



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: (available as relevant)	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. Candidates will be asked to compose their written response without access to any writing aids such as spelling and grammar tools.



Professional Teaching Knowledge Exam Snapshot

Instructional Design

- Measurable objectives for individual and classroom performance
- Curricular planning based on goals of instruction
- Building on prior learning
- Routines, presentations, practice, review, memorization, application, and homework
- Relationships among content and ideas
- Organization of information for students

Effective Instructional Delivery

- Previewing major ideas
- Logical sequencing
- Varied and systematic examples and non-examples
- Mistake patterns and knowledge gaps
- Student practice of new skills and application of new knowledge
- Active student participation
- Lesson closure
- Whole class, cooperative group, and small group instructional methods
- Factual and higher order questioning
- Wait-time
- Promotion of discussion
- Lesson pacing
- Student engagement
- Appropriate use of homework

Classroom Management and Organization

- Expectations concerning classroom behavior
- Procedures and routines for classroom activities
- Classroom arrangement
- Corrective techniques for early stage misbehavior and common rule violations
- Maintaining lesson momentum
- Specific, descriptive, accurate, and meaningful feedback
- High achievement expectations
- Student effort and accountability
- Monitoring of student academic progress and homework

Assessment

- Assessment alignment to taught objectives and lesson content
- Assessment results to monitor student progress
- Assessment results to inform instructional planning
- Purpose of educational tests and item types
- Testing and statistical concepts
- Accommodation of special needs students