



## **Field 006: Secondary Education Assessment Blueprint**

### **Domain I—Student Development and Diversity**

0001 Student Development and Diversity (Standard 1)

### **Domain II—Learning Processes and Environments**

0002 Learning Processes (Standard 2)

0003 Learning Environment (Standard 5)

### **Domain III—Instruction and Assessment**

0004 Instructional Planning and Delivery (Standard 3)

0005 Assessment (Standard 4)

### **Domain IV—Reading Instruction**

0006 Reading Instruction (Standard 7)

### **Domain V—The Professional Environment**

0007 The Professional Environment (Standard 6)

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<b>Domain</b>	<b>Objectives</b>	<b>Standards</b>	<b>Approximate Test Weight</b>
I. Student Development and Diversity	0001	1	10%
II. Learning Processes and Environments	0002–0003	2, 5	30%
III. Instruction and Assessment	0004–0005	3–4	40%
IV. Reading Instruction	0006	7	10%
V. The Professional Environment	0007	6	10%

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## **Standard 1: Student Development and Diversity**

**Teachers at the secondary level have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students, including:**

- 1.1** major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades 5–12, and factors in the home, school, community, and broader environment that influence the development of students at this level
- 1.2** knowledge of developmental characteristics and developmental variation for students in grades 5–12, and the ability to use this knowledge to inform instructional decision making and promote student success
- 1.3** typical developmental challenges for students in grades 5–12 (e.g., in relation to peer interactions, identity formation, self-esteem, risk taking, and educational decision making), and the ability to help students address these challenges
- 1.4** knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs
- 1.5** knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities
- 1.6** processes of second-language acquisition, and the ability to use differentiated strategies based on assessment data to support learning for English Learners

## **Standard 2: Learning Processes**

**Teachers at the secondary level have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement, including:**

- 2.1** knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based learning contexts
- 2.2** processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs
- 2.3** knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students
- 2.4** procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning
- 2.5** strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners
- 2.6** strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work
- 2.7** strategies for promoting students' organizational and time-management skills and sense of responsibility for their own learning, and the ability to use these strategies to promote student success
- 2.8** knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes
- 2.9** knowledge of how digital-age tools and environments influence learning processes and outcomes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes

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### **Standard 3: Instructional Planning and Delivery**

**Teachers at the secondary level have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including:**

- 3.1** knowledge of components that comprise the curriculum (e.g., unpacked standards, scope and sequence, resources, assessments)
- 3.2** knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning
- 3.3** procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective and appropriate student learning experiences
- 3.4** knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students' active involvement in their learning
- 3.5** the ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems
- 3.6** the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional
- 3.7** knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students
- 3.8** the ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning
- 3.9** the ability to provide learning experiences that promote students' global awareness, understanding of global issues and connections, sense of participation in a global community, and motivation to solve global challenges
- 3.10** knowledge of the foundational elements of Response to Instruction (RtI), and the ability to apply this knowledge to differentiate tiered instruction for all students based on data
- 3.11** the ability to apply skills and strategies for integrating curricula, creating interdisciplinary units of study, and providing students with opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings to accomplish goals for student achievement
- 3.12** knowledge of types of instructional resources, and the ability to locate, create, evaluate, and select evidence-based resources to meet specific instructional needs and to provide differentiated instruction
- 3.13** knowledge of information literacy, and the ability to promote students' knowledge of and model and facilitate students' use of the tools, practices, and opportunities of the information age

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- 3.14** knowledge of types of digital tools and resources, technologies specific to the teacher's discipline(s), and the distinction between digital curricula and digital resources, and the ability to use digital tools and resources to improve teaching effectiveness; create learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help students explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning
  - 3.15** knowledge of communication theory, communication methods (including the use of digital-age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals
  - 3.16** knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self-motivation

#### **Standard 4: Assessment**

**Teachers at the secondary level have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making, including:**

- 4.1** fundamental assessment concepts (e.g., reliability, validity, bias), and the ability to use these concepts to design and select student assessments that are aligned to instructional goals, to administer assessments with fidelity, and to interpret assessment results
- 4.2** knowledge of the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment
- 4.3** knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including English Learners and students with exceptionalities, including high ability and twice exceptional
- 4.4** knowledge of the use of RtI foundational elements to track and analyze student assessment results, including use of the Indiana Growth Model, and the ability to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of student learning and skills; evaluate and monitor student learning and progress; establish learning goals; and plan, differentiate, and continuously adjust instruction for individuals, groups, and classes
- 4.5** the ability to apply skills and strategies for engaging students in reflection, self-assessment, and goal setting
- 4.6** the ability to apply skills and strategies for communicating effectively with parents/guardians and others about assessment results, including providing students with timely, accurate, and constructive feedback

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## **Standard 5: Learning Environment**

**Teachers at the secondary level have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students, including:**

- 5.1** the ability to apply skills and strategies for creating a safe, healthy, supportive, and inclusive learning environment that encourages all students' engagement, collaboration, and sense of belonging
- 5.2** the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning
- 5.3** the ability to apply skills and strategies for planning and adapting learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students' development and learning
- 5.4** knowledge of the characteristics and benefits of virtual learning environments, online environments, face-to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to ensure student learning and growth
- 5.5** knowledge of various classroom management approaches, including relationships between specific management practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability
- 5.6** the ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs

## **Standard 6: The Professional Environment**

**Teachers at the secondary level have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession, including:**

- 6.1** the ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning
- 6.2** the ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children's education
- 6.3** the ability to use digital tools and resources to participate in professional learning networks and to communicate and collaborate with parents/guardians, peers, and others in the educational community
- 6.4** the ability to participate effectively and productively as a member of a professional learning community
- 6.5** the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills
- 6.6** the ability to make effective use of job-embedded professional development and to advocate for effective, job-embedded professional development opportunities
- 6.7** knowledge of the rights and responsibilities of teachers, students, and parents/guardians, and the ability to apply this knowledge in varied educational contexts
- 6.8** knowledge of legal and ethical requirements related to educational equity; students with exceptionalities, including high ability and twice exceptional; health and safety; confidentiality; digital citizenship (e.g., regarding copyright, intellectual property, and documentation of sources); mandated reporting; record keeping; accountability; discipline; and other matters; and the ability to apply this knowledge in varied educational contexts

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## **Standard 7: Reading Instruction**

**Teachers at the secondary level have a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrate the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research, including:**

- 7.1** foundations of content-area and disciplinary literacy in adolescence, including major scientifically based reading research (SBRR) theories and processes related to content-area reading and writing development in adolescence, the role of motivation in adolescent literacy development, and reading and writing skills required of students in the teacher's discipline
- 7.2** skills and practices of effective content-area reading instruction based on SBRR and RtI elements, including the ability to select evidence-based instructional strategies that are aligned to learning goals and student needs, to use ongoing student data to inform reading-related instruction, and to collaborate with colleagues to coordinate content-area reading instruction across the curriculum that addresses the demonstrated needs and strengths of students
- 7.3** the ability to use evidence-based instructional practices to develop students' vocabulary and academic language related to content-area reading and writing in the teacher's discipline
- 7.4** the ability to use evidence-based skills and strategies for facilitating students' comprehension before, during, and after reading content-area texts in the teacher's discipline
- 7.5** the ability to use evidence-based instructional practices to advance students' recognition, analysis, and use of text structures and features to deepen comprehension, and to develop students' text-based reading skills and their use of comprehension strategies related to the teacher's discipline
- 7.6** the ability to use evidence-based instructional practices to develop students' writing skills in the teacher's discipline
- 7.7** the ability to use evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students, reflects and values cultural diversity, promotes respect for all readers at all levels of reading proficiency, promotes the involvement of families and members of the community at large in students' literacy development, and engages all students as agents in their own literacy development