NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 90:
ASSESSMENT OF TEACHING SKILLS–WRITTEN (ATS–W)
ELEMENTARY
TEST FRAMEWORK

June 2003
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New York State Teacher
Certification Examinations™

FIELD 90: ASSESSMENT OF TEACHING SKILLS–WRITTEN (ATS–W)
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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.

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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 children from birth to grade six

- identifying sequences (milestones) and variations of physical, cognitive, linguistic, social, emotional, and moral development in children from birth to grade six

- recognizing the range of individual developmental differences in children within any given age group from birth to grade six and the implications of this developmental variation for instructional decision making

- identifying ways in which a child'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 learners from birth to grade six to evaluate alternative instructional goals and plans

- selecting appropriate instructional strategies, approaches, and delivery systems to promote development in given learners from birth to grade six

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**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

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**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

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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

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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

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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)

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**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

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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

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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.

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**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 utilizing play to benefit young children's learning

- 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

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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)

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**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

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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.