

**Arizona Educator Proficiency Assessments (AEPA™)**

**FIELDS 91–92: PROFESSIONAL KNOWLEDGE—  
ELEMENTARY, SECONDARY  
TEST OBJECTIVES**

<b>Subarea</b>	<b>Range of Objectives</b>	<b>Approximate Test Proportions</b>
I. Student Development and Learning	1–4	36%
II. Instructional Planning and Management	5–9	45%
III. The Professional Environment	10–11	19%

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# Arizona Educator Proficiency Assessments (AEPA™)

## Test Objectives

### Fields 91–92: Professional Knowledge—Elementary, Secondary

#### Subareas:

Student Development and Learning  
Instructional Planning and Management  
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).

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**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.

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**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.

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**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.

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**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.

**TEST OBJECTIVES**  
**FIELDS 91–92: PROFESSIONAL KNOWLEDGE—ELEMENTARY, SECONDARY**

**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.