



ASSESSMENT OF PROFESSIONAL KNOWLEDGE— ELEMENTARY

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Student Development and Learning	0001–0003	24%
II.	Assessment, Instruction, and the Learning Environment	0004–0008	40%
	Case Study		10%
III.	The Professional Environment	0009–0010	16%
	Work Product		10%

Copyright © 2011 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

NES, the NES logo, Pearson, the Pearson logo, and National Evaluation Series are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

This document may not be reproduced for commercial use but may be copied for educational purposes.

I. STUDENT DEVELOPMENT AND LEARNING

0001 Understand processes of human development, variations in student development, and how to apply this knowledge to provide instructional environments and experiences that promote all students' development and learning.

- ▶ Demonstrate knowledge of major concepts, principles, theories, and processes of human development as related to students from early childhood through the elementary years.
- ▶ Recognize developmental milestones and developmental variation in the physical, cognitive, linguistic, social, affective, and moral domains and their significance for instructional decision making for students from early childhood through the elementary years.
- ▶ Demonstrate knowledge of characteristics and behaviors related to physical, cognitive, linguistic, social, affective, and moral development in students from early childhood through the elementary years and ways in which a student's development in one domain may affect development and performance in other domains.
- ▶ Apply knowledge of cognitive development in students from early childhood through the elementary years and how to plan learning experiences and environments that support students' cognitive development.
- ▶ Demonstrate knowledge of factors that influence the development of students from early childhood through the elementary years, such as home and community environments, values, and cultural differences.
- ▶ Apply knowledge of the range of developmental differences in students within any given age group from early childhood through the elementary years and the implications of this variation for instructional decision making.
- ▶ Apply knowledge of typical developmental challenges for students from early childhood through the elementary years, such as those related to peer interactions, self-esteem, self-direction, decision making, and goal setting, and effective ways to help students address these challenges.
- ▶ Evaluate various instructional strategies, approaches, and learning goals in relation to the developmental characteristics and needs of students from early childhood through the elementary years.

0002 Understand learning processes, factors that can affect student learning and performance, and how to apply this knowledge to provide instructional environments and experiences that promote all students' learning and achievement.

- ▶ Demonstrate knowledge of major theories and concepts related to the learning process and their application in educational contexts.
- ▶ Apply knowledge of processes by which students construct meaning and develop skills, including the use of different types of learning strategies and various types of play, and techniques for making knowledge accessible and meaningful for all students from early childhood through the elementary years, including students who are English language learners and students with exceptionalities.
- ▶ Identify strategies and technologies for facilitating learning for students with various characteristics and needs in given instructional contexts.
- ▶ Apply knowledge of strategies for promoting students' development of independent thinking and learning, reflection and higher-order thinking skills, organizational and time-management skills, and sense of ownership and responsibility with regard to their own learning.
- ▶ Apply knowledge of various teacher and student roles in the learning process and how different roles may affect learning processes and learning outcomes.
- ▶ Demonstrate awareness of factors in the home, school, and community that can affect student learning and the implications of these factors for teaching and learning.
- ▶ Demonstrate knowledge of various classroom practices, such as grouping practices and teacher-student interactions, and their significance for student learning.

0003 Understand student diversity and how to provide learning opportunities and environments that are responsive to student differences, promote all students' learning, and foster students' appreciation of and respect for diversity.

- ▶ Demonstrate knowledge of different types of student diversity, such as diversity in cultural or racial background, socioeconomic background, gender, linguistic background, religion, and family structure, and the implications of given types of diversity for teaching and learning.
- ▶ Demonstrate knowledge of different types of student exceptionalities, their characteristics, and their implications for teaching and learning.
- ▶ Demonstrate knowledge of strategies for enhancing one's own understanding of students' diverse backgrounds and needs, resources in the school and community for meeting individual student needs, and strategies for connecting students and their families to these resources.
- ▶ Identify strategies for working and interacting effectively in various classroom contexts with students with diverse characteristics and needs, including students who are English language learners and students with exceptionalities.
- ▶ Apply knowledge of strategies for planning and adapting instruction that is responsive to the characteristics, skills, strengths, and needs of all students and for ensuring that all students participate fully in classroom life and activities.
- ▶ Apply knowledge of strategies for creating a positive, supportive classroom environment for all students and for promoting students' understanding of and appreciation and respect for diversity within the classroom and the community.

II. ASSESSMENT, INSTRUCTION, AND THE LEARNING ENVIRONMENT

0004 Understand assessment instruments and practices, the relationship between assessment and instruction, and how to use assessment to guide instruction and monitor students' learning progress.

- ▶ Demonstrate knowledge of important assessment concepts, such as reliability, validity, and bias, and the characteristics, uses, advantages, and limitations of various types of formal and informal assessments.
- ▶ Demonstrate knowledge of appropriate assessment instruments and practices for given instructional situations or needs and how to select or construct assessment instruments for various purposes.
- ▶ Apply knowledge of strategies for integrating assessment and instruction, for aligning assessment with instructional goals, and for using assessment to monitor student understanding and to guide instruction.
- ▶ Demonstrate knowledge of the benefits of using multiple assessment methods to support instruction and appropriate strategies for adapting classroom assessments for students with various characteristics and needs, including students who are English language learners and students with exceptionalities.
- ▶ Apply knowledge of strategies for providing students with timely, accurate, and effective feedback and for helping students use teacher assessment, peer assessment, and self-assessment to guide their own learning.
- ▶ Demonstrate knowledge of how to interpret assessment results and how to communicate assessment results to students and their families.

0005 Understand principles and procedures of curricular and instructional planning and how to use effective planning to design instruction that promotes all students' learning and achievement.

- ▶ Identify procedures used in curricular planning and decision making, such as defining scope and sequence, determining prerequisite knowledge and skills, and aligning the curriculum with content standards.
- ▶ Demonstrate knowledge of key factors to consider in instructional planning, such as local, state, and national standards; the nature of the content; and students' characteristics, prior experiences, current knowledge and skills, and readiness to learn.
- ▶ Demonstrate knowledge of how to define appropriate learning goals and objectives, select effective instructional approaches, and determine the sequence of instruction.
- ▶ Apply knowledge of how to use appropriate criteria to evaluate instructional resources, including technological resources, and how to select resources to meet various instructional needs.
- ▶ Demonstrate knowledge of the benefits of and strategies for integrating curricula, creating interdisciplinary units of study, and planning learning experiences that provide students with opportunities to explore content from integrated and varied perspectives.
- ▶ Apply knowledge of effective lesson and unit plans and their characteristics, such as logical sequence, completeness, and feasibility.
- ▶ Apply knowledge of strategies for modifying curriculum and instruction based on student characteristics and needs and for adapting lessons to ensure the success of all students in learning, including students who are English language learners and students with exceptionalities.

0006 Understand principles and practices associated with various instructional approaches and how to apply these principles and practices to promote all students' achievement of instructional goals.

- ▶ Identify the characteristics, uses, benefits, and limitations of various instructional approaches, such as direct instruction, cooperative learning, inquiry, and class discussion.
- ▶ Apply knowledge of how to organize and implement instruction that promotes the ability of all students to achieve learning goals and of how to continuously monitor instructional effectiveness and respond flexibly to student understanding, engagement, and feedback.
- ▶ Demonstrate knowledge of various instructional approaches in terms of student and teacher roles and responsibilities and effectiveness in achieving given instructional purposes.
- ▶ Demonstrate knowledge of how to provide instruction that promotes higher-order thinking and creativity; encourages independent thinking and learning; enhances students' ability to synthesize knowledge, solve problems, and acquire, analyze, and organize information; and helps students work cooperatively and productively.
- ▶ Demonstrate knowledge of the use of technology in instruction and strategies for effectively integrating technology into specific instructional situations to support student learning.

0007 Understand principles and practices of motivation and communication and how to apply these principles and practices effectively to promote students' active engagement and learning.

- ▶ Demonstrate knowledge of intrinsic and extrinsic motivation, strategies for gaining students' attention and promoting motivation to learn, and ways to use encouragement and various types of peer support to sustain student interest and promote learning.
- ▶ Apply knowledge of the relationship between direct engagement in learning and students' interest in lessons and of procedures for enhancing relevance and promoting intrinsic motivation to learn.
- ▶ Recognize factors and situations that tend to promote or diminish student motivation, appropriate ways to apply various motivational strategies, and the expected outcomes of different strategies in given situations.
- ▶ Demonstrate knowledge of factors such as age, gender, and cultural and linguistic background that can affect classroom communication and methods for interacting effectively with all students to achieve specified communication goals such as clarifying content, communicating high expectations for learning, building student self-esteem, and promoting a climate of collaboration and support.
- ▶ Apply knowledge of communication strategies for meeting specific instructional needs and for promoting understanding and engagement of all students in learning, including students who are English language learners and students with exceptionalities.
- ▶ Demonstrate knowledge of skilled questioning and how to use various questioning techniques to achieve instructional goals, such as facilitating recall, stimulating curiosity, encouraging divergent thinking, and promoting higher-order thinking and creativity.

0008 Understand how to structure and manage the classroom to establish a safe, inclusive, and positive environment that is organized and productive; fosters excellence; and promotes learning, appropriate student behavior, and effective work habits.

- ▶ Apply knowledge of strategies and procedures for creating a safe, supportive, and inclusive learning environment that encourages students' active engagement, risk taking, and collaboration in learning.
- ▶ Demonstrate knowledge of strategies for promoting positive student interactions, facilitating conflict resolution, and promoting students' understanding and application of ethical principles such as honesty, courtesy and respect, academic and personal integrity, and civic responsibility.
- ▶ Demonstrate knowledge of various strategies for managing student behavior and relationships between specific classroom-management approaches and student learning, attitudes, and behaviors.
- ▶ Demonstrate knowledge of strategies for creating an organized and productive classroom environment that fosters excellence, promotes learning, optimizes students' time on task, and encourages self-regulation and a sense of responsibility and accountability.
- ▶ Apply knowledge of effective strategies for organizing the physical environment of the classroom to meet instructional needs, managing class schedules and transitions, and handling routine tasks and unanticipated situations.

III. THE PROFESSIONAL ENVIRONMENT

0009 Understand how to establish partnerships and collaborate effectively with families, colleagues, and members of the community to enhance and support student learning.

- ▶ Apply knowledge of strategies for developing partnerships with families to support student learning and for encouraging and facilitating the involvement of parents/guardians in their children's education.
- ▶ Demonstrate knowledge of the importance of school-home communication, factors that facilitate or impede communication, and methods of initiating and maintaining effective communication with all students' families.
- ▶ Identify strategies for conducting effective conferences with parents/guardians, addressing the concerns of parents/guardians in various contexts, and interacting effectively and appropriately with all families, including those with diverse characteristics, backgrounds, and needs.
- ▶ Demonstrate knowledge of effective methods for establishing and maintaining supportive, collaborative relationships with professional colleagues in given school contexts.
- ▶ Apply knowledge of how to collaborate effectively with specialists and others in the school community to meet student needs and enhance student learning.
- ▶ Demonstrate knowledge of how to develop partnerships with individuals, businesses, and institutions in the community and how to use community resources to expand and enrich student learning.

0010 Understand roles and expectations for professional educators, legal and ethical guidelines, and strategies for continuous professional growth and self-reflection.

- ▶ Apply knowledge of the rights and responsibilities of students, teachers, and parents/guardians in various educational contexts.
- ▶ Demonstrate knowledge of the structure and components of the public education system, teacher roles in various educational contexts, and appropriate teacher interactions with and responses to other professionals in the system, parents/guardians, community members, and students.
- ▶ Recognize teacher requirements in given situations, such as providing instruction to students with special needs, ensuring educational equity for all students, maintaining the confidentiality of student records, and seeking copyright permission for use of instructional resource materials.
- ▶ Demonstrate knowledge of various types of professional organizations and professional development opportunities and resources, including research; action research; interactions with mentors, supervisors, and colleagues; and their use in enhancing professional knowledge, skills, and expertise.
- ▶ Demonstrate knowledge of important traits and behaviors associated with effective teaching (e.g., curiosity and love of learning, tolerance and open-mindedness) and strategies for using reflection and self-assessment to identify teaching strengths and challenges and to improve professional practice.

Copyright © 2011 Pearson Education, Inc. or its affiliate(s). All rights reserved.

This document may not be reproduced for commercial use but may be copied for educational purposes.