

# **Standards/Measurement Criteria**

## **Education Professions**

### **CIP No. 13.1200**

**\*This indicates the “technical skill standards” for this program that will be assessed on the end-of-program Education Professions standards assessment.**

#### **1.0 ANALYZE REQUIREMENTS RELATED TO VARIOUS CAREERS WITHIN EDUCATION PROFESSIONS**

- 1.1 Identify career options in education at the local, state, and national levels
- 1.2 Identify specific requirements to become a certified teacher or a paraprofessional in a chosen area and level of education
- 1.3 Examine the state job market for various types of education employment
- 1.4 Develop a career plan
- 1.5 Develop a résumé
- 1.6 Examine various job application processes for paraprofessional and professional positions
- 1.7 Demonstrate interviewing skills

#### **2.0 APPLY BASIC KNOWLEDGE AND SKILLS IN A WORK-BASED LEARNING SETTING**

- 2.1 Demonstrate behaviors consistent with those required in education settings
- 2.2 Demonstrate the skills needed to work with a diverse cultural climate
- 2.3 Identify and demonstrate an understanding of professional codes of ethics
- 2.4 Identify school employees’ responsibilities for the health, safety and welfare of students

#### **3.0 APPLY ORAL COMMUNICATIONS SKILLS TO ENHANCE LEARNING**

- 3.1 Recognize cultural differences and other barriers in communication
- 3.2 Demonstrate the use of motivational and engaging communication to provide information and discussion
- 3.3 Practice the use of clear verbal directions
- 3.4 Apply active listening skills to enhance communication with learners

#### **4.0 DEMONSTRATE WRITTEN COMMUNICATION SKILLS**

- 4.1 Conduct formal/informal research to collect appropriate topical information related to lesson planning and preparation
- 4.2 Develop research information and outlines for classroom presentations
- 4.3 Construct written communication skills, using appropriate format for the situation
- 4.4 Apply multiple technologies for written and presentation communications with students, parents and administration

**\*5.0 ANALYZE THE ROLE OF THE EDUCATION INDUSTRY IN THE ECONOMY**

- 5.1 Explain the role of education in the economy: local, state, national and international
- 5.2 Recognize the factors that contribute to an effective school.
- 5.3 Compare/contrast the financial advantages/disadvantages of public, charter, and private educational institutions

**\*6.0 RECOGNIZE THE FINANCIAL POLICIES AND PROCEDURES OF A SCHOOL DISTRICT**

- 6.1 Identify business and financial functions of an educational institution
- 6.2 Explain how taxes impact the school district's ability to meet objectives and state and federal mandates

**7.0 EXAMINE LEADERSHIP STYLES APPROPRIATE FOR THE WORKPLACE**

- 7.1 Determine personal characteristics of effective leaders
- 7.2 Compare/contrast leadership and management styles

**8.0 PARTICIPATE IN LEADERSHIP ACTIVITIES SUCH AS THOSE SUPPORTED BY CAREER AND TECHNICAL STUDENT ORGANIZATIONS AND RELATED EDUCATION PROFESSIONAL ORGANIZATIONS**

- 8.1 Identify professional organizations related to education
- 8.2 Explain the benefits of professional organizations
- 8.3 Determine the roles and responsibilities that leaders and followers bring to an organization
- 8.4 Evaluate characteristics of an effective team member
- 8.5 Evaluate characteristics of effective teams
- 8.6 Practice techniques to involve each member of the team
- 8.7 Demonstrate teamwork
- 8.8 Practice effective meeting management

**\*9.0 UNDERSTAND THE HISTORY AND STRUCTURE OF EDUCATION IN THE UNITED STATES**

- 9.1 Outline the historical development of U.S. education
- 9.2 Identify major philosophies of education
- 9.3 Identify the roles of state and federal government in education
- 9.4 Differentiate between private and public education approaches, including charter and alternative school approaches
- 9.5 Examine current educational issues
- 9.6 Compare education in the United States and in other countries

**\*10.0 COMPREHEND THE ROLES OF THE GOVERNING BOARD AND THE ADMINISTRATION IN RELATION TO SCHOOLS**

- 10.1 Explain the role of the governing board in establishing policies and objectives for the school district
- 10.2 Describe how schools carry out the governing boards' policies and meet state mandates
- 10.3 Explain the roles and responsibilities of district and building administrators
- 10.4 Explain the role of the district superintendent and his/her school administration and the board

**\*11.0 EXPLAIN THE ROLES OF SUPPORT SERVICE PERSONNEL IN SCHOOLS**

- 11.1 Describe the roles of certified support personnel (e.g., guidance and counseling, psychological services, librarians/media specialists, technology support, health care providers, etc.)
- 11.2 Describe the roles of classified support personnel (e.g., food service workers, facility maintenance workers, transportation personnel, teacher aides, after-school program personnel, etc.)
- 11.3 Describe the role of community resources in and out of the school to provide student assistance

**\*12.0 ANALYZE THE ROLES AND CHARACTERISTICS OF TEACHERS AND PARAPROFESSIONALS**

- 12.1 Examine instructional and supervisory roles for paraprofessionals
- 12.2 Examine instructional and supervisory roles for teachers
- 12.3 Identify the characteristics of the effective teacher and paraprofessional
- 12.4 Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher

**\*13.0 COMPREHEND THE ISSUES RELATED TO EXCEPTIONAL LEARNERS**

- 13.1 Comprehend the criteria and definitions related to exceptional learners, including children with disabilities and children who are gifted
- 13.2 Comprehend the use of developmentally appropriate instructional interventions for cognitive, motor, self-help, social, and language activities
- 13.3 Identify the components of an Individual Education Plan (IEP) including medical needs, student goals, present level of development, etc.
- 13.4 Identify the legal responsibilities associated with student Individual Education Plans
- 13.5 Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student's goals

**\*14.0 EXPLAIN THE ISSUES RELATING TO DIVERSITY AND ITS IMPACT ON TEACHING AND LEARNING**

- 14.1 Identify the characteristics, the challenges and the opportunities for learning in a diverse classroom
- 14.2 Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
- 14.3 Describe the needs of multiple-language learners
- 14.4 Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group

**\*15.0 ANALYZE THE IMPACT OF CLASSROOM MANAGEMENT AND DISCIPLINE STRATEGIES ON STUDENT LEARNING**

- 15.1 Identify the relationship between effective instructional strategies and classroom management
- 15.2 Identify discipline strategies needed in various classroom situations
- 15.3 Analyze the relationship of instructional strategies, learning objectives, and learner involvement, and their impact on student behaviors

**\*16.0 COMPREHEND THE STAGES OF HUMAN DEVELOPMENT AND THEIR IMPACT ON LEARNING AND THE CLASSROOM**

- 16.1 Identify the stages of physical development through adolescence
- 16.2 Recognize cognitive development from birth through adolescence
- 16.3 Recognize psychosocial development theory
- 16.4 Recognize emotional development theory
- 16.5 Recognize character development theories

**\*17.0 IDENTIFY INSTRUCTIONAL METHODS FOR STUDENT LEARNING**

- 17.1 Investigate various methods of instruction
- 17.2 Identify teaching methods that accommodate various learning styles
- 17.3 Describe strategies for addressing the needs of unmotivated students and students from challenging environments
- 17.4 Identify different assessment techniques for feedback to students and/or guiding instruction

**\*18.0 CREATE A LESSON PLAN AND RELATED ACTIVITIES TO MEET THE NEEDS OF LEARNERS**

- 18.1 Develop objectives that are aligned with state and district standards
- 18.2 Integrate the components of a lesson plan with activities and instructional materials
- 18.3 Implement a lesson and a planned learning activity
- 18.4 Conduct a reflective evaluation of the implemented lesson plan

**\*19.0 APPLY TECHNOLOGY FOR INSTRUCTION AND MANAGEMENT**

- 19.1 Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs
- 19.2 Investigate a new technology application that can be used to improve teaching and/or learning
- 19.3 Identify digital resources that help teachers in planning instruction, classroom management, and communication
- 19.4 Apply knowledge and skills of technology to integrate content areas with interactive student learning activities
- 19.5 Integrate technology relevant to lesson planning, teaching, and classroom management and assessment
- 19.6 Identify the ways that virtual cyber learning may impact the future of education

**\*Note: In addition to the standards/measurement criteria identified in the 19 areas above, it is important for instruction to include the Crosswalk Academic Standards related to mathematics and language arts. These are in line with those required for Education Testing Services (ETS) assessment and are emphasized in No Child Left Behind (NCLB) federal legislation. Arizona has not yet adopted or developed a certification program for paraprofessional educators. These appear to areas that will be considered when this does occur. Therefore, consideration may need to be given to these areas to assist in the preparation of Education Professions students. This may not mean that these will be added to the standards above, but attention may need to be given to assuring that students in their total school program will have gained these cross-walked mathematics and language arts standards.**