

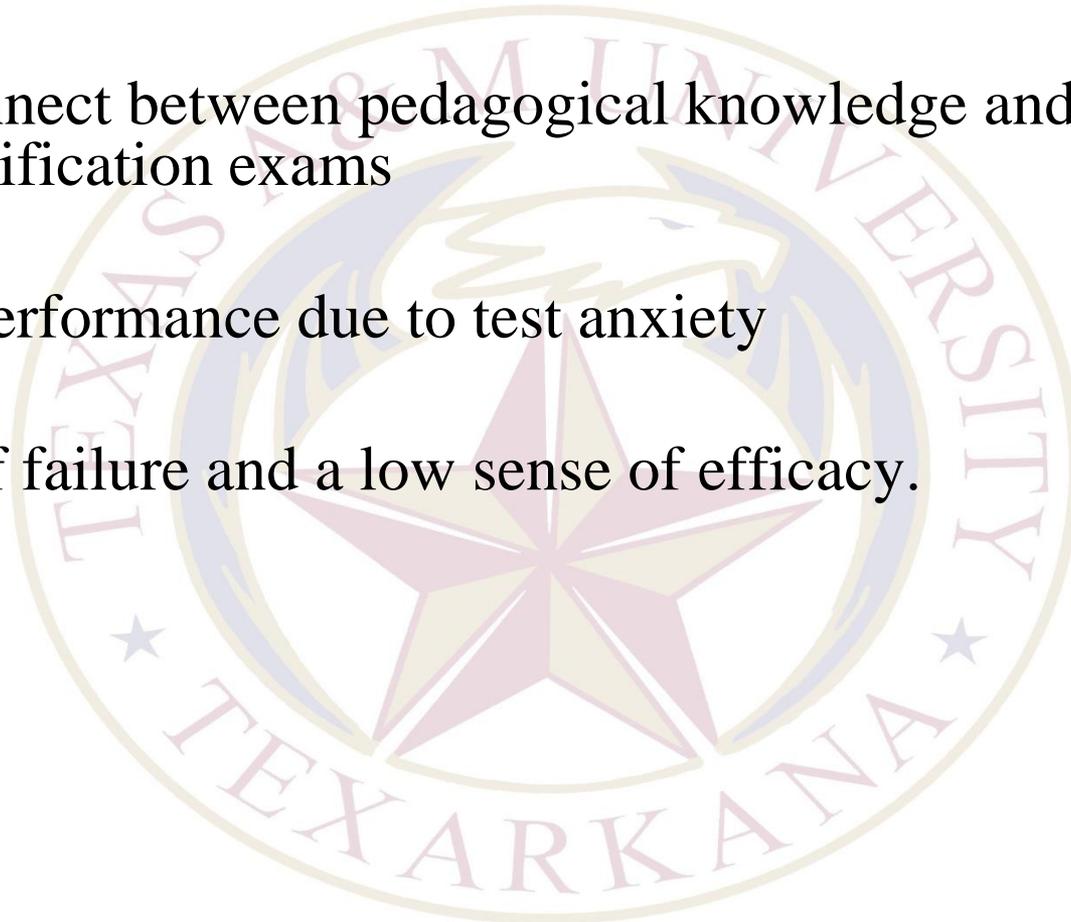


Enhanced TExES/TExMAT Preparation Using Positive Presuppositions and Self Talk

**Consortium of State Organizations for Texas Teacher Education
CSOTTE**

Statement of the Problem

- ❑ Disconnect between pedagogical knowledge and performance on certification exams
- ❑ Low performance due to test anxiety
- ❑ Fear of failure and a low sense of efficacy.



Test Anxiety

- ❑ Testing is one of the greatest fears of adult students and may become a major obstacle to success, especially for adults with low self-esteem (Weare, 1984).
- ❑ Test anxiety is defined in the *Teaching Professor* as “the set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences of failure on an exam or similar evaluative situation” (p.268).
- ❑ Test anxiety has been conceptualized as a collection of behaviors, including preoccupation with thoughts of worry over one’s performance and poor study and test-taking skills which have a debilitating effect on performance (Arnkoff & Smith, 1988).
- ❑ Students who experience test anxiety can learn strategies to manage or alleviate anxiety (Host, 1992).

Positive Presuppositions

- ❑ Presuppositions are the hidden meanings in sentences, phrases, or individual words that work covertly or indirectly (Churches & West-Burnham, 2008).
- ❑ Presuppositions are hidden messages in language that impact motivation, confidence, and action. They are assumptions about human behaviour, experience, communication or potential that engage emotions and influence behaviour (Love, 1998).
- ❑ Using positive presuppositions in self talk builds self-efficacy and reduces test anxiety

Positive Presuppositions

- Test preparation is enhanced using positive presuppositions to increase self-efficacy through statements such as “I know.” The supposition in the statement “I know” indicates the test taker has the knowledge to answer the question. The following is an example of a positive presupposition:

“I know this question assesses Competency 007 in Domain III of the Texas curriculum frameworks and tests my ability to communicate learning objectives to students.”

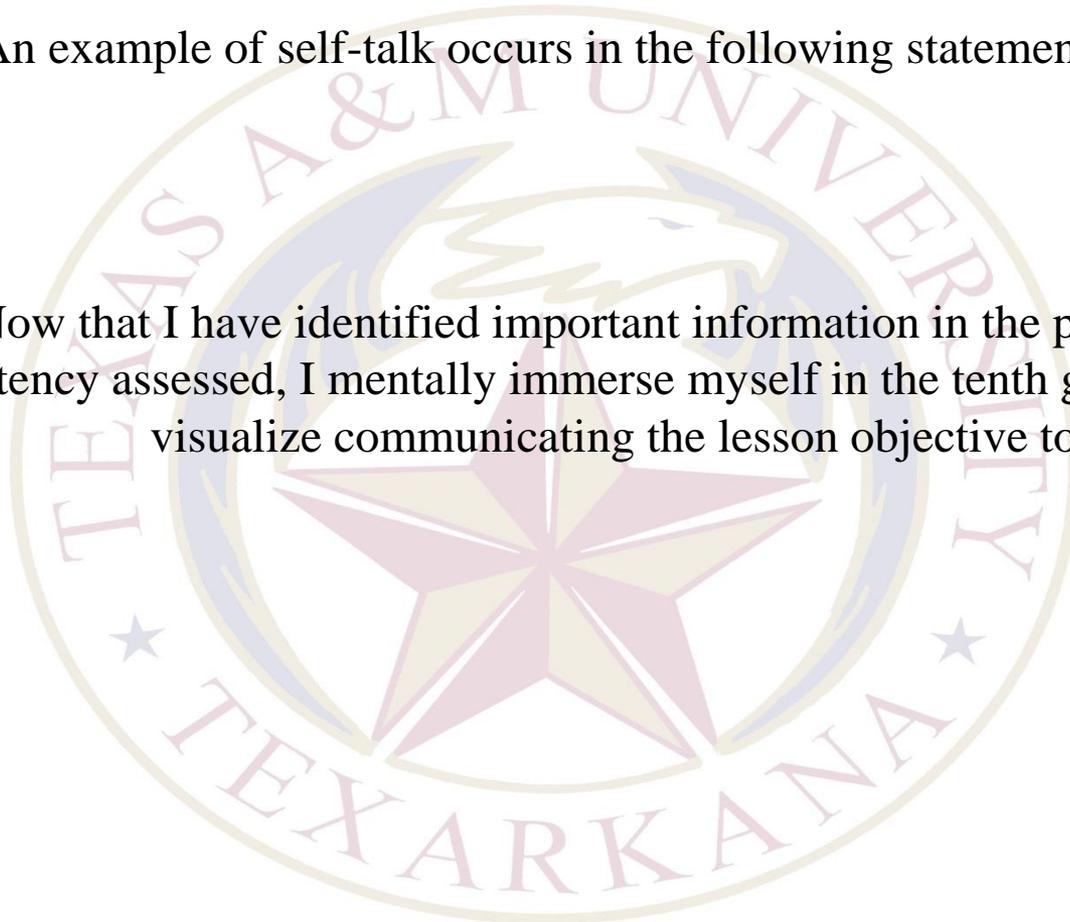
Self Talk

- ❑ Self-talk is another essential component of effective test preparation. Self-talk is conceptualized by Hardy (2006) as a multidimensional phenomenon concerned with verbalizations addressed to oneself expressed either overtly or covertly.
- ❑ According to Diaz and Berk (1992), learners actively use self-talk to guide, plan, and monitor their own activity, with increases in self-talk linked to enhanced self regulation.
- ❑ The benefits of positive self-talk are highlighted by Burnett and McCrindle (1999) and include elevated self-esteem.
- ❑ Further evidence is provided by Wolters (1999) indicating mastery and performance self-talk positively predict learning, effort, and performance.

Self Talk

- An example of self-talk occurs in the following statement:

“Now that I have identified important information in the prompt and I know the competency assessed, I mentally immerse myself in the tenth grade math classroom and visualize communicating the lesson objective to students.”





The Immersion Process

- Read the text question
- Underline important information
- Use test frameworks to determine content assessed
- Visualize scenario and context
- Think aloud of eliminations
- Summary statement



Components of Preparation

- Positive presuppositions
- Visualization using sensory information
- Positive self-talk
- Think –alouds
- Multi-sensory scaffolding



Benefits of Immersion

- Improved content knowledge
- Increased self-efficacy
- Enhanced abilities to make connections



Conclusions

- Mental Immersion provides a review of content through think alouds as an expert explains why a correct answer is correct and eliminated answer choices are incorrect.
- Positive presuppositions increase self-efficacy through self-talk using statements such as "I can" and "I know."
- Visualization using sensory information creates multiple pathways in the brain enabling students to make appropriate connections in diverse contexts.



Conclusions

- ❑ Integrating think-alouds and visualization is an effective way to enhance the test preparation required by the state and increase the likelihood of pre-service teachers passing the certification examination.
- ❑ Experiencing the think-aloud/visualization process enhances metacognitive awareness of its effectiveness, increasing pre-service teachers likelihood of internalizing the process and applying it in their own classrooms.
- ❑ Mental Immersion offers a unique strategy for test preparation beneficial to certification candidates, course instructors, and educator preparation programs.

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