



# Teaching as a Profession Pathway Assessment Blueprint

<b>Multiple-Choice Assessment</b>		
<b>Content Areas</b>	<b>Percent of Test</b>	<b>Number of Items</b>
Examining the Teaching Profession	35%	35
Contemporary Issues in Education	65%	65
<b>Multiple-Choice Assessment Administration Time: 90 Minutes</b>		

## **Examining the Teaching Profession (35 Items)**

- EDU-ETP-2.A Identify career opportunities available in the field of education.
- EDU-ETP-2.B Determine preparation and educational requirements for various levels of employment in the field of education.
- EDU-ETP-2.C Determine rewards and demands including salaries and benefits for various levels in the field of education.
- EDU-ETP-3.A Compare educational practices across the history of American public education.
- EDU-ETP-3.B Evaluate the impact of historical movements on American public education.
- EDU-ETP-3.C Describe the key influences of people who framed American public education.
- EDU-ETP-4.A Determine knowledge and skills needed by teaching professionals.
- EDU-ETP-4.B Demonstrate personal characteristics needed to work in the teaching profession.
- EDU-ETP-4.C Identify qualities of effective schools.
- EDU-ETP-5.B Utilize technology applications appropriate for specific subject matter and student needs.
- EDU-ETP-5.C Demonstrate skillful use of technology as a tool for instruction, evaluation, and management.
- EDU-ETP-6.A Describe the characteristics of safe and effective learning environments.
- EDU-ETP-6.B Demonstrate teacher characteristics that promote an effective learning environment.
- EDU-ETP-6.C Apply classroom management techniques that promote an effective learning environment.
- EDU-ETP-6.D Describe conflict management and mediation techniques supportive of an effective learning environment.
- EDU-ETP-7.A Apply principles and theories of human development to teaching situations.
- EDU-ETP-7.B Apply principles and theories about the learning process to teaching situations.

\*Note: This blueprint is representative of the pilot assessment. Actual assessment may change prior to full implementation.

## Examining the Teaching Profession (Continued)

- EDU-ETP-7.C Demonstrate teacher behaviors and skills that facilitate the learning process.
- EDU-ETP-7.D Explain the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions.
- EDU-ETP-8.A Analyze concepts for developing effective instructional strategies.
- EDU-ETP-8.B Determine the influence of student learning needs and subject matter on selection of instructional strategies.
- EDU-ETP-8.C Use instructional strategies effectively.
- EDU-ETP-8.D Utilize learner feedback to guide selection and adjustment of instructional strategies.
- EDU-ETP-10.A Describe the role of assessment as part of the learning process and the teaching process.
- EDU-ETP-10.B Analyze the assessment process.
- EDU-ETP-10.C Use the assessment process to foster student learning.
- EDU-ETP-10.D Utilize assessment strategies to promote personal growth and teaching improvement.
- EDU-ETP-11.A Identify needs and opportunities for parental involvement for parents of elementary, middle, and high school age students.
- EDU-ETP-11.B Describe the relationship between a positive home environment and effective learning.
- EDU-ETP-11.C Identify support systems and services for families with children in school.

## Contemporary Issues in Education (65 items)

- EDU-CIE-2.B Determine preparation and educational requirements for various levels of employment in the field of education.
- EDU-CIE-2.C Compare and contrast national, state, and local professional organizations.
- EDU-CIE-2.D Select appropriate specialized associations of teachers.
- EDU-CIE-2.E Determine rewards and demands including salaries and benefits for various levels of employment in the field of education.
- EDU-CIE-3.A Develop habits of using this knowledge base in evaluating and formulating educational practice.
- EDU-CIE-3.B Examine and explain the practice, leadership, and governance of education in different societies in light of its origins, major influences, and consequences.
- EDU-CIE-3.C Utilize critical understanding of education thought and practice and decisions and events, including current events which have shaped them.
- EDU-CIE-4.A Understand and employ value orientations and ethical perspectives in analyzing and interpreting critical and contemporary educational ideas.
- EDU-CIE-4.B Develop systematic procedures in examining the normative and ethical assumptions of critical and contemporary schooling practice and educational ideas.

## Contemporary Issues in Education (Continued)

- EDU-CIE-4.C Evaluate conceptions of truth, justice, and caring as they are applied in contemporary educational policy and practice.
- EDU-CIE-5.A Utilize theories and critiques of the overarching purposes of schooling as well as considerations of the intent, meaning, and contemporary.
- EDU-CIE-5.B Use critical judgment to question contemporary educational assumptions and arrangements and to identify contradictions and inconsistencies among current social and educational values, policies, and practices.
- EDU-CIE-6.A Participate effectively in individual and organizational efforts that maintain and enhance U.S. schools as institutions in a democratic society.
- EDU-CIE-6.B Evaluate the moral, social, and political dimensions of contemporary classrooms, teaching, and schools as they relate to life in a democratic society.
- EDU-CIE-7.A Understand how social and cultural differences originating outside of the classroom and school affect student learning.
- EDU-CIE-7.B Acquire an understanding of education and connect sensitivity with democratic values and responsibilities.
- EDU-CIE-7.C Accept the idea that there is human commonality within diversity.
- EDU-CIE-7.D Adapt instruction to incorporate recognition and acceptance of social and cultural differences to the extent that they do not interfere with basic democratic principles.
- EDU-CIE-7.E Specify how issues such as justice, social inequality, concentrations of power, class differences, race and ethnic relations, or family and community organization affect teaching and schooling.
- EDU-CIE-8.A Identify, understand, question, evaluate, and critique educational conceptions, practices and current values that can lead to change.
- EDU-CIE-8.B Understand that in choosing a measuring device, one necessarily makes a moral and philosophical assumption and choice in a measuring device.
- EDU-CIE-8.C Prepare to consider all aspects of an evaluation method, including ethical, cultural, and test norming criteria.
- EDU-CIE-9.A Examine teacher unions.
- EDU-CIE-9.C Examine GAE and PAGE and analyze similarities and differences between GAE, PAGE, NAE and AFT.
- EDU-CIE-9.D Examine the impact of teacher organizations on teacher salary, working conditions and teacher recruitment and retention.
- EDU-CIE-9.E Understand the role of the local BOE in making decisions for the school system.
- EDU-CIE-10.A Identify a democratic classroom.
- EDU-CIE-10.B Critique the Code of Ethics of the Georgia Professional Standards Committee.
- EDU-CIE-10.C Recognize and appreciate the differences in culture, values, and social status all contained within one classroom.
- EDU-CIE-11.A Know the demographics of his/her community.

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## Contemporary Issues in Education (Continued)

- EDU-CIE-11.C Evaluate the contextual factors of the classroom in which they do their internship.
- EDU-CIE-12.A Understand the six philosophical orientations to education.
- EDU-CIE-12.B Identify the six philosophies used by the teacher they observe.