



TEST DESIGN AND FRAMEWORK

TEST DESIGN

Professional Pedagogy

The **Professional Pedagogy** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

■ Test I (Test Code 171)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Student Development and Learning	0001–0003	30	1
➤ Learning Environment	0004–0006	30	1
	TOTAL	60	2
	Percentage of Test Score	80%	20%

■ Test II (Test Code 172)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Instruction and Assessment	0007–0009	30	1
➤ Professional Roles and Responsibilities	0010–0012	30	1
	TOTAL	60	2
	Percentage of Test Score	80%	20%



**Georgia Assessments for the
Certification of Educators®**

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TEST FRAMEWORK

Professional Pedagogy

STUDENT DEVELOPMENT AND LEARNING

0001 Understand human development, factors that affect development, and how to apply this understanding to promote student learning.

For example:

- demonstrating knowledge of major concepts and theories of human development (e.g., intellectual, linguistic, social, emotional, moral, physical)
- demonstrating knowledge of ways in which development in any one domain (e.g., cognitive, linguistic, social, affective, moral, artistic, physical) may affect development in other domains
- recognizing the wide range of developmental variation among students at a given age or grade level and identifying instructional practices that are responsive to developmental variation among students
- recognizing characteristics and behaviors of students that are indicative of intellectual, linguistic, social, emotional, moral, and physical development
- identifying developmentally appropriate instructional strategies, approaches, and learning opportunities for students
- recognizing how factors in the home and community (e.g., family expectations and involvement; cultural, linguistic, and socioeconomic background; availability of community resources; community issues) may affect student development and readiness to learn
- analyzing the effects of classroom factors (e.g., grouping practices, teacher expectations, teacher-student interactions) on students' self-concepts and learning
- recognizing the effects that peer interactions inside and outside of the classroom may have on student development, learning, and success in school and identifying strategies for addressing peer-related issues in the classroom

0002 Understand learning processes, factors that affect student learning, and how to apply this knowledge to promote student development and learning.

For example:

- demonstrating knowledge of how students construct and assimilate knowledge and develop new skills, including recognizing various types of learning strategies (e.g., rehearsal, elaboration, organization, metacognition) and the roles of these strategies in promoting student learning
- recognizing how characteristics of a diverse student population, including students at different developmental levels, affect learning processes and how to modify instruction to meet student learning needs
- demonstrating knowledge of strategies for helping students build meaning (e.g., making connections between students' existing knowledge and new concepts, relating learning to students' lives, engaging students in authentic learning experiences) and develop higher-level thinking and reasoning skills
- demonstrating knowledge of factors that affect student learning (e.g., learning styles and preferences, prior knowledge and experience, developmental readiness) and how to modify instruction to meet student learning needs
- analyzing strategies for encouraging students to become independent thinkers and learners (e.g., by fostering students' critical-thinking, creative-thinking, and problem-solving skills; by providing students with opportunities to make choices and pursue topics of interest) in order to reach learning goals
- demonstrating knowledge of the various roles of teachers (e.g., facilitator, coach, direct instructor) and students (e.g., self-directed learner, collaborator, observer) in the instructional process and the effects of these roles on learning processes and outcomes

0003 Understand student diversity, how to apply this knowledge to promote learning for all students, and how to foster students' appreciation of and respect for diversity within and beyond the classroom.

For example:

- demonstrating awareness of different types of diversity (e.g., ethnic and cultural heritage, socioeconomic circumstances, gender, linguistic background, exceptionality) and their implications for teaching and learning
- recognizing appropriate strategies for enhancing the teacher's own understanding of students' diverse backgrounds and needs (e.g., learning about students' families, cultural backgrounds, and individual needs) to guide professional practices
- analyzing strategies for planning and adapting instruction that is responsive to the characteristics, skills, interests, strengths, and needs of all students and for ensuring that all students participate to the greatest extent possible in classroom activities
- identifying resources in the school and community for meeting individual needs and recognizing appropriate strategies for facilitating student and family access to these resources
- demonstrating knowledge of strategies for fostering students' understanding of and respect for diversity and for using the diversity in the classroom and the community to enhance learning for all students

LEARNING ENVIRONMENT

0004 Understand how to establish a safe, inclusive, and positive learning environment that fosters learning, equity, and excellence.

For example:

- demonstrating knowledge of strategies and procedures for establishing a safe, inclusive, and caring classroom climate that encourages students' active engagement, risk taking, and collaboration in learning
- analyzing strategies for promoting positive social interactions among students, facilitating conflict resolution, and encouraging students' adherence to ethical principles (e.g., honesty, academic integrity, self-respect and respect for others, tolerance, personal responsibility)
- demonstrating knowledge of effective methods for creating a supportive learning community through the development of shared goals, experiences, and positive interactions (e.g., student-to-student, teacher-to-student)
- recognizing the benefits and limitations of various physical arrangements within the classroom and analyzing strategies for organizing the physical environment to ensure accessibility and facilitate learning in various instructional contexts

0005 Understand strategies for creating an organized and productive learning environment and for promoting students' ability to monitor their own behavior.

For example:

- recognizing effective strategies for establishing an organized and productive learning environment and for implementing effective, developmentally appropriate classroom routines and procedures
- demonstrating knowledge of how to manage the instructional environment to optimize time on task for students at different developmental levels (e.g., organizing a daily schedule, managing transitions, managing materials, handling unanticipated situations)
- analyzing the effects of classroom management strategies on attitudes and behavior and on the attainment of student learning goals
- demonstrating knowledge of strategies for promoting students' ability to collaborate and work productively during cooperative-learning and small-group activities
- recognizing effective methods for encouraging students to monitor their own behavior and for promoting students' sense of responsibility and accountability in the classroom (e.g., communicating developmentally appropriate behavior expectations, involving students in developing positive rules and procedures, establishing and consistently enforcing clear consequences for behavior, valuing academic integrity)

0006 Understand principles and practices of effective motivation and communication in the classroom and how to apply this knowledge to promote student learning and encourage active engagement in the learning process.

For example:

- identifying appropriate ways to apply intrinsic and extrinsic motivational strategies and recognizing the potential benefits and limitations of these strategies
- analyzing the expected outcomes of using various motivational strategies in given situations to promote learning
- recognizing strategies for communicating high expectations to all students and for sustaining student interest in learning
- demonstrating knowledge of strategies for promoting students' intrinsic motivation and their sense of ownership and responsibility for their own learning (e.g., providing opportunities for self-directed learning, connecting learning to students' lives and needs, facilitating students' goal setting, providing authentic learning experiences)
- demonstrating knowledge of how various student characteristics (e.g., age, gender, cultural background, linguistic background, exceptionality) may affect communication in the classroom
- recognizing how to communicate effectively with all students (e.g., using active listening skills, appropriate vocabulary, and nonverbal indicators) to achieve specified goals (e.g., setting expectations, providing feedback, building student self-esteem, modeling appropriate communication)
- demonstrating knowledge of strategies for adjusting communication to promote student understanding and engagement
- demonstrating knowledge of different purposes for questioning (e.g., promoting recall, evaluating student understanding, promoting higher-order thinking) and applying techniques for effective questioning in varied learning contexts

INSTRUCTION AND ASSESSMENT

0007 Understand types of assessment; the relationships among goals, assessment, instruction, and learning; and how to apply various assessment strategies to support standards-based instruction.

For example:

- demonstrating knowledge of the characteristics, advantages, and limitations of various types of formal and informal assessment (e.g., criterion-referenced test, norm-referenced test, teacher-made test, performance-based assessment, portfolio, teacher observation, peer assessment, student self-assessment)
- demonstrating knowledge of strategies for integrating assessment and instruction, aligning instruction with learning goals, and using assessment to monitor student progress and guide instruction
- recognizing the importance of using multiple assessment strategies and methods
- identifying strategies for providing students with accurate, timely, and relevant feedback
- demonstrating knowledge of appropriate strategies for modifying classroom assessments for students with various characteristics and needs (e.g., English Language Learners, students with exceptionalities)
- analyzing strategies for creating and using rubrics and checklists to evaluate student performance and products
- recognizing central concepts in assessment (e.g., reliability, validity, bias) and the various purposes of assessment (e.g., monitoring, comparing, screening, diagnosing) and using this knowledge to select appropriate assessments and interpret assessment results
- demonstrating knowledge of strategies for helping students use teacher, peer, and self-assessments and feedback to guide their own learning

0008 Understand curricular and instructional planning procedures and how to apply effective planning to design instruction that promotes learning and achievement for all students.

For example:

- demonstrating knowledge of key factors to consider in planning instruction (e.g., Georgia Performance Standards; students' development, characteristics, and prior experiences; students' current knowledge and skills; available time and resources; type of content or skills to be taught)
- applying knowledge of how to use sources of data during planning to define learning goals, select appropriate instructional approaches and materials, and determine the sequence of instruction
- recognizing appropriate uses of various types of assessment information for curricular and instructional planning, including modifying lesson plans and adapting instruction to ensure all students' success in learning
- demonstrating knowledge of how to plan instruction that effectively integrates technology with the curriculum to support student learning
- demonstrating knowledge of strategies for integrating curricula and creating interdisciplinary units of study
- applying knowledge of lesson planning to evaluate a given lesson or unit plan in terms of organization, appropriateness, completeness, and feasibility
- demonstrating knowledge of skills and strategies for collaborating effectively with colleagues to plan instruction

0009 Understand various instructional approaches and principles of instruction and how to apply this knowledge to provide students with effective and appropriate learning experiences.

For example:

- demonstrating knowledge of various instructional approaches (e.g., cooperative learning; interdisciplinary instruction; hands-on activities; technology-based learning; guided discovery; mastery learning; direct instruction techniques such as lectures, guided practice, and modeling) and their uses in promoting student learning
- demonstrating knowledge of how to organize and implement instruction that promotes the ability of all students to achieve learning goals (e.g., using various grouping strategies; differentiating instruction; using multiple strategies for teaching the same content; using effective instructional resources and materials, including computers and other technological resources)
- evaluating the effectiveness of various methods for organizing and implementing a given lesson (e.g., strategies for introducing and closing a lesson, strategies for building on students' prior knowledge and experience)
- recognizing the importance of continuously monitoring instructional effectiveness and responding flexibly to student understanding, engagement, and feedback (e.g., by changing the pace of a lesson, using a different instructional approach, taking advantage of an unanticipated learning opportunity)
- demonstrating knowledge of how to integrate computers and other technologies effectively into instruction
- demonstrating knowledge of how to use effective instructional approaches (e.g., using graphic organizers, simulations, inquiry, role playing, questioning) to promote the ability of students to acquire, analyze, and organize information; synthesize knowledge; and solve problems
- evaluating the appropriateness of various instructional approaches and learning resources (e.g., print resources, primary sources and artifacts, guest speakers, audiovisual materials, computer and other technological resources) for addressing instructional goals and responding to student learning needs

PROFESSIONAL ROLES AND RESPONSIBILITIES

0010 Understand how to promote positive, productive relationships among school, home, and community to support and enhance student learning and well-being.

For example:

- demonstrating knowledge of strategies for developing partnerships with parents/guardians to support student learning and academic achievement, including engaging families in a variety of school-based activities
- recognizing the importance of communicating with families on a regular basis and analyzing strategies for initiating and maintaining effective communication with families
- identifying effective strategies for addressing parents'/guardians' concerns in given situations, including conferences
- demonstrating knowledge of how to interact appropriately and effectively with all families
- demonstrating knowledge of resources in the community (e.g., cultural institutions, businesses, individuals, social service agencies) and strategies for using these resources to promote student development and learning

0011 Understand how to work effectively with colleagues; reflect productively on one's own teaching practice; seek feedback from a variety of sources; and update and strengthen one's professional knowledge, skills, and effectiveness.

For example:

- demonstrating knowledge of the roles and responsibilities of various members of the school community and methods for working effectively with others in the educational community (e.g., colleagues, mentors, principals, supervisors) to strengthen teaching knowledge, skills, and effectiveness
- demonstrating knowledge of strategies for collaborating with specialists and others in the school community (e.g., special education teachers, media specialists, arts teachers, paraprofessionals) to enhance student learning
- recognizing effective strategies for using reflection and self-assessment to identify strengths, challenges, and potential problems for the purpose of improving teaching practice and achieving professional goals
- demonstrating knowledge of how to use a variety of professional development opportunities and resources (e.g., professional journals, online resources, conferences, workshops, mentors) to enhance professional knowledge, skills, and expertise
- demonstrating knowledge of formal and informal teacher observations and assessments and recognizing ways to use feedback to strengthen one's own teaching skills and solve problems

0012 Understand the rights and responsibilities of students, parents/guardians, teachers, and other school personnel in various educational contexts and the legal and ethical guidelines for educators in Georgia.

For example:

- demonstrating knowledge of student rights and responsibilities in various contexts (e.g., in relation to due process, confidentiality, discipline, privacy, free speech, discrimination, harassment, compliance with school policy)
- demonstrating knowledge of teacher rights and responsibilities in various contexts (e.g., in relation to students with exceptionalities, suspected abuse, safety issues, due process)
- demonstrating knowledge of the rights and responsibilities of parents/guardians (e.g., in relation to student records, student attendance)
- demonstrating knowledge of responsibilities and legal requirements associated with initiating, developing, and implementing Individualized Education Programs (IEPs)
- demonstrating knowledge of policies and procedures described in the Georgia Professional Standards Commission Code of Ethics for Educators
- demonstrating familiarity with legal and ethical requirements regarding the use of educational resources and technologies (e.g., copyright laws, software piracy, acceptable use policies)
- demonstrating familiarity with the roles and responsibilities of different components of the public education system in Georgia (e.g., boards of education, Georgia Professional Standards Commission)