

NYS Content Specialty Test
Pedagogical Content Knowledge Constructed Response
Performance Expectations and Indicators*

Performance Expectation:

The New York State Mathematics Teacher effectively applies pedagogical content knowledge across multiple content domains to design instruction to help students achieve a specific learning goal. The teacher analyzes student understanding and identifies potential and apparent student difficulties. The teacher applies knowledge of how students learn to develop and effective instructional strategy that includes multiple ways of representing mathematical concepts and procedures that will facilitate development of students' skills and their achievement of the desired learning goal.

Performance Indicators:

- a. identifies the skills and conceptual understanding necessary for students to achieve a specific new learning goal
- b. demonstrates knowledge of methods for assessing student readiness for a specific new learning goal
- c. demonstrates knowledge of ways to connect students' prior learning to the new learning goal
- d. promotes coherence by connecting learning across the mathematical domains
- e. describes an appropriate and effective instructional strategy that includes multiple representations of essential/difficult concepts
- f. demonstrates knowledge of methods for assessing students' progress during the lesson toward achieving the learning goal

*from the New York State Teacher Certification Examination Draft Frameworks document