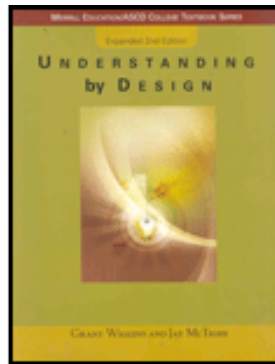


Collaborations for Improved Teaching – 2012

Candace Walkington

1) I met with Dr. Doris Baker and Dr. Anne Batenburg twice as part of a collaboration for improved teaching. We first discussed our individual professional development goals to improve our teaching in our courses. I discussed how I could use a better background in classroom assessment. In response, we read and discussed the “Understanding by Design” framework. This framework outlines six facets for understanding that can be used in assessments – explain, interpret, apply, empathize, having perspective, and gaining self-knowledge. We discussed the type of assessments we could use in the courses we teach to assess these types of understanding.



2) I met with Dr. Adriana Aceves (Math Department) twice about the mathematics content and pedagogy courses we teach for pre-service elementary teachers. We discussed the topics covered in each class, how they fit together, and the assessments and projects in each course. We talked about weak areas we had noticed in our students’ knowledge, and looked over the elementary certification exam together.

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TEXES™ Mathematics 4-8 (115)
Test at a Glance

See the test preparation manual for complete information about the test along with sample questions, study tips and preparation resources.

Test Name	Mathematics 4-8
Test Code	115
Time	5 hours
Number of Questions	90 multiple-choice questions
Format	Paper-based test (PBT) Computer-administered test (CAT)

Domain	Domain Title	Approx. Percentage of Test
I.	Number Concepts	16%
II.	Patterns and Algebra	21%
III.	Geometry and Measurement	21%
IV.	Probability and Statistics	16%
V.	Mathematical Processes and Perspectives	10%
VI.	Mathematical Learning, Instruction and Assessment	16%

A pie chart showing the distribution of the test at a glance. The chart is divided into six segments, each representing a domain and its percentage of the total test. The segments are: I. Number Concepts (16%), II. Patterns and Algebra (21%), III. Geometry and Measurement (21%), IV. Probability and Statistics (16%), V. Mathematical Processes and Perspectives (10%), and VI. Mathematical Learning, Instruction and Assessment (16%).

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