The instructional activities do not flow in a logical sequence that makes sense in relation to the student learning goal.
- The instructional activities are, for the most part, inappropriate for the given grade level.
- The response demonstrates a weak understanding of the subject matter and pedagogy required by the question.
- The response contains no appropriate examples or supporting details.

Score of 0

The response contains no strategies, approaches, examples, or details that are appropriate to the question.

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The following scoring guide is used to evaluate the second part of Questions 2, 3, and 4, which ask you to give more details about and explain one of your choices of teaching strategies.

Score of 2—The response is characterized by most or all of these statements.

- The reason(s) for choosing the approach taken is(are) appropriate and clearly stated.
- The details of the approach taken are clearly described and appropriate for the learning goal, grade level, and teaching situation.
- The response makes clear connections between theory and practice, as appropriate, in its justification for choosing the approach taken.
- The response demonstrates a strong understanding of the issue addressed in the question.
- The response addresses all parts of the question.

Score of 1—The response is characterized by most or all of these statements.

- The reason(s) for choosing the approach taken is(are) acceptable.
- The details of the approach taken are adequately described and mostly appropriate for the learning goal, grade level, and teaching situation.
- The response may contain no explicit connections made in the response between theory and practice in its justification for choosing the approach taken.
- The response demonstrates a basic understanding of the issue addressed in the question.
- The response adequately addresses at least one part of the question.

Score of 0

The response contains no reasons, examples, details, or connections that are appropriate to the question.

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The following scoring guide is used to evaluate each of the parts of Question 1, which asks you to describe appropriate teaching methods for a similar learning goal at three different grade levels.

Score of 3—The response is characterized by most or all of these statements.

- The response contains clear and appropriate answers to all parts of the question (what the teacher will do, what the students will do, and why the approach is appropriate for the grade level and the learning goal).
- The approach is appropriate for the given grade level.
- The response demonstrates a strong understanding of the subject matter and pedagogy required by the question.
- The response contains a sufficient number of well-chosen and appropriate examples and supporting details.

Score of 2—The response is characterized by most or all of these statements.

- The response contains either appropriate answers to all but one part of the question or minimally adequate answers to all parts of the question (what the teacher will do, what the students will do, and why the approach is appropriate for the grade level and the learning goal).
- The approach is appropriate for the given grade level.
- The response demonstrates a basic understanding of the subject matter and pedagogy required by the question.
- The response contains some appropriate examples and supporting details.

Score of 1—The response is characterized by most or all of these statements.

- The response contains some appropriate content in response to one or more of the question parts but not an adequate answer to any of the parts (what the teacher will do, what the students will do, and why the approach is appropriate for the grade level and the learning goal).
- The approach is inappropriate for the given grade level.
- The response demonstrates a weak understanding of the subject matter and pedagogy required by the question.
- The response contains few or no appropriate examples and supporting details.

Score of 0

The response contains no strategies, approaches, examples, or details that are appropriate to the question.