| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Students as Learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Student Development and the Learning Process** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the theoretical foundations of how students learn |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how knowledge is constructed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows a variety of means by which skills are acquired |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands a variety of cognitive processes and how they are developed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the major contributions of foundational theorists to education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Relates the work of theorists to educational contexts • Bandura  • Bruner  • Dewey  • Piaget  • Vygotsky  • Kohlberg  • Bloom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the concepts and terms related to a variety of learning theories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Metacognition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Schema |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Transfer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Self-efficacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Self-regulation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Zone of proximal development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Classical and operant conditioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the characteristics of a typical child in each stage and each domain |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes typical and atypical variance within each stage and each domain |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands how learning theory and human development impact the instructional process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines the relationship between learning theory and human development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Provides examples of how learning theory is impacted by human development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Uses knowledge of learning theory to solve educational problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Uses knowledge of human development to solve educational problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Students as Diverse Learners** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands that a number of variables affect how individual students learn and perform |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies a number of variables that affect how students learn and perform • Learning style  • Culture  • Socio economic status  • Prior knowledge and experience  • Motivation  • Self-confidence, self-esteem  • Cognitive development  • Maturity  • Language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Provides examples of how variables might affect how students learn and perform |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognizes areas of exceptionality and their potential impact on student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies areas of exceptionality • Cognitive  • Auditory  • Visual  • Motor/physical  • Speech/language  • Behavioral |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains a variety of ways exceptionalities may impact student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the implications and application of legislation relating to students with exceptionalities on classroom practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the provisions of legislation relevant to students with exceptionalities  • Americans with Disabilities Act (ADA)  • Individuals with Disabilities Education Act (IDEA)  • Section 504, Rehabilitation Act (504) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains how the provisions of legislation relating to students with exceptionalities affect classroom practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognizes the traits, behaviors, and needs of intellectually gifted students. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Recognizes that the process of English language acquisition affects the educational experience of English learners (ELs) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows a variety of approaches for accommodating students with exceptionalities in each phase of the education process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes students with exceptionalities require particular accommodations. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows how to modify instruction, assessment, and communication methods to meet a recognized need |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Student Motivation and Learning Environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the major contributions of foundational behavioral theorists to education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Relates the work of behavioral theorists to educational contexts  • Thorndike  • Watson  • Maslow  • Skinner  • Erikson |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines terms related to foundational motivation theory  • Self-determination  • Attribution  • Extrinsic/intrinsic motivation  • Cognitive dissonance  • Classic and operant conditioning  • Positive and negative reinforcement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Relates motivation theory to instruction, learning, and classroom management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows principles and strategies for classroom management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to develop classroom routines and procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows how to maintain accurate records |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows how to establish standards of conduct |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Knows how to arrange classroom space |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Recognizes ways of promoting a positive learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows a variety of strategies for helping students develop self-motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Assigning valuable tasks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Providing frequent positive feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Including students in instructional decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. De-emphasizing grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| II. Instructional Process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Planning Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role of district, state, and national standards and frameworks in instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands the theoretical basis of standards-based education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows resources for accessing district, state, and national standards and frameworks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands how standards and frameworks apply to instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to apply the basic concepts of predominant educational theories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands the basic concepts of cognitivism • Schema  • Information processing  • Mapping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands the basic concepts of social learning theory  • Modeling  • Reciprocal determinism  • Vicarious learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands the basic concepts of constructivism  • Learning as experience  • Problem-based learning  • Zone of proximal development  • Scaffolding  • Inquiry/discovery learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands the basic concepts of behaviorism  • Conditioning  • Intrinsic and extrinsic rewards  • Reinforcement  • Punishment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands how scope and sequence affect instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and provides examples of scope |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Defines and provides examples of sequence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands the relationship between scope and sequence and standards of learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands the role of scope and sequence in curriculum planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to select content to achieve lesson and unit objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to develop observable and measurable instructional cognitive, affective, and psychomotor domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. objectives in the different learning domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows how to apply Bloom’s taxonomy to the development of instructional objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows how to describe observable behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Knows how to describe measurable outcomes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Is aware of the need for and is able to identify various resources for planning enrichment and remediation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies when remediation is appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies when enrichment is appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies a variety of resources for locating, adapting, or creating enrichment and remediation activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands the role of resources and materials in supporting student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies and explains the uses of a variety of resources and materials that support student learning • Computers, the Internet and other digital resources  • Library collection (books, magazines, pamphlets, reference works)  • Artifacts, models, manipulatives  • Guest speakers and community members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to develop lessons as part of thematic and/or interdisciplinary units |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands the basic concepts of thematic instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands the components of thematic units • Selecting a theme  • Designing integrated learning activities  • Selecting resources  • Designing assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands the basic concepts of interdisciplinary instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands the components of interdisciplinary units • Collaborating  • Generating applicable topics  • Developing an integrative framework  • Planning instruction for each discipline  • Designing integrative assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Recognizes their role in collaborating with instructional partners in instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies a variety of instructional planning partners • Special education teachers  • School Librarian  • Teachers of the gifted and talented  • IEP team members  • Paraeducators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes the roles each partner plays in collaborative activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Instructional Strategies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the cognitive processes associated with learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Critical thinking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Creative thinking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Questioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Inductive and deductive reasoning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Problem solving |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Memory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Recall |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the distinguishing features of different instructional models |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes a variety of instructional models  • Direct  • Indirect  • Independent  • Experiential  • Interactive |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows a variety of instructional strategies associated with each instructional model |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies instructional strategies associated with direct instruction  • Explicit teaching  • Drill and practice  • Lecture  • Demonstrations  • Guides for reading, listening, viewing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies instructional strategies associated with indirect instruction  • Problem solving  • Inquiry  • Case studies  • Concept mapping  • Reading for meaning  • Cloze procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies instructional strategies associated with independent instruction  • Learning contracts  • Research projects  • Learning centers  • Computer mediated instruction  • Distance learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Identifies instructional strategies associated with experiential and virtual instruction  • Field trips  • Experiments  • Simulations  • Role play  • Games  • Observations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Identifies instructional strategies associated with interactive instruction  • Brainstorming  • Cooperative learning groups  • Interviews  • Discussions  • Peer practice  • Debates |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows a variety of strategies for encouraging complex cognitive processes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies complex cognitive processes  • Concept learning  • Problem solving  • Metacognition  • Critical thinking  • Transfer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows instructional activities specific to the development of complex cognitive processes  • Distinguishing fact from opinion  • Comparing and contrasting  • Detecting bias  • Predicting  • Categorizing  • Analyzing  • Sequencing  • Summarizing  • Inferring  • Decision making  • Evaluating  • Synthesizing  • Generalizing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows a variety of strategies for supporting student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies and explains uses of strategies for supporting student learning  • Modeling  • Developing self-regulation skills  • Scaffolding  • Differentiating instruction  • Guided practice  • Coaching |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows basic strategies for promoting students’ development of self- regulatory skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to supports students in  • Setting goals  • Managing time  • Organizing information  • Monitoring progress  • Reflecting on outcomes  • Establishing a productive work environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands the design of different group configurations for learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes different group configurations  • Whole-class  • Small-group  • Independent learning  • One-on-one  • Pair/share |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Understands the use and implications of different grouping techniques and strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the uses, strengths and limitations of a variety of grouping techniques  • Cooperative learning  • Collaborative learning  • Heterogeneous grouping  • Homogeneous grouping  • Multi-age grouping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Knows how to select an appropriate strategy for achieving an instructional objective |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Understands the concept of monitoring and adjusting instruction in response to student feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the instructional purposes of monitoring and adjusting instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows strategies for monitoring and adjusting instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Recognizes the purpose of reflecting upon, analyzing and evaluating the effectiveness of instructional strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Knows the characteristics of different types of memory and their implications for instructional planning and student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Distinguishes among the different types of memory  • Short-term  • Long-term |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Considers the characteristics and effects of memory on student learning when planning instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Recognizes the role of teachable moments in instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and provides examples of a teachable moment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands the uses of the teachable moment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Questioning and Communication Techniques |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the components of effective questioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Allowing think/wait time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Helping students articulate their ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Respecting student answers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Handling incorrect answers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Encouraging participation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Establishing a non-critical classroom environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Promoting active listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Varying the types of questions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the uses of questioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and provides examples of different purposes of questioning • Developing interest and motivating students  • Evaluating students' preparation  • Reviewing previous lessons  • Helping students set realistic expectations  • Engaging students in discussion  • Determining prior knowledge  • Preparing students for what is to be learned  • Guiding thinking  • Developing critical and creative thinking skills • Checking for comprehension or level of understanding  • Summarizing information  • Stimulating students to pursue knowledge on their own |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows strategies for supporting students in articulating their ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and provides examples of strategies for supporting students in articulating their ideas  • Verbal and non-verbal prompting  • Restatement  • Reflective listening statements  • Wait time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows methods for encouraging higher levels of thinking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and provides examples of methods for encouraging students’ higher levels of thinking  Guiding students to  • Reflect  • Challenge assumptions  • Find relationships  • Determine relevancy and validity of information  • Design alternate solutions  • Draw conclusions  • Transfer knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows strategies for promoting a safe and open forum for discussion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows basic techniques for establishing and maintaining standards of conduct for discussions. • Engaging all learners  • Creating a collaborative environment  • Respecting diverse opinions  • Supporting risk taking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Understands various verbal and nonverbal communication modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and provides examples of  • Body language  • Gesture  • Tone, stress, and inflection  • Eye contact  • Facial expression  • Personal space |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Is aware of how culture and gender can affect communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to use various communication tools to enrich the learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Audio and visual aids |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Text and digital resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Internet and other computer-based tools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Understands effective listening strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and provides examples of active listening strategies  • Attending to the speaker  • Restating key points  • Asking questions  • Interpreting information  • Providing supportive feedback  • Being respectful |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| III. Assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Assessment and evaluation strategies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role of formal and informal assessment in informing the instructional process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and provides uses and examples of formal and informal assessment modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains a variety of ways the results of formal and informal assessment are used to make educational decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the distinctions among the different types of assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and provides uses and examples of formative, summative, and diagnostic assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to create and select an appropriate assessment format to meet instructional objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to create assessments in a variety of formats |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Is able to select an assessment format to meet a specific instructional objective |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to select from a variety of assessment tools to evaluate students’ performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows a variety of assessment tools, their uses, strengths and limitations • Rubrics  • Analytical checklists  • Scoring guides  • Anecdotal notes  • Continuums |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Is able to select an assessment tool appropriate for quantifying the results of a specific assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the rationale behind and the uses of students’ self and peer assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and provides uses and examples of student self-assessment modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Defines and provides uses and examples of peer assessment modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Explains the strengths and limitations of self and peer assessment modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to use a variety of assessment formats |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes and provides uses, strengths, and limitations of a variety of assessment formats  • Essay  • Selected response  • Portfolio  • Conference  • Observation  • Performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Is able to select an assessment format appropriate to a specific educational context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Assessment Tools** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the types and purposes of standardized tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the uses of the different types of standardized test  • Achievement  • Aptitude  • Ability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes the data provided by the different types of standardized tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the distinction between norm-referenced and criterion-referenced scoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the uses of norm-referenced and criterion-referenced tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains data provided by a norm- referenced and a criterion-referenced test |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands terminology related to testing and scoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and explains terms related to testing and scoring  • Validity  • Reliability  • Raw score  • Scaled score  • Percentile  • Standard deviation  • Mean, Mode and Median  • Grade-equivalent scores  • Age-equivalent scores |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the distinction between holistic and analytical scoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes holistic scoring and analytical scoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies an educational context for each |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver, and school personnel |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands what scores and testing data indicate about a student’s ability, aptitude, or performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Is able to explain results of assessments using language appropriate for the audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| IV. Professional Development, Leadership and Community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Professional Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is aware of a variety of professional development practices and resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Profession literature |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Professional associations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Workshops |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Conferences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Learning communities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Graduate courses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Independent research |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Internships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Mentors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| j. Study groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the implications of research, views, ideas and debates on teaching practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows resources for accessing research, views, ideas and debates on teaching practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Interprets data, results, and conclusions from research on teaching practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Is able to relate data, results, and conclusions from research and/or views, ideas and debates to a variety of educational situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognizes the role of reflective practice for professional growth |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines the purposes of reflective practice • Knows a variety of activities that support reflective practice  o Reflective Journal  o Self and peer assessment  o Incident analysis  o Portfolio  o Peer observation  o Critical friend |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Leadership and Community** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is aware of school support personnel who assist students, teachers, and families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Guidance counselors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. IEP team members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Special education teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Speech, physical and occupational therapists |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. School Librarians |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Teachers of the gifted and talented |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Paraeducators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the role of teachers and schools as educational leaders in the greater community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Role of teachers in shaping and advocating for the profession |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Perceptions of teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Partnerships with parents and family members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Partnerships with the community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows basic strategies for developing collaborative relationships with colleagues, administrators, other school personnel, parents/caregivers, and the community to support the educational process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows the elements of successful collaboration  • Developing an action plan  • Identifying the stakeholders  • Identifying the purpose of the collaboration  • Supporting effective communication  • Seeking support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the implications of major legislation and court decisions relating to students and teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Equal access |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Privacy and confidentiality |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. First Amendment issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Intellectual freedom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Mandated reporting of child neglect/abuse |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Due process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Liability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Licensing and tenure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Copyright |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |