

AValiação DE PROFICIÊNCIA EM LíNGUA INGLESA PARA PROGRAMAS DE PÓS-GRADUAÇÃO
DO IFSP

Esta avaliação tem a duração total de 2 horas. Certifique-se de responder todas as questões dentro do tempo estipulado. A compreensão dos enunciados faz parte da avaliação. Você poderá utilizar dicionário para apoio à compreensão de conteúdos específicos dos enunciados, textos e alternativas. Evite utilizar do tempo de prova para traduzir partes completas dos textos. Leia todos os textos.

PART 1

For questions 1-4, choose the best answer A, B, C or D, according to the abstract below. Read the text, then answer the questions.

Abstract

The first years of teaching are crucial for novice teachers' integration into and retainment in the education system. The support they receive from experienced teachers impacts their professional development. Science, technology, engineering, and mathematics (STEM) teachers require specialized support from domain-specific mentors. In this study, we examined how a three-level mentoring support system contributes to STEM novice teachers' professional growth (PG) and to their mentors. The support system levels are individual mentoring, group mentoring, and mentoring networks. Based on the framework of teachers' professional development, there are three PG dimensions: personal, professional, and social. Our research goal was to analyze teachers' professional growth by the various mentoring level and dimension combinations. The study, conducted using a mixed methods approach, included 123 novice and 78 experienced STEM teachers. We examined the novice teachers' perceptions of their teaching efficacy, the mentoring factors, correlations between the professional growth dimensions, and the contribution of each support level to the growth dimensions. We found that experienced teachers perceive novice teachers' efficacy as lower than that perceived by the novice teachers. We identified gaps between the mentoring factors described by novice and experienced teachers and a strong correlation between the growth dimensions. [redacted] mentoring support levels facilitate substantive personal, professional, and social growth. Individual mentoring contributes the most to all three growth dimensions, followed by mentoring networks. The contribution of this research is its elucidation of the intertwined support levels. [redacted] provide scaffolds for the novice teachers and facilitate the growth of the experienced teachers.

Keywords Mentoring · Teacher induction · Communities of teachers · Novice teachers · Professional growth

Question 1: The abstract introduces a concept. It is correct to say that, its core idea is:

- A) STEM teachers are responsible for guiding new teachers using a mixed method approach.
- B) Novices' professional growth depends solemnly on STEM teachers who perceive novice teacher's efficacy as lower than the experienced ones.
- C) Teachers who have had taught long enough are able to enrich less experienced teachers' experiences so that they may also strive and settle in their field.
- D) to elucidate that different levels of support guarantee the novice's success when teaching Science, technology, engineering and mathematics.

Question 2: Regarding the mentoring factors, we know that the authors:

- A) described novice and experienced teachers.
- B) described a strong correlation.
- C) identified gaps between teachers and growth dimensions.
- D) identified differences in the description made by novice and experienced teachers.

Question 3: Choose one of the following alternatives that best fits the first gap indicated in the text.

- A) Some of
- B) One of
- C) Few of
- D) All three

Question 4: Choose the best alternative to fill in the gap in the following sentence from the abstract.

The contribution of this research is its elucidation of the intertwined support levels, _____ provide scaffolds for the novice teachers and facilitate the growth of the experienced teachers.

- A) when
 - B) where
 - C) then
 - D) which
-

Part 2

For questions 5 and 6, choose the best answer A, B, C or D according to each figure/graph.

Question 5: Choose the alternative that best fills in the gaps representing the information in figure 1 according to the text below.

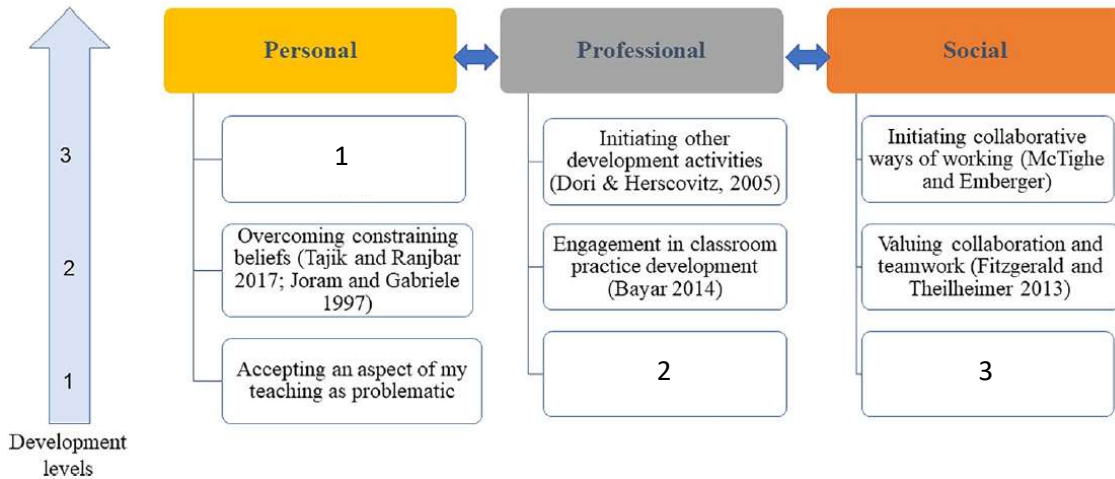


Fig. 1 Teachers' professional development, modified framework

(...) According to the professional development framework (Bell & Gilbert, 1994), teachers grow in three dimensions over the course of their careers, namely personally, professionally, and socially (see Fig. 1). The personal dimension comprises emotional characteristics, including those needed to overcome challenges related to integrating new ideas and methodologies in teaching. Addressing pre-service teachers' beliefs has been found to have an impact on their beliefs about teaching. Teachers find solutions to obstacles and constraints they encounter, which can contribute to their empowerment (Akiri et al., 2021; Bray-Clark & Bates, 2003). Principals who delegate responsibilities to their teachers can also contribute to their empowerment and thus to their personal development (Lumpkin, 2008). The professional dimension focuses on learning and developing new ideas and activities (Akiri et al., 2020; Avargil et al., 2012). Studies show that teachers who prepare classroom activities improve their sense of ownership and attachment to these activities (Bayar, 2014). The social dimension is related to interpersonal interactions with colleagues. It begins with the understanding that isolation is not ideal, and moves on to cooperating with colleagues and valuing that collaboration (Fitzgerald & Theilheimer, 2013). The highest level of the social dimension is initiating and developing collaborations and teamwork (McTighe & Emberger, 2006). (...)

- A) (1) Teachers Feeling Empowered (2) Trying Out New Activities (3) Seeing Isolation as Problematic
- B) (1) Trying Out New Activities (2) Teachers Feeling Empowered (3) Seeing Isolation as Problematic
- C) (1) Seeing Isolation as Problematic (2) Trying Out New Activities (3) Teachers Feeling Empowered
- D) (1) Teachers Feeling Empowered (2) Seeing Isolation as Problematic (3) Trying Out New Activities

Question 6: Choose the alternative that best represents the information 1 to 4 in the graph according to the text below:

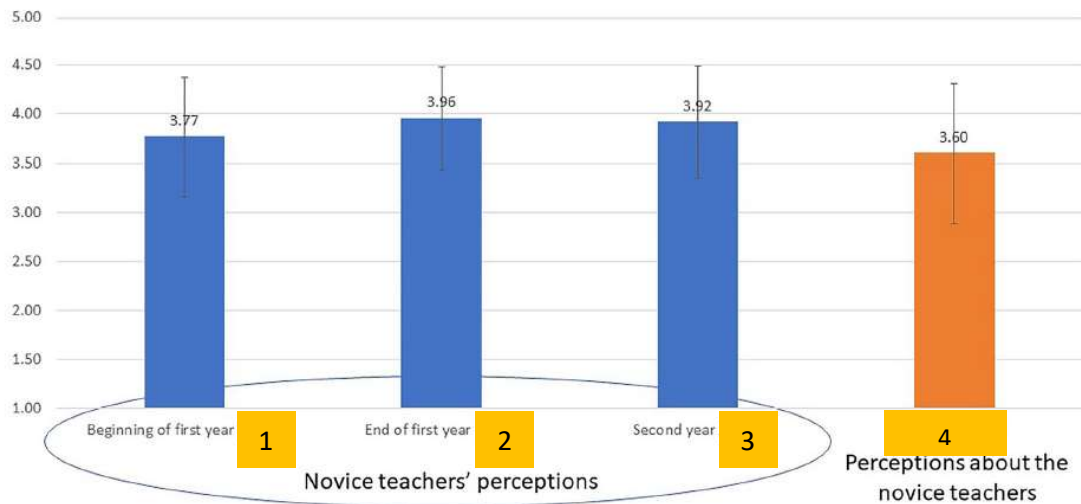


Fig. 3 Perceptions of the novice teachers and their mentors about teaching efficacy

(...) Self-efficacy was measured using the scale of self-efficacy (Jerusalem & Schwarzer, 2014) at the beginning of the year, based on answers provided by first-year teachers (N = 83) and second-year teachers (N = 38). We used a teaching efficacy questionnaire based on a modified short form of the Teacher's Sense of Efficacy Scale (TSES) designed by Tschannen-Moran and Hoy (2001). The questionnaire was answered at the beginning and end of year by the first-year teachers (Nt=0 = 84, Nt=1 = 54), and once a year by the second-year teachers (N = 39) and the mentors (N = 78). The mentors responded to the questionnaire with respect to the novice teachers they mentored (α Cronbach = 0.877). The questionnaire contained 10 statements that describe different aspects of teaching such as "when I think of my abilities as a novice teacher, I feel I can apply a variety of assessment methods." Novice teachers also completed a general self-efficacy questionnaire (α Cronbach = 0.741). (...)

- A) (1) n=83; (2) n=54; (3) n=78; (4) Mentors (n= 78)
- B) (1) n=54; (2) n=84; (3) n=39; (4) Novices (n= 78)
- C) (1) n=84; (2) n=54; (3) n=39; (4) Novices (n=78)
- D) (1) n=84; (2) n=54; (3) n=39; (4) Mentors (n=78)

PART 3

For question 7, choose the best answer A, B, C or D.

Question 7: Choose the alternative that presents the correct sequence of paragraphs (A – G) from the introduction session of an article. There is one extra paragraph you have to disregard.

A) C; B; F; A; D; G

B) D; F; E; C; G; A

C) G; E; A; D; C; F

D) D; A; C; B; E; F

A)

This finding is in line with our model regarding the mild contribution of group mentoring to the personal, professional, and social dimensions of growth. A professional development workshop can contribute to establishing ongoing relationships between the teachers attending them and creating a mentoring network.

B)

Professional development workshops promote professional development, and the administrators' guidance and clear communication are essential (Putman & Polly, 2021). Positive relationships created in the workshops and at other opportunities are the basis for the mentoring network.

C)

The constructivist-oriented mentoring, which is applied to most of the cases in their study, provided the novice teachers with support and lowered their emotional exhaustion. Collaborative work and reflection improved the novice teachers' motivation and well-being, in accord with our model regarding the social dimension of growth.

D)

We investigated 123 novice teachers and 78 mentors. In our study and others, individual mentoring has been found to have the largest impact on the growth of teachers. Weekly meetings and continuous interactions provide mentors and mentees opportunities to establish their relationships based on dialog and reflections, contributing to the personal growth of both teachers. Fairbanks et al. (2000) investigated 15 mentors and their student teachers, and Hudson (2013) investigated 101 mentors. In both studies, similar conclusions to ours were reached regarding teachers' personal growth.

E)

Nine of them argued that the mentoring contributed to their own personal professional development as well. Shwartz and Dori (2016, 2020) identified three perception dimensions of mentors and novice teachers, where their professional dimension included pedagogical and content aspects. St. George and Robinson (2011) are two veteran mentors who discussed five case studies, illuminating how mentoring expands the knowledge, skills, and confidence of the novice teachers and provide PG opportunities for the mentors while improving their communication skills. Richter et al. (2013) distinguished between constructivist and transmission-oriented mentoring.

F)

In the professional dimension, we found that personalized meetings enable the mentors to address specific discipline-based aspects. In discussions during these meetings, both mentees and mentors articulate teaching practices that help develop their professional dimension of growth. Hudson (2013) interviewed ten mentors, all of whom stated that mentoring was a way to gain PG.

G)

Group mentoring introduces teachers to new pedagogies, providing an opportunity to establish relationships with other teachers (Kohen & Borko, 2019). Avalos (2011), who conducted a review of 10 years of publications on teachers' professional development, found that professional development activities, such as group mentoring, changed teachers' cognitions, beliefs, and practice.

PART 4

For question 8, choose the best answer A, B, C or D.

Question 8: Choose the alternative that represents the most accurate translation of the highlighted excerpt below.

Typical mentoring generally involves one mentor and one mentee (Hudson, 2013; Richter et al., 2013). However, the definition of mentoring has been expanded to include different structures such as group mentoring and mentoring networks (Byars-Winston & Dahlberg, 2019). In this section, we will present individual mentoring, group mentorship, and mentoring networks.

A)

A mentoria típica geralmente envolve um mentor e um mentorado (Hudson, 2013; Richter et al., 2013). Portanto, a definição de mentoria foi expandida para incluir diferentes estruturas, como mentoria em grupo e redes de mentoria (Byars-Winston & Dahlberg, 2019). Nesta seção, apresentaremos mentoria individual, mentoria em grupo e redes de mentoria.

B)

A mentoria típica geralmente envolve um mentor e um mentorado (Hudson, 2013; Richter et al., 2013). Por isso, a definição de mentoria foi expandida para incluir diferentes estruturas, assim como mentoria em grupo e redes de mentoria (Byars-Winston & Dahlberg, 2019). Nesta seção, apresentaremos mentoria individual, mentoria em grupo e redes de mentoria.

C)

A mentoria típica geralmente envolve um mentor e um mentorado (Hudson, 2013; Richter et al., 2013). No entanto, a definição de mentoria foi expandida para incluir diferentes estruturas, como mentoria em grupo e redes de mentoria (Byars-Winston & Dahlberg, 2019). Nesta seção, apresentaremos a mentoria individual, a mentoria em grupo e as redes de mentoria.

D)

A mentoria típica geralmente envolve um mentor e um mentorado (Hudson, 2013; Richter et al., 2013). No entanto, a definição de mentoria foi expandida para incluir diferentes estruturas, bem como mentoria em grupo e redes de mentoria (Byars-Winston & Dahlberg, 2019). Nesta seção, apresentaremos mentoria individual, mentoria em grupo e redes de mentoria.

PART 5

For question 9, write an ENGLISH version of the following abstract.

Question 9:

Subsídio da investigação temática à construção de redes conceituais prévias

A fim de localizar o leitor sobre as diferentes estratégias, complementares entre si, que foram elaboradas, implementadas e analisadas durante a investigação temática, trazemos para apreciação da comunidade de pesquisadores em Educação em Ciências duas delas, em razão da limitação de espaço para a escrita deste texto. Desse modo, analisamos tais atividades tendo como parâmetro os planos de aula elaborados, desenvolvidos e informados nos registros.

Os resultados das pesquisas do IPCC, sintetizados em três vídeos de curta duração (inferiores a 10 minutos), são ricos em detalhes, ilustrações e posicionamentos por parte de representantes da ciência e da tecnologia. O acesso aos vídeos foi (e ainda é) possível a partir de buscas na internet, com especial enfoque dado aos telejornais de TV aberta, tal como realizamos em nosso trabalho.