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**Mathematics teachers' domain-specific professional knowledge: conceptualization and test construction in COACTIV.**

Kunter, Mareike (ed.) et al., Cognitive activation in the mathematics classroom and professional competence of teachers. Results from the COACTIV Project. New York, NY: Springer (ISBN 978-1-4614-5148-8/hbk; 978-1-4614-5149-5/ebook). Mathematics Teacher Education 8, 147-174 (2013).

Summary: This chapter introduces the tests of secondary mathematics teachers' pedagogical content knowledge and content knowledge that were developed and administered in the COACTIV framework. It reports on the conceptualization of the two knowledge constructs based on *L. S. Shulman's* theoretical taxonomy of teacher knowledge ["Knowledge and teaching: foundations of the new reform", Harv. Educ. Rev. 57, No. 1, 1-22 (1987)], describes the construction of tests to assess the two constructs, and presents results from  $N = 198$  secondary mathematics teachers in different school tracks. Specifically, the chapter presents findings on the dimensionality of teachers' domain-specific professional knowledge, the scaling of the tests, evidence for their reliability, and first results on construct validity.

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