Using Eggen & Kauchak, 
*Educational Psychology: Windows on Classrooms*
for the 
Illinois Certification Testing System Examinations

**Introduction**

The Illinois State Board of Education requires that prospective teachers achieve qualifying scores on designated tests of the *Illinois Certification Testing System* (ICTS) in order to receive teaching certification on or after October 1, 2003. Candidates for an early childhood, elementary, secondary, or special teaching certificate are required to successfully complete an *Assessment of Professional Teaching* (APT) test in addition to passing the Basic Skills test and other required content area tests. This test assesses a candidate’s knowledge and skills in teaching theory and practice. The version of the APT test taken depends on the type of certification you are seeking, and includes the following areas: Early Childhood (K-3), Elementary (K-9), Secondary (6-12), or Special (K-12). Further information about the *Illinois Certification Testing System* (ICTS) is available at: www.icts.nesinc.com.

The purpose of this Web site is to help you prepare for the relevant versions of the *Assessment of Professional Teaching* (ATP) test by:

- Familiarizing you with the test’s format
- Providing you with sample items and feedback
- Correlating the test’s content with information in the text, *Educational Psychology: Windows on Classrooms*
- Providing you with information about how to obtain additional sample items.
- Providing you with strategies to help you prepare for the exam.

**Test Format for Assessment of Professional Teaching**

The content covered by the *Assessment of Professional Teaching* test is organized into six subareas:

- **Subarea I:** Foundations, Characteristics, and Assessment
- **Subarea II:** Planning and Delivering Instruction
- **Subarea III:** Managing the Learning Environment
- **Subarea IV:** Collaboration, Communication, and Professionalism
- **Subarea V:** Language Arts
- **Subarea IV:** Educational Technology

The content is further defined by a set of objectives within each subarea. The objectives include a broad statement followed by a detailed description of what an entry-level educator needs to know.

The objectives are the same for all versions of the ATP, and these objectives can be found on the ICTS Web site at www.icts.nesinc.com. This Web site also provides several examples of applications of each objective.
Each version of the APT contains 120 multiple-choice questions and two constructed-response assignments that the candidate completes in writing. The multiple-choice portion of the test makes up about 80 percent of the total score, and the constructed-response portion makes up the remaining 20 percent. The multiple-choice questions are intended to assess each of the test’s objectives. The first constructed-response assignment covers Planning and Delivering Instruction, and the second covers Managing the Learning Environment. Examples of both types of items which were taken from the Illinois Certification System Test Study Guide from the ICTS Web site at are shown below.

**Sample Multiple-Choice Items**

1. Of the following, the greatest advantage of interdisciplinary instruction is that:
   a. students are less likely to develop a dislike for particular topics or subject areas.
   b. teachers are permitted greater flexibility in planning lessons and activities.
   c. students are given opportunities to generalize and apply newly learned knowledge in multiple contexts.
   d. teachers are less likely to feel overwhelmed by the multiplicity of topics needing to be addressed in a traditional curriculum.

2. A third grade class has just finished a unit on aquatic mammals, and students will be assessed in part on a final project. Students may use whatever format they wish, including written reports, pictorial displays, skits, etc., to show what they have learned. For students who have special needs, which of the following is the greatest benefit of this assessment strategy?
   a. It permits the students to make use of their strongest learning modalities to demonstrate their knowledge.
   b. It allows the teacher to assign grades based on level of effort rather than extent of learning.
   c. It permits the students to use simplified means of demonstrating that they can benefit from class activities.
   d. It allows the teacher to establish individualized criteria for assessing mastery of learning objectives.

3. A high school teacher in an urban school district wants to find out more about the culture of several new students who have recently immigrated to the United States with their families from Somalia. Which of the following resources would provide the best information concerning the background, needs, and cultural traditions of the Somalian students?
   a. Chamber of commerce members who work with immigrants seeking employment
   b. Web sites and chat rooms dealing with Somalian immigrant issues
   c. Articles about the Somalian community in the local newspaper
   d. Established members of the local Somalian community
Correct Answers:
1. c
2. a
3. d

Sample Constructed Response Item

Assignment 1 is intended to assess your understanding of "Planning and Delivering Instruction," which is the second subarea of the APT test framework. The test objectives for that subarea are as follows:

- Understand the use of instructional planning processes to design effective, meaningful, integrated, and developmentally appropriate learning experiences that facilitate achievement of individual and group goals.
- Understand that there are multiple paths to learning, and apply knowledge of how to adapt instruction in response to individual strengths, needs, and interests to promote achievement for all students.
- Understand and apply multiple approaches to instruction and use this knowledge to facilitate learning and encourage students' development.
- Understand curriculum development and apply knowledge of factors and processes in curricular decision making.

Your response to Assignment 1 should relate to those test objectives.

Assignment 1 is shown below:

Instructional Goal: Help students develop the skills necessary for working productively as members of a group.

In an essay to be read by an audience of teachers, specify a subject area and grade level for which you are prepared to teach, then:

- identify a skill that is necessary for working productively as a member of a group in the context of the subject area and grade level you specified;
- describe a learning activity that would aid students in developing that skill; and
- explain why you believe the learning activity would be effective in helping students develop the skill you specified.

Be sure to frame your ideas so that an educator licensed at your level (i.e., early childhood, elementary, secondary, K–12) will be able to understand the basis for your response.

The Illinois Certification System Test Study Guide for this examination (available at: www.icts.nesinc.com) contains complete instructions, a sample of a stronger and weaker response to the sample written assignment, and evaluations of each.
Test Content Correlated with Eggen & Kauchak, *Educational Psychology: Windows on Classrooms*
(Note: The basic subareas and objectives are the same for all certification types: Early Childhood [K-3], Elementary [K-9], Secondary [6-12], or Special [K-12].)

<table>
<thead>
<tr>
<th>Subareas and Objectives</th>
<th>Chapter, Topic, and Page Number in Eggen &amp; Kauchak, <em>Educational Psychology: Windows on Classrooms</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subarea I: Foundations, Characteristics, And Assessment</strong></td>
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</table>
| 0001 Understand how children learn and develop. | Chapter 2: The Development of Cognition and Language (Entire chapter)  
Chapter 3: Personal, Social, & Emotional Development (Entire chapter)  
Chapter 6: Behaviorism and Social Cognitive Theory (Entire chapter)  
Chapter 7: Cognitive Views of Learning (Entire chapter)  
Chapter 8: Constructing Understanding (Entire chapter)  
Chapter 9: Complex Cognitive Processes (Entire chapter) |
| 0002 Understand factors that may affect students' development and learning. | Chapter 2: The Development of Cognition and Language (Entire chapter)  
Chapter 3: Personal, Social, & Emotional Development (Entire chapter) |
| 0003 Understand human diversity, create learning opportunities and environments that respond to differences among students, and foster an appreciation of and respect for diversity in the classroom and in the community. | Chapter 4: Learner Differences (Entire chapter)  
Chapter 5: Learners with Exceptionalities (Entire chapter) |
| 0004 Understand assessment and use a variety of assessment strategies to evaluate students' development and learning, monitor progress, and guide teaching decisions. | Chapter 14: Assessing Classroom Learning (Entire chapter)  
Chapter 15: Assessment Through Standardized Testing (Entire chapter) |
| **Subarea II: Planning And Delivering Instruction** | |
| 0005 Understand the use of instructional planning processes to design effective, meaningful, integrated, and developmentally | Chapter 13: Creative Productive Learning Environments: Principles of Instruction  
- Deciding what topics are important to study (464)  
- Preparing objectives: Deciding what students should...
| 0006 Understand that there are multiple paths to learning, and apply knowledge of how to adapt instruction in response to individual strengths, needs, and interests to promote achievement for all students. | **Chapter 2**: The Development of Cognition and Language  
- Factors influencing development (39-40)  
- Social interaction and development (56-57)  
- Language and development (57)  
- Culture and development (58)  
**Chapter 4**: Learner Differences  
- Assessment and learning: Cultural controversies in measuring intelligence (123-125)  
- Learning styles (128-129)  
- Intelligence: One trait or many? (118-122)  
- Influence of SES on learning (130-131)  
- Culture and schooling (133-137)  
- Responding to gender differences: Instructional strategies (143-144)  
- Students placed at risk (144-153) |
|---|---|
| 0007 Understand and apply multiple approaches to instruction and use this knowledge to facilitate learning and encourage students' development. | **Chapter 6**: Behaviorism and Social Cognitive Theory  
- Behaviorism in the classroom: Instructional strategies (207-211)  
- Social Cognitive Theory in the classroom: Instructional strategies (223-225)  
**Chapter 7**: Cognitive Views of Learning  
- Information processing in the classroom: Instructional strategies (263-271)  
**Chapter 8**: Constructing Understanding  
- Constructivism in the classroom: Instructional strategies (292-304)  
**Chapter 9**: Complex Cognitive Processes  
- Learning and teaching concepts: Instructional strategies (317-320)  
- Helping learners become better problem solvers; Instructional strategies (324-328)  
**Chapter 13**: Creative Productive Learning Environments: Principles of Instruction (Entire chapter) |
| 0008 Understand curriculum development and apply knowledge of factors and processes in curricular decision making. | **Chapter 13**: Creative Productive Learning Environments: Principles of Instruction  
- Deciding what topics are important to study (464)  
- Preparing objectives: Deciding what students should know, value, or be able to do (464-468)  
- Preparing and organizing learning activities (468-469) |
### Subarea III: Managing The Learning Environment

**0009** Understand how to structure and manage a learning environment that encourages positive social interaction and engagement in learning; promotes cooperative, purposeful, and responsible behavior; and facilitates students' achievement of educational goals.

**Chapter 8: Constructing Understanding**
- Discussions (296-298)
- Cooperative learning (298-303)

**Chapter 12: Creating Productive Learning Environments:**
Classroom Management ( Entire chapter)

**Chapter 13: Creative Productive Learning Environments:**
Principles of Instruction (Entire chapter)

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**0010** Understand best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning.

**Chapter 3: Personal, Social, & Emotional Development**
- Ethnic pride: Promoting self-esteem and ethnic identity (98-100)

**Chapter 6: Behaviorism and Social Cognitive Theory**
- Self regulation (221-223)

**Chapter 10: Theories of Motivation**
- Developing students’ self determination: Instructional strategies (375-377)
- Accommodating affective factors in motivation: Instructional strategies (380-381)

**Chapter 11: Motivation in the Classroom**
- Self-regulated learners: Developing student responsibility (389-393)
- Teacher expectations: Increasing perceptions of competence (397-399)
- Helping students develop self-regulation: Instructional strategies (390-393)
- Modeling and enthusiasm: Communicating genuine interest (395)
- Caring: Meeting the need for relatedness (395-397)
- Climate variables: Creating a motivating environment
- Motivation and diversity ((416-419)

**Chapter 13: Creative Productive Learning Environments:**
Principles of Instruction
- Focus: Attracting and maintaining attention (475-476)

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**0011** Understand strategies for enhancing students' social skills development.

**Chapter 3: Personal, Social, & Emotional Development**
- Personal development: Parents and other adults (80-81)
- Personal development: Peers (81-82)
- Social development (82-88)
- Promoting psychosocial and self-concept development: Instructional strategies (86-87)
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| 0012 Understand how to communicate effectively to promote active inquiry, learning, collaboration, and positive interaction in the classroom; foster a climate of trust and support; and facilitate achievement of student goals. | • Development of morality, social responsibility, and self-control (101-112)  
• Ethnic pride: Promoting self-esteem and ethnic identity (98-100)  
| Chapter 8: Constructing Understanding | • Discussions (296-298)  
• Cooperative learning (298-303)  
| Chapter 12: Creating Productive Learning Environments: Classroom Management | (Entire chapter)  
| Chapter 13: Creative Productive Learning Environments: Principles of Instruction | (Entire chapter)  

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<td>0013 Understand how to establish and maintain collaborative relationships with other members of the learning community to enhance learning for all students.</td>
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<td>0014 Understand how to establish and maintain positive school-home and school-community relationships and how to use these relationships to support students' learning and development.</td>
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<td>0015 Understand how to use professional development opportunities, relationships with other education professionals, and personal reflection to enhance teaching effectiveness and professional growth.</td>
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<td>0016 Understand the professional roles, expectations, and responsibilities of Illinois educators.</td>
<td>Not covered specifically in this text</td>
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<td><strong>Subarea V: Language Arts</strong>&lt;br&gt;0017 Understand processes and theories of communication.</td>
<td><strong>Chapter 2</strong>: The Development of Cognition and Language&lt;br&gt;• Language development (63-70)&lt;br&gt;• English as a Second Language (67-69)&lt;br&gt;• Teaching ELL students: Instructional strategies (70-73)</td>
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<td>0018 Understand strategies for using communication effectively in instruction.</td>
<td><strong>Chapter 5</strong>: Learners with Exceptionalities&lt;br&gt;• The labeling controversy (165-166)&lt;br&gt;<strong>Chapter 8</strong>: Constructing Understanding&lt;br&gt;• Social interaction facilitates learning (283-284)&lt;br&gt;<strong>Chapter 12</strong>: Creating Productive Learning Environments: Classroom Management&lt;br&gt;• Benefits of communication (437-438)&lt;br&gt;<strong>Chapter 13</strong>: Creative Productive Learning Environments: Principles of Instruction&lt;br&gt;• Attitudes (473)&lt;br&gt;• Communication (474-475)</td>
</tr>
<tr>
<td>0019 Understand strategies for providing effective language arts instruction to students.</td>
<td><strong>Chapter 2</strong>: The Development of Cognition and Language&lt;br&gt;• Language diversity (66-67)&lt;br&gt;• English as a second language (67-68)&lt;br&gt;• Teaching ELL students: Instructional strategies (70-72)&lt;br&gt;<strong>Additional Content and Web Links</strong> module on the book’s Companion Website (<a href="http://www.prenhall.com/Eggen">http://www.prenhall.com/Eggen</a>): To locate this module, first click on a specific chapter, then on Additional Content and Web Links module, and finally, click on Cognition in the Content Areas, then Learning to Read and Teaching Reading, and Learning to Write and Teaching Writing.</td>
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<tr>
<td><strong>Subarea V: Educational Technology</strong>&lt;br&gt;0020 Understand basic computer/technology operations</td>
<td><strong>Chapter 5</strong>: Learners with Exceptionalities&lt;br&gt;• Technology and learning: Assistive technology (185)</td>
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and issues related to the use of computer/technology resources.

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**Chapter 9: Complex Cognitive Processes**
- Using technology to improve problem-solving ability (328-329)

**Chapter 11: Motivation in the Classroom**
- Technology and learning: Using technology to increase learner motivation (414-416)

**Chapter 14: Assessing Classroom Learning**
- Technology and learning: Using technology to improve assessment (533-535)

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<th>0021 Understand the use of technology for enhancing personal professional growth and productivity.</th>
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<td>Chapter 1: Educational Psychology: Teaching in the Real World</td>
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<td>Knowledge of content (7)</td>
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<td>Pedagogical content knowledge (7-10)</td>
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<td>General pedagogical knowledge (10)</td>
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<td>Knowledge of learners and learning (10-11)</td>
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<tr>
<td>Conducting research in classrooms: Action research (17-18)</td>
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<td>Research and teacher decision making (20-24)</td>
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<td>Assessment and learning: Gathering data for decision making (23)</td>
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<td>Reflection and decision making (24)</td>
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<td>Teacher knowledge and teacher thinking (462-464)</td>
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<td>Technology and learning: The impact of symbolic modeling on behavior (218-219)</td>
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technology to facilitate productivity, communication, information access, research, problem solving, and product development.

- Technology and learning: Using technology to represent content (285-286)

**Chapter 11: Motivation in the Classroom**
- Technology and learning: Using technology to increase learner motivation (414-416)

**Chapter 14: Assessing Classroom Learning**
- Technology and learning: Using technology to improve assessment (533-535)

### Additional Sample Test Items

The sample test items above were taken from *the Illinois Certification Testing System Study Guide* for the Professional Education Test. Examination objectives and additional test items may be obtained by downloading the *Study Guide* from the ICTS Web site: [www.icts.nesinc.com](http://www.icts.nesinc.com). The *Study Guide* contains 30 sample multiple-choice questions with feedback and two sample written assignments with stronger and weaker response examples and feedback for each.

The study guides are **not intended** as complete sources of teaching theory and practice knowledge, nor are they substitutes for college courses. The sample items are not exact representations of the content that appears on the actual test. Instead, the guide is intended to help examinees prepare for the test by offering an overview of the content and format that may be encountered on the actual exam.

### Preparing for the Exam

Plan ahead and acquaint yourself with the topics in the test. Examine the *Test Format* and *Test Content* sections of this Web site. Additional information is also available at Illinois Certification Testing System Web site at [www.icts.nesinc.com](http://www.icts.nesinc.com). Study this material carefully and take the sample test items. Analyze the different kinds of questions asked and the feedback and criteria provided.

### Succeeding on the Exam

What strategies should you employ as you use the practice test items provided to prepare for your exam? Experts offer the following suggestions:

- **Read the test directions carefully.** Make sure you understand the test formats, what is being asked of you, and the time restrictions for each section.
- **Answer all parts of the question.** For instance, if the questions ask you to identify five characteristics of professionalism that were demonstrated in a case, be sure that your response includes all five.
- **Demonstrate an understanding of the theory or pedagogical concepts related to the question.** As you analyze the case in writing, be sure to discuss key elements of the relevant concept or theory.
• **Demonstrate a thorough understanding of the case.** In your answers, be sure to discuss the case in general, as well as specific details within the case that relate to the questions.

• **Repeat key words from the question.** This helps to focus your response and communicates to the reader that you are directly responding to essential elements of the question. For example, if asked to list three important elements of student diversity, write, “Three important elements of student diversity are a, b, and c.”

• **Support your answer with details.** By specifically referring to the case and identifying the concepts that are being demonstrated, you will provide documentation for your answer.

• **Before you write a response, organize and outline your thoughts so they clearly represent your best thinking.**

**References**
