



Test Framework

Assessment Of Professional
Knowledge—Secondary (054)

May 2023

Content Domain	Range of Competencies	Approximate Percentage of Test Score
I. Student Development, Learning, and Diversity	0001–0003	24%
II. Assessment, Instruction, and Learning Environment	0004–0007	40%
• Case Study		10%
III. Professional Roles and Responsibilities	0008–0009	16%
• Work Product		10%

STUDENT DEVELOPMENT, LEARNING, AND DIVERSITY

0001: Understand processes of human development and how to apply this knowledge to provide environments and experiences that promote all students' development.

- Demonstrate knowledge of major concepts, principles, theories, and processes of human development as related to young adolescents and adolescents.
- Demonstrate knowledge of characteristics, behaviors, and developmental milestones (e.g., physical, cognitive, linguistic, social, emotional, moral) in young adolescents and adolescents, their significance for instructional decision making, and how development in one area can affect development and performance in other areas.
- Apply knowledge of variation in the development of young adolescents and adolescents and the implications of this variation for instructional decision making.
- Demonstrate knowledge of factors (e.g., identity; sense of belonging; familial, cultural, and societal contexts; stress and trauma; resilience; supportive relationships; prior learning) that influence the development of young adolescents and adolescents.
- Apply knowledge of developmental challenges (e.g., autonomy, self-esteem, self-direction, social interactions, emotional regulation, educational decision making) for young adolescents and adolescents and effective ways to help students address these challenges.
- Apply knowledge of how to plan learning experiences and environments that support the development of young adolescents and adolescents.
- Analyze various instructional strategies, approaches, and learning goals in relation to the developmental characteristics and needs of young adolescents and adolescents.

0002: Understand learning processes and how to apply this knowledge to provide environments and experiences that promote all students' learning and achievement.

- Demonstrate knowledge of major theories (e.g., constructivist, cognitive, behaviorist) and concepts related to the learning process and their application in educational contexts.
- Apply knowledge of processes by which young adolescents and adolescents construct meaning and develop skills, including the use of different types of learning strategies, and techniques for making knowledge accessible and meaningful for all students, such as English language learners and students with specific learning needs.
- Apply knowledge of strategies and technologies for providing learning opportunities that are responsive to students' varied experiences, characteristics, and needs and facilitating learning for students with specific learning needs in given instructional contexts.
- Apply knowledge of strategies for promoting students' development of independent thinking and learning, higher-order thinking skills, organizational and time-management skills, reflection, and sense of ownership and responsibility with regard to their own learning.
- Demonstrate knowledge of factors (e.g., prior knowledge, health, economic conditions, previous learning experiences, family circumstances, community environment) that can affect student learning and the implications of these factors for teaching and learning.
- Demonstrate knowledge of how particular instructional practices, methods, and procedures, including the use of technology, influence learning processes and outcomes.

0003: Understand student diversity and how to provide environments and experiences that are responsive to student diversity and foster appreciation of and respect for diversity.

- Demonstrate knowledge of specific learning needs (e.g., physical or cognitive challenges, social and emotional challenges, perceptual difficulties, learning disabilities, giftedness, talents), their characteristics, and their implications for teaching and learning.
- Demonstrate knowledge of strategies for understanding 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.
- Apply knowledge of strategies for working and interacting effectively with students with diverse characteristics and needs, including students who are English language learners and students with specific learning needs.
- Apply knowledge of strategies for planning and implementing instruction that is responsive to the characteristics, skills, strengths, and needs of all students and strategies to ensure that all students participate fully in classroom culture and activities.
- Apply knowledge of strategies for creating a positive and inclusive classroom environment for all students and for promoting students' understanding and appreciation of and respect for diversity within the classroom and the community.
- Apply knowledge of how to recognize and respond to negative attitudes regarding diversity, including bias, discrimination, and prejudice, and how to create a learning community in which diversity is valued and appreciated.

ASSESSMENT, INSTRUCTION, AND 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 basic 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 assessments for various purposes (e.g., monitoring, screening, diagnosing, and assessing progress).
- Apply knowledge of strategies for integrating assessment and instruction; for aligning assessment with instructional goals; and for using assessment to monitor students' progress and to plan, evaluate, and individualize curriculum and teaching practices.
- Demonstrate knowledge of the benefits of using multiple assessment methods for supporting instruction and appropriate strategies for adapting classroom assessments for students with various characteristics, strengths, and needs.
- 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.
- Apply knowledge of strategies for gathering, analyzing, and reporting data related to students' performance and achievement.
- Apply knowledge of how to interpret assessment results and how to communicate assessment results responsibly and effectively to students, families, and colleagues.

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

- Identify procedures used in curricular planning and decision making (e.g., defining scope and sequence, determining prerequisite knowledge and skills, aligning the curriculum with content standards).
- Demonstrate knowledge of key factors to consider in instructional planning (e.g., relevant standards; the nature of the content; content complexity; students' characteristics, needs, diversity, prior experiences, and current knowledge and skills).
- Demonstrate knowledge of how to define appropriate learning goals and objectives, select effective instructional approaches, and determine the sequence of instruction.
- Apply knowledge of effective lesson and unit plans and their characteristics (e.g., logical sequence, feasibility, inclusivity, completeness).
- Demonstrate knowledge of how to use appropriate criteria to evaluate and select instructional resources, including technological resources to meet varied student needs.
- Demonstrate knowledge of the benefits of and strategies for integrating curricula, creating interdisciplinary units of study, and planning learning experiences that explore content from integrated and varied perspectives.
- Apply knowledge of strategies for modifying curriculum and instruction based on students' characteristics and needs and for adapting lessons to facilitate success for all students.

0006: Understand principles and practices associated with various instructional approaches and how to deliver instruction that promotes all students' achievement of instructional goals.

- Recognize the characteristics, uses, benefits, and limitations of various instructional approaches (e.g., direct instruction, cooperative learning, inquiry learning), including student and teacher roles and responsibilities.
- 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 students' understanding, engagement, and feedback.
- Apply knowledge of how to provide instruction that promotes higher-order thinking skills and creativity (e.g., independent thinking and learning; synthesis of knowledge; problem solving; acquisition, analysis, and organization of information) and helps students collaborate productively.
- Demonstrate knowledge of the use of technology in instruction and strategies for effectively integrating technology into specific instructional situations to support student learning.
- Apply knowledge of communication strategies for meeting specific instructional needs and for promoting understanding and engagement of all students in learning.
- Demonstrate knowledge of skilled questioning and how to use various questioning techniques to achieve instructional goals (e.g., facilitating recall, stimulating curiosity, encouraging divergent thinking).

0007: Understand how to structure and manage the classroom to establish positive and inclusive environments that promote students' active engagement, motivation, and learning.

- Demonstrate knowledge of strategies and procedures for creating a safe, supportive, and inclusive learning environment that encourages students' active engagement, risk taking, and collaboration.
- Apply knowledge of strategies for promoting positive student interactions; facilitating conflict resolution; and promoting students' understanding and application of ethical principles, including honesty, respect, and civic responsibility.
- Apply knowledge of various strategies for managing student behavior as well as the relationship between specific classroom-management approaches and students' learning, actions, and responses.
- Apply knowledge of strategies for creating an organized and productive classroom environment that promotes learning, optimizes students' time on task, encourages self-regulation and a sense of responsibility and accountability, and fosters excellence.
- Apply knowledge of effective strategies for organizing the classroom environment to meet instructional needs, manage class schedules and transitions, and handle routine tasks and unanticipated situations.
- Demonstrate knowledge of factors that can affect classroom communication and methods for interacting effectively with all students to achieve specified goals (e.g., clarifying content, communicating high expectations, building student self-esteem, promoting a climate of support).
- Demonstrate knowledge of intrinsic and extrinsic motivation, the relationship between students' direct engagement and motivation, strategies for gaining students' attention and promoting motivation to learn, and ways to sustain student interest and promote intrinsic motivation.
- Demonstrate knowledge of factors and situations that tend to promote or diminish student motivation, appropriate ways to apply various motivational strategies, and the expected outcomes of different motivational strategies in given situations.

PROFESSIONAL ROLES AND RESPONSIBILITIES

0008: Understand how to establish partnerships and collaborate effectively with families, colleagues, and members of the community to enhance and support student learning.

- 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.
- Apply knowledge of strategies for developing partnerships with families to support student learning and for encouraging and facilitating the involvement of families in their children's education.
- Demonstrate knowledge of 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.
- Apply knowledge of effective methods for establishing and maintaining supportive, collaborative relationships with professional colleagues in given school contexts.
- Demonstrate knowledge of strategies for collaborating effectively with specialists and other members of 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.

0009: Understand roles and expectations for professional educators, legal and ethical guidelines, and strategies for continuous professional growth.

- Demonstrate knowledge of the structure and components of the U.S. public education system as it relates to teacher roles in various educational contexts, and appropriate teacher interactions with students, parents/guardians, other educational professionals, and community members.
- Apply knowledge of the rights and responsibilities of students, teachers, and parents/guardians in various educational contexts.
- Apply knowledge of legal requirements for teachers 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 ethical guidelines for teachers and how to apply the guidelines in various educational contexts, including school and student safety protocols.
- Demonstrate knowledge of professional development opportunities and resources (e.g., professional organizations; research; action research; interactions with mentors, supervisors, and colleagues) and their use in enhancing professional knowledge, skills, and practice.
- Demonstrate knowledge of strategies for using reflection and self-assessment to identify teaching strengths and challenges and to improve professional practice as well as behaviors and beliefs associated with effective teaching (e.g., modeling love of learning, tolerance, and open-mindedness; recognizing and addressing personal biases).