

About Your Study Plan

This Study Plan is your syllabus for the American Board program. We encourage you to use the recommended resources to target preparation to your needs and goals.

There will be hyperlinks throughout this document to both your [Prepare to Teach Workshop](#) and additional, optional resources. Please make sure that you visit the relevant pages to access all of the resources.

Your commitment to great teaching begins here. Your efforts will not only help you pass the test, but will also prepare you to become a successful teacher.

Preparing To Pass:

The American Board is committed to making sure you are the best possible teacher.

We will provide you with study tips to get ready for the exam and both the content and resources to review this material. It is your job to commit to preparing and stay dedicated while studying.

Take advantage of our [exam preparation webinars](#). They go over how to best prepare for both a [multiple choice examination](#) and an [essay examination](#). We have found that those who watch both webinars have a much higher pass rate on the American Board exams.

Your Materials

Standards: a list of everything that might be on the test.

Study Plan: your syllabus with link to what you need to study for each section.

Prepare to Teach Workshop: an overview course on the topics you will be tested on.

Practice Exam/Section Quizzes: sample test questions and solutions.

Professional Teaching Knowledge Exam Snapshot

Time Allowed	150 minutes for multiple-choice; 60 minutes for writing component	
Format	Multiple-choice; writing component	
Number of Questions	100 multiple-choice questions; 1 writing component	
On-Screen Exhibits	None	
Passing Score	Proficient: 270 Writing component: 4	(The number of questions answered correctly is converted to a scaled score ranging from 0 to 500. Writing component scores range from 0 to 6.)
Exam Summary	Content Domains	Approximate Percentage of Examination
	Instructional Design	18%
	Effective Instructional Delivery	32%
	Classroom Management and Organization	30%
	Assessment	20%

About This Exam

The American Board for Certification of Teacher Excellence believes that highly skilled teachers should possess a comprehensive body of knowledge that is research-based and promotes student achievement. The Professional Teaching Knowledge exam is designed to assess a new teacher’s knowledge of teaching-related criteria. Such knowledge is typically obtained in undergraduate preparation in areas such as human development, classroom management, instructional design and delivery techniques, assessment, and other professional preparation. This exam also contains a writing component that will evaluate a candidate’s ability to write to audiences they will most likely address as a teacher: parents, colleagues, and/or school administrators.

How to use American Board Practice Tests

If you have chosen to use our practice tests, you may have already used the quizzes to get a better idea of where your strengths and weaknesses are. There are two full-length exams that we would suggest you use in *testing mode* as a mid-term and final to work on your timing and endurance. You can use them again in *explore mode* to identify distractors.

Questions and concerns can be directed to the Help Desk at: <https://newmypass.abcte.org/mypass/student/retrieveTickets.action>
 Or contact Candidate Services at: cs@americanboard.org

Your Essay – Start with [About your Writing Component](#)

The PTK writing component will consist of a prompt which in turn consists of several tasks. It is critical that you address every task to get a passing grade (4 or higher out of 6) on the writing component.

IMPORTANT: Most people believe they can write and often underestimate the writing component of the exam, especially when it is in a letter form. As a result, they often neglect spending the time learning, and then practicing what kind of writing is being asked of them.

Consider the tasks (5 min):
Take the time to consider what exactly is being asked. Write down the key words from the prompt and consider your ideas. When creating a preliminary outline, each task should be roman numeral.
Map your prompt (5 min):
Address every task in the prompt. Brainstorm ideas and write a few words for each of the individual tasks in an outline form.
Write (40 min):
Make sure your writing is clean and concise. If you have thought through your outline, the actual writing will become much easier. Remember that you are writing for clarity and communication. An effective way to make sure your grader notes each of your tasks is to make each task a separate body paragraph in your “5 paragraph essay.”
Proofread your work (7 min):
One good exercise as you practice is to read your essays out loud to someone. Everywhere you stumble or sound awkward as you read is a place to correct. On test day you will sub-vocalize as you proofread and “hear” your errors before you turn in your essays.

IMPORTANT: Scoring is holistic and based on a rubric. Examine the rubric and note what elements are required for a score of 6, and understand the difference between a score of 3 and a score of 4, as that is the pass/fail mark.

IMPORTANT: Excellent writers can have the problem of trying to be too creative in their writing and may miss required tasks in the prompt. Stick to a clean intro, body paragraphs, and conclusion as taught in the 5 paragraph form. Use the sample essays to see how they are constructed. Sample essays can be found in the [PTK rubric](#).

Resources:

- [Preparation Guide](#)
- [PTK Rubric](#)



- [Writing Resource Webinar](#)
- [Vantage PTK Practice Writing Package](#)



Additional Recommendations:

The Study Plan:

Your study plan includes direction on how to use the American Board’s required resources. We also include recommended resources to aid in your mastery.

This plan was designed for a 9 month period (4 months for Professional Teaching Knowledge (PTK); 4 months for the subject matter; 2 weeks to take each test) in which most people are able to complete the program. Many have completed the program in a shorter amount of time. If you require additional time beyond your scheduled end date, the opportunity exists to purchase a six-month extension in the program.

Area of Study	Required Resources	Recommended Resource	Timeline
<p>Domain 1 (Standards 1.1.01-1.1.10)</p> <p>Instructional Design</p> <p>These standards cover:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing measurable objectives <input type="checkbox"/> Guiding curricular planning <input type="checkbox"/> Organizing content, concepts, and models <input type="checkbox"/> Developing illustrative examples <input type="checkbox"/> Building on students’ prior knowledge 	<p>Complete the following readings and watch the following videos in the Prepare to Teach Workshop (PDF or Online version) to learn the material to understand these standards:</p> <p>Organizing for Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding the Curriculum <input type="checkbox"/> VIDEO CASE STUDIES: Organizing for Instruction (10:18) <p>Pedagogy and Instructional Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> How Students Learn <input type="checkbox"/> Whole Group Strategies Part 1 <input type="checkbox"/> Whole Group Strategies Part 2 <input type="checkbox"/> Small Group Strategies and Individual Instruction <input type="checkbox"/> Lesson Closure <input type="checkbox"/> VIDEO CASE STUDIES: Pedagogy and Instructional Design (14:58) 	<p>Web Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding by Design (UbD) <input type="checkbox"/> Glossary of Education Terms <p>Books</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective Teaching Methods: Research Based Practice <input type="checkbox"/> The First Days of School: How to be an Effective Teacher <input type="checkbox"/> Teach Like a Champion 2.0 	<p>{Time}</p>

Your Notes:

Professional Teaching Knowledge Content Standards

Domain 1: Instructional Design

Topic 1: Selects, Organizes, Plans, and Designs Content

- 1.1.01 Writes measurable objectives for both individual or classroom performance based on student data and subject matter.
- 1.1.02 Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.
- 1.1.03 Organizes content across lessons around central concepts, propositions, theories, or models.
- 1.1.04 Selects facts, samples, examples or a combination to substantiate or illustrate ideas.
- 1.1.05 Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.
- 1.1.06 Plans lessons, depending on size and content of unit, so that important ideas or skills are studied or practiced on several occasions rather than all at once.
- 1.1.07 Selects lesson content that builds on prior learning.
- 1.1.08 Uses routines, presentations, practice, review, memorization, application and homework, as appropriate, to organize instruction into clearly defined segments.
- 1.1.09 Designs instruction that shows relationships among content and ideas and points out opportunities for transfer.
- Knows about the ways to organize information for students, including:
- 1.1.10
- Outlines and graphic organizers that depict relationships of central ideas, super-ordinate concepts, subordinate concepts and coordinate concepts;
 - Study guides that call attention to key ideas and address literal, interpretive, and applied levels of comprehension;
 - Concept guides that link new information and previously learned material;
 - Methods for identifying cause-effect relationships and temporal sequences and to compare and contrast situations;

- Organizers that help students keep track of the steps involved and the strategies they use to complete assignments

Study Tip:

One effective way of using the practice quizzes is to look at the incorrect answer choices before looking at the correct explanation to see if you can understand why those options are wrong. If you can understand how a test maker uses distractors, you will be able to eliminate wrong answer choices faster on test day.

Area of Study	Required Resources	Recommended Resources	Timeline
<p>Domain 2 (Standards 2.1.01-2.5.01)</p> <p>Effective Instructional Delivery</p> <p>These standards cover:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicating effectively <input type="checkbox"/> Presents clear and focused instruction <input type="checkbox"/> Effective questioning techniques <input type="checkbox"/> Makes efficient use of learning time <input type="checkbox"/> Applications <input type="checkbox"/> Research Strategies 	<p>Complete the following readings and watch the following videos in the Prepare to Teach Workshop (PDF or Online version) to learn the material to understand these standards:</p> <p>The Characteristics of Successful Teachers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Characteristics 1 - 8 <input type="checkbox"/> Characteristics 9 - 16 <input type="checkbox"/> VIDEO CASE STUDIES: Characteristics of Successful Teachers (13:57) 	<p>Web Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> TED Talks Education: <i>Every Kid Needs a Champion</i> - Rita Pierson (May 2013) <input type="checkbox"/> Teaching for the 21st Century: Broader Skills for Global Citizens (podcast) <input type="checkbox"/> The Shifting Paradigm of Teaching: Personalized Learning According to Teachers <p>Books</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective Teaching Methods: Research Based Practice <input type="checkbox"/> The First Days of School: How to be an Effective Teacher <input type="checkbox"/> Teaching in Today's Inclusive Classrooms <input type="checkbox"/> The Inclusive Education Checklist 	<p>{Time}</p>

Your Notes:

Domain 2. EFFECTIVE INSTRUCTIONAL DELIVERY

Topic 1: Communicates Effectively

- 2.1.01 Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts.
- 2.1.02 Explains how current lessons build upon previously learned knowledge and skills.
- 2.1.03 When introducing new concepts, previews major ideas or questions to be covered in the lesson to stimulate students' thinking about topic.
- 2.1.04 States what will be taught in the lesson in the form of verbal associations, concepts, principles, or cognitive strategies.
- 2.1.05 States what sorts of changes he or she will be trying to foster in students' knowledge in the lesson, e.g., increase accuracy, speed, generalization and application, assembling elements into larger wholes, retention, independence.

Topic 2: Provides Clear and Focused Instruction

- 2.2.01 Assesses students to decide where and how to begin instruction based on students' prior knowledge and prerequisite skills.
- 2.2.02 Presents material in a logical sequence.
- 2.2.03 Presents new content in small steps.
- 2.2.04 Demonstrates the steps for defining concepts, applying rules, and solving problems.
- 2.2.05 Focuses on learning objectives without disrupting continuity by digressing.
- 2.2.06 Teaches vocabulary required for mastery of the subject matter.
- 2.2.07 Presents sufficient, varied, systematic examples, non-examples, problems, or materials in order for students to master critical concepts. So students grasp relationships, make predictions, debate alternative approaches to problems, or otherwise consider the content's implications or applications.
- 2.2.08 Determines that students have mastered material in lesson before introducing new idea.
- 2.2.09 Identifies mistake patterns or knowledge gaps in student responses.
- 2.2.10 Systematically reduces or withdraws assistance as students become proficient.
- 2.2.11 Utilizes metaphors and analogies to communicate key ideas.

- 2.2.12 Provides frequent and varied opportunities for students to practice new skills, apply new knowledge, or both.
- 2.2.13 Provides students with ample opportunities to solve similar problems.
- 2.2.14 Uses both examples and non-examples, (e.g., of concepts) so those students can induce the defining features.
- 2.2.15 Provides opportunities for students to actively participate through questions, share task-related observations or experiences, compare opinions to deepen their appreciation of what they have learned and how it relates to their lives outside school.
- 2.2.16 Provides opportunities for students to explain in their own words how individual elements are connected in a network of related content and connect it (the new content) to their prior knowledge.
- 2.2.17 Provides closure to lesson (e.g., reviewing main points, stressing concepts, and previewing next lesson).
- 2.2.18 Knows the different purposes of various instructional methods and how and when to use them, including whole class, cooperative, small group, and tutoring.
- When using whole class instruction, implements its design principles by:
- Establishing whole class instruction based on lesson objective
 - Establishing seating arrangements so all students can see and hear instruction
 - Monitoring student attention during instruction such as: using teacher eye contact, proximity or questions
 - Ensuring that students receive the assistance they need to learn successfully
- When using small-groups, implements principles of design by:
- Establishing cooperative workgroups that are based on lesson objectives
 - Placing students in small groups on the basis of diagnostic information for short-term learning activities
 - Regrouping students when they are ready
 - Setting up peer tutoring and peer evaluation groups to use time effectively
 - When working with small groups, stays aware of and makes sure not to spend excessive time away from the remainder of the class
- 2.2.21 Holds members of cooperative work groups or small groups individually responsible for performance.

Topic 3: Uses Effective Questioning Techniques

- 2.3.01 Suits questions to the knowledge and skill of students.

- 2.3.02 Uses factual and higher order questions to further student learning.
- 2.3.03 Uses open-ended higher-cognitive questions that call for students to apply, analyze, synthesize or evaluate what they are learning.
- 2.3.04 Provides appropriate wait-time when asking higher order questions.
- 2.3.05 Promotes discussion on a range of possible correct answers.
- 2.3.06 Requires students to clarify or justify their assertions to improve the quality of student responses.
- 2.3.07 When asking questions with a short and specific correct answer, orchestrates chorale responses to involve all students (e.g., reading word lists, memorizing facts, practicing pronunciation in foreign language).

Topic 4: Makes Efficient Use of Learning Time

- 2.4.01 Paces the lesson to allow time to develop the most important content in greater depth and according to its difficulty.
- 2.4.02 Arranges schedule to maximize engagement of all students (e.g., teacher-directed, independent work, group work).
- 2.4.03 Knows the differences among uses of time: time allocated to the lesson, the time students are actually engaged in learning, and the time students are effectively learning the key objectives.
- 2.4.04 Arranges classroom space to ensure monitoring of all students' engagement.
- 2.4.05 Extends learning through homework assignments that are relevant to the lessons being learned.
- 2.4.06 Extends learning time through homework that is appropriate in length and difficulty.

Topic 5: Builds Students' Study Skills

Instructs students about when and how to use study skills such as:

- 2.5.01
- Repeating material to remember it more effectively
 - Outline material to structure and remember it
 - Self-monitoring and self-regulating to maintain concentration and task focus
 - Minimizing performance anxiety and fear of failure

Testing on the Computer:

This may be your first time taking a test on a computer. On average, people read 20% slower on a screen vs. paper. Because of this and other issues, practice as much as you can on the computer to become comfortable working in that environment. Familiarity with the test and its standards will go a long way towards your American Board success. The online practice tests are great practice to get a feel for the testing environment.

Area of Study	Required Resources	Recommended Resources	Timeline
<p>Domain 3 (Standards 3.1.01-3.5.03)</p> <p>Classroom Management</p> <p>These standards cover:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishing efficient classroom routines <input type="checkbox"/> Setting clear standards for conduct <input type="checkbox"/> Providing student feedback & reinforcement <input type="checkbox"/> Setting expectations for student learning <input type="checkbox"/> Parental involvement 	<p>Complete the following readings and watch the following videos in the Prepare to Teach Workshop (PDF or Online version) to learn the material to understand these standards:</p> <p>Classroom Management Workshop</p> <ul style="list-style-type: none"> <input type="checkbox"/> Techniques for Addressing Student Discipline Problems Part I <input type="checkbox"/> Techniques for Addressing Student Discipline Part II <input type="checkbox"/> VIDEO CASE STUDIES: Classroom Management (13:50) <p>Nurturing Parental and Community Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective Communication with Parents <input type="checkbox"/> Opening and Maintaining Lines of Communication <input type="checkbox"/> Building Support in the Community <input type="checkbox"/> VIDEO CASE STUDIES: Avoiding Parent Conference Pitfalls (12:27) 	<p>Web Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom Management <input type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS) <p>Books</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Classroom Management Book <input type="checkbox"/> Teach Like a Champion 2.0 <input type="checkbox"/> Effective Teaching Methods 	<p>{Time}</p>

Your Notes:

Domain 3. CLASSROOM MANAGEMENT AND ORGANIZATION

Topic 1. Establishes Smooth, Efficient Classroom Routines

- 3.1.01 Develops and teaches clear class rules during the first week of school.
- 3.1.02 Enforces rules and re-teaches as necessary.
- 3.1.03 Designs and establishes procedures and routines for classroom activities prior to the beginning of the school year, e.g., lining up, attendance, lunch, passing out papers, pencil sharpening, restroom, entry and exit, tardiness, hall passes, attention signal.
- 3.1.04 Presents clear expectations concerning classroom behavior.
- 3.1.05 Presents expectations regarding participation in lessons and learning activities such as teacher-directed instruction, cooperative learning and independent work (class work and homework).
- 3.1.06 Enforces expectations about classroom behavior in a consistent manner.
- 3.1.07 Begins each class promptly and purposefully.
- 3.1.08 Avoids unnecessary delays and pauses during lessons such as stopping to consult a manual or locate an item needed for display or demonstration.
- Teaches students procedures for carrying out recurring instructional activities, e.g.,
- Participating in whole-class lessons, engaging in productive discourse with classmates.
 - Collaborating in pairs or small groups
 - Storing and handling equipment.
 - Managing learning, completing assignments on time
 - Knowing when and how to get help
- 3.1.09
- 3.1.10 Provides explicit instruction (e.g., modeling and practice -- about listening, sharing, and integrating the ideas of others and handling disagreements constructively).
- 3.1.11 Encourage student effort by focusing on the positive aspects of students' performance.

Topic 2: Sets Clear Standards for Classroom Conduct and Applies Them Fairly and Consistently

- 3.2.01 Establishes clear standards of conduct that students are required to meet.
- 3.2.02 Arranges classroom so teachers can gain proximity to all students.

- 3.2.03 Provides positive feedback that is specific, descriptive, accurate, and meaningful.
Selects from a repertoire of correction techniques for early stage misbehavior (i.e. non-chronic), such as:
- 3.2.04
- Using proximity (i.e., moving closer to the student)
 - Using reprimand (i.e., brief, proximate, state positive expectation, avoids asking a question, emotionally supportive or neutral)
 - Using eye contact and/or discussion
 - Using humor
- Implements corrective techniques for common rule violations, such as:
- 3.2.05
- Using counting
 - Creating charts
 - Debriefing
 - Using penalties e.g. Loss of points, time owed, demerits
 - Using time out
 - Using restitution
 - Making parental contacts
- 3.2.06 Determines educational reasons for chronic student misbehavior.
- 3.2.07 Once the educational reason for the misbehavior is known, designs plan to help meet students' needs in positive ways.
- 3.2.08 Chooses corrective techniques for chronic misbehavior and implements them calmly, consistently, immediately, and respectfully.

Topic 3. Routinely Provides Students Feedback and Reinforcement Regarding Their Learning Progress

- 3.3.01 Indicates approval for correct responses.
- 3.3.02 Follows correct answers with new questions to maintain momentum.
- 3.3.03 When students are correct but uncertain, asks students clarifying questions to ensure understanding.

When students give incorrect responses, gives immediate corrective feedback depending on the type of student mistake made (whether by mistake of fact, concept, or rule) including:
- 3.3.04
- Modeling the correct answer
 - Asking simpler questions
 - Providing hints or processes or rules to determine the answer
 - Asking student to explain his/her answer

- 3.3.05 Provides consequences on homework that helps students assess their progress with respect to goals and to understand and correct errors or misconceptions.
- 3.3.06 Informs students of what they need to do to earn recognition or rewards.
- 3.3.07 Provides incentives to students.
- 3.3.08 Provides feedback that is meaningful (e.g., specific, accurate, and important).
- 3.3.09 Avoids embarrassing, insulting, or demeaning students when providing feedback.

Topic 4. Expects Students to Learn

- 3.4.01 Holds high achievement expectations for student learning.
- 3.4.02 Communicates to students the measurements and criteria for attaining learning objectives.
- 3.4.03 Sets goals for meeting standards, gains in learning, or both.
- 3.4.04 Holds all students accountable for participating in learning activities and attaining goals.
- 3.4.05 Holds all students accountable for completing high quality work (class work or homework).
- 3.4.06 Teaches that effort is necessary for success in attaining rigorous standards.

Topic 5: Involves Parents and Guardians in Supporting the Instructional Program

- 3.5.01 Involves parents and guardians in monitoring their child's academic progress and homework.
- 3.5.02 Alerts parents and guardians to the educational benefits of leisure reading.
- 3.5.03 Informs parents and guardians of child's assessment results and progress.

We love to highlight ABCTE teachers in local newspapers. Not only does this provide publicity for a potential job search, it can also help highlight your school as one that is committed to providing students with the best possible teacher. Visit <https://www.americanboard.org/?s=share+your+story>.

Area of Study	Required Resources	Recommended Resources	Timeline
<p>Domain 4 (Standards 4.1.01-4.3.03)</p> <p>Assessment</p> <p>These standards cover:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring student progress <input type="checkbox"/> Understanding test concepts <input type="checkbox"/> Assessing high-needs students <p>The Statistics workshop can be found at:</p> <p>https://www.americanboard.org/statistics-workshop/</p>	<p>Complete the following readings and watch the following videos in the Prepare to Teach Workshop (PDF or Online version) to learn the material to understand these standards:</p> <p>Intro to Assessment Part 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is Assessment? <input type="checkbox"/> The Purpose of Assessment <input type="checkbox"/> Summative Assessment <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Ipsative Assessment <input type="checkbox"/> Diagnostic Assessment <p>Intro to Assessment Part 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance Assessment <input type="checkbox"/> Criterion-Referenced Assessment <input type="checkbox"/> Norm-Referenced Assessment <input type="checkbox"/> Validity <input type="checkbox"/> Reliability <input type="checkbox"/> Bias <p>Modes of Classroom Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Traditional Assessments <input type="checkbox"/> Non-traditional Assessments <input type="checkbox"/> Informal Assessments <input type="checkbox"/> 10 Things to Remember About Assessment 	<p>Web Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is Performance Based-Assessment? <input type="checkbox"/> When Data Systems Actively Support Data Analysis Planning and Designing for K-12 Next Generation Learning <p>Books</p> <ul style="list-style-type: none"> <input type="checkbox"/> The First Days of School: How to be an Effective Teacher <input type="checkbox"/> Embedding Formative Assessment: Practical Techniques for K-12 Classrooms 	<p>{Time}</p>

Your Notes:



New Teacher Hotline

AMERICAN BOARD
in Certification of Teacher Excellence

"The podcast for new teachers is very helpful. I have them all on my iPod and they really hit some good topics."

- Lisa Mayo, American Board Teacher, PA

Dr. Glen Moulton, a supervisor of instruction and life-long teacher trainer, and Michael Kelley, author of *Rookie Teaching for Dummies*, provide advice, tips, and discussions for new and veteran teachers through the New Teacher Hotline podcast © 2011.

<http://newteacherhotline.podbean.com/>

Domain 4: Assessment

Topic 1: Monitors Student Progress Closely

- 4.1.01 Aligns assessments to taught objectives and lesson content.
- 4.1.02 Uses ongoing assessment to monitor and guide student learning aligned with curriculum goals.
- Monitors procedures to check on student progress:
- 4.1.03
- During cooperative work groups or lab activities, uses informal or formal checklists, performance evaluations, papers, or projects
 - During independent work periods, circulates to check students' work
 - During teacher-directed instruction, monitors verbal responses
- 4.1.04 Uses information from assessments to evaluate student progress and inform instructional planning to do the following:
- Determine what students have learned and not learned.
 - Identify patterns of student or class mistakes.
 - Ensure students know how to generalize knowledge to new examples, materials, tasks, and problems.
 - Make adjustments in time and corrective remedies and in instructional materials or teaching plans.
 - Identifies learners' special needs, that may require additional time or corrective remedies.

Topic 2. Understands Testing Concepts

- 4.2.01 Understands the purpose and use of educational tests (e.g., norm referenced, criterion referenced, performance assessments, and portfolios).
- 4.2.02 Understands the purposes and uses of different item types (e.g., multiple-choice, constructed response format).
- 4.2.03 Can apply general testing concepts (e.g., reliability, validity and standard error of measurement).
- 4.2.04 Understands and uses general statistical concepts (e.g., mean, mode, median and standard deviation).
- 4.2.05 Understands and uses common assessment terminology to interpret test results (e.g., the differences between percentage and percentile; aggregated and disaggregated data; norm-referenced score and criterion-referenced score; achievement and aptitude tests) to teaching and diagnosing student performance.

Topic 3: Gives High-Needs Students Extra Time and Instruction They Need to Succeed

- 4.3.01 Develops plans to accommodate students' special needs.
- 4.3.02 Provides struggling students with extra time, instruction and encouragement.
- 4.3.03 Seeks expertise and help from other professionals when individual students require special provisions.

The American Board's Stepwise Method

The right way to get started: using the Standards as your syllabus

The Standards are your study lifeline; you can find them on your Courses page. Throughout the course of your study, you will learn all of them. How to begin? Here is ABCTE's Standards Stepwise method:

1 Approach in bite-sized chunks: don't be overwhelmed or paralyzed by how many standards there are, simply pick a topic of a domain and get started.

2 Define the terms: take the first three items in the topic and make sure you know all the terms. Look up any you are do not recognize. After all, you cannot answer a question definitively if you don't even know the terms.

Domain 1: Instructional Design

Topic 1: Selects, Organizes, Plans, and Designs Content

1.1.01	Writes measurable objectives for both individual or classroom performance based on student data and subject matter.
1.1.02	Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.
1.1.03	Identifies central concepts, skills, and processes and their relationship to the subject.
1.1.04	Substantiates or illustrates ideas.
1.1.05	Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.
1.1.06	Plans lessons, depending on size and content of unit, so that important ideas or skills are stressed several occasions rather than all at once.
1.1.07	Selects lessons and activities that are appropriate to the subject and the students.

Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.

3 Use the required resources in your Study Plan or a broad survey text to refresh your memory on the topic.

4 Use the appropriate recommended resources to probe deeper if you need better understanding. Use the Standards to target the sections you need to read.

5 Your Notes: identify additional resources to use as needed. Your fellow candidates and alumni at <http://facebook.com/ABCTE> can be great resources to find these.

6 Check for understanding and reflect: think about how you would use this in a classroom or how you would teach the subject. Use your quizzes to check for understanding and move on.

7 Wash, rinse, and repeat: once you finish a chunk of three, go back and attack the next three.

PROFESSIONAL TEACHING KNOWLEDGE STUDY PLAN AMERICAN BOARD
of Certification in Teacher Education

for in

The Study Plan:
Your study plan includes direction on how to use ABCTE's resources. We also include recommended resources to aid in your mastery. The full description of these can always be found at: www.abcte.org/teach/exam-preparation. You should also rate these resources whenever possible.

This plan was designed for a 9 month period (4 months for Professional Teaching Knowledge (PTK); 4 months for the subject matter; 2 weeks to take each test) in which most people are able to complete the program. Many have completed the program in a shorter amount of time. Your advisor will provide you with a more efficient, customized plan based on your needs.

Area of Study	Required Resource	Recommended Resource
<input type="checkbox"/> Instructional Delivery <input type="checkbox"/> Communicating effectively <input type="checkbox"/> Presents clear and focused instruction <input type="checkbox"/> Effective questioning techniques <input type="checkbox"/> Makes efficient use of learning time <input type="checkbox"/> Applications <input type="checkbox"/> Research Strategies	<input type="checkbox"/> Review the specific PTK standard http://www.abcte.org/teach/teaching-standards The corresponding Prepare to Teach Workshops can be found at: http://www.abcte.org/prepare-to-teach/prepare-to-teach-workshops.html The Characteristics of Successful Teachers <input type="checkbox"/> Characteristics 2 - 8 <input type="checkbox"/> Characteristics 9 - 16 VIDEO CASE STUDIES: Characteristics of Successful Teachers (1:3:57) Pedagogy and Instructional Design <input type="checkbox"/> How Students Learn <input type="checkbox"/> Whole Group Strategies Part 1 <input type="checkbox"/> Whole Group Strategies Part 2 <input type="checkbox"/> Small Group Strategies and Individual Instruction <input type="checkbox"/> Lesson Closure VIDEO CASE STUDIES: Pedagogy and Instructional Design (14:58)	Web Resources <input type="checkbox"/> Understanding and Applying the Standards <input type="checkbox"/> Summary of Education Terms Books <input type="checkbox"/> Effective teaching methods: Research-based practice <input type="checkbox"/> The First Day of School: How to be an Effective Teacher <input type="checkbox"/> Books Teaching for Learning <input type="checkbox"/> These and other resources can be found at: http://www.abcte.org/teach/prepare-to-teach/prepare-to-teach-workshops.html <input type="checkbox"/> Knowledge: Instructional Design/Delivery

Your Notes:

Note: The resources recommended outside of the ABCTE program are often freely accessible online or can be found in your library. To ease your search we have hyperlinked them.

Have a Plan

It is important to have a plan of attack to study. Block out set times to study and if you slip and miss a session, restart your plan instead of letting yourself get paralyzed and procrastinate.