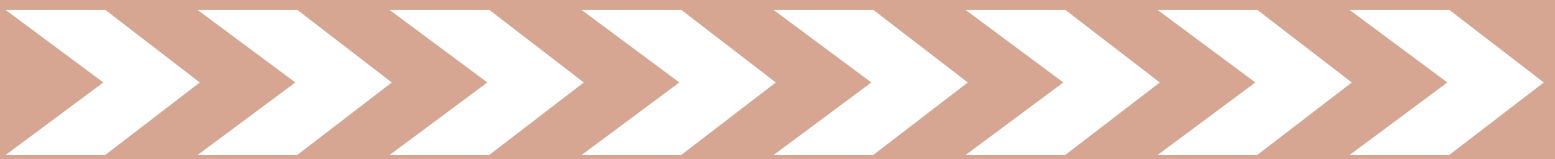




ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

92 Professional Knowledge—Secondary

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PART 1: GENERAL INFORMATION ABOUT THE AEPA™ AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



PART 2: FIELD-SPECIFIC INFORMATION

Field 92: Professional Knowledge—Secondary

INTRODUCTION

This section includes a list of the test objectives, practice questions, an answer key for the selected-response questions, and a list of preparation resources.

Test objectives. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

Practice questions. The practice questions for the selected-response and performance assignment sections included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strength or weakness or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

Preparation resources. The list of preparation resources has been compiled to assist you in finding relevant materials as you prepare to take the Professional Knowledge—Secondary test. This list is to be considered not as complete, but as representative of the kinds of resources currently available. There may be other materials that may be helpful to you in preparing to take the test.

You may also wish to consult a representative from an Arizona educator preparation program in your area regarding other potential resources specific to this field. Keep in mind that the use of these materials does not guarantee successful performance on the test.

TEST OBJECTIVES

Field 92: Professional Knowledge—Secondary

SUBAREAS:

1. Student Development and Learning
2. Instructional Planning and Management
3. The Professional Environment

STUDENT DEVELOPMENT AND LEARNING

0001 Understand human developmental processes and variations and how to use this knowledge to promote student development.

For example: identifying characteristics, processes, and progressions of students' cognitive, physical, motor, social, emotional, and language/communicative development; recognizing ways in which a student's development in any domain (e.g., cognitive, social, language/communicative) may affect performance in other domains; demonstrating knowledge of how specific developmental factors may affect learning; understanding that developmental variations among students may affect instructional decision making in given situations; demonstrating knowledge of the importance of considering developmental characteristics of students when evaluating alternative instructional strategies; and recognizing learning opportunities and environments that promote students' developmental progress.

0002 Understand learning processes and strategies that promote student learning and students' active engagement in learning.

For example: demonstrating knowledge of learning processes (e.g., how students construct and assimilate knowledge and develop new skills); recognizing strategies for facilitating learning in instructional situations (e.g., by building connections between new information and prior knowledge and experiences, by relating learning to world issues and community concerns, by making learning purposeful); recognizing how various teacher roles (e.g., direct instructor, facilitator) and student roles (e.g., self-directed learner, group participant, observer) may affect learning processes and outcomes; and recognizing effective strategies for promoting independent thinking and learning (e.g., helping students develop critical-thinking, decision-making, and problem-solving skills; enabling students to pursue topics of personal interest).

0003 Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.

For example: recognizing factors (e.g., social, emotional, cognitive, behavioral, physiological, gender, linguistic, environmental, familial, cultural, economic) that may affect students' development and learning; recognizing how current and prior school experiences (e.g., teacher expectations, assessment practices) may affect students' perceptions, motivation, attitudes about learning, and performance; recognizing the significance of the home environment (e.g., nature of the expectations of parents, guardians, or caregivers; degree of their involvement in a child's education) for student learning; recognizing how classroom factors (e.g., student-teacher interactions) may affect students' self-concepts and learning; identifying ways in which peer interactions may promote or hinder a student's success in school, and determining effective strategies for dealing with peer-related issues in given classroom situations; and understanding how community characteristics (e.g., socioeconomic profile, opportunities for out-of-school educational experiences, availability of community resources) may affect students.

0004 Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.

For example: identifying strategies for working effectively with students from a variety of cultural backgrounds, students from various socioeconomic circumstances, students of both genders, students whose primary language is not English, students from a variety of geographical contexts (e.g., urban, rural, reservation, international), and students whose home situations involve a variety of family arrangements and lifestyles; demonstrating awareness of cultural differences (e.g., values, practices); demonstrating awareness of types of disabilities, developmental delays, and exceptionalities and of the implications for learning associated with these differences; identifying resources to address individuals' special needs; describing strategies to ensure that all students participate to the greatest extent possible in classroom activities; and demonstrating knowledge of strategies for promoting students' understanding and appreciation of diversity and for using diversity that exists within the classroom and the community to enhance all students' learning.

INSTRUCTIONAL PLANNING AND MANAGEMENT**0005 Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.**

For example: understanding procedures used in classroom curricular decision making (e.g., evaluating the current curriculum; defining scope and sequence; detecting gaps in the curriculum; modifying curriculum based on student characteristics, the structure of the subject matter, and relevance in meeting societal expectations); identifying strategies for developing interdisciplinary curricula (e.g., incorporating cross-disciplinary themes); evaluating curriculum materials and instructional resources (e.g., textbook, guest speaker, multi-media) for their appropriateness and relevance in presenting particular ideas or concepts; describing procedures used in instructional planning (e.g., defining lesson or unit objectives, developing lesson plans); recognizing key factors to consider in planning instruction (e.g., students' characteristics and prior experiences, available time and other resources, appropriate sequencing of lessons within units, instructional goals); analyzing a given lesson or unit plan in terms of organization, completeness, feasibility, etc.; and describing strategies for collaborating with others to plan and implement interdisciplinary instruction.

0006 Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.

For example: demonstrating knowledge of the characteristics, uses, advantages, and limitations of different types of informal and formal assessments (e.g., portfolio, teacher-designed classroom test, embedded assessment, performance assessment, peer assessment, student self-assessment, teacher observation, standardized achievement test); using measurement principles and assessment concepts (e.g., validity, reliability, bias) to determine the appropriateness of a formal or informal assessment instrument in a given situation; interpreting assessment results; describing adjustments to lessons and activities based on assessment results; and communicating assessment results.

0007 Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.

For example: identifying the uses, benefits, and limitations of a specific instructional approach (e.g., direct instruction, cooperative learning, inquiry-based learning, interdisciplinary instruction, whole-group and small-group discussion, lecture, hands-on activity, peer tutoring, technology-based instruction, individualized instruction) in relation to given purposes or students (including those with special needs); understanding how to adjust lessons in response to student feedback; recognizing different communication techniques to enhance student understanding; understanding communication approaches that are sensitive to students' backgrounds (with respect to gender, language, and cultural differences); recognizing questioning methods that are bias-free and that are effective in maintaining student engagement and in encouraging risk taking and problem solving; understanding how to relate content to real-life situations; understanding how students can acquire information and concepts through a variety of modes and formats; recognizing appropriate role(s) of the teacher in relation to a given instructional approach; and comparing instructional approaches in terms of teacher and student responsibilities, expected student outcomes, and usefulness for achieving instructional purposes.

0008 Understand a variety of methods for teaching literacy skills that support and promote student achievement.

For example: selecting instructional strategies that help students use literacy skills (e.g., reading, writing, speaking, listening, viewing) as tools for learning; understanding the importance of promoting literacy in all areas of the curriculum by using a variety of resources (e.g., expository texts, electronic media) and by teaching students how to use, access, and evaluate information from various resources; identifying ways to support students' development of content-area reading skills; and demonstrating knowledge of ways to address the literacy needs of all students, including those whose primary language is not English.

0009 Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.

For example: identifying procedures for enhancing student interest and helping students find their own motivation (e.g., relating concepts presented in the classroom to students' everyday needs, experiences, and cultural backgrounds; encouraging student-initiated activities; highlighting connections between academic learning and the world outside the classroom); analyzing the effects of using various motivational strategies (e.g., intrinsic and extrinsic) in given situations; recognizing factors and situations that tend to promote or diminish student motivation; analyzing teacher-student interactions with regard to motivation and behavior issues (e.g., communicating expectations and standards of behavior, providing feedback, building student self-esteem and classroom community); analyzing relationships between classroom management strategies and student learning, attitudes, and behaviors; and demonstrating knowledge of strategies for managing the instructional environment to promote productivity, optimize students' time on-task, manage disruptive behaviors, and establish, communicate, and implement classroom procedures.

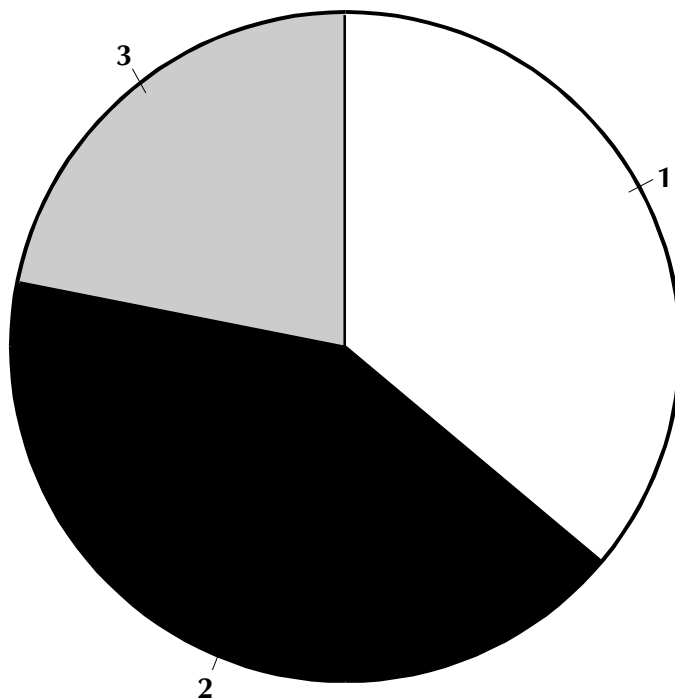
THE PROFESSIONAL ENVIRONMENT**0010 Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.**

For example: recognizing strategies for initiating and maintaining effective communication between the teacher and parents/guardians, including those from diverse backgrounds, and recognizing factors that may facilitate communication in given situations (including teacher conferences with parents/guardians); describing strategies for using community resources to enrich learning experiences; and recognizing various ways in which school personnel, local citizens, and community institutions (e.g., businesses, cultural institutions, colleges and universities, social agencies) can work together to promote a sense of community that will support student learning.

0011 Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.

For example: understanding how professional growth and development opportunities and personal reflection enhance teaching effectiveness; recognizing the responsibilities and requirements associated with the development and implementation of Individualized Education Programs (IEPs); demonstrating knowledge of laws related to students' rights in various situations (e.g., in relation to due process, discrimination, harassment, confidentiality, discipline, privacy); demonstrating knowledge of a teacher's rights and responsibilities in various situations (e.g., in relation to students with disabilities or students who may be abused, speaking out publicly against a school policy); demonstrating knowledge of parents'/guardians' rights and responsibilities in various situations (e.g., in relation to student records, school attendance); demonstrating knowledge of the roles and responsibilities of different components of the education system in Arizona; and identifying legal and ethical guidelines in various educational contexts.

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



Subarea	Approximate Percentage of Selected-Response Items on Test Form
<input type="checkbox"/> 1. Student Development and Learning	36%
<input checked="" type="checkbox"/> 2. Instructional Planning and Management	45%
<input type="checkbox"/> 3. The Professional Environment	19%

PRACTICE QUESTIONS

Field 92: Professional Knowledge—Secondary

1. High school teachers who wish to help students develop a positive self-concept can best do so by using which of the following approaches?
 - A. allowing students to play a key role in determining the learning activities in which they will participate
 - B. providing students with models of excellence to emulate
 - C. offering students frequent opportunities to interact with peers who achieve at similar levels
 - D. helping students gain increased competence in areas they value
2. A tenth-grade teacher wants to provide language arts activities that challenge students to use their emerging cognitive capabilities. Which of the following activities would best address this goal?
 - A. explore teacher-assigned topics in personal journal entries
 - B. compare the personality traits of characters in fictional literature
 - C. self-assess one's personal work products using specified criteria
 - D. participate in debates by defending positions with which one disagrees
3. In one high school, all ninth-grade students are required to spend fifteen hours volunteering at a local service agency such as a homeless shelter or food bank. According to research, adolescents who participate in this type of program are most likely to demonstrate which of the following?
 - A. unusually mature judgment in their decision making
 - B. increased social responsibility in their thinking
 - C. marked persistence in striving to reach personal goals
 - D. improved ability to form long-term personal relationships
4. A middle school teacher observes that several of his students have adopted nontraditional styles in hair and clothing. The teacher also notices that the students communicate with one another using conversational slang. In observing the students, the teacher should be aware that these behaviors:
 - A. are a means of expressing conflicting adolescent emotions.
 - B. signal adolescents' increased need for attention from adults.
 - C. are considered a normal part of adolescent identity formation.
 - D. illustrate the importance of positive adult role models for adolescents.

5. A history teacher has a class of high school students write about a disagreement they had with someone either inside or outside of school. The teacher then has the students write about what they expect the other person's version would be. This activity is likely to be most effective for preparing students to engage in which of the following academic tasks?
- A. evaluating the reliability of an informative text
 - B. critically examining different points of view about a historical event
 - C. analyzing information for a problem-solving activity
 - D. synthesizing historical information from multiple sources
6. In determining how to respond to secondary school students who show a tendency to become involved in high-risk behaviors, teachers should be aware of research that indicates which of the following?
- A. The adolescent brain functions in ways that limit the ability of many adolescents to think through the consequences of their actions.
 - B. The adolescent brain requires active experimentation to facilitate mature decision making.
 - C. Adolescents pay little attention to adult warnings because their brains' ability to process social signals that reflect emotions is limited.
 - D. Adolescents' life experiences significantly influence the organization of their brains.
7. An eighth-grade teacher wants to reduce the frequency of students' aggressive behaviors and encourage the development of positive social skills. The teacher is most likely to achieve this goal by providing students with which of the following opportunities?
- A. choices between independent and group work on class projects
 - B. regular class discussions on the topic of aggressive behavior
 - C. mentoring with students in higher grade levels
 - D. training and practice in peer mediation
8. Direct instruction is most likely to be an effective approach for a teacher who wishes to help students:
- A. analyze a passage of text.
 - B. acquire background information needed for upcoming learning.
 - C. engage in self-evaluation.
 - D. make predictions about the probable results of a given event.

9. Students are most likely to develop new ways of thinking about familiar content when a classroom environment includes regular opportunities for students to:
- A. interact with other students during learning activities.
 - B. use many forms of print and non-print materials.
 - C. engage in physical activity during learning experiences.
 - D. participate in reflection and self-assessment activities.
10. In which of the following situations is a student most clearly exhibiting an ability to engage in cognitive self-regulation?
- A. a student isolates a word that is difficult to pronounce and then practices the word until he is able to say it correctly
 - B. a student attempts to read a book beyond his reading level and then puts it aside, saying he is not a proficient enough reader
 - C. a student uses self-talk during a spelling test to remind himself to use the spelling rule he learned earlier that week
 - D. a student tries to understand an unfamiliar word in context by rereading the entire sentence in which the word appears
11. A social studies teacher uses a spiral curriculum design in which concepts introduced early in the year are regularly revisited in more complex form throughout the year. Which of the following is likely to be the most important advantage of using this approach?
- A. Students will retain the concepts over a longer period of time and with deeper understanding.
 - B. Students will have a greater ability to link the concepts across disciplines.
 - C. Students will have increased opportunities to develop concept-based generalizations on their own.
 - D. Students will perceive activities related to the concepts as more purposeful and relevant.

12. A teacher who is presenting new information to students wishes to increase the likelihood that the students will be able to recall the information in the future. Which of the following strategies is likely to be most effective in accomplishing the teacher's goal?
- A. giving the students an opportunity to apply the new information in a meaningful way
 - B. prompting the students to repeat the new information to another student in the class
 - C. providing a significant reward to students who remember the new information during initial practice
 - D. having the students record the new information in their notebooks for later study
13. For a given lesson, a teacher could most effectively promote the development of students' metacognitive skills by:
- A. suggesting possible thinking approaches for students to use before they begin working on the lesson.
 - B. praising students for their successful solution to the lesson's problem and encouraging them to reflect on why they were successful.
 - C. asking students to attempt to articulate the reasoning they used as they worked through the lesson.
 - D. pointing out at the end of the lesson the thinking approaches the students used to complete the lesson.

14. A high school teacher realizes that a number of students in his class become easily frustrated when taking tests, especially under time constraints. The teacher also finds that the test performance of these students is often not consistent with their performance on class and homework assignments. The teacher can best respond to this situation by using which of the following strategies?
- A. giving the students additional opportunities to learn concepts and skills to be tested
 - B. reinforcing the importance of earning good grades on tests and providing rewards for high grades
 - C. allowing the students to choose among alternative methods for assessing their knowledge and skills
 - D. teaching the students specific test-taking strategies and giving them practice tests
15. A teacher wishes to communicate high expectations to all students. Which of the following strategies would likely be most effective in achieving this goal?
- A. giving all students assignments at an appropriate level of challenge
 - B. allowing all students to establish the standards used to judge their work
 - C. providing all students with similar amounts of attention
 - D. monitoring the progress of all students closely
16. A high school biology teacher regularly addresses health and nutrition topics in class and reminds students to get a good night's sleep and to eat a healthy breakfast. This practice best demonstrates the teacher's understanding that effective learning can take place only when:
- A. teachers have high expectations for students.
 - B. lesson content is tied to students' daily lives.
 - C. teachers show caring and concern for students.
 - D. students' physiological needs are met.
17. A teacher can best help students develop a positive self-concept by creating a learning environment that emphasizes:
- A. individual progress and reflective thinking.
 - B. opportunities to learn with peers achieving at similar levels.
 - C. concrete reinforcement for achievement of performance goals.
 - D. instructional activities with social interaction as a key component.

18. A high school student is not achieving at his full academic potential because he is influenced by friends who do not take school seriously. The teacher is most likely to be able to enhance the student's motivation and enthusiasm for school by:
- A. advising him on ways of handling and responding to negative peer pressure.
 - B. challenging him with assignments that will help him recognize his capabilities.
 - C. giving him personal attention directed at encouraging his sense of self-worth.
 - D. suggesting that he try to build relationships with higher-achieving classmates.
19. A seventh-grade teacher overhears Tammy making fun of Charlene by telling her that her clothes and hair are out of style. Which of the following is the most appropriate *first* step for the teacher to take in this situation?
- A. speaking privately with Tammy about the importance of treating others with respect
 - B. leading a class discussion about the ways in which hurtful behaviors affect everyone involved
 - C. holding a meeting with Tammy and Charlene to help them resolve the situation
 - D. developing role-playing activities to provide the class with practice in perspective taking
20. A new teacher wants to work effectively with students from culturally diverse backgrounds. Which of the following should be the teacher's *first* step toward achieving this goal?
- A. acquiring culturally responsive instructional materials to support student learning
 - B. determining how students' cultural differences are likely to manifest themselves in the classroom
 - C. planning adjustments to instruction that are likely to benefit students from many cultures
 - D. identifying potential instructional outcomes related to students' appreciation of cultural diversity

21. A mathematics teacher attends a Multi-disciplinary Evaluation Team (MET) meeting for Mariana, a student with learning disabilities who has organizational difficulties. Mariana is in jeopardy of failing the teacher's class due to incomplete homework and other assignments. Which of the following recommendations is likely to be most appropriate for promoting Mariana's learning and achievement in her mathematics class?
- A. helping Mariana learn to use a day planner and regularly monitoring her use of the planner
 - B. working with Mariana to identify meaningful rewards that she will be given for completing her assigned work on time
 - C. modifying Mariana's homework and other assignments by reducing their length and difficulty level
 - D. allowing Mariana to specify the amount of time she needs for each assignment and ensuring that she completes work within that time
22. A math teacher becomes aware that a student who has been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) has difficulty completing in-class assignments. Which of the following is the most appropriate way to help this student succeed?
- A. adopting a policy of accepting the student's partially completed assignments
 - B. assigning the student to complete fewer examples of each type of problem
 - C. asking a high-achieving classmate to help the student complete class assignments
 - D. requiring the student to complete any unfinished problems for homework

23. Which of the following strategies best demonstrates a teacher's understanding of how to use the cultural diversity that exists within a classroom to enhance all students' learning?
- A. prompting students to share ideas and examples relevant to their cultural background during class discussions
 - B. reading aloud literary works written by authors who represent the diversity of students in the class
 - C. giving students opportunities to conduct individual research on aspects of their cultural background that particularly interest them
 - D. displaying throughout the classroom art and artifacts that reflect students' varied backgrounds
24. A teacher in a school with a culturally diverse student body wants to learn more about the particular characteristics and interests of the students in his classes. Which of the following strategies is likely to be most effective in providing the teacher with the information he seeks?
- A. preparing a questionnaire for the students' parents/guardians to answer during open house and following up with them as needed
 - B. asking each student to complete a self-report inventory prior to meeting individually with the teacher
 - C. interviewing colleagues at the school who have previous experience working with the students
 - D. using various library and Internet sources to research the practices and values associated with cultures represented by the students
25. A teacher begins developing a lesson plan by identifying the intended instructional outcomes. The most appropriate *next* step for the teacher to take in planning the lesson is to determine:
- A. how to adapt the lesson for students with diverse needs.
 - B. which instructional activities should be included in the lesson.
 - C. how to demonstrate relevant skills for students during the lesson.
 - D. which resources will be needed to teach the lesson.

26. A group of eighth-grade teachers collaborates to plan an interdisciplinary unit based on the theme of "change." Which of the following would be the most effective *first* step for the team to take in planning this unit?
- A. creating a curriculum web that links concepts in each content area to the theme
 - B. gathering resources and materials for each content area in support of the theme
 - C. creating focus questions for each content area that reflect core knowledge related to the theme
 - D. brainstorming a set of activities that support the theme in each content area
27. A team of high school science teachers is evaluating their school's science curriculum. The teachers wish to determine if there are gaps in the current curriculum. The teachers can best detect such gaps by taking which of the following steps *first*?
- A. comparing the school's science curriculum to state and national curriculum standards for science
 - B. using students' performance on standardized science achievement tests to analyze the school's curriculum
 - C. comparing the science curriculum to the content addressed in the school's science textbooks
 - D. asking the school's science teachers to complete a survey on the strengths and weaknesses of the curriculum
28. A math teacher who intends to have a class practice multiplying decimals during the upcoming week finds that four students in the class have already mastered the skill. Which of the following activities would best meet the instructional needs of these four students?
- A. reading ahead in the math textbook to begin exploring upcoming content
 - B. working together on an enrichment activity to present to class
 - C. preparing a list of real-life applications for multiplying decimals
 - D. serving as peer tutors for other students in the class

29. A teacher plans to begin a lesson by clearly stating the lesson objective and then writing it on the board. This strategy can be expected to facilitate student learning primarily by:
- A. arousing students' curiosity about the content of the lesson.
 - B. focusing students' attention on what is to be taught.
 - C. giving students a purpose for attending to the lesson.
 - D. helping students connect what is to be taught to their prior experience.
30. A high school government teacher plans to introduce a unit on the rights of citizenship by providing students with data on voting trends in the United States over the past fifty years. Then the teacher will show and discuss with the class video interviews of people from other countries who do not have the right to vote. Which of the following is most likely to be the primary benefit of beginning the unit in this way?
- A. promoting students' interest in and motivation to learn unit content
 - B. providing students with an overview of the content they will be learning during the unit
 - C. relating students' learning in the unit to their own lives and experiences
 - D. providing students with a base of information needed to benefit from upcoming lessons in the unit
31. A high school teacher is developing lessons to promote students' career awareness. The teacher is likely to be most effective in introducing students to various career options by using which of the following resources?
- A. informational brochures from a wide range of local businesses
 - B. a college counselor who will speak about degree requirements for various careers
 - C. guest speakers from a variety of businesses and professions
 - D. government data on the average salaries and employment forecasts for various careers
32. A team of high school English teachers has developed a new unit of study. After all the teachers have finished teaching the unit, they decide to meet to refine the unit. Which of the following teacher actions during the meeting is likely to be most helpful for this purpose?
- A. comparing the level of engagement exhibited by different classes during the unit
 - B. discussing ideas for independent study activities based on the unit
 - C. comparing how different classes performed on assessments used during the unit
 - D. discussing modifications different teachers made to unit activities

33. A teacher wants to evaluate her students' oral presentation skills, identifying their individual strengths and weaknesses. Which of the following evaluation techniques would be most appropriate for this purpose?
- A. rating each presentation holistically using a numerical scale
 - B. assessing each presentation using a checklist of relevant criteria
 - C. rank-ordering the presentations from most to least effective
 - D. having students write critiques of their own presentations
34. Which of the following testing situations is most likely to yield biased results?
- A. A ninth-grade class is accidentally given a tenth-grade standardized reading test.
 - B. A vocabulary test that includes words specific to a particular geographic region is administered nationally.
 - C. Two students cheat on a multiple-choice classroom test by comparing answers.
 - D. A socioeconomically diverse class is given a standardized science achievement test that includes advanced scientific terminology.
35. An English teacher has accepted a position at a school in which most of the students are of a different ethnicity from her own. She is concerned that she may unintentionally disadvantage her students by giving them assessments that contain bias. Which of the following measures would likely be most effective in minimizing potential bias?
- A. basing tests on materials developed by national publishers
 - B. asking a colleague of the same ethnicity as the students to critique her tests
 - C. following guidelines from a testing textbook when writing tests
 - D. incorporating into each test terminology and content that reflect the students' cultural background
36. A social studies teacher is considering using an end-of-unit test that is published in the teacher's edition of the textbook. Which of the following questions is most important in deciding whether to use this test?
- A. Is the test accompanied by instructions for scoring or grading it?
 - B. Did the publisher provide adequate information about the test's technical properties?
 - C. Does the content and emphasis of the test match what the teacher covered in class?
 - D. Does the textbook offer guidance on how to interpret students' test results?

37. A student's score on a criterion-referenced test is best used to provide information about the student's:
- A. mastery of a defined body of content.
 - B. readiness for a particular grade level or placement.
 - C. potential to achieve in a specified subject area.
 - D. performance in comparison to peers in a given area.
38. A class of 21 students took a math test, and the median score for the class was 85. Which of the following is a valid conclusion based on this information?
- A. Eleven students scored 85 or higher on the test.
 - B. Students mastered about 85 percent of the content tested.
 - C. The average score earned by students was 85.
 - D. The majority of students scored between 80 and 90 on the test.
39. A social studies teacher gives a ten-question, multiple-choice quiz at the end of every unit in the textbook. The teacher is concerned that the quizzes might not be sufficiently reliable. Which of the following practices would be most likely to enhance the reliability of these assessments?
- A. Give several different versions of each quiz drawn from a large pool of questions.
 - B. Use questions provided by the publisher of the textbook.
 - C. Target the difficulty level of the questions to the lower-achieving students in the class.
 - D. Increase the length of the quiz from 10 to 20 questions.
40. Which of the following statements represents the most accurate description of the inquiry learning model?
- A. Students collaborate to complete specified learning activities in a social context as the teacher supports their interactions.
 - B. The teacher facilitates as students build upon simple steps to complete more complex procedures.
 - C. Students engage in specific, sequenced activities as the teacher leads the lesson.
 - D. The teacher offers support as students seek to define and implement processes used for problem solving.

41. A high school English Language Learners (ELL) teacher develops a program in which new immigrant students will be paired with second-year peer tutors. Which of the following teacher actions would best help ensure the success of the program?
- A. striving to pair students who have similar strengths and interests
 - B. providing the students who will serve as tutors with explicit training before and after the program begins
 - C. selecting student tutors who have exemplary grades and conduct
 - D. prompting the new students to provide their tutor with evaluative feedback after each session
42. A middle school language arts teacher assigns free-response journal writing as a daily warm-up activity. When the teacher notices that several students are not writing, he tries to redirect them to the assignment. The students reply that they "don't know what to write about." Which of the following would be the most appropriate *next* step for the teacher to take?
- A. Remind the students that they may write about any topic of interest.
 - B. Provide a reflective prompt to stimulate the students' writing.
 - C. Ask the students to complete the writing activity for homework.
 - D. Pair the students to work together as writing partners.
43. A seventh-grade math teacher is planning a lesson on averages for a class of students from diverse backgrounds. The teacher wishes to identify questions to ask the class that will facilitate maximum student participation. Which of the following questions would best achieve this goal?
- A. What is the average number of miles you and your family traveled during recent vacations?
 - B. What is the average number of special events such as movies or concerts you attend each month?
 - C. What is the average amount of money you spend on clothing each month?
 - D. What is the average number of minutes you spend getting ready for school each day?
44. An English teacher wants to help students improve their ability to make thoughtful predictions during independent reading. Which of the following teacher strategies would be the most appropriate *first* step towards achieving this outcome?
- A. reading a text aloud to the students and then modeling how to make predictions
 - B. placing the students in small groups and having them discuss how to make predictions while reading
 - C. reading a passage aloud and asking the students to write down their predictions
 - D. assigning cooperative groups of students to read a text and make predictions

45. At the beginning of the school year, a teacher wants to gather information about students' preferred modes of learning. The teacher can best achieve this goal by using which of the following strategies while implementing a unit on the cultural diversity of Arizona?
- A. monitoring pairs of students as they interview each other on their families' cultural traditions
 - B. evaluating student comprehension of a lecture presented by the teacher on the cultural traditions of a particular group
 - C. reviewing students' personal essays on a cultural tradition that is important to them
 - D. observing students working in small groups to research and discuss the cultural traditions of a particular group
46. A middle school science teacher wants students to learn to follow safety procedures automatically during science experiments. The teacher begins by explaining the safety procedures to the students. Which of the following *additional* strategies would best help the teacher ensure achievement of the intended goal?
- A. providing the students with many opportunities to practice the safety procedures and receive feedback
 - B. posting reminders of the safety procedures in a number of appropriate places around the room
 - C. establishing a system of rewards and consequences related to the students' use of the safety procedures
 - D. presenting examples of classroom situations that illustrate the need for the safety procedures

47. A high school science class is using the Internet to find factual support for position papers on current scientific issues. Which of the following questions is most important for students to consider *first* when deciding which Web sites to use as sources?

- A. Are there links to other relevant sites?
- B. How easy is it to navigate the site?
- C. What type of organization sponsors the site?
- D. When was the site last updated?

48. While teaching a literature unit on a classic novel, a high school English teacher wants to give students practice in synthesizing information and ideas from several sources. Which of the following student activities would best fulfill this objective?

- A. participating in a class discussion on important themes in the novel
- B. writing journal entries reflecting on excerpts from various chapters of the novel
- C. scripting several scenes from the novel and acting out the scenes for the rest of the class
- D. creating a multimedia presentation about the time period of the novel

49. A high school mathematics teacher has students keep a daily learning log in which they write answers to the following questions:

What did I learn?

What challenges did I encounter?

What strategies did I use?

What will I do to help myself learn in the future?

Which of the following is likely to be the most important benefit of this practice for students?

- A. promoting their development of content-area writing skills
- B. encouraging them to explore mathematics concepts independently
- C. prompting them to reflect on their thought processes
- D. improving their performance on mathematics assessments

50. A teacher has students close their eyes as she reads aloud and then asks them to describe what they thought about as they listened. This activity would be most effective as a means of emphasizing:
- A. the influence of spoken language on reading.
 - B. the role of reading in the development of new ideas.
 - C. the value of connecting reading to personal experience.
 - D. the reader's role in drawing conclusions from reading.
51. A health teacher has students do extensive in-class writing in relation to course content. A student in the class has a learning disability that makes it difficult to express himself in writing. His writing is labored, and he makes frequent spelling and grammatical errors. The teacher can best address this student's needs by:
- A. allowing him to use word-processing software to complete writing assignments.
 - B. giving him choices in selecting writing assignment topics that interest him.
 - C. allowing him extended time for completion of writing assignments.
 - D. giving him practice exercises on writing mechanics in conjunction with writing assignments.
52. In a class that includes English Language Learners, the teacher regularly reads aloud from a wide variety of print materials. This practice is likely to be beneficial for the English Language Learners primarily because it:
- A. helps them learn to accurately pronounce a large number of English words.
 - B. decreases the need for them to do extensive reading on their own.
 - C. provides them with exposure to a broad range of grammatical structures.
 - D. models fluent language use for them.
53. A high school teacher wants to encourage students to use active listening skills during class discussions. Which of the following strategies would best achieve this goal?
- A. providing students with a list of potential topics prior to each discussion
 - B. assigning students to lead discussions on a rotating basis
 - C. asking students to restate classmates' ideas in their own words during the discussions
 - D. having students write a paragraph summarizing each discussion

54. A teacher could most appropriately instruct students to use skimming to perform which of the following tasks?
- A. distinguishing main ideas from details in a textbook
 - B. determining the theme and plot of a short story
 - C. deciding if an article may be helpful for a research project
 - D. synthesizing information from two reading selections
55. Which of the following approaches to establishing classroom rules is most likely to contribute to a positive learning environment?
- A. working with students to develop a set of significant behavioral expectations
 - B. discussing prohibited behaviors and their consequences with students
 - C. presenting students with a detailed list of acceptable and unacceptable behaviors on the first day of class
 - D. providing students with a behavior contract to copy and sign
56. A new teacher regularly gives students rewards as incentives to complete an activity they enjoy. According to research, the most likely long-term result of this practice is that students will:
- A. increase their sense of self-efficacy in performing the activity.
 - B. perceive the activity as less intrinsically interesting.
 - C. focus on improving their ability to perform the activity.
 - D. accomplish less incidental learning during the activity.
57. A high school teacher is concerned that some students seem apathetic and bored in class. Which of the following teacher actions would most likely lead to improvements in students' attitudes toward learning?
- A. designing lessons that connect instructional content to their everyday lives
 - B. providing them with rewards for achieving performance goals
 - C. developing a contract that defines their responsibilities as learners
 - D. leading the class in a discussion about the link between school achievement and future success

58. A middle school student receives a poor grade on an assignment and reacts by complaining loudly about the teacher's lack of fairness. The teacher asks the student to stop disrupting the class, but the student continues speaking out. Which of the following would be the most appropriate *next* step for the teacher to take in this situation?
- A. requesting that the student describe specific ways in which he or she believes grading has been unfair
 - B. initiating a class discussion to determine if the student's view is shared by others
 - C. asking the student to identify what he or she believes should be done to remedy the situation
 - D. involving the rest of the class in a productive activity and speaking to the student privately
59. A teacher regularly expresses sympathy to low-achieving students when they fail to perform well on learning tasks and offers unsolicited help to these students during individual work. As a result of these teacher behaviors, it is most likely that these students will begin to:
- A. believe their poor performance is due to a lack of ability.
 - B. try harder to achieve an adequate level of performance.
 - C. question whether the teacher's expectations of them are reasonable.
 - D. seek more help from the teacher to improve their performance.
60. A teacher decides to assign a challenging long-term project that requires student problem solving and decision making. When presenting the assignment, the teacher is most likely to enhance students' motivation to devote the necessary effort to the project by using which of the following strategies?
- A. providing the students with a highly structured format to follow in completing the project
 - B. communicating to the students that the project will be difficult but satisfying
 - C. explaining how individual student performance will be assessed as the project proceeds
 - D. emphasizing how the project will relate to students' lives and needs outside of school
61. A high school teacher uses a highly structured approach to instruction, including giving students specific requirements and detailed instructions for almost all assignments. This approach will most likely have which of the following results?
- A. minimizing the amount of time students spend off-task
 - B. reinforcing high standards for all students in the class
 - C. reducing students' sense of ownership and responsibility for their own learning
 - D. heightening students' concerns and anxieties about meeting teacher expectations

62. A high school history teacher is teaching a unit on the Civil War. To supplement instruction on the topic, the teacher decides to invite a Civil War historian from a local college to speak to the class. In talking to the historian about the presentation, the teacher can best help ensure its effectiveness by providing the historian with information about the:
- A. student assessments that have been planned for the unit.
 - B. learning styles and preferences of the students in the class.
 - C. texts the students have been using for the unit.
 - D. instructional objectives that have been defined for the unit.
63. A teacher is meeting with a student's parents for the first time. The teacher is most likely to promote development of a mutually supportive relationship with the parents if he *begins* the conference by:
- A. offering a positive observation about the student's performance.
 - B. describing his approach to teaching in easy-to-understand terms.
 - C. explaining the school's policies on teacher interactions with parents.
 - D. asking questions to learn how the parents feel about the school.
64. A new teacher in a classroom of students from diverse language backgrounds wants to establish open communication with the students' parents/guardians. To be successful in this endeavor, the teacher should be aware of which of the following?
- A. Informal communication with parents/guardians is likely to be more effective than formal conferences.
 - B. Students are effective resources for facilitating communication with parents/guardians.
 - C. Written communication is likely to yield more helpful information from parents/guardians than other methods.
 - D. Communications may need to be translated or interpreted for some parents/guardians.

65. A teacher has arranged a meeting with a student's parents to discuss learning problems the student has been having. At the beginning of the meeting, the teacher communicates to the parents that they are important members of their child's educational team. The parents respond by saying that they would like to help their child succeed, but because of their own limited educational background, they feel they have little to contribute. The teacher can best respond *initially* by:
- A. stating that even very limited contributions to their child's education will be helpful and appreciated.
 - B. suggesting workshops that the parents could attend to enhance their ability to support their child's education.
 - C. reassuring the parents that their knowledge and expertise regarding their own child is important in helping address the situation.
 - D. providing the parents with a detailed list of specific strategies they should be able to use at home to promote their child's learning.
66. A teacher wishes to keep all parents/guardians informed about curriculum goals, student activities, and teacher expectations for homework and student projects. Which of the following approaches would best achieve the teacher's goal?
- A. holding a monthly meeting for parents/guardians to discuss the upcoming month
 - B. distributing a comprehensive packet of information to parents/guardians at the beginning of the year
 - C. developing an informational Web site for parents/guardians
 - D. sending parents/guardians a monthly newsletter

67. The teachers in a school with a diverse student body wish to increase parent/guardian participation in the life of the school. The teachers are aware that they can help achieve this goal by exhibiting a positive and accepting attitude toward all parents/guardians. Which of the following teacher actions would most clearly reflect this type of attitude?
- A. providing parents/guardians with specific information regarding steps they can take to help their child achieve success in school
 - B. ensuring that parents/guardians are contacted immediately when their child begins to exhibit academic or behavior problems
 - C. listening attentively when parents/guardians share their thoughts and concerns about their child's education
 - D. sending letters home periodically that explain the important role of parents/guardians in their child's education
68. A social worker employed by a private community agency is counseling a tenth-grade student. The social worker asks one of the student's teachers for a copy of the student's school records. In response, the teacher should inform the social worker that before the records can be provided, the social worker must:
- A. obtain written permission from the student's parent/guardian.
 - B. sign a confidentiality statement.
 - C. prepare a written request explaining why he or she needs the records.
 - D. contact the school principal.
69. Students who are facing suspension for their participation in an incident that violated school rules have a right to:
- A. request character witnesses who can provide evidence about their general conduct.
 - B. be informed of the specific charges against them and present their own version of the incident to school officials.
 - C. have their case heard by the county superintendent of schools before they can be suspended.
 - D. be placed in alternative education program instead of being suspended and receive transportation to the alternative program.

70. Teachers at a high school learn that district administrators are considering eliminating a program designed to provide special help to students who are reading below grade level. The teachers believe the program has been a success and do not want to see it abolished. They can best fulfill their responsibility in this situation by assuming the role of:
- A. collaborative planners.
 - B. action researchers.
 - C. student advocates.
 - D. pedagogical innovators.
71. Which of the following best describes a primary function of district school boards in Arizona?
- A. establishing policies and procedures for the governance of district schools
 - B. determining the purpose and methods of expending federal funds within district schools
 - C. supervising and controlling the certification of teachers in district schools
 - D. prescribing minimum competency requirements for student promotion in district schools
72. A high school student refuses to stand and say the Pledge of Allegiance, choosing instead to remain seated at her desk. A group of students has expressed their disapproval to the teacher, arguing that the student's behavior is unpatriotic. Which of the following teacher responses would be most appropriate in this situation?
- A. Request that the student stand during the Pledge of Allegiance out of respect for her peers.
 - B. Contact the student's parents to explain the issue and seek their assistance in resolving it.
 - C. Explain to the group that the student has a right to express her views in this way.
 - D. Have the entire class participate in a debate on the value of saying the Pledge of Allegiance.

73. A teacher who has very limited knowledge of classroom computer applications has just been notified that all teachers in his school are expected to use technology on a regular basis during instructional time. The teacher can best respond by taking which of the following steps *first*?
- A. Determine whether any students in his classes are willing and able to help him learn relevant applications.
 - B. Seek help from a supervisor or peer in locating appropriate professional development opportunities.
 - C. Contact various publishers of educational software to request information and assistance.
 - D. Request help from the school librarian in locating appropriate software training manuals.
74. A new teacher is frustrated that much of his instructional time is spent dealing with the disruptions caused by students' inappropriate behaviors. The teacher makes plans to meet with a mentor teacher to discuss this problem. The meeting is likely to be most productive if the teacher arrives at the meeting prepared to:
- A. identify and describe those students who tend to misbehave most frequently during class.
 - B. discuss his own philosophy regarding classroom management and student behavior.
 - C. provide specific examples of student misbehavior and the classroom situations in which they occur.
 - D. adopt any classroom rules and procedures that the mentor teacher may suggest.

Use the information below to answer the four questions that follow.

A high school math teacher is preparing a lesson on graphs. The instructional goal for the lesson is for students to be able to read and interpret information from several types of graphs, including bar graphs, circle graphs, line graphs, and pictographs. In previous lessons, the teacher has introduced each type of graph and guided students through simple practice activities. In today's lesson, the teacher will have the students work in groups to interpret graphs taken from newspaper and magazine articles. The students in each group will discuss the information in the graphs. Then the group members will make up questions for each graph and trade them with each other to answer the questions.

75. In this lesson, the teacher most clearly demonstrates an understanding of the benefit of:
- A. sequencing student activities for whole-to-part learning.
 - B. providing opportunities for students to be actively involved in learning.
 - C. pacing instruction flexibly to meet all students' needs.
 - D. incorporating opportunities for self-directed learning into instruction.
76. Which of the following guidelines would be most important for the teacher to apply in selecting graphs for the students to use in this lesson?
- A. The graphs should come from publications reflecting diverse points of view.
 - B. The greatest number of graphs should be types that the students can most easily understand.
 - C. The information presented in the graphs should be well known and widely accepted.
 - D. The graphs should represent topics that are meaningful and relevant to the students.

77. Jeremy is a student in the class who has been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Jeremy enjoys participating in group activities with his classmates. However, he has difficulty staying on-task in a group situation, and he often interferes with the group's progress on assignments. Which of the following strategies for including Jeremy in this activity is likely to be most effective?
- rewarding Jeremy at short intervals for appropriate and on-task behavior during his participation in the group assignment
 - assigning Jeremy to a group of students who have special needs, and monitoring his on-task behavior as the students do the assignment
 - encouraging Jeremy to stay on-task by assigning him responsibility for his group's finishing the assignment in the allotted amount of time
 - requesting that the other students in Jeremy's group help monitor his behavior and remind him to stay on task until the assignment is done

78. Maggie is a student in the class who has moderate mental retardation. Two learning objectives for Maggie are listed below:

Maggie will:

- sort objects by their common characteristics with 80% accuracy.
- count objects using one-to-one correspondence with 80% accuracy.

The teacher's goal is to create an inclusive classroom environment in which all students are accepted as an integral part of the class. Which of the following strategies would best help the teacher accomplish this goal while helping Maggie meet her learning objectives?

- giving Maggie a special assignment that she can do with assistance from a classroom aide while sitting with one of the student groups
- assigning Maggie to a group in which all students will complete the graph activity along with an extra activity suitable to Maggie's needs
- asking a classroom aide to help Maggie as she visits each group of students and identifies the different types of graphs they are using
- allowing Maggie to sit with a classmate and observe as the group of students works together on the graph activity

Read the information below; then answer the two questions that follow.

A teacher teaches in a school with students from culturally, linguistically, and socioeconomically diverse backgrounds. The teacher is in the process of developing the following contract for students and their parents/guardians to discuss and sign at the beginning of the school year.

As a parent/guardian, I will try my best to:

- ask my child about what they are learning in school each day
- _____

Parent/Guardian Signature _____

As a student, I will try my best to:

- follow directions the first time they are given
- complete all my assignments
- show respect for myself and others through my words and actions

Student's Signature _____

As a teacher, I will try my best to:

- come to school early and stay late for students who need extra help
- keep parents/guardians informed of their child's progress
- praise effort and recognize persistence

Teacher's Signature _____

79. The teacher's plan to have everyone who is involved in a student's education sign this type of contract is likely to be effective mainly because it:
- A. represents a commitment from all parties to work together to support student learning.
 - B. provides students with a tool to enhance their awareness of the ways they study and learn.
 - C. documents the teacher's efforts to involve parents/guardians in students' learning.
 - D. ensures that the teacher, students, and parents/guardians share a common view of student learning goals.
80. The teacher wants to add another responsibility to the section of the contract for parents/guardians. Which of the following is likely to be the most appropriate addition for all parents/guardians?
- A. checking students' homework for accuracy each day
 - B. using teacher-recommended activities to reinforce learning at home
 - C. asking students to explain one homework assignment each day
 - D. providing a quiet time and place for students to do homework

Below are the directions for the Professional Knowledge—Secondary performance assignments.

DIRECTIONS FOR SECTION TWO: PERFORMANCE ASSIGNMENTS

This section of the test consists of three performance assignments. For each of these assignments (A, B, and C), you are to prepare a written response and record it in the area provided on the corresponding written response sheet in the answer document.

Read each assignment carefully before you begin to work. Think about how you will organize each of your responses. You may use any blank space in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written on the appropriate page(s) of the answer document.**

As a whole, your response must demonstrate an understanding of the knowledge and skills required of an entry-level teacher in Arizona. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the knowledge and skills of teaching practice through your ability to apply your knowledge and skills to the situation presented in the assignment.

Your response to each assignment will be evaluated based on the following criteria:

- **PURPOSE:** The candidate fulfills the purpose of the assignment by demonstrating an understanding of relevant pedagogical knowledge.
- **APPLICATION OF KNOWLEDGE:** The candidate accurately and effectively applies relevant pedagogical knowledge.
- **SUPPORT:** The candidate supports the response with appropriate examples, evidence, and rationales based on relevant pedagogical knowledge.

The performance assignments are intended to assess teaching knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit scorers to make valid evaluations of your responses according to the criteria listed above. Your responses should be written for an audience of educators. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

The multiple-choice section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

For each assignment, be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses. You may work on the assignments in any order you choose, but be sure to record your final responses in the appropriate locations, as listed in the directions for each individual assignment.

Below is the scoring scale for the Professional Knowledge—Secondary performance assignments.

PROFESSIONAL KNOWLEDGE TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
3	<p>The "3" response reflects a thorough understanding of relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</p> <ul style="list-style-type: none"> • The response completely fulfills the purpose of the assignment by responding fully to the given task. • The response demonstrates an accurate and effective application of relevant pedagogical knowledge from the applicable Professional Knowledge subarea. • The response provides strong supporting examples, evidence, and rationales based on relevant pedagogical knowledge from the applicable Professional Knowledge subarea.
2	<p>The "2" response reflects an adequate understanding of relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</p> <ul style="list-style-type: none"> • The response generally fulfills the purpose of the assignment by responding adequately to the given task. • The response demonstrates a generally accurate and reasonably effective application of relevant pedagogical knowledge from the applicable Professional Knowledge subarea. • The response provides adequate supporting examples, evidence, and rationales based on relevant pedagogical knowledge from the applicable Professional Knowledge subarea.
1	<p>The "1" response reflects limited or no understanding of relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</p> <ul style="list-style-type: none"> • The response partially fulfills or fails to fulfill the purpose of the assignment by responding in a limited or inadequate way. • The response demonstrates a limited and/or ineffective application of relevant pedagogical knowledge from the applicable Professional Knowledge subarea and may contain significant inaccuracies. • The response provides limited or no supporting examples, evidence, and rationales based on relevant pedagogical knowledge from the applicable Professional Knowledge subarea.
U	<p>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Practice Performance Assignment A

81. Examinee Task

Students in Arizona come from a wide range of cultural backgrounds. Using your knowledge of learning processes, describe one way in which cultural differences between a student's home culture and the culture of the school may affect the student's learning. Describe one strategy or approach a teacher could use to address the situation you identified in order to promote student learning.

Sample Performance Assignment A Response: Score Point 3

One steadily growing segment of the school population is that of students whose families recently immigrated to the U.S. For many of these students, English is neither their native language nor their home language. These students' command of English will most likely be considerably less than that of their classmates whose native language is English, and this lack of facility may limit these students' full participation in classroom activities.

A good advisory/mentoring program, in which nonnative English speakers are assigned faculty advisors, can help integrate these students into school life and provide teachers with good anecdotal evidence of the student's academic strengths and weaknesses. An advisory program should also include volunteer community mentors who share a common language with these students and can serve as liaisons with their parents. These programs can be important in creating a supportive atmosphere where differences are explored, discussed, and celebrated.

Practice Performance Assignment B82. **Examinee Task**

Instructional materials (e.g., texts, computer programs or applications, audiovisual materials, hands-on materials) have different functions and purposes. Using your knowledge of instructional planning and delivery, identify an instructional situation in which it would be important to use more than one type of resource. Explain how the use of multiple resources is likely to enhance student learning in the situation you identified.

Sample Performance Assignment B Response: Score Point 3

Instructional materials should be varied to meet the needs of learners of different backgrounds, interests, and learning styles. Take, for example, a high school physics class that is studying the physical changes that occur in water when it freezes. Mastering the physics of this complex event is something some students will be able to do by relying on the textbook alone (visual learners). Others will require additional classroom discussion and teacher lecture (auditory learners). Still others will attain mastery only after a hands-on lab demonstration (kinesthetic learners). Students will benefit even more if they can make some connection between this knowledge and their own real-world experience. Therefore, the teacher may wish to extend the learning experience by having students watch a nature documentary on this subject, take a field trip, or use electronic resources in the library (WWW, email) to research how the freezing of lakes and rivers in the wintertime affects ecosystems and the survivability of animal life.

Practice Performance Assignment C

83. Examinee Task

Ms. Hayes, a twelfth-grade social studies teacher, receives a telephone call after school from the parent of one of her students. This parent is very upset about the textbook being used in Ms. Hayes's class. He objects to what he perceives to be distortions of historical facts and misrepresentation of various groups in the textbook and demands that Ms. Hayes discontinue use of the text.

Using your knowledge of the rights and responsibilities of educators in Arizona, write an essay in which you:

- describe two strategies that Ms. Hayes could use during this telephone call to promote effective communication with this parent; and
- describe the steps that Ms. Hayes should take after the telephone call in response to this parent's concerns.

Sample Performance Assignment C Response: Score Point 3

Despite the fact that this parent is upset with Ms. Hayes, there are some very positive aspects to this situation that she should keep in mind in dealing with this parent's complaints. The fact that this parent is concerned enough about his child's learning to review classroom materials and to engage the teacher in a dialogue speaks well for his involvement and commitment as a parent. One strategy that Ms. Hayes should use in her telephone conversation is to emphasize this fact. Teachers should always welcome parents' active participation in the educational process, even if that should mean an occasional interaction that is unpleasant, and Ms. Hayes should make certain that this parent knows that she appreciates his input. She should also emphasize that she and the parent have a common goal to which they are both fully committed: the education of his child. That having been said, she should offer to set up a time to meet with him at school to discuss his concerns. Sitting down together with the same materials before them should facilitate a concrete, dispassionate, and professional discussion of the issues. It is very unlikely that these issues would receive a similar hearing via telephone, especially given the fact that the parent is upset.

At her face-to-face meeting with this parent, Ms. Hayes should give a careful hearing to the parent's concerns about the distortions and misrepresentations he perceives to be present in the text. Although the selection of classroom texts is presumably a district-wide decision, and therefore outside Ms. Hayes's direct control, it is quite possible that the parent has some valid points. She should give a careful hearing to his point of view and offer to take the matter under advisement. She should promise to give the social studies text a careful scrutiny in light of the issues he has raised and to pass along his concerns to both her department head and principal. She should conclude the meeting by thanking the parent for his input and reminding him again that they share the common goal of wanting the very best education possible for his child.

One further action that Ms. Hayes should take after the initial phone call is to inform her department head and principal of this conversation in order to document the interaction. She also may wish to invite one or both of these individuals to attend the parent conference. Should they elect not to be present, she will need to inform her department head and principal of the content of her conversation at the conference with this parent. Ms. Hayes may also wish to place a followup telephone call with the parent some weeks later simply to touch base with him in a very general way about the progress of his child in her social studies class.

ANSWER KEY

Field 92: Professional Knowledge—Secondary

Question Number	Correct Response	Objective
1.	D	Understand human developmental processes and variations and how to use this knowledge to promote student development.
2.	D	Understand human developmental processes and variations and how to use this knowledge to promote student development.
3.	B	Understand human developmental processes and variations and how to use this knowledge to promote student development.
4.	C	Understand human developmental processes and variations and how to use this knowledge to promote student development.
5.	B	Understand human developmental processes and variations and how to use this knowledge to promote student development.
6.	A	Understand human developmental processes and variations and how to use this knowledge to promote student development.
7.	D	Understand human developmental processes and variations and how to use this knowledge to promote student development.
8.	B	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
9.	A	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
10.	A	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
11.	A	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
12.	A	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
13.	C	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
14.	D	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
15.	A	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
16.	D	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
17.	A	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
18.	C	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.

(continued on next page)

Question Number	Correct Response	Objective
19.	A	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
20.	B	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
21.	A	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
22.	B	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
23.	A	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
24.	B	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
25.	B	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
26.	A	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
27.	A	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
28.	B	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
29.	B	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
30.	A	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
31.	C	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
32.	D	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.

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Question Number	Correct Response	Objective
33.	B	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
34.	B	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
35.	B	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
36.	C	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
37.	A	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
38.	A	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
39.	D	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
40.	D	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
41.	B	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
42.	B	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
43.	D	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
44.	A	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
45.	D	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
46.	A	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.

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Question Number	Correct Response	Objective
47.	C	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
48.	D	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
49.	C	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
50.	C	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
51.	A	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
52.	D	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
53.	C	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
54.	C	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
55.	A	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
56.	B	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
57.	A	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
58.	D	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
59.	A	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
60.	D	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
61.	C	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
62.	D	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.

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Question Number	Correct Response	Objective
63.	A	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
64.	D	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
65.	C	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
66.	D	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
67.	C	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
68.	A	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
69.	B	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
70.	C	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
71.	A	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
72.	C	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
73.	B	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
74.	C	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
75.	B	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
76.	D	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
77.	A	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
78.	C	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
79.	A	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
80.	D	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.

PREPARATION RESOURCES

Field 92: Professional Knowledge—Secondary

The resources listed below may help you prepare for the AEPA test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

Journals

American Secondary Education, The College of Education, Ashland University.

Educational Leadership, Journal of the Association for Supervision and Curriculum Development.

Exceptional Children, Council for Exceptional Children.

Learning and Leading with Technology, International Society for Technology in Education.

Middle School Journal, National Middle School Association.

Other Resources

Clark, L. H and Starr, I. S. (2003). *Secondary and Middle School Teaching Methods* (7th ed.). Boston, MA: Prentice Hall.

Cooper, P.J. and Simonds, C. J. (2003). *Communication for the Classroom Teacher* (7th ed.). Boston, MA: Allyn and Bacon.

Emmer, E., Evertson, C., Clements, B., and Worsham, M. (2002). *Classroom Management for Secondary Teachers* (6th ed.). Boston, MA: Allyn and Bacon.

Golnick, D. M. and Chinn, P. C. (2002). *Multicultural Education in a Pluralistic Society* (6th ed.). New Jersey: Prentice Hall.

Good, T. and Brophy, J. (2002). *Looking in Classrooms* (9th ed.). Boston, MA: Allyn and Bacon.

Heacox, D. (2001). *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*. Minneapolis, MN: Free Spirit Publishing.

Jackson, A.W. and Davis, G. A. (2000). *Turning Points 2000: Educating Adolescents in the 21st Century*. New York, NY: Teachers College Press.

Knowles, T. and Brown, D.F. (2000). *What Every Middle School Teacher Should Know*. Portsmouth, NH: Heinemann.

Orlich, D.C. (editor). (2000). *Teaching Strategies: A Guide to Better Instruction* (6th ed.). Boston, MA: Houghton Mifflin Company.

Ormrod, J. (2003). *Educational Psychology: Developing Learners* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Popham, W. J. (2004). *Classroom Assessment: What Teachers Need to Know* (4th ed.). Boston, MA: Allyn and Bacon.

Schickedanz, J., Schickedanz, D., Forsyth, P., and Forsyth, G. (2000). *Understanding Children and Adolescents* (4th ed.). Boston, MA: Allyn and Bacon.

Slavin, R. E. (2002). *Educational Psychology: Theory and Practice* (7th ed.). Boston, MA: Allyn and Bacon.

Smith, T., Polloway, E., Patton, J., and Dowdy, C. (2003). *Teaching Students with Special Needs in Inclusive Settings* (4th ed.). Boston, MA: Allyn and Bacon.

Woolfolk, A. (2004). *Educational Psychology* (9th ed.). Boston, MA: Allyn and Bacon.

Online Sources

Arizona Department of Education, Content Standards,
<http://www.ade.state.az.us/standards/contentstandards.asp>

Blackboard Resources: Elementary and Secondary Education Links,
<http://resources.blackboard.com/scholar/sa/112/portal.jsp>