

The Professional Teaching Knowledge Standards Workbook

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What is the PTK Workbook?

Practice tests and quizzes are just a subset of the Standards you are expected to know on test day. The actual test will be a partially different subset from the questions you have already answered, so it is fundamentally important to know ALL the Professional Teaching Knowledge (PTK). You want to know them anyway right? After all you don't want to be a mediocre teacher.

The PTK Workbook is designed to help you effectively and fully study the standards through knowledge, comprehension, analysis, application, and synthesis so that on test day you will be prepared for the evaluation – yes, that was Bloom's Taxonomy.

There is one page for each exam standard, which is designed to help you identify the key concepts, define them in your own words, and make sure you understand how to apply those concepts to a classroom setting. Finally, there is a tip on each page to help you in your studies.

It is too easy to get discouraged when studying for the PTK if you don't have a plan. This book gives you the ability to pace yourself in a structured way. There are 100 standards, and it may seem like a lot. But if you know how many sheets a day you need to finish to complete all the standards, 3-5 sheets a day will give you a sense of accomplishment without being overwhelmed.

Remember the end goal here, it is not to study, nor to pass the test. It isn't even to get a certificate. Your goal is to be a GREAT teacher so that you will make a difference in a student's life.

Helpful Tips

- Pace yourself. You should focus on how well you understand the standards and not just completing the page.
- Use these online resources to help you find the definitions of many of the concepts:
 - [Glossary of Education Terms](#)
 - [Assessment Terminology: Glossary of Useful Terms](#)
- Use extra paper to expand your notes as needed and print pages off as you complete the different topics and domains.
- If you are creating a study binder, print the Workbook pages that match the standard for which you are currently studying and file them in your binder once you successfully define and apply all key terms.
- The point is to be able to apply and use these concepts in a classroom so keep studying until you get there.

How to use this Workbook

American Board's exams are created from standards set from some of the most rigorous standards in the country. Your exam will be a subset of the materials found in these standards. As a result, it behooves you to know these standards forward and backward. These standards can be found at <https://www.americanboard.org/study-readiness/ptk-exam-standards/> and you should download them, print them and study them. In conjunction with the Standards Stepwise Method, this workbook is a structured way of studying those standards. Here is how you should use it:

Calculate how much time you have until your test date; decide how many hours a week you are going to study to determine how many standards to do at a time.

Enter the date you examine the standard but do not enter the date of completion until you check the box at the bottom.

The Prepare to Teach workshops are a starting place. Don't be overwhelmed by the list of books either, pick one as your backbone, and use Google or other books as supplementary resources.

Be brutally honest with yourself here. If you delude yourself with either a more favorable or harsh answer you are only fooling yourself

upon you to use the required and recommended resources to study if you cannot apply and use the standard in a classroom.

Analyze and Define: Write any concept that you do not understand and use Google or an education dictionary to look

Concepts

Juxtaposes examples

Discriminate same/different

Definitions

Swaps examples, puts them in different situations and scenarios

Identify similar and same examples and shows how they are different from other non-examples.

Look up anything you do not know. You may find that questions lead to more concepts. Use the Forums to ask questions of peers.

Putting it in your own words allows you to internalize the concept this is the equivalent of comprehension and analysis in Bloom's taxonomy.

Paraphrase the Standard: After studying the standard in the required and recommended down the parts and rewrite the standard in your own words.

A great teacher can take some examples that are similar and show how they are the same and how they are different so that students can come up with other examples that prove the concept and be able to recognize new examples and relate them to the concept.

Tip of the day

Tips of the day are presented in the form of a question to jog your memory in case you know it, and to have you investigate if you don't.

Did you know that you can skip around the test and come back to questions?

Reflect and Apply: Take a moment and think of how you would use this in your classroom. Consider exceptions and put those in the minority of the situations.

This would be one of my core teaching principles as using varied examples and showing students the similarities and differences will allow them to understand what we are talking about. For instance, the difference between amphibians and reptiles. Both coldblooded vertebrates with similar looks, but a reptile has scales and hard shells for their eggs, and an amphibian does not. Reptile young are mini-versions of themselves. Lizard vs. Frog.

Seeing how you would use it in the classroom is the application and synthesis of your studying. You can develop a good gut of your standards. This becomes a standards-based intuition instead of a hearsay intuition.

If you cannot teach standard 1.1.05 or apply and use it in a classroom, you need to study the appropriate resources. If you can teach it or apply it to the classroom, check this box and continue to the next standard:

☐ I can apply and use this in a classroom

This is the final check, where you definitively say you know the standard. There is no wishy-washiness about it; you know the standard – **darn it!**

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ABCTE's Standards Stepwise Method

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

Your Self Assessment is a summary of the standards; by doing it, you have identified which ones need the most attention. The Standards are your study lifeline; you can find them on your MyAccount 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	Substantiates or illustrates ideas.
1.1.04	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.
1.1.05	Plans lessons, depending on size and content of unit, so that important ideas or skills are studied on several occasions rather than all at once.
1.1.06	Selects lessons.
1.1.07	

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: go to the resources section of ABCTE.org and identify additional resources to use as needed. Use the Forums to see what other people are using.

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

for _____ Date: _____

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/assess-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	(Time)
☐ Instructional Delivery	☐ Review the specific PTK standard http://www.abcte.org/teach/assess-preparation	☐ Web Resources	
☐ Communicating effectively		☐ Instructional Planning	
☐ Presents clear and focused instruction		☐ Glossary of Education Terms	
☐ Effective questioning techniques		☐ Books	
☐ Makes efficient use of learning time		☐ Effective teaching methods: Research-based practices	
☐ Applications		☐ The First Days of School: How to be an Effective Teacher	
☐ Research Strategies		☐ Books: Teaching for Learning	
		☐ These and other resources can be found at: http://www.abcte.org/teach/assess-preparation	
		☐ 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.

1-877-669-2228 • www.abcte.org • advisor@abcte.org

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.

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.

How well do you understand the standard?

1 ☐ I am unfamiliar with the concept

2 ☐ I have learned this concept before

3 ☐ I have heard the terms before

4 ☐ I can apply and use this in a classroom

It is incumbent upon you to use the required and recommended resources to study if you cannot apply and use the standard in a classroom.

Analyze and Define: Write any concept that you do not understand and use Google or an education dictionary to look up and define.

Concepts

Definitions

Paraphrase the Standard: After studying the standard in the required and recommended resources, break down the parts and rewrite the standard in your own words.

Tip of the Day:

Did you know that it is important to prephrase the answer from the stem before looking at the answer choices?

Reflect and Apply: Take a moment and think of how you would use this in your classroom. Consider exceptions and put those in the minority of the situations.

If you cannot teach standard 1.1.01 or apply and use it in a classroom, you need to go back and study the appropriate resources. If you can teach it or apply it to the classroom, check this box and continue to the next standard:

☐ I can apply and use this in a classroom