

TROY UNIVERSITY
COLLEGE OF EDUCATION
QUALITY TEACHING STANDARDS EXIT EXAM
STUDY GUIDE

The purpose of the Quality Teaching Standards Exit Exam is to insure that all education students have a good understanding of the State Department of Education rules concerning Quality Teaching Standards. This exam is designed to determine whether students have understood and can apply these concepts.

It is advisable for students to spend a significant amount of time (at least 45 hours) reviewing for this exam. Students should use their class notes and texts in studying, supplemented by additional research as needed. If students have any questions concerning material in an area, they should direct their questions to the instructor of that particular course.

During the exam, students will be given essay questions from each of the following areas to answer. Nine questions in total will be given. Students will select five of the questions to answer in a one – two page essay. Students will be given two hours to answer all five questions.

Each essay will be graded using the *Quality Teaching Standards Exam Grading Rubric*. Students need to score at the “Proficient” or “Exceptional” level for both knowledge of the content area and writing mechanics to pass each question.

Students should bring pens to the exam. Blue Books in which to answer the essays will be provided.

To successfully pass the exam, students should be able to demonstrate knowledge of:

Curriculum and Instructional Delivery - EDU 4471

- The academic disciplines related to the subject-matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.
- The content standards and of the scope and sequence of the subject areas of one’s teaching field as defined in the Alabama courses of study for those teaching fields.

Methods Class - XXX 4481, MUS 4471, ECE 4401, SPE 3306, SPE 3309, ELE 4401

- Ways to organize and present content so that it is meaningful and engaging to all learners who they teach (pedagogical content knowledge).
- Developmentally appropriate instructional and management strategies.
- The importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.
- A wide range of research-based instructional strategies and the advantages and disadvantages associated with each.

Educational Psychology - PSY 3303

- The physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development.
- Factors and situations that promote or diminish intrinsic motivation.
- Research and theory underpinning effective teaching and learning.
- Strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.
- Research and theory related to learning styles and multiple intelligences.

Language and Literacy - RED 4481 or RED 4484

- The role of language in learning.
- Strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students' pace of learning and competence in reading, writing, speaking, and listening.
- Assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction.
- The characteristics of one's own culture and use of language and of how they differ from other cultures.

Diverse Learners - SPE 3340 or HPR 4462 or MUS 4460

- The general characteristics of disabilities and of their impact on cognitive development and learning.
- The importance of parents and/or families as active partners in planning and supporting student learning.
- The ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions.
- Cultural, ethnic, gender, linguistic, and socio-economic differences and how these may affect individual learner needs, preferences, and styles.
- The process of second language acquisition and strategies to support the learning of students whose first language is not English.
- The major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder.
- The indicators of the need for special education services.
- A range of curricular materials and technologies to support the cognitive development of diverse learners.
- The purposes, processes, structures, and potential benefits associated with collaboration and teaming.
- The roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams.
- The roles and responsibilities of para-educators and other paraprofessionals.
- Laws related to students' and teacher' rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities

legislation (IDEA, Section 504 and ADA), as well as Alabama status on child abuse and neglect, and the importance of complying with those laws.

Classroom Management - EDU 4400 or HPR 4465 or MUS 4403 or SED 4400

- Conflict resolution strategies, school emergency response procedures, and juvenile law.
- Norms and structures that contribute to a safe and stimulating learning environment.
- The principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies.
- The components and characteristics of collaboratively designed and implemented individual behavioral support plans.

Educational Assessment - ART 3346 or PSY 3346 or HPR 3391 or SED 3346 or MUS 3346 or SPE 3346

- The purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.
- The relationship between assessment and learning and of how to integrated appropriate assessments into all stages of the learning process.
- Measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.
- Current Alabama Assessment requirements and procedures.

The Professional Educator - EDU 3310

- Standard oral and written communications.
- How personal/cultural biases can affect teaching and learning.
- Research relating collective responsibility for student learning to increased achievement for all students.

Technology - EDU 3305 or EDU 4499 or MUS 3305

- Media communication technologies that enrich learning opportunities.
- Available and emerging technologies that support the learning of all students.
- Current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS) and their relationship to student achievement.
- Safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.