



EDUCATION PROFESSIONS 13.1200.00

TECHNICAL STANDARDS

An Industry Technical Standards Validation Committee developed and validated these standards on February 23, 2016. The program is designed to articulate with the Introduction to Education courses at the community college and para-professional preparation programs. The Arizona Career and Technical Education Quality Commission, the validating authority for the Arizona Skills Standards Assessment System, endorsed these standards on May 12, 2016.

Note: Arizona's Professional Skills are taught as an integral part of the Education Professions program.

The Technical Skills Assessment for Education Professions is available SY2016-2017.

Note: In this document i.e. explains or clarifies the content and e.g. provides examples of the content that must be taught.

STANDARD 1.0 EXAMINE THE STRUCTURE OF EDUCATION

- 1.1 Identify factors that contribute to effective schools (e.g., leadership, parent/guardian involvement, rules and regulations, and community resources)
- 1.2 Explain the differences among public, charter, and private educational institutions
- 1.3 Explain how taxes (i.e., property taxes, sales tax, etc.) impact the school district funding
- 1.4 Explain the basic steps in attaining a teaching certification

STANDARD 2.0 EXAMINE THE HISTORY AND PHILOSOPHY OF EDUCATION

- 2.1 Outline the history of education in the U.S.
- 2.2 Describe the major philosophies of education and their significance to teaching and learning
- 2.3 Examine current educational issues (i.e., school policy, school reform, standards, technology trends, etc.)
- 2.4 Explain the importance of advocacy and civic engagement in support of education

STANDARD 3.0 EXAMINE THE ORGANIZATIONAL STRUCTURE OF A SCHOOL DISTRICT AND THE ROLES OF SCHOOL ADMINISTRATION PERSONNEL

- 3.1 Review the organizational chart of a school district
- 3.2 Explain the purpose of the school board in establishing policies and procedures
- 3.3 Explain the roles of district and building administrators
- 3.4 Explain the role of the district superintendent

STANDARD 4.0 EXAMINE THE ROLES OF SUPPORT PERSONNEL

- 4.1 Describe the roles of certified/licensed support personnel (e.g., counselors, school psychologists, librarians, media specialists, healthcare providers, occupational therapists, physical therapists, and speech language therapists)
- 4.2 Describe the roles of classified support personnel (e.g., food service workers, facility maintenance workers, transportation personnel, paraprofessionals, and after-school program personnel)

STANDARD 5.0 ANALYZE THE ROLES OF TEACHERS AND PARAPROFESSIONALS

- 5.1 Examine the instructional and supervisory roles of teachers
- 5.2 Examine the instructional and supervisory roles of paraprofessionals
- 5.3 Identify the characteristics of successful teachers and paraprofessionals
- 5.4 Evaluate self for characteristics that lead to success as a teacher or a paraprofessional
- 5.5 Describe the benefits of the teaching profession and its significance on building an educated society

Note: In this document i.e. explains or clarifies the content and e.g. provides examples of the content that must be taught.

STANDARD 6.0 EXAMINE THE ISSUES RELATED TO EXCEPTIONAL LEARNERS

- 6.1 Identify defining characteristics of exceptional learners, including children with disabilities and children with gifted abilities
- 6.2 Define specially designed instruction as it relates to special education
- 6.3 Define an Individual Education Plan (IEP) and its components (e.g., annual goals, present levels, medical needs, and accommodations)
- 6.4 Identify legal responsibilities associated with IEPs
- 6.5 Identify accommodations and modifications in adapting instructional activities for individual student goals
- 6.6 Describe the benefits of inclusive practices in support of exceptional learners

STANDARD 7.0 EXAMINE CULTURALLY INCLUSIVE PRACTICES IN TEACHING AND LEARNING

- 7.1 Explore opportunities for learning in a culturally diverse classroom
- 7.2 Explain the role of the teacher's expectations on student performance in a culturally diverse classroom
- 7.3 Identify the instructional needs of English language learners

STANDARD 8.0 EXAMINE THE IMPACT OF CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT ON STUDENT LEARNING

- 8.1 Identify instructional strategies and classroom management techniques conducive to learning in various classroom environments
- 8.2 Identify teaching methods that accommodate different learning styles
- 8.3 Describe strategies that address student motivation and students from challenging environments

STANDARD 9.0 TEACH A LESSON TO MEET THE NEEDS OF LEARNERS

- 9.1 Develop objectives aligned with state and district standards
- 9.2 Identify different assessment techniques and explain how they guide and inform instruction
- 9.3 Identify technology relevant to lesson planning, teaching, and assessment
- 9.4 Develop a lesson plan aligned with objectives, learning experiences, materials, and assessments
- 9.5 Conduct a reflective evaluation of a lesson, including the mastery of objectives based on assessment results

STANDARD 10.0 USE TECHNOLOGY FOR INSTRUCTIONAL AND MANAGEMENT PRACTICES

- 10.1 Identify technology to address different learning needs
- 10.2 Identify digital resources/tools that help teachers with planning instruction, classroom management, and for communication
- 10.3 Describe how virtual learning impacts education

Note: In this document i.e. explains or clarifies the content and e.g. provides examples of the content that must be taught.