

The background of the slide features a large, semi-transparent purple circle on the left side. To the right of this circle, there is a photograph of graduates in silhouette against a bright blue sky. The graduates are holding their black graduation caps high in the air, and some are holding rolled-up diplomas. The overall scene conveys a sense of achievement and celebration.

# Empowering Job-Embedded Students: Enhancing Career Readiness through Praxis Bootcamps

Dr. Aundrea McFall

Dr. Karen Sewell

Monday, September 16, 2024

# Who Are We?

**Dr. Aunnie McFall**

**5 years - Social Worker**

**BSW - The University of Alabama**

**22 years - Special Education /Middle School**

**Math/Reading Interventionist**

**MAT - University of North Alabama**

**EdS - UAB**

**PhD - The University of Alabama**

**4th year - Freed-Hardeman University**

**Dr. Karen Sewell**

**BS - Shorter University**

**MEd - Freed-Hardeman University**

**EdD - Freed-Hardeman University**

**25 years - Middle Grades Classroom**

**3rd year - Freed-Hardeman University**



Door Prize

# Road Map

- Why?
- What are Praxis Bootcamps?
- How we structured the camps
- Key Benefits
- Next Steps

# Why?

- FHU Students
  - Needed more support
  - Licensure
- Memphis
  - Permit/Job Embedded

# What are Praxis Bootcamps?

- Thursday nights, once a month we met with groups of job-embedded and permit teachers who had one or more Praxis to pass.
- Not all the people who came were FHU students.

# What are Praxis Bootcamps?

We had different focuses for each session:

1. Test Taking Strategies (We did this one twice)
2. Test Specific
  - a. 5001 - Elementary
  - b. 5025 - Early Childhood
  - c. 5543, 5545 - Special Education
  - d. 5205 - Teaching Reading

# Format

Introductions

Mindset

Test Taking Strategies

Vocabulary

Sample Questions

Study Tips



Sample Slides

Mindset

# Mindful Breathing

## 4 - 7- 8 Method

Count of 4 - Breathe in

Count of 7 - Hold your breathe

Count of 8 - Breathe out



# Positive Thoughts

## Instead of saying

“I’m going to fail.”

“I don’t know anything.”

“I will forget everything.”

“I can’t do this.”

## Say

“I’m going to do my best.”

“I can learn what I need to know.”

“I will remember what I studied.”

“I can do this.”



Be careful how you talk  
to yourself because  
You are always listening.

Sample Slides

# Test Taking Strategies

# Know Yourself

Are you a second guesser? Are you confident when you answer a question and then talk yourself out of the right answer?

- If this is you...it may be counterproductive to review and change answers.
- Read carefully the first time through.

Do you find a second and third reading of a question and answers helps you see more clearly?

- If this is you, then read the questions and answers multiple times.
- Be mindful of your time.

# Time

Figure out how much time you have for the test.

Decide how much time you need for the constructed response questions.

Take a moment to estimate how much time you'll have for each section of the test and each question. Allow enough time for more difficult sections or sections that are weighted more heavily in the final test grade.

Pace yourself so you can complete the test in the allotted time frame.

Complete the questions you know first then come back and tackle the problems you're not sure about after.

Sample Slides

Vocabulary



# Compare/Contrast

## Compare

**Definition:** to find likenesses between two or more things

**Word family:** compared, comparing, comparison

**Synonyms:** correlate, equate, liken, match

## Contrast

**Definition:** to find differences between or among two or more things; to differ in a way that can serve to distinguish one thing from another

**Word family:** contrasted, contrasting, contrastable

**Synonyms:** differ, disparity, distinguish



Door Prize

Sample Slides

Sample Questions

A high school teacher is planning a unit on historical events and wants to incorporate both project-based learning (PBL) and inquiry-based learning (IBL) into the lessons. **Compare and contrast** the key features of project-based learning and inquiry-based learning, highlighting their similarities and differences. Based on this analysis, explain which approach might be more suitable for fostering critical thinking skills in students during a history unit.

A) Project-based learning (PBL) and inquiry-based learning (IBL) are essentially the same, both emphasizing student-centered exploration. PBL is more focused on producing a tangible project, while IBL centers around asking questions and seeking answers.

B) Project-based learning (PBL) and inquiry-based learning (IBL) share the common goal of encouraging active engagement, but PBL typically involves longer-term projects, while IBL is characterized by shorter, more focused inquiries.

C) Project-based learning (PBL) and inquiry-based learning (IBL) are distinct in their approaches. PBL involves students working collaboratively on a project, while IBL centers on students generating questions and investigating topics individually.

D) Project-based learning (PBL) and inquiry-based learning (IBL) both prioritize student involvement, but PBL emphasizes hands-on, real-world projects, while IBL focuses on posing questions and conducting investigations.

A high school teacher is planning a unit on historical events and wants to incorporate both project-based learning (PBL) and inquiry-based learning (IBL) into the lessons. **Compare and contrast** the key features of project-based learning and inquiry-based learning, highlighting their similarities and differences. Based on this analysis, explain which approach might be more suitable for fostering critical thinking skills in students during a history unit.

A) Project-based learning (PBL) and inquiry-based learning (IBL) are essentially the same, both emphasizing student-centered exploration. PBL is more focused on producing a tangible project, while IBL centers around asking questions and seeking answers.

B) Project-based learning (PBL) and inquiry-based learning (IBL) share the common goal of encouraging active engagement, but PBL typically involves longer-term projects, while IBL is characterized by shorter, more focused inquiries.

C) Project-based learning (PBL) and inquiry-based learning (IBL) are distinct in their approaches. PBL involves students working collaboratively on a project, while IBL centers on students generating questions and investigating topics individually.

D) Project-based learning (PBL) and inquiry-based learning (IBL) both prioritize student involvement, but PBL emphasizes hands-on, real-world projects, while IBL focuses on posing questions and conducting investigations.

Sample Slides

Study Resources

# Use the Resources Available

## ETS Provides:

- **Praxis Website:**
  - The official Praxis website (<https://www.ets.org/praxis>) is a central hub for information about the tests, including test dates, registration details, and preparation resources.
- **Praxis Test Preparation Materials:**
  - ETS offers official test preparation materials, including test at a glance documents, preparation guides, and sample test questions. These materials provide insights into the test structure, content, and format.
- **Interactive Practice Tests:**
  - ETS provides interactive practice tests for many Praxis exams. These tests are designed to simulate the actual testing experience and help candidates become familiar with the format and types of questions.

# Key Benefits

Build Vocabulary

Study Tips

Test Taking Strategies

Make Connections

Gain Confidence



# Next Steps

Focus more on how to study the content

# Next Steps

- Annotating study material
  - Model annotating a page
  - Let them annotate a page
- Annotating study questions
  - Model annotating a question
  - Let them annotate a question

# Next Steps

- Help them set up a study schedule
  - What does a study session look like?
    - Set up a calendar
    - Resources
    - Space
    - Time



Questions?



Door Prize