



NEW YORK STATE
TEACHER
CERTIFICATION
EXAMINATIONS™



**PREPARATION
GUIDE**

**Secondary
Assessment of Teaching
Skills—Written
(ATS-W) (91)**

The University of the State of New York • NEW YORK STATE EDUCATION DEPARTMENT • Office of Teaching Initiatives, Albany, New York 12234

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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

PREPARATION GUIDE Secondary Assessment of Teaching Skills—Written (ATS–W) (91)

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■ INTRODUCTION

Purpose of This Preparation Guide

This preparation guide is designed to help familiarize candidates with the content and format of a test for the New York State Teacher Certification Examinations (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this guide useful as they discuss the test with candidates.

The knowledge and skills assessed by the test are acquired throughout the academic career of a candidate. A primary means of preparing for the test is the collegiate preparation of the candidate.

This preparation guide illustrates some of the types of questions that appear on a test; however, the set of sample questions provided in this preparation guide does not necessarily define the content or difficulty of an entire actual test. All test components (e.g., directions, question content and formats) may differ from those presented here. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department.

Organization of This Preparation Guide

Contained in the beginning sections of this preparation guide are general information about the NYSTCE program and how the tests were developed, a description of the organization of test content, and strategies for taking the test.

Following these general information sections, specific information about the test described in this guide is presented. The test objectives appear on the pages following the test-specific overview. The objectives define the content of the test.

Next, information about the multiple-choice section of the test is presented, including sample test directions. Sample multiple-choice questions are also presented, with the correct responses indicated and explanations of why the responses are correct.

Following the sample multiple-choice questions, a description of the written assignment section of the test is provided, including sample directions. A sample written assignment is presented next, followed by an example of a stronger response to the assignment and an evaluation of that response. Finally, an example of a weaker response to the assignment is presented, followed by an evaluation of that response.

For Further Information

If you have questions after reading this preparation guide, you may wish to consult the NYSTCE Registration Bulletin. You can view or print the registration bulletin online at www.nystce.nesinc.com.

■ GENERAL INFORMATION ABOUT THE NYSTCE

How Were the NYSTCE Tests Developed?

The New York State Teacher Certification Examinations are criterion referenced and objective based. A criterion-referenced test is designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify for certification those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of a teacher in New York State public schools.

Each test is designed to measure areas of knowledge called subareas. Within each subarea, statements of important knowledge and skills, called objectives, define the content of the test. The test objectives were developed for the New York State Teacher Certification Examinations in conjunction with committees of New York State educators.

Test questions matched to the objectives were developed using, in part, textbooks; New York State learning standards and curriculum guides; teacher education curricula; and certification standards. The test questions were developed in consultation with committees of New York State teachers, teacher educators, and other content and assessment specialists.

An individual's performance on a test is evaluated against an established standard. The passing score for each test is established by the New York State Commissioner of Education based on the professional judgments and recommendations of New York State teachers. Examinees who do not pass a test may retake it at any of the subsequently scheduled test administrations.

Organization of Content

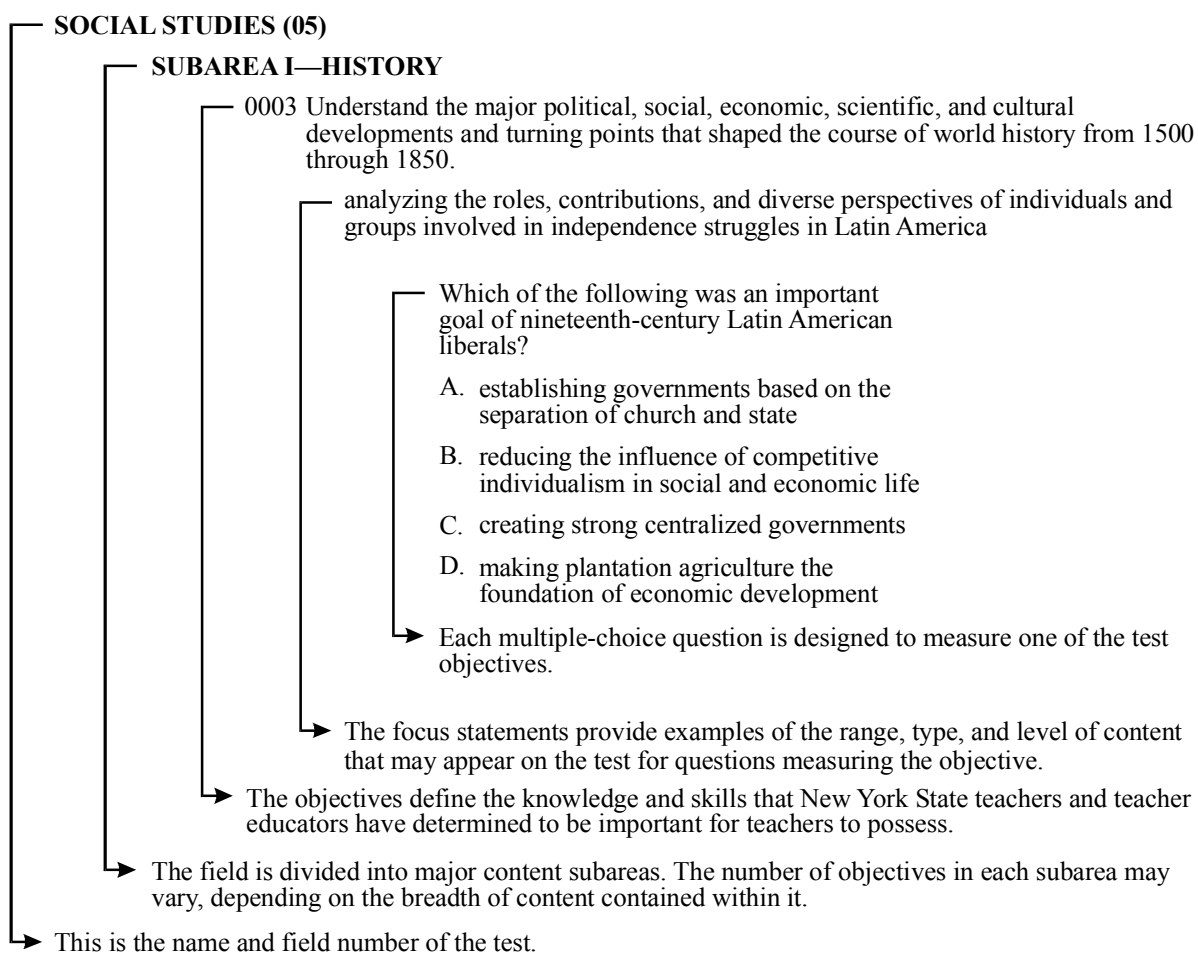
The content covered by each test is organized into **subareas**. These subareas define the major content domains of the test.

Subareas typically consist of several **objectives**. Objectives provide specific information about the knowledge and skills that are assessed by the test.

Each objective is elaborated on by **focus statements**. The focus statements provide examples of the range, type, and level of content that may appear on the tests.

Test questions are designed to measure specific test objectives. The number of objectives within a given subarea generally determines the number of questions that will address the content of that subarea on the test. In other words, the subareas that consist of more objectives will receive more emphasis on the test and contribute more to a candidate's test score than the subareas that consist of fewer objectives.

The following example, taken from the field of Social Studies, illustrates the relationship of test questions to subareas, objectives, and focus statements.



■ TEST-TAKING STRATEGIES

Be On Time.

Arrive at the test center on time so that you are rested and ready to begin the test when instructed to do so.

Follow Directions.

At the beginning of the test session and throughout the test, follow all directions carefully. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet. The test booklet will contain general directions for the test as a whole and specific directions for individual test questions or groups of test questions. If you do not understand something about the directions, do not hesitate to raise your hand and ask your test administrator.

Pace Yourself.

The test schedule is designed to allow sufficient time for completion of the test. Each test session is four hours in length. The tests are designed to allow you to allocate your time within the session as you need. You can spend as much time on any section of the test as you need, and you can complete the sections of the test in any order you desire; however, you will be required to return your materials at the end of the four-hour session.

Since the allocation of your time during the test session is largely yours to determine, planning your own pace for taking the test is very important. Do not spend a lot of time with a test question that you cannot answer promptly; skip that question and move on. If you skip a question, be sure to skip the corresponding row of answer choices on your answer sheet. Mark the question in your test booklet so that you can return to it later, but be careful to appropriately record on the answer sheet the answers to the remaining questions.

You may find that you need less time than the four hours allotted in a test session, but you should be prepared to stay for the entire time period. Do not make any other commitments for this time period that may cause you to rush through the test.

Read Carefully.

Read the directions and the questions carefully. Read all response options. Remember that multiple-choice test questions call for the "best answer"; do not choose the first answer that seems reasonable. Read and evaluate all choices to find the best answer. Read the questions closely so that you understand what they ask. For example, it would be a waste of time to perform a long computation when the question calls for an approximation.

Read the test questions, but don't read into them. The questions are designed to be straightforward, not tricky.

Mark Answers Carefully.

Your answers for all multiple-choice questions will be scored electronically; therefore, the answer you select must be clearly marked and the only answer marked. If you change your mind about an answer, erase the old answer completely. Do not make any stray marks on the answer sheet; these may be misinterpreted by the scoring machine.

IF YOU SKIP A MULTIPLE-CHOICE QUESTION, BE SURE TO SKIP THE CORRESPONDING ROW OF ANSWER CHOICES ON YOUR ANSWER SHEET.

You may use any available space in the test booklet for notes, but **your answers to the multiple-choice questions must be clearly marked on your answer sheet, and your response to the written assignment must be clearly written in your written response booklet. ONLY THE ANSWERS AND WRITTEN RESPONSE THAT APPEAR, RESPECTIVELY, ON YOUR ANSWER SHEET AND IN YOUR WRITTEN RESPONSE BOOKLET WILL BE SCORED.** Answers and written responses in your test booklet will not be scored.

Guessing

As you read through the response options, try to find the best answer. If you cannot quickly find the best answer, try to eliminate as many of the other options as possible. Then guess among the remaining answer choices. Your score on the test is based on the number of test questions that you have answered correctly. There is no penalty for incorrect answers; therefore, it is better to guess than not to respond at all.

Passages or Other Presented Materials

Some test questions are based on passages or other presented materials (e.g., graphs, charts). You may wish to employ some of the following strategies while you are completing these test questions.

One strategy is to read the passage or other presented material thoroughly and carefully and then answer each question, referring to the passage or presented material only as needed. Another strategy is to read the questions first, gaining an idea of what is sought in them, and then read the passage or presented material with the questions in mind. Yet another strategy is to review the passage or presented material to gain an overview of its content, and then answer each question by referring back to the passage or presented material for the specific answer. Any of these strategies may be appropriate for you. You should not answer the questions on the basis of your own opinions but rather on the basis of the information in the passage or presented material.

Check Accuracy.

Use any remaining time at the end of the test session to check the accuracy of your work. Go back to the test questions that gave you difficulty and verify your work on them. Check the answer sheet, too. Be sure that you have marked your answers accurately and have completely erased changed answers.

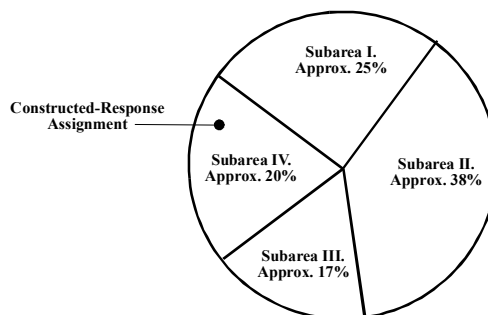
ABOUT THE SECONDARY ASSESSMENT OF TEACHING SKILLS—WRITTEN (ATS–W)

The purpose of the Secondary ATS–W is to assess pedagogical knowledge and skills in the following four subareas:

- Subarea I. Student Development and Learning
- Subarea II. Instruction and Assessment
- Subarea III. The Professional Environment
- Subarea IV. Instruction and Assessment: Constructed-Response Assignment

The test objectives presented on the following pages define the content that may be assessed by the Secondary ATS–W. Each test objective is followed by focus statements that provide examples of the range, type, and level of content that may appear on the test for questions measuring that objective.

The test contains approximately 80 multiple-choice test questions and one constructed-response (written) assignment. The figure below illustrates the approximate percentage of the test corresponding to each subarea.



The section that follows the test objectives presents sample test questions for you to review as part of your preparation for the test. To demonstrate how each objective may be assessed, a sample question is presented for each objective. The correct response and an explanation of why the response is correct follow each question. A sample written assignment is also presented, along with an example of a stronger response to the assignment and an evaluation of that response. Additionally, an example of a weaker response to the assignment and an evaluation of that response are presented.

The sample questions are designed to illustrate the nature of the test questions; they should not be used as a diagnostic tool to determine your individual strengths and weaknesses.

■ SECONDARY ATS–W OBJECTIVES

Student Development and Learning
Instruction and Assessment
The Professional Environment
Instruction and Assessment: Constructed-Response Assignment

The New York State educator has the knowledge and skills necessary to effectively teach the approved curriculum in New York State public schools. The teacher understands how children learn and develop and can provide learning experiences that support all children's intellectual, social, and personal growth, including children who have special needs and children for whom English is not their primary language. The teacher can use a variety of instructional and assessment strategies to foster students' academic development and to encourage students' active engagement in learning. The teacher recognizes the roles that family and community play in student learning and forges home-school partnerships to achieve common goals for children's education. The teacher is a reflective practitioner who is able to work collaboratively with other members of the school community and can take advantage of opportunities for professional development. Most importantly, the teacher is able to create a cooperative and supportive classroom environment that addresses the needs of individual students and within which all students can grow and learn.

SUBAREA I—STUDENT DEVELOPMENT AND LEARNING

0001 Understand human development, including developmental processes and variations, and use this understanding to promote student development and learning.

For example:

- demonstrating knowledge of the major concepts, principles, and theories of human development (physical, cognitive, linguistic, social, emotional, and moral) as related to young adolescents and adolescents (i.e., as related to students in grades five to twelve)
- identifying sequences (milestones) and variations of physical, cognitive, linguistic, social, emotional, and moral development of young adolescents and adolescents
- recognizing the range of individual developmental differences in students within any given age group in grades five to twelve and the implications of this developmental variation for instructional decision making
- identifying ways in which a young adolescent's or adolescent's development in one domain (physical, cognitive, linguistic, social, emotional, moral) may affect learning and development in other domains
- applying knowledge of developmental characteristics of young adolescents and adolescents to evaluate alternative instructional goals and plans
- selecting appropriate instructional strategies, approaches, and delivery systems to promote young adolescents' and adolescents' development and learning

0002 Understand learning processes, and use this understanding to promote student development and learning.

For example:

- analyzing ways in which development and learning processes interact
- analyzing processes by which students construct meaning and develop skills, and applying strategies to facilitate learning in given situations (e.g., by building connections between new information and prior knowledge; by relating learning to world issues and community concerns; by engaging students in purposeful practice and application of knowledge and skills; by using tools, materials, and resources)
- demonstrating knowledge of different types of learning strategies (e.g., rehearsal, elaboration, organization, metacognition) and how learners use each type of strategy
- analyzing factors that affect students' learning (e.g., learning styles, contextually supported learning versus decontextualized learning), and adapting instructional practices to promote learning in given situations
- recognizing how various teacher roles (e.g., direct instructor, facilitator) and student roles (e.g., self-directed learner, group participant, passive observer) may affect learning processes and outcomes
- recognizing effective strategies for promoting independent thinking and learning (e.g., by helping students develop critical-thinking, decision-making, and problem-solving skills; by enabling students to pursue topics of personal interest) and for promoting students' sense of ownership and responsibility in relation to their own learning

0003 Understand how factors in the home, school, and community may affect students' development and readiness to learn; and use this understanding to create a classroom environment within which all students can develop and learn.

For example:

- recognizing the impact of sociocultural factors (e.g., culture, heritage, language, socioeconomic profile) in the home, school, and community on students' development and learning
- analyzing ways in which students' personal health, safety, nutrition, and past or present exposure to abusive or dangerous environments may affect their development and learning in various domains (e.g., physical, cognitive, linguistic, social, emotional, moral) and their readiness to learn
- recognizing the significance of family life and the home environment for student development and learning (e.g., nature of the expectations of parents, guardians, and caregivers; degree of their involvement in the student's education)
- analyzing how schoolwide structures (e.g., tracking) and classroom factors (e.g., homogeneous versus heterogeneous grouping, student-teacher interactions) may affect students' self-concept and learning
- identifying effective strategies for creating a classroom environment that promotes student development and learning by taking advantage of positive factors (e.g., culture, heritage, language) in the home, school, and community and minimizing the effects of negative factors (e.g., minimal family support)
- analyzing ways in which peer interactions (e.g., acceptance versus isolation, bullying) may promote or hinder a student's development and success in school, and determining effective strategies for dealing with peer-related issues in given classroom situations
- demonstrating knowledge of health, sexuality, and peer-related issues for students (e.g., self-image, physical appearance and fitness, peer-group conformity) and the interrelated nature of these issues; and recognizing how specific behaviors related to health, sexuality, and peer issues (e.g., eating disorders, drug and alcohol use, gang involvement) can affect development and learning

0004 Understand language and literacy development, and use this knowledge in all content areas to develop the listening, speaking, reading, and writing skills of students, including students for whom English is not their primary language.

For example:

- identifying factors that influence language acquisition, and analyzing ways students' language skills affect their overall development and learning
- identifying expected stages and patterns of second-language acquisition, including analyzing factors that affect second-language acquisition
- identifying approaches that are effective in promoting English Language Learners's development of English language proficiency, including adapting teaching strategies and consulting and collaborating with teachers in the ESL program
- recognizing the role of oral language development, including vocabulary development, and the role of the alphabetic principle, including phonemic awareness and other phonological skills, in the development of English literacy; and identifying expected stages and patterns in English literacy development
- identifying factors that influence students' literacy development, and demonstrating knowledge of research-validated instructional strategies for addressing the literacy needs of students at all stages of literacy development, including applying strategies for facilitating students' comprehension of texts before, during, and after reading, and using modeling and explicit instruction to teach students how to use comprehension strategies effectively
- recognizing similarities and differences between the English literacy development of native English speakers and English Language Learners, including how literacy development in the primary language influences literacy development in English, and applying strategies for helping English Language Learners transfer literacy skills in the primary language to English
- using knowledge of literacy development to select instructional strategies that help students use literacy skills as tools for learning; that teach students how to use, access, and evaluate information from various resources; and that support students' development of content-area reading skills

0005 Understand diverse student populations, and use knowledge of diversity within the school and the community to address the needs of all learners, to create a sense of community among students, and to promote students' appreciation of and respect for individuals and groups.

For example:

- recognizing appropriate strategies for teachers to use to enhance their own understanding of students (e.g., learning about students' family situations, cultural backgrounds, individual needs) and to promote a sense of community among diverse groups in the classroom
- applying strategies for working effectively with students from all cultures, students of both genders, students from various socioeconomic circumstances, students from homes where English is not the primary language, and students whose home situations involve various family arrangements and lifestyles
- applying 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
- analyzing how classroom environments that respect diversity promote positive student experiences

0006 Understand the characteristics and needs of students with disabilities, developmental delays, and exceptional abilities (including gifted and talented students); and use this knowledge to help students reach their highest levels of achievement and independence.

For example:

- demonstrating awareness of types of disabilities, developmental delays, and exceptional abilities and of the implications for learning associated with these differences
- applying criteria and procedures for evaluating, selecting, creating, and modifying materials and equipment to address individual special needs, and recognizing the importance of consulting with specialists to identify appropriate materials and equipment, including assistive technology, when working with students with disabilities, developmental delays, or exceptional abilities
- identifying teacher responsibilities and requirements associated with referring students who may have special needs and with developing and implementing Individualized Education Plans (IEPs), and recognizing appropriate ways to integrate goals from IEPs into instructional activities and daily routines
- demonstrating knowledge of basic service delivery models (e.g., inclusion models) for students with special needs, and identifying strategies and resources (e.g., special education staff) that help support instruction in inclusive settings
- demonstrating knowledge of strategies to ensure that students with special needs and exceptional abilities are an integral part of the class and participate to the greatest extent possible in all classroom activities

SUBAREA II—INSTRUCTION AND ASSESSMENT

0007 Understand how to structure and manage a classroom to create a safe, healthy, and secure learning environment.

For example:

- analyzing relationships between classroom management strategies (e.g., in relation to discipline, student decision making, establishing and maintaining standards of behavior) and student learning, attitudes, and behaviors
- recognizing issues related to the creation of a classroom climate (e.g., with regard to shared values and goals, shared experiences, patterns of communication)
- demonstrating knowledge of basic socialization strategies, including how to support social interaction and facilitate conflict resolution among learners, and applying strategies for instructing students on the principles of honesty, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity, and other traits that will enhance the quality of their experiences in, and contributions to, the class and the greater community
- organizing a daily schedule that takes into consideration and capitalizes on the developmental characteristics of learners
- evaluating, selecting, and using various methods for managing transitions (e.g., between lessons, when students enter and leave the classroom), and handling routine classroom tasks and unanticipated situations
- analyzing the effects of the physical environment, including different spatial arrangements, on student learning and behavior

0008 Understand curriculum development, and apply knowledge of factors and processes in curricular decision making.

For example:

- applying procedures used in classroom curricular decision making (e.g., evaluating the current curriculum, defining scope and sequence)
- evaluating curriculum materials and resources for their effectiveness in addressing the developmental and learning needs of given students
- applying strategies for modifying curriculum based on learner characteristics
- applying strategies for integrating curricula (e.g., incorporating interdisciplinary themes)

0009 Understand the interrelationship between assessment and instruction and how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding in the context of instruction, and make effective instructional modifications.

For example:

- demonstrating understanding that assessment and instruction must be closely integrated
- demonstrating familiarity with basic assessment approaches, including the instructional advantages and limitations of various assessment instruments and techniques (e.g., portfolio, teacher-designed classroom test, performance assessment, peer assessment, student self-assessment, teacher observation, criterion-referenced test, norm-referenced test)
- using knowledge of the different purposes (e.g., screening, diagnosing, comparing, monitoring) of various assessments and knowledge of assessment concepts (e.g., validity, reliability, bias) to select the most appropriate assessment instrument or technique for a given situation
- using rubrics, and interpreting and using information derived from a given assessment
- recognizing strategies for planning, adjusting, or modifying lessons and activities based on assessment results

0010 Understand instructional planning and apply knowledge of planning processes to design effective instruction that promotes the learning of all students.

For example:

- recognizing key factors to consider in planning instruction (e.g., New York State Learning Standards for students, instructional goals and strategies, the nature of the content and/or skills to be taught, students' characteristics and prior experiences, students' current knowledge and skills as determined by assessment results, available time and other resources)
- analyzing and applying given information about specific planning factors (see above statement) to define lesson and unit objectives, select appropriate instructional approach(es) to use in a given lesson (e.g., discovery learning, explicit instruction), determine the appropriate sequence of instruction/learning for given content or learners within a lesson and unit, and develop specific lesson and unit plans
- identifying the background knowledge and prerequisite skills required by a given lesson, and applying strategies for determining students' readiness for learning (e.g., through teacher observation, student self-assessment, pretesting) and for ensuring students' success in learning (e.g., by planning sufficient time to preteach key concepts or vocabulary, by planning differentiated instruction)
- using assessment information before, during, and after instruction to modify plans and to adapt instruction for individual learners
- analyzing a given lesson or unit plan in terms of organization, completeness, feasibility, etc.
- applying strategies for collaborating with others to plan and implement instruction

0011 Understand various instructional approaches, and use this knowledge to facilitate student learning.

For example:

- analyzing the uses, benefits, or limitations of a specific instructional approach (e.g., direct instruction, cooperative learning, interdisciplinary instruction, exploration, discovery learning, independent study, lectures, hands-on activities, peer tutoring, technology-based approach, various discussion methods such as guided discussion, various questioning methods) in relation to given purposes and learners
- recognizing appropriate strategies for varying the role of the teacher (e.g., working with students as instructor, facilitator, observer; working with other adults in the classroom) in relation to the situation and the instructional approach used
- applying procedures for promoting positive and productive small-group interactions (e.g., establishing rules for working with other students in cooperative learning situations)
- comparing instructional approaches in terms of teacher and student responsibilities, expected student outcomes, usefulness for achieving instructional purposes, etc.

0012 Understand principles and procedures for organizing and implementing lessons, and use this knowledge to promote student learning and achievement.

For example:

- evaluating strengths and weaknesses of various strategies for organizing and implementing a given lesson (e.g., in relation to introducing and closing a lesson, using inductive and deductive instruction, building on students' prior knowledge and experiences)
- recognizing the importance of organizing instruction to include multiple strategies for teaching the same content so as to provide the kind and amount of instruction/practice needed by each student in the class
- evaluating various instructional resources (e.g., textbooks and other print resources, primary documents or artifacts, guest speakers, films and other audiovisual materials, computers and other technological resources) in relation to given content, learners (including those with special needs), and goals
- demonstrating understanding of the developmental characteristics of students (e.g., with regard to attention and focus, writing or reading for extended periods of time) when organizing and implementing lessons
- applying strategies for adjusting lessons in response to student performance and student feedback (e.g., responding to student comments regarding relevant personal experiences, changing the pace of a lesson as appropriate)

0013 Understand the relationship between student motivation and achievement and how motivational principles and practices can be used to promote and sustain student cooperation in learning.

For example:

- distinguishing between motivational strategies that use intrinsic and extrinsic rewards, and identifying the likely benefits and limitations of each approach
- analyzing the effects of using various intrinsic and extrinsic motivational strategies in given situations
- recognizing factors (e.g., expectations, methods of providing specific feedback) and situations that tend to promote or diminish student motivation
- recognizing the relationship between direct engagement in learning and students' interest in lessons/activities
- applying procedures for enhancing student interest and helping students find their own motivation (e.g., relating concepts presented in the classroom to students' everyday experiences; encouraging students to ask questions, initiate activities, and pursue problems that are meaningful to them; highlighting connections between academic learning and the workplace)
- recognizing the importance of encouragement in sustaining students' interest and cooperation in learning
- recognizing the importance of utilizing peers (e.g., as peer mentors, in group activities) to benefit students' learning and to sustain their interest and cooperation

0014 Understand communication practices that are effective in promoting student learning and creating a climate of trust and support in the classroom, and how to use a variety of communication modes to support instruction.

For example:

- analyzing how cultural, gender, and age differences affect communication in the classroom (e.g., eye contact, use of colloquialisms, interpretation of body language), and recognizing effective methods for enhancing communication with all students, including being a thoughtful and responsive listener
- applying strategies to promote effective classroom interactions that support learning, including teacher-student and student-student interactions
- analyzing teacher-student interactions with regard to communication issues (e.g., those related to communicating expectations, providing feedback, building student self-esteem, modeling appropriate communication techniques for specific situations)
- recognizing purposes for questioning (e.g., encouraging risk taking and problem solving, maintaining student engagement, facilitating factual recall, assessing student understanding), and selecting appropriate questioning techniques
- applying strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying a complex problem, using verbal and nonverbal modes of communication, using audiovisual and technological tools of communication)
- demonstrating knowledge of the limits of verbal understanding of students at various ages and with different linguistic backgrounds and strategies for ensuring that these limitations do not become barriers to learning (e.g., by linking to known language; by saying things in more than one way; by supporting verbalization with gestures, physical demonstrations, dramatizations, and/or media and manipulatives)

0015 Understand uses of technology, including instructional and assistive technology, in teaching and learning; and apply this knowledge to use technology effectively and to teach students how to use technology to enhance their learning.

For example:

- demonstrating knowledge of educational uses of various technology tools, such as calculators, software applications, input devices (e.g., keyboard, mouse, scanner, modem, CD-ROM), and the Internet
- recognizing purposes and uses of common types of assistive technology (e.g., amplification devices, communication boards)
- recognizing issues related to the appropriate use of technology (e.g., privacy issues, security issues, copyright laws and issues, ethical issues regarding the acquisition and use of information from technology resources), and identifying procedures that ensure the legal and ethical use of technology resources
- identifying and addressing equity issues related to the use of technology in the classroom (e.g., equal access to technology for all students)
- identifying effective instructional uses of current technology in relation to communication (e.g., audio and visual recording and display devices)
- applying strategies for helping students acquire, analyze, and evaluate electronic information (e.g., locating specific information on the Internet and verifying its accuracy and validity)
- evaluating students' technologically produced products using established criteria related to content, delivery, and the objective(s) of the assignment

SUBAREA III—THE PROFESSIONAL ENVIRONMENT

0016 Understand the history, philosophy, and role of education in New York State and the broader society.

For example:

- analyzing relationships between education and society (e.g., schools reflecting and affecting social values, historical dimensions of the school-society relationship, the role of education in a democratic society, the role of education in promoting equity in society)
- demonstrating knowledge of the historical foundations of education in the United States and of past and current philosophical issues in education (e.g., teacher-directed versus child-centered instruction)
- applying procedures for working collaboratively and cooperatively with various members of the New York State educational system to accomplish a variety of educational goals
- analyzing differences between school-based and centralized models of decision making
- applying knowledge of the roles and responsibilities of different components of the education system in New York (e.g., local school boards, Board of Regents, district superintendents, school principals, Boards of Cooperative Educational Services [BOCES], higher education, unions, professional organizations, parent organizations)

0017 Understand how to reflect productively on one's own teaching practice and how to update one's professional knowledge, skills, and effectiveness.

For example:

- assessing one's own teaching strengths and weaknesses
- using different types of resources and opportunities (e.g., journals, inservice programs, continuing education, higher education, professional organizations, other educators) to enhance one's teaching effectiveness
- applying strategies for working effectively with members of the immediate school community (e.g., colleagues, mentor, supervisor, special needs professionals, principal, building staff) to increase one's knowledge or skills in a given situation
- analyzing ways of evaluating and responding to feedback (e.g., from supervisors, students, parents, colleagues)

0018 Understand the importance of and apply strategies for promoting productive relationships and interactions among the school, home, and community to enhance student learning.

For example:

- identifying strategies for initiating and maintaining effective communication between the teacher and parents or other caregivers, and recognizing factors that may facilitate or impede communication in given situations (including parent-teacher conferences)
- identifying a variety of strategies for working with parents, caregivers, and others to help students from diverse backgrounds reinforce in-school learning outside the school environment
- applying strategies for using community resources to enrich learning experiences
- 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 neighborhood and community

0019 Understand reciprocal rights and responsibilities in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel.

For example:

- applying knowledge of laws related to students' rights in various situations (e.g., in relation to due process, discrimination, harassment, confidentiality, discipline, privacy)
- applying knowledge of a teacher's rights and responsibilities in various situations (e.g., in relation to students with disabilities, potential abuse, safety issues)
- applying knowledge of parents' rights and responsibilities in various situations (e.g., in relation to student records, school attendance)
- analyzing the appropriateness of a teacher's response to a parent, a community member, another educator, or a student in various situations (e.g., when dealing with differences of opinion in regard to current or emerging policy)

SUBAREA IV—INSTRUCTION AND ASSESSMENT: CONSTRUCTED-RESPONSE ITEM

The content to be addressed by the constructed-response assignment is described in Subarea II, Objectives 07–15.

■ MULTIPLE-CHOICE SECTION

This preparation guide provides sample multiple-choice questions and a sample written assignment for the test. The multiple-choice questions illustrate the objectives of the test—one sample question for each objective.

Three pieces of information are presented for each test question:

1. the number of the test objective that the sample question illustrates,
2. a sample test question,
3. an indication of the correct response and an explanation of why it is the best available response.

Keep in mind when reviewing the questions and response options that there is one best answer to each question. Remember, too, that each explanation offers one of perhaps many perspectives on why a given response is correct or incorrect in the context of the question; there may be other explanations as well.

On the following page are sample test directions similar to those that candidates see when they take the test.

SAMPLE TEST DIRECTIONS FOR MULTIPLE-CHOICE QUESTIONS

DIRECTIONS

This test booklet contains a multiple-choice section and a section with a single written assignment. You may complete the sections of the test in the order you choose.

Each question in the first section of this booklet is a multiple-choice question with four answer choices. Read each question CAREFULLY and choose the ONE best answer. Record your answer on the answer sheet in the space that corresponds to the question number. Completely fill in the space that has the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

Sample Question:

1. What is the capital of New York?
A. Buffalo
B. New York City
C. Albany
D. Rochester

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. (A) (B) ● (D)

You should answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You may use the margins of the test booklet for scratch paper, but you will be scored only on the responses on your answer sheet.

The directions for the written assignment appear later in this test booklet.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

The words "End of Test" indicate that you have completed the test. You may go back and review your answers, but be sure that you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

SAMPLE MULTIPLE-CHOICE QUESTIONS, CORRECT RESPONSES, AND EXPLANATIONS



Objective 0001

Understand human development, including developmental processes and variations, and use this understanding to promote student development and learning.

1. During a health unit, a ninth-grade teacher asks his students to imagine that they have just found out that a friend is selling drugs. He asks the students to suggest possible actions they might take in response (e.g., tell a teacher, talk to the student, do nothing) and what might happen as a result. This activity is likely to promote adolescents' development by encouraging them to:
 - I. consider what a person's negative behaviors reveal about what that person values.
 - II. recognize the social problems that may arise when basic human needs are not met.
 - III. reflect on their responsibilities toward other people in their society.
 - IV. develop problem-solving strategies in regard to real-life situations.

- A. I and II only
- B. I and IV only
- C. II and III only
- D. III and IV only



Correct Response: D. This activity requires students to think about how they would confront a difficult, real-life situation involving peers and drugs and can therefore be expected to help foster students' social development by encouraging them to reflect on their personal responsibilities toward other people in varied contexts (Option III). In addition, the activity prompts students to apply general problem-solving skills as they analyze alternative solutions to a real-life problem, which should help them develop problem-solving strategies for situations that could arise in their lives (Option IV).

Other Responses:

- Responses A and B include Option I: encouraging students to consider what a person's negative behaviors reveal about what that person values. The activity described in the question emphasizes students' thinking about their own responsibilities and actions in responding to a friend who is selling drugs; it does not focus on having the students reflect on the values of the friend.
- Responses A and C include Option II: encouraging students to recognize the social problems that may arise when basic human needs are not met. The activity described in the question emphasizes appropriate student responses to a social problem, not student analysis of possible causes of that social problem.



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

Ms. Morales, a seventh-grade social studies teacher, has planned an activity in which students will spend several weeks working in cooperative learning groups researching a person or event related to New York's colonial period. Each group will then give an oral presentation about that person or event to the rest of the class. After student groups are created, Ms. Morales gives each group a form to guide students as they move on to successive phases of their projects. The students have used similar forms for previous projects, so Ms. Morales reminds the class how to use the form. Then she leads a class discussion designed to help all the groups begin thinking about how to address the first day's goal. Following is the first page of the form.

Goal for Day 1: Identify a person or event to research.

Discuss how you will achieve this goal.

- What specific steps will you take to figure out which person or event to research?
- What resources will you use?
- What role will each group member play to help accomplish this goal?

Goal for Day 2: Identify useful resources for learning about your research topic.

Discuss how you will achieve this goal.

- What specific steps will you take to identify resources that will be helpful in learning about your topic?
- What role will each group member play to help accomplish this goal?

Goal for Days 3–7: Gather and organize information about the person or event you have selected.

Discuss how you will achieve this goal.

- What specific steps will you take to gather information about your topic using the resources you have identified?
- How will you organize information that is gathered from different resources?
- How will you organize information that is gathered by different group members?
- What role will each group member play to help accomplish this goal?

Goal for Day 8: Determine what main points about your research subject you want to emphasize in your oral presentation.

Discuss how you will achieve this goal.

- What specific steps will you take to make a decision about which ideas and information to focus on in your group's presentation?
- What role will each group member play to help accomplish this goal?



Objective 0002

Understand learning processes, and use this understanding to promote student development and learning.

2. Use of this form by the student groups as they work on their projects is most likely to benefit students by:
 - I. reinforcing their recognition of the importance of continuous self-assessment in the learning process.
 - II. modeling for them the use of a systematic approach that can be used with many complex learning tasks.
 - III. helping them clarify connections between new information gained through project work and their prior knowledge.
 - IV. providing them with a structure that enhances the ability of the groups to work independently.

- A. I and III only
- B. I and IV only
- C. II and III only
- D. II and IV only



Correct Response: D. This form helps students break down a complex research and oral presentation task into a number of smaller component tasks and sequence the tasks in a logical, coherent way that helps ensure successful completion of the project as a whole. This approach can be expected to benefit students by modeling for them a systematic approach they can use in the future with many complex individual and group learning tasks (Option II). It also provides them with clear daily goals and an overall organizational plan that should reduce their dependence upon the teacher for continuous guidance and supervision and thereby enhance the ability of each group to work independently (Option IV).

Other Responses:

- Responses A and B include Option I: reinforcing students' recognition of the importance of continuous self-assessment. The form emphasizes planning for the steps and activities that will be required to meet a sequence of project goals; it does not include a component related to student self-assessment.
- Responses A and C include Option III: helping students clarify connections between new information gained through project work and their prior knowledge. Although students may use prior knowledge in planning some components of their projects (e.g., in deciding the person or event to research), none of the questions on the form are designed to prompt students to make or clarify connections between new information and prior knowledge.



Objective 0005

Understand diverse student populations, and use knowledge of diversity within the school and the community to address the needs of all learners, to create a sense of community among students, and to promote students' appreciation of and respect for individuals and groups.

3. Ms. Morales's class includes Milos, a student whose family immigrated to the United States a year ago. Milos's English language skills have been improving, but he is not yet proficient in English. Which of the following strategies would be most appropriate for Ms. Morales to use to respond to Milos's needs during the cooperative learning activity?
 - A. Assign Milos to one of the cooperative learning groups, and have him determine independently whether and how to participate in the group's work.
 - B. Give Milos an alternative assignment, such as a reading task at his current English language reading level, that focuses on the same content as that being addressed by classmates.
 - C. Have Milos observe the various cooperative learning groups as they work on their projects, so that he will have maximum access to spoken and written English in varied group learning contexts.
 - D. Have Milos participate as a member of one of the cooperative learning groups, while ensuring that he is supported in his assigned roles as needed.



Correct Response: D. In planning instruction for Milos, an ESL student, the teacher should make every effort to include him as fully as possible in all classroom activities. This practice should help promote his acquisition of new content and skills while giving him many opportunities to improve his English language skills and form positive, productive relationships with peers in the classroom. In the situation described, the teacher can best achieve the goal of including Milos fully in classroom activities by having him participate as a regular member of one of the cooperative learning groups. At the same time, the teacher needs to monitor his performance in the group on an ongoing basis to ensure that he receives any support that he may need in carrying out his assigned roles within the group.

Other Responses:

- Response A. Allowing Milos to determine on his own whether and how to participate in his group's work may hinder achievement of the goal of fully integrating him into the classroom. Milos should be encouraged to participate as fully as he possibly can in all learning activities.
- Response B. Giving Milos an alternative assignment, such as a reading task, would isolate him while reducing his access to the dynamic elements of group participation that could enhance his learning of new content while improving his English language skills.
- Response C. Limiting Milos's role to being an observer of various groups would substantially diminish the active engagement with project content and with his peers that he would experience as a member of a single group. This approach would also reduce Milos's opportunities to improve his English language skills through meaningful, authentic interaction and communication with others in the achievement of a common goal.



Objective 0010

Understand instructional planning and apply knowledge of planning processes to design effective instruction that promotes the learning of all students.

4. Before the students began working on their projects, Ms. Morales took steps to ensure that the groups' research would proceed as smoothly as possible. Which of the following planning procedures would likely have been most appropriate and useful for achieving this goal?
 - A. Meet with the school librarian to review the resources students will likely need to conduct their research and discuss potential issues related to the students' access to those resources.
 - B. Distribute a schedule to students establishing specific times during each class when the teacher will be available to confer with each group and answer members' questions.
 - C. Ask the chairperson of the social studies department to request that other seventh-grade teachers in the school try to incorporate instruction about relevant research skills into their own lessons.
 - D. Create a written list to distribute to students identifying the specific academic skills needed to complete the entire research project and each of its components successfully.



Correct Response: A. A key factor in determining how smoothly the groups' research will proceed involves ensuring that necessary resources will be readily available to students as they work on their projects. The teacher can best address such resource issues by talking to the school librarian about the availability and accessibility of relevant resources.

Other Responses:

- Response B. Although the teacher should make a practice of conferring with each group on an ongoing basis as the research projects proceed, such conferencing is likely to be most effective if it occurs when it is particularly helpful or appropriate rather than according to a strict schedule.
- Response C. Asking other seventh-grade teachers to support the research activity by incorporating relevant research skills into their own lessons is unlikely to be particularly helpful in ensuring that the students' research proceeds smoothly.
- Response D. Although having students reflect on the specific academic skills they will use as they work on this project could enhance their awareness of the nature of their task, giving students a list identifying these skills would probably not have any effect on how smoothly the group work proceeds.



Objective 0003

Understand how factors in the home, school, and community may affect students' development and readiness to learn; and use this understanding to create a classroom environment within which all students can develop and learn.

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

Teachers in a large urban junior high school are meeting to discuss the high drop-out rate in their district and strategies they can use in their classrooms to reduce the likelihood of their students' dropping out of school.

5. These teachers should be aware that effective instruction for students who are considered at high risk of dropping out of school should include a focus on learning opportunities that:
 - I. minimize the use of assessment and encourage the students to define their own standards for acceptable performance.
 - II. emphasize the application of instructional content in ways that clarify its relevance to the students' own lives and needs.
 - III. allow the students to experience success and develop a sense of competence and confidence as learners.
 - IV. address educational objectives mainly at the "knowledge" level rather than at higher cognitive levels.

- A. I and III only
- B. I and IV only
- C. II and III only
- D. II and IV only



Correct Response: C. Classroom instruction that makes connections with students' out-of-school experiences can help motivate all students by personalizing learning and making it meaningful. Because students who are considered at risk of dropping out of school often have relatively low academic motivation, making such connections can be especially important for them. In addition, because these students have often not developed a sense of competence and confidence as learners, a teacher's use of classroom strategies that allow them to experience success (e.g., covering materials thoroughly and at a moderate pace) can be especially helpful. Therefore, effective instruction for students who are considered at high risk of dropping out of school should include a focus on learning opportunities that link instructional content to the students' own lives and needs (Option II) and allow students to experience success as learners (Option III).

Other Responses:

- Responses A and B include Option I, minimizing the use of assessment and encouraging students to define their own standards for acceptable performance. At-risk students are likely to benefit from frequent, carefully constructed assessments, which can help both teacher and student monitor academic progress and enable students to see the results of their efforts. In addition, while it may be appropriate for students to define their own standards for acceptable performance on some projects, effective instruction should generally be based upon well-defined learning objectives and performance standards established by the teacher.
- Responses B and D include Option IV, which states that effective instruction for at-risk students should address educational objectives mainly at the "knowledge" level. Instruction that involves mainly knowledge-level thinking skills (e.g., defining, listing, recalling) is often less motivating than learning opportunities that require more complex cognitive operations (e.g., analysis, synthesis).



Objective 0007

Understand how to structure and manage a classroom to create a safe, healthy, and secure learning environment.

6. During the discussion of the drop-out problem, many of the teachers agree that it would be helpful for them to identify ways to manage their classrooms more effectively. As the teachers discuss this issue, they ought to be aware that a key goal for managing their students' learning environment should be to:
 - A. organize time so as to ensure that approximately equal emphasis is placed on whole-class, small-group, and individual learning activities.
 - B. organize activities in ways that promote students' sense of membership in a cooperative, purposeful learning community.
 - C. organize time around a uniform daily schedule that maximizes predictability for students and eliminates unfamiliar activities or settings.
 - D. organize activities to focus on student-initiated, student-directed activities rather than teacher-directed activities.



Correct Response: B. Students who are at risk of dropping out of school are typically lower-achieving students who have a history of repeated academic failure. Such students are likely to benefit from a carefully structured classroom environment that emphasizes purposeful activity and offers frequent encouragement and a sense of membership in a cooperative and supportive learning environment. Participation in this type of classroom can help these students develop a more positive, productive approach to learning and increase their confidence in their own ability to achieve.

Other Responses:

- Response A. Equalizing the time spent in various instructional groupings will not, in and of itself, ensure that students will have a positive or productive classroom experience. The time spent on whole-class, small-group, and individual work will generally vary depending on the nature of the content and students' instructional needs.
- Response C. Although some level of predictability may enhance students' sense of control within the learning environment, excessive emphasis on uniformity and predictability would tend to make students' classroom experiences less interesting, motivating, or engaging.
- Response D. Lower-achieving students tend to do best in an environment that offers them instructional support, help in maintaining focus, consistent feedback, and frequent encouragement. Thus, while inclusion of some student-initiated, student-directed activities may be appropriate for these students, they can be expected to need and benefit from many teacher-directed activities as well.



Objective 0004

Understand language and literacy development, and use this knowledge in all content areas to develop the listening, speaking, reading, and writing skills of students, including students for whom English is not their primary language.

7. A middle school teacher provides students with explicit instruction and practice in the use of a variety of reading techniques (e.g., scanning, skimming, reading for main ideas, reading for details, reading for appreciation). This practice is most appropriate for helping students learn to:
 - A. use self-assessment strategies to improve their reading comprehension.
 - B. evaluate the effectiveness of literary techniques and devices in works of fiction.
 - C. adjust their reading approach to suit different texts, content areas, and purposes.
 - D. analyze the validity of arguments and the accuracy of supporting statements in persuasive writing.



Correct Response: C. The activity described in the question involves instructing students in the use of a variety of reading techniques. This instruction is most appropriate for helping students learn to adjust their approach to different reading tasks in the many content areas in which they may receive reading assignments. Response C is the best response offered because it addresses this purpose, recognizing that different assignments will call for different reading techniques.

Other Responses:

- Response A. The instructional activity described in the question does not focus on the use of self-assessment as a way to improve reading comprehension. The use of a variety of reading techniques and methods is not a self-assessment process.
- Response B. Although this instructional activity may in part help students approach the reading of literary works with greater understanding and appreciation, it does not relate to the evaluation of literary techniques and devices.
- Response D. Although this instructional activity may help students approach the reading of persuasive writing with greater understanding, it does not relate directly to the analysis of an argument's validity or the accuracy of supporting statements used to justify a position.



Objective 0006

Understand the characteristics and needs of students with disabilities, developmental delays, and exceptional abilities (including gifted and talented students); and use this knowledge to help students reach their highest levels of achievement and independence.

8. Of the following, the most significant advantage of using a full-inclusion model to provide special education services to students with disabilities is that this approach:
 - A. fosters all students' understanding and appreciation of individual differences.
 - B. facilitates the individualization of instruction based on the specific strengths and needs of students with disabilities.
 - C. motivates classroom teachers to expand their repertoire of teaching strategies.
 - D. encourages the parents/guardians/caregivers of students with disabilities to take a more active role in their children's education.



Correct Response: A. Under a full-inclusion model, students with disabilities participate fully and actively as members of a general education classroom along with their nondisabled peers. Besides giving students with disabilities opportunities to experience a broad range of academic and social interactions that can help prepare them to participate fully in society, a full-inclusion model also gives nondisabled students an opportunity, through sustained, direct interaction, to develop an understanding and acceptance of people with disabilities.

Other Responses:

- Response B. Although a full-inclusion model tends to require substantial individualization of instruction for students with special needs, this model does not generally make individualization easier than other models, where students with disabilities often learn in smaller groups and spend more time with special education specialists.
- Response C. Although use of a full-inclusion model may challenge teachers to identify strategies that work best for individual students with disabilities, effective teachers should make a practice of using a full range of teaching strategies (e.g., direct instruction, guided practice, student inquiry), whether or not their classrooms include students with disabilities.
- Response D. Parents/guardians/caregivers of students with disabilities should be encouraged to take as active a role as possible in their children's education, regardless of the model used to provide their children with educational services. Although many parents/guardians/caregivers of students with disabilities may support use of an inclusion model, there is nothing inherent in this approach that would necessarily encourage greater parent/guardian/caregiver involvement.



Objective 0008

Understand curriculum development, and apply knowledge of factors and processes in curricular decision making.

9. A group of educators has been asked to create a new district arts curriculum based on new state standards. To ensure development of an effective district curriculum, the educators should adhere to which of the following principles?
 - A. Focus on skills-related goals rather than content goals in the curriculum for each grade level.
 - B. For each grade level, specify content and skills goals at varied levels of difficulty for students functioning at different levels.
 - C. Use knowledge of students' developmental levels and prior learning to help define content and skills for each grade level.
 - D. For each grade level, emphasize content and skills in the arts that have clear interdisciplinary connections.



Correct Response: C. The purpose of a curriculum is to specify what students should be learning at each grade level. An effective subject-area curriculum specifies goals that are responsive to students' characteristics and needs at different grade levels and reflect an understanding that learning is a cumulative process in which new knowledge and skills build upon knowledge and skills that have been previously acquired. To create a curriculum with appropriate, achievable student learning goals that are sequenced to reflect increasingly complex content and skills at progressive grade levels, educators need to consider students' developmental characteristics and needs as well as what students have already learned in previous grades.

Other Responses:

- Response A. Rather than emphasizing skills-related goals over content goals, an effective subject-area curriculum typically includes goals relating to both content knowledge and skills development.
- Response B. Although individual teachers may modify their instruction to accommodate students' varied levels of skills and knowledge in a discipline, a curriculum for the discipline should specify a single set of developmentally appropriate content and skills goals for students at each grade level.
- Response D. Although the curriculum for a particular discipline may provide some information and guidance about possible connections with other disciplines, development of the curriculum should be driven primarily by an understanding of the discipline's own content and skills and sequences of student learning within the discipline.



Objective 0009

Understand the interrelationship between assessment and instruction and how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding in the context of instruction, and make effective instructional modifications.

10. In developing a written classroom test, the teacher's primary goal should be to create a test that:
- A. challenges students to apply knowledge and skills in ways that are new to them.
 - B. yields information about student strengths and needs in relation to instructional objectives.
 - C. clarifies differences among students in regard to targeted knowledge and skills.
 - D. provides information about students' long-term potential to achieve as well as about their current achievement.
-

Correct Response: B. When teachers create their own tests, they can customize the assessment to address the specific instructional objectives they have emphasized in class and determine how much progress each student is making toward those objectives. Teachers can then use this information to identify students' strengths and needs and design instructional strategies that can address their needs.

Other Responses:

- Response A. For a teacher-made test to generate meaningful results and be fair to students, it must assess the knowledge and skills the teacher has targeted in class. Using unfamiliar contexts or methods to test what students have learned may not provide accurate information about the students' proficiency in relation to the targeted knowledge and skills.
- Response C. Although there may be differences among students in their performance on a teacher-made test, the primary purpose of these tests should not be to compare students but to provide an accurate measurement of each student's performance with regard to targeted knowledge and skills.
- Response D. While teacher-made tests can provide valuable information about students' current level of achievement, such tests are generally not intended to serve as an indicator of students' long-term potential to achieve.



Objective 0011

Understand various instructional approaches, and use this knowledge to facilitate student learning.

11. Inquiry-based learning (discovery learning) is a particularly appropriate instructional approach for teachers to select when they wish to ensure that students have opportunities to:
- A. engage actively in the process of constructing knowledge.
 - B. learn new content in a standard progression from simpler to more complex.
 - C. set clear learning goals and monitor progress in achieving their goals.
 - D. gain an overview of a broad area of content to facilitate subsequent learning.
-

Correct Response: A. Inquiry-based learning (discovery learning) is grounded in the notion that the most meaningful learning occurs when students actively participate in the process of constructing knowledge. In inquiry-based learning, the teacher's role is to provide rich problem-solving situations that invite students to question, explore, and find connections among ideas. Emphasis is placed on the process of learning as students use creative means to grapple with complex problems. The inquiry-based approach differs from more directed methods of instruction in which the teacher presents specific instructional content for students to master.

Other Responses:

- Response B. The standard progression from simpler to more complex concepts is generally associated with more teacher-centered instructional approaches. Because inquiry-based learning involves having students construct their own knowledge in varied problem-solving contexts, learning tends to proceed in a less systematic and orderly manner.
- Response C. Although inquiry-based learning experiences may give students opportunities to set learning goals and monitor their progress in achieving those goals, these instructional elements are at least as evident in many other instructional approaches.
- Response D. Inquiry-based learning typically focuses on having students explore and solve specific problems rather than gain an overview of a broad area of content.



Objective 0012

Understand principles and procedures for organizing and implementing lessons, and use this knowledge to promote student learning and achievement.

12. An English teacher who is planning a unit on Elizabethan drama is trying to decide whether to spend class time viewing a video on Elizabethan England. The teacher should make the decision based primarily on whether:
- A. the students in the class have had previous success with learning through video.
 - B. the video will require students to use higher-level thinking skills than those typically used in the class.
 - C. the students in the class exhibit a preference for whole-class rather than individual learning activities.
 - D. the video will provide an effective means of introducing or reinforcing instructional content.



Correct Response: D. Given limited class time to address instructional objectives, a primary concern of the teacher in planning lessons should be to ensure that selected instructional strategies, including showing the video in question, will make the best possible use of available instructional time. After the teacher has determined that the video's content is relevant to the instructional goals of the Elizabethan drama unit, the teacher should decide whether use of this particular format is an effective means for introducing or reinforcing instructional content to facilitate student learning.

Other Responses:

- Response A. Students' success with learning through video depends on the particular video and how the teacher chooses to use it. Therefore, in the situation described, students' previous success, or lack of success, with learning through video should not be the primary factor in the teacher's decision about whether to use the video in question to present specific content.
- Response B. The teacher may choose to use the video in a way that encourages students to apply high-level thinking skills. However, the video itself is unlikely to require students to use thinking skills at a higher level than those typically used in a secondary school classroom. Therefore, this should not be the primary factor in the teacher's decision about whether to use the video.
- Response C. Although student preferences regarding whole-class versus individual activities may play a role in choosing particular instructional strategies for a class, most effective classrooms include a mix of both group and individual activities. In the situation described, it is the teacher's responsibility to determine how content about Elizabethan England can be taught most effectively, and the teacher's final decision may or may not correspond to general student preferences.



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

A social studies teacher notices several students debating the new school dress code as they enter class. As more students arrive in the classroom, they join in the debate. In recent weeks, the students have been studying individual rights in a democracy and the role of laws in society. The teacher decides to start this day's class by having the students engage in a discussion about the dress code in light of what they have been studying.



Objective 0013

Understand the relationship between student motivation and achievement and how motivational principles and practices can be used to promote and sustain student cooperation in learning.

13. Which of the following is likely to be the greatest benefit of the teacher's decision to begin the class with a discussion about the school dress code?
- A. It will encourage the students to make interdisciplinary connections relating social studies content to content they are learning in other subject areas.
 - B. It will prompt the students to assess their own understanding of the topics they have been studying and recognize misconceptions they may have developed.
 - C. It will motivate the students to become involved in thinking about course content by linking it to issues that are important to them.
 - D. It will help the students develop a clear, coherent overview of course content into which subsequent ideas and information may be integrated.



Correct Response: C. By having students discuss the school dress code, an issue that is important to them, in light of what they have been studying in their social studies class, the teacher is likely to help students recognize connections between the ideas being addressed in class and their lives outside the classroom. This discussion can be expected to help students see the relevance of their classroom experiences and motivate them to become more actively involved in reflecting on course content as it relates to important issues in their lives.

Other Responses:

- Response A. Although students may draw upon knowledge they have encountered in other academic disciplines, the primary goal of this discussion is to allow students to make connections between social studies content and relevant personal experience.
- Response B. Although this discussion may help some students clarify their understanding of social studies topics that they have been studying, it is not likely to lead to a self-assessment in which students consciously evaluate their own strengths and needs and identify misconceptions related to specific content knowledge.
- Response D. Since this discussion focuses on a relatively small part of the social studies curriculum as it relates to a specific real-life situation, it is not likely to help students develop an overview of the course's content as a whole.



Objective 0014

Understand communication practices that are effective in promoting student learning and creating a climate of trust and support in the classroom, and how to use a variety of communication modes to support instruction.

14. Following a brief class discussion about the new dress code, the teacher suggests that the students hold a debate on the topic. The teacher helps the class generate a list of guidelines that each student should follow during the debate. The purpose of the guidelines is to help ensure positive communication among students and a productive learning experience. Of the following guidelines, which would be most appropriate to include in the list?
- I. Try to support your opinions with ideas and examples from what we have been studying in class.
 - II. Make every effort to present a balanced view of both sides of an issue whenever you speak.
 - III. Avoid expressing open disagreement with ideas expressed by your classmates.
 - IV. Make sure to listen carefully to others so that you can focus your response on their ideas.
- A. I and III only
 - B. I and IV only
 - C. II and III only
 - D. II and IV only



Correct Response: B. Having students justify their opinions in terms of information they have studied in class (Option I) should help them establish meaningful connections between academic ideas and their own personal experiences and gain an understanding of the importance of supporting their opinions with relevant, persuasive evidence. In addition, a guideline that encourages students to listen carefully to others' ideas (Option IV) should help them develop active listening skills, clarify the nature of meaningful debate about issues, and foster the development of essential interpersonal skills such as respect for the opinions of others.

Other Responses:

- Responses C and D include Option II, which states that students should try to present a balanced view of both sides of an issue whenever they speak. Classroom debate does not require that participants express a balanced view regarding the issues. Instead, students should be encouraged to express their own views, provided that these views are logically supported through the use of evidence and expressed in a manner that is properly respectful of other possible perspectives on the issue.
- Responses A and C include Option III, which states that students should avoid expressing open disagreement with the ideas of their classmates. A classroom debate should allow for the free and open exchange of personal opinions, even if this exchange provokes disagreement, provided that the exchange takes place in an atmosphere of open-mindedness and mutual respect.



Objective 0015

Understand uses of technology, including instructional and assistive technology, in teaching and learning; and apply this knowledge to use technology effectively and to teach students how to use technology to enhance their learning.

15. Students in a high school class will use the Internet to gather information for research reports. The students can best evaluate the accuracy and validity of the information on a Web site by checking:
- A. how many links are presented on the site and how often they are updated.
 - B. whether the author's credentials are listed on the site and can be verified.
 - C. how clearly and concisely the information is presented.
 - D. whether the information is presented in a serious and authoritative manner.
-

Correct Response: B. Of the options listed, the most effective way to verify the accuracy and validity of information is the same whether the information is presented on a Web site or through another medium. The author's credentials are the best source of information on his or her appropriate preparation, similar work, and scholarly acceptance for published research work. Response B is the best response offered.

Other Responses:

- Response A. The number of links listed on a Web site is not an effective measure of the accuracy and validity of the site. Links are included on a Web site by the author of the site, and if the author's information is not valid or accurate, the links will add nothing to the quality of the site.
- Response C. The clarity and conciseness of a Web site are matters of style, not substance. Inaccurate and invalid information can be presented with as much clarity and conciseness as accurate and valid information.
- Response D. The apparent seriousness and authority of the information on a Web site is a matter of subjective judgment. Further, it is possible to present inaccurate and invalid information with just as much seriousness and seeming authority as accurate and valid information.



Objective 0016

Understand the history, philosophy, and role of education in New York State and the broader society.

16. Historically, a fundamental goal of public schools in the United States has been to:
- A. serve as a counterbalance to the influence of society's other institutions (e.g., economic, religious).
 - B. promote the idea that the well-being of the individual is subordinate to that of society.
 - C. prepare individuals to be productive citizens in their community and in the broader society.
 - D. prompt individuals to question key values and assumptions underlying their society's political system.
-

Correct Response: C. A fundamental goal of public education in the United States has been to help students become productive citizens in their community and nation. Public schools have traditionally sought to achieve this goal by helping students develop academic, interpersonal, and other skills and knowledge that they need to contribute to the world of work and to participate as citizens in a democratic society.

Other Responses:

- Response A. By providing high-quality education, public schools have traditionally helped prepare students to support and participate fully in society's other institutions rather than serving as a counterbalance to these institutions.
- Response B. Public schools in the United States have not traditionally promoted the idea that the well-being of the individual is subordinate to that of the society. On the contrary, the political and economic philosophies that have influenced public life and public education have tended to place particular importance on the roles and rights of the individual.
- Response D. Although many public schools today are increasing their emphasis on teaching students critical-thinking skills, students have historically been encouraged to understand rather than question the values and assumptions underlying their society's political system.



Objective 0017

Understand how to reflect productively on one's own teaching practice and how to update one's professional knowledge, skills, and effectiveness.

17. Ms. Lee, a high school science teacher, is teaching a unit on the structure and functions of the cell as specified in her district's biology curriculum. As she leads a class discussion intended to reinforce content covered during the past week, students' questions and comments indicate that much of the class has failed to grasp key concepts. In reflecting on the situation afterward, it is most important for Ms. Lee to ask herself which of the following questions?
- A. Is the content of this unit appropriate for students at this grade level?
 - B. How can I adjust my instruction to teach students this content more effectively?
 - C. Would a written test provide a more accurate picture of student learning than a class discussion?
 - D. How could I have communicated a stronger message to students about the relevance of this content?



Correct Response: B. Since the goal of instruction is to promote student learning, a teacher's primary concern when students fail to learn should be to reassess the instructional strategies currently being used, consider possible alternatives, and determine how to modify instruction to teach the students more effectively and thus enhance their learning.

Other Responses:

- Response A. Since the content in this lesson is specified in the district's biology curriculum, district personnel have already determined that the content is appropriate and important for students at this grade level.
- Response C. In this case, there is no reason to believe that a written test would provide a more accurate picture of student learning than a class discussion. Since the teacher already recognizes that much of the class has failed to grasp key concepts, giving students a written test before they have opportunities for additional learning would probably serve little purpose.
- Response D. Although the teacher may wish to heighten students' awareness of the relevance of what they are studying, such increased awareness of the importance of the material may not have a significant effect on the students' ability to master it.



Objective 0018

Understand the importance of and apply strategies for promoting productive relationships and interactions among the school, home, and community to enhance student learning.

18. Secondary school teachers can best foster a sense of partnership in the learning process with the parents/guardians/caregivers of all students by:
 - A. acknowledging the parents'/guardians'/caregivers' expertise regarding their children and using their input to enhance their children's instruction.
 - B. suggesting that all parents/guardians/caregivers come to school to share with their children's class relevant knowledge and skills that they may have.
 - C. ensuring that meetings with parents/guardians/caregivers focus mainly on their children's learning achievements rather than on problems or needs.
 - D. having parents/guardians/caregivers routinely participate in planning for the content-area instruction that their children will receive in the classroom.



Correct Response: A. Since parents, guardians, and other caregivers are uniquely situated to understand the characteristics, strengths, and needs of the children in their care, they are often able to provide teachers with a broader and more comprehensive understanding of the abilities, attitudes, and perceptions that individual students bring to learning situations. Using parents'/guardians'/caregivers' expertise regarding their children in this way can enhance the teacher's ability to provide instruction that is responsive to each child while promoting a sense of partnership between teachers and parents/guardians/caregivers.

Other Responses:

- Response B. Teachers may wish to invite parents/guardians/caregivers who have particular types of knowledge or skills into the classroom to share what they know with their children's class. However, teachers should not expect all parents/guardians/caregivers to be willing or able to play this role in the classroom.
- Response C. Although teachers should strive to establish positive relationships with parents, guardians, and other caregivers, this does not mean that they need to focus on children's achievements while downplaying their problems or needs. Teachers should offer parents/guardians/caregivers an honest assessment of students' performance and work collaboratively with parents/guardians/caregivers to address issues or concerns.
- Response D. Although teachers may invite parent/guardian/caregiver input in many areas of school life, planning content-area instruction is a professional skill for which teachers have been trained; thus, responsibility for planning instruction should rest primarily with the teachers.



Objective 0019

Understand reciprocal rights and responsibilities in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel.

19. A high school has used grant funds to install two computers in each classroom. At a faculty meeting, teachers note that some students seem to have far more interest than others in working with the computers. In particular, students who have computers in their homes tend to show the greatest interest in the classroom computers. Which of the following best describes the faculty's primary responsibility in this situation?
- A. Help students with little interest in computers to define their own interests, and provide them with opportunities to pursue learning in self-selected areas that do not require substantial computer skills.
 - B. Organize activities in ways that ensure that all students will have ample opportunity and encouragement to gain proficiency with computers.
 - C. Use various strategies to communicate with students' families about the importance of computers and the benefits of having a computer in the home.
 - D. Strive to have all students achieve approximately equivalent computer proficiency by having students with the least skill and experience spend the most time with the classroom computers.



Correct Response: B. Given the importance of computers in today's world, all young people need opportunities to develop a sense of comfort and competence regarding computer use. Therefore, the faculty's primary responsibility in the situation described is to ensure that all students, regardless of their background or prior experience, are provided with ample access to computers and strong encouragement to become computer proficient. For students with little interest in computers, faculty should use varied types of computer activities (e.g., online and e-mail activities, learning and research activities, free exploratory time) and instructional approaches that motivate students to become computer proficient in an atmosphere of support and encouragement.

Other Responses:

- Response A. While the faculty should provide students with opportunities to identify and pursue knowledge that is of particular interest to them, computer skills are increasingly a basic requirement for success in both school and work. Therefore, teachers must encourage even students with little prior exposure to computers and little interest in them to gain proficiency in their use.
- Response C. The faculty may wish to communicate with families about the importance of computer literacy, but they should not expect all families to be willing or able to purchase a home computer. School personnel have a responsibility to help all students become computer proficient, including those with no access to a computer at home.
- Response D. The purpose of having computers in the classroom is to provide all students with opportunities to enhance their learning. Providing access to computers based on existing skills and experience levels is unlikely to motivate students to increase their computer skills, whatever their current level of expertise.

■ WRITTEN ASSIGNMENT SECTION

On the following pages are:

- ▶ Sample test directions for the written assignment section
- ▶ A sample written assignment
- ▶ An example of a stronger response to the assignment and an evaluation of the response
- ▶ An example of a weaker response to the assignment and an evaluation of the response
- ▶ The performance characteristics and scoring scale

On the actual test, candidates will be given a different written assignment from the one provided as a sample in this preparation guide.

■ SAMPLE TEST DIRECTIONS FOR THE WRITTEN ASSIGNMENT

DIRECTIONS FOR THE WRITTEN ASSIGNMENT

This section of the test consists of a written assignment. You are to prepare a written response of about 300–600 words on the assigned topic. *The assignment can be found on the next page.* You should use your time to plan, write, review, and edit your response to the assignment.

Read the assignment carefully before you begin to write. Think about how you will organize your response. You may use any blank space provided on the following pages to make notes, write an outline, or otherwise prepare your response. *However, your score will be based solely on the response you write in the written response booklet.*

Your response will be evaluated on the basis of the following criteria.

- **PURPOSE:** Fulfill the charge of the assignment.
- **APPLICATION OF CONTENT:** Accurately and effectively apply the relevant knowledge and skills.
- **SUPPORT:** Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

Your response will be evaluated on the criteria above, not writing ability. However, your response must be communicated clearly enough to permit valid judgment of your knowledge and skills. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review what you have written and make any changes that you think will improve your response.

■ SAMPLE WRITTEN ASSIGNMENT

WRITTEN ASSIGNMENT

It is important for teachers to help students develop career awareness and an understanding of the world of work. Imagine that the educational goal and objectives below have been established for all schools in your district.

DISTRICT EDUCATIONAL GOALS

Educational Goal #8: Students will develop career awareness and an understanding of the world of work.

Objectives include the following:

Students will gain awareness of types of career opportunities and major features of the world of work in contemporary U.S. society.

Students will recognize connections between their learning in school and the workplace.

Students will develop skills (e.g., working in teams, problem solving, communication) needed in the workplace.

In an essay written for a group of New York State educators, frame your response by identifying a grade level/subject area for which you are prepared to teach; then:

- explain the importance of helping students develop career awareness and an understanding of the world of work;
- describe two strategies you would use to achieve this educational goal; and
- explain why the strategies you describe would be effective in achieving this educational goal.

Be sure to specify a grade level/subject area in your essay, and frame your ideas so that an educator certified at your level will be able to understand the basis for your response.

STRONGER RESPONSE TO THE SAMPLE WRITTEN ASSIGNMENT

I plan to teach high school English. In this essay, I will discuss how I'd work with a senior English class of "non-college-bound" students. Many such students have very limited horizons in terms of thinking about what jobs they'd enjoy and be qualified for upon graduation, so it's especially important to increase their career awareness and understanding of the world of work. An important part of my role would be to help them recognize what their career options might include. I'd try to help them overcome insecurities by prompting them to consider the world of work available to them and working with them to develop skills for different kinds of jobs. Most students respond positively to learning that they believe will help them in their future lives and careers. A wise teacher takes advantage of this motivational factor by integrating into subject matter career-related information and skills that enable students to be successful in the world of work. Such integration is especially important at the senior high level because of the immediacy of career-related decision making.

Following are two strategies I'd use to promote my students' career awareness and understanding of the world of work: 1. Make every other Friday a "career-focus day" in the class; and 2. Implement language arts activities on an ongoing basis that relate clearly and directly to the development of skills students will need to succeed in the work force.

Career-focus days: I'd start by dividing the class into groups to brainstorm lists of jobs, companies, and other job-related information that students would like to know about, offering them examples to get them started. Based on these lists, I'd have groups of students compose letters to send to employers, workers, and others in the community asking them to come talk to the class about different jobs, their characteristics, requirements, etc. I'd also ask someone from a local community college to come discuss the role of further education in students' career plans. I'd urge all speakers to use hands-on activities and materials and to provide practical, useful information in an informal setting. To help speakers prepare, I'd also give them student-generated lists of questions so their presentations would be relevant to students' concerns. As the year proceeds, the career-focus days would also include other activities besides speakers (e.g., visits to local workplaces, computer research into available jobs), depending on the needs and wishes of class members.

(continued)

■ STRONGER RESPONSE TO THE SAMPLE WRITTEN ASSIGNMENT *(continued)*

The career-focus days should be effective mainly because the activities would be very student-centered and organized to address students' own questions, interests, and concerns. In addition, they'll give students access to many different "voices" and perspectives. The students know they'll be graduating soon and needing to think about work, so they should be especially motivated once they realize that they really control the agenda of the career-focus days.

Ongoing instructional activities: I'd regularly incorporate into my language arts instruction various activities to help students develop language and interpersonal skills that will be helpful in their future work lives. For example, I'd have students work in cooperative learning groups to conduct research and develop group presentations on topics of interest to group members, including perhaps some topics that specifically address job-related areas of interest. These activities would help students develop practical workplace skills (e.g., locating, using, and organizing information; writing; working collaboratively; organizing complex tasks). I'd ensure that students see how the skills used in the activities relate to success in the world of work by having them reflect on and discuss these connections. By adapting the English curriculum to integrate world-of-work-focused activities, I could address immediate career needs and motivate students to improve their work-related skills by helping them see how what they're doing in school links to their needs in the workplace.

■ EVALUATION OF THE STRONGER RESPONSE

In this stronger response, the writer demonstrates an accurate understanding of the role of a teacher in relation to learner characteristics, instructional design and delivery, and the teaching environment. In addition, the response fulfills the assignment by identifying a particular subject area and grade level; explaining why the stated educational goal is important; describing two strategies to address the goal; and explaining reasons why the strategies would be effective in attaining the goal.

Identify a particular grade level/subject area. The writer specifies that he/she is prepared to teach high school English and further notes that the response will specifically address a senior English class of "non-college-bound" students.

Explain the importance of helping students develop career awareness and an understanding of the world of work. The writer shows a good understanding of characteristics and needs of students in the specified population in regard to career awareness. The writer explains why it is important to promote these students' knowledge and skills regarding the world of work and discusses the teacher's potential for motivating students to learn in light of the nature of this content and its connectedness to students' own lives and perceived needs.

Describe two strategies you would use to achieve this educational goal. The two strategies described in the response reflect the writer's knowledge of students in the targeted population and how to plan and deliver effective instruction for those students. The strategies address two key areas of learning for those students: (1) knowledge of careers and career opportunities, and (2) recognition and development of job-related skills. Both strategies reflect an understanding of the importance of instructional activities that are student-centered, relevant to students' lives, and likely to be motivating to students. In regard to the "career-focus-days," the writer describes in specific terms how he/she would plan and organize "career-focus-day" activities to ensure that they are useful to students and perceived by them to be relevant. The writer also shows an understanding of student needs in the context of this type of instruction by mentioning, for example, the value of modeling procedures for students before assigning them tasks and emphasizing the use of hands-on activities and materials during presentations. The second strategy described by the writer involves incorporating activities that can help students develop work-related language and organizational and interpersonal skills into ongoing language arts instruction. Here the writer shows a good understanding of the uses and benefits of cooperative learning groups and an awareness of the specific career-related skills and knowledge that work in such groups could foster in students in the context of language arts activities.

Explain why the strategies you describe would be effective in achieving this educational goal. For each of the strategies described, the writer offers a strong, persuasive rationale that shows an understanding of student needs and of how to plan and deliver instruction that is responsive to those needs and promotes active student engagement in learning. For the "career-focus-day" activities, the writer explains that these activities should succeed in

■ EVALUATION OF THE STRONGER RESPONSE *(continued)*

engaging students and providing them with effective learning opportunities because they are "student-centered and organized to address students' own questions, interests, and concerns." The writer also notes that by using resources available in the community, these activities will give students opportunities to gain access to many "'voices' and perspectives" regarding career-related issues. Regarding the strategy of incorporating career-related knowledge and skills into ongoing language arts activities, the writer clearly explains how an English curriculum can be adapted to integrate world-of-work objectives in ways that meet students' needs and that motivate them to achieve career-related objectives by helping them see how their schoolwork relates to their lives and needs outside of school.

WEAKER RESPONSE TO THE SAMPLE WRITTEN ASSIGNMENT

I will be teaching seventh graders, and at that age it is very important for students to start thinking about careers. One of the main purposes of education is to prepare for a productive life, so it is never too early to start making choices about the kinds of work one might want to do. I want my students to gain an awareness of careers that they may be interested in getting involved in for the future. Therefore, I will plan lessons to help them identify what their career interests are and to help them learn about careers that might be right for them. Even though it is not necessary for seventh graders to make final choices about what they want to do in the future, many students at that age are ready to start developing specific ideas about career directions that could help them think about their lives and choose courses in high school and college. Students also need to see a connection between their schoolwork and their potential careers, and I would also emphasize this aspect in my teaching about careers.

The first strategy I would use is to obtain a list of careers from the school librarian and have each student select three careers that they want to spend some time researching. After students choose their three careers, I would have them start writing regularly in their journals about those careers. They would continue to add to their journals as they learn more about each career. The school librarian would be available to help the students conduct research about their chosen careers, urging them to use as many sources, including books, computer resources, the Internet, and interviews, as they can. In this way, the students would have an opportunity to practice and improve on their research skills, which will be very important to them all throughout their school years and beyond.

I would also have the students write a paper about the careers they have chosen. If different students choose similar careers to write about, they may work in collaborative groups. (I would make sure that all of the students working in collaborative groups have specific roles to play in their group, which would insure that everyone will benefit from this activity and that one person does not do all of the work for an entire group.) I would have students use the techniques of brainstorming and journal writing in order to generate ideas and form an outline to use in writing their paper. The entire class (whole class) would brainstorm possible subjects on careers. Then groups of four or five students would work on clustering or mapping ideas about their careers. Using these clusters or maps, students will individually write a summary of their planned research paper. This project would involve students in whole group, limited group, and individual work, with teacher guidance as the work goes along. Students would learn new information about careers and might be able to advance further along in choosing a good career for themselves.

(continued)

WEAKER RESPONSE TO THE SAMPLE WRITTEN ASSIGNMENT *(continued)*

The second strategy I would use to help students develop their career awareness is to have a number of individuals from the community come into the classroom to talk to them about the work they do. This would give the students a chance to hear about different kinds of jobs and might even help some of them develop a particular interest in some specific area. I would make sure that the speakers who come to talk to the class leave a good deal of time for student questions after they are done with their presentations. Also, before a speaker arrives, I would prepare students by having them discuss the kind of work that will be the focus of the presentation. In this way the students would be helped to recall the prior knowledge that they have about the topic.

I believe that both of these strategies will be very effective ones for teaching seventh-grade students about the principles of career search. All the students will learn about different kinds of careers and some could obtain information that will help them start making decisions about careers that could have a major positive impact on their lives.

■ EVALUATION OF THE WEAKER RESPONSE

In this weaker response, the writer demonstrates a limited understanding of the role of a teacher in relation to learner characteristics, instructional design and delivery, and the teaching environment. In addition, the response only partially fulfills the assignment by omitting or responding in a limited way to one or more of the required elements, which include identifying a particular subject area and grade level; explaining why the stated educational goal is important; describing two strategies to address the goal; and explaining reasons why the strategies would be effective in attaining the goal.

Identify a particular grade level/subject area. The writer specifies that he/she will teach seventh grade but fails to identify a particular subject area.

Explain the importance of helping students develop career awareness and an understanding of the world of work. The writer shows a limited understanding of seventh-grade students' characteristics and needs in regard to career awareness. The writer correctly notes that students at this level should have opportunities to consider career options. However, he/she also appears to suggest that it is valuable and appropriate to encourage students to start choosing a specific career path to follow. This idea contradicts most current thinking on the subject, which emphasizes instead the value of helping students broadly explore a wide range of interests and possibilities. The writer also mentions that "students need to see a connection between their schoolwork and their potential careers," but he/she fails to explain or elaborate on this idea in either of the strategies that are presented.

Describe two strategies you would use to achieve this educational goal. The two strategies described in the response reflect a limited knowledge of students at the identified grade level and of how to plan and deliver effective instruction for those students. Regarding the research project, the description gives little indication of the teacher's role and appears to defer substantial responsibility to the school librarian and the student groups. The writer fails to address adequately how students would choose careers to research and how the activity would benefit students. The response does mention some features that may be associated with effective instruction (e.g., using a variety of instructional formats, ensuring that all members of a cooperative learning group have assigned roles). However, discussion of these features is very limited and is not presented in the context of a cohesive, logical description of an effective instructional strategy. In describing the second strategy—inviting speakers to talk to the class—the writer shows an understanding of the value of having students learn about different kinds of jobs. However, the description of the nature and purposes of the presentations, how they will be organized, and the teacher's roles and responsibilities is limited.

Explain why the strategies you describe would be effective in achieving this educational goal. The writer offers little or no explanation of why the strategies described would be effective in achieving the stated goal beyond merely asserting that this is so.

PERFORMANCE CHARACTERISTICS AND SCORING SCALE

Performance Characteristics

The following characteristics guide the scoring of responses to the written assignment.

PURPOSE:	Fulfill the charge of the assignment.
APPLICATION OF CONTENT:	Accurately and effectively apply the relevant knowledge and skills.
SUPPORT:	Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

Scoring Scale

Scores will be assigned to each response to the written assignment according to the following scoring scale.

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough command of the relevant knowledge and skills.</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 highly effective application of the relevant knowledge and skills. • The response provides strong support with high-quality, relevant examples and/or sound reasoning.
3	<p>The "3" response reflects a general command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response generally fulfills the purpose of the assignment by responding to the given task. • The response demonstrates a generally accurate and effective application of the relevant knowledge and skills. • The response provides support with some relevant examples and/or generally sound reasoning.
2	<p>The "2" response reflects a partial command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the assignment by responding in a limited way to the given task. • The response demonstrates a limited, partially accurate and partially effective application of the relevant knowledge and skills. • The response provides limited support with few examples and/or some flawed reasoning.
1	<p>The "1" response reflects little or no command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response fails to fulfill the purpose of the assignment. • The response demonstrates a largely inaccurate and/or ineffective application of the relevant knowledge and skills. • The response provides little or no support with few, if any, examples and/or seriously flawed reasoning.