Education Assistant Program Standards Criticality Survey 2018

1. Personal Qualities and People Skills			
Answer Choices	**Nice to Know**	**Need to Know**	**Critical to Know**	**Rating Average**
Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand.	0	2	25	2.93
Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability.	1	0	26	2.93
Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed.	0	4	22	2.85
Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace.	1	7	19	2.67
Demonstrate diversity awareness by working well with all customers and co-workers.	1	8	18	2.63
Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues.	2	8	17	2.56
Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative.	3	15	9	2.22
			Answered	27
			Skipped	0

2. Professional Knowledge and Skills

Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions.	0	9	18	2.67
Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly.	0	12	14	2.54
Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks.	2	13	11	2.35
Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health.	1	14	11	2.38
Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace.	2	14	10	2.31
Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills.	2	15	9	2.27
Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion.	7	17	2	1.81
Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work.	1	14	11	2.38
Demonstrate mathematical skills by using mathematical reasoning to accomplish tasks.	4	12	10	2.23
Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service.	2	9	15	2.50
			Answered	27
			Skipped	0

3. Technology Knowledge and Skills

Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner.	5	11	10	2.19
Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively.	6	12	8	2.08
Demonstrate proper Internet use and security by using the Internet appropriately for work.	0	9	17	2.65
Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications.	6	15	5	1.96
			Answered	26
			Skipped	1

CONTENT STANDARD 1.0: CAREERS AND PROFESSIONAL PRACTICES

Performance Standard 1.1: Explore Postsecondary Options and Career Pathways

Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
1.1.1 Analyze career paths, opportunities, and benefits of pursuing careers in education (career assessment to identify interests, skills and values and match to occupations, etc.).	9	12	4	1.80
1.1.2 Describe specific work environments, salary, and benefits of education careers.	11	10	4	1.72
1.1.3 Explain roles and functions of professionals in education careers.	8	11	6	1.92
1.1.4 Explore student and professional organizations associated with the education field.	11	12	2	1.64
1.1.5 Summarize the personal qualities and abilities to be effective in education careers.	4	16	5	2.04
1.1.6 Meet the core academic skills for educators (writing, mathematics, reading).	0	10	15	2.60
1.1.7 Determine the role of lifelong learning to career success in the educational field.	4	13	8	2.16
			Answered	25
			Skipped	2

Performance Standard1.2: Examine Ethical Standards and Professional Practices				
Answer Choices	**Nice to Know**	**Need to Know**	**Critical to Know**	**Rating Average**
1.2.1 Explore and demonstrate ethical practices (e.g., confidentiality, impartiality, equity, privacy, cybersecurity, etc.).	0	6	19	2.76
1.2.2 Investigate and evaluate educational practices (e.g. lesson plans, attendance procedures, classroom management, etc.).	3	10	12	2.36
1.2.3 Demonstrate professionalism in the educational setting (e.g., communication, dress, behavior, etc.).	0	10	15	2.60
1.2.4 Research federal, state, and local education laws.	6	11	8	2.08
			Answered	**25**
			Skipped	**2**

Performance Standard 1.3: Perform Reflective Practices				
Answer Choices	**Nice to Know**	**Need to Know**	**Critical to Know**	**Rating Average**
1.3.1 Develop student learning outcomes based on standards.	6	8	11	2.20
1.3.2 Reflect on instructional strategies and the impact they have on student learning.	4	12	9	2.20
1.3.3 Examine the importance of building a professional portfolio (resumes, philosophy statement, best practices, etc.).	10	9	6	1.84
1.3.4 Demonstrate the ability to provide, receive, and respond to feedback.	2	11	12	2.40
1.3.5 Document self-reflection practices to improve job performance.	3	11	11	2.32
			Answered	**25**
			Skipped	**2**

Performance Standard 1.4: Explore Professional Advocacy

Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
1.4.1 Analyze methods to advocate for individuals within the educational community.	12	10	3	1.64
1.4.2 Research local, state and national legislation and public policy.	16	6	3	1.48
1.4.3 Discuss the significance and impact of educational careers on the local, regional and national level.	17	5	3	1.44
			Answered	25
			Skipped	2

CONTENT STANDARD 2.0: FOUNDATIONS OF EDUCATION

Performance Standard 2.1: Explore the History of Education

Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
2.1.1 Describe the contributions of influential historical figures in education (e.g., Benjamin Franklin, Thomas Jefferson, Horace Mann, John Dewey, Maria Montessori, etc.).	20	5	0	1.20
2.1.2 Describe the evolution of schools (public, private, charter, magnet, career and technical education, online, home).	18	7	0	1.28
2.1.3 Examine the evolution of educational legislation (e.g. Civil Rights Act, Title One, Section 504, IEP, etc.).	14	11	0	1.44
			Answered	25
			Skipped	2

Performance Standard 2.2: Investigate Educational Theories and Philosophies				
Answer Choices	**Nice to Know**	**Need to Know**	**Critical to Know**	**Rating Average**
2.2.1 Explain developmental domains (e.g., cognitive, physical, social-emotional).	5	13	7	2.08
2.2.2 Apply knowledge of developmental theories to meet individual needs.	5	12	8	2.12
2.2.3 Describe the major theories of education and their significance regarding teaching and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky, etc.).	14	7	4	1.60
2.2.4 Explore and summarize educational philosophies (e.g., Constructivism, Behaviorism, Progressivism, etc.).	14	8	3	1.56
2.2.5 Research approaches to education. Analyze educational approaches (e.g., Montessori, Waldorf, STEM/STEAM, etc.).	15	8	2	1.48
			Answered	25
			Skipped	2

CONTENT STANDARD 3.0: DIVERSE LEARNERS AND THE EDUCATION				
Performance Standard 3.1: Examine Student Diversity and Learning Environment				
Answer Choices	**Nice to Know**	**Need to Know**	**Critical to Know**	**Rating Average**
3.1.1 Examine diversity (e.g., culture, ethnicity, race, gender, linguistic, religion, social/economic, disability, etc.).	3	14	8	2.20
3.1.2 Analyze obstacles to student learning (e.g., poor sleep habits, inadequate nutrition, stress, etc.).	2	16	7	2.20
3.1.3 Examine how the diverse learner and their culture influences the educational community.	3	16	6	2.12
			Answered	25
			Skipped	2

Performance Standard 3.2: Observe Responsive/Respectful Environment for All				
Answer Choices	**Nice to Know**	**Need to Know**	**Critical to Know**	**Rating Average**
3.2.1 Observe instructional strategies that address the diversity of the learning community.	2	12	11	2.36
3.2.2 Explain the importance of connecting educational content to diverse populations of learners.	4	13	8	2.16
3.2.3 Provide materials and activities that respect diversity.	4	10	11	2.28
3.2.4 Design a safe and respectful learning environment for all learners.	1	5	19	2.72
			Answered	**25**
			Skipped	**2**

Performance Standard 3.3: Examine the Needs of Exceptional Learners				
Answer Choices	**Nice to Know**	**Need to Know**	**Critical to Know**	**Rating Average**
3.3.1 Identify defining characteristics of exceptional learners, including children with disabilities and children with gifted abilities.	1	15	9	2.32
3.3.2 Define specially designed instruction as it relates to special education.	3	13	9	2.24
3.3.3 Describe an Individual Education Plan (IEP) and its components (e.g., annual goals, present levels, medical needs, accommodations, etc.).	4	12	9	2.20
3.3.4 Identify legal responsibilities associated with IEPs.	4	11	10	2.24
3.3.5 Identify accommodations and modifications in adapting instructional activities for individual student goals.	4	8	13	2.36
3.3.6 Describe the benefits of inclusive practices in support of exceptional learners.	4	13	8	2.16
			Answered	**25**
			Skipped	**2**

CONTENT STANDARD 4.0: EDUCATIONAL INSTRUCTIONAL PRACTICES

Performance Standard 4.1: Plan for Instruction

Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
4.1.1 Analyze the types of information included in the educational standards for the State.	7	12	6	1.96
4.1.2 Develop student learning objectives based on standards.	6	9	10	2.16
4.1.3 Compare and contrast different curricula for the same course or level (e.g., pacing guides, course plans, and instructional units, etc.).	5	12	8	2.12
			Answered	25
			Skipped	2

Performance Standard 4.2: Develop Lesson Plans

Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
4.2.1 Utilize the diverse learner's prior knowledge, skills, experiences, languages, and culture to differentiate instruction.	5	10	10	2.20
4.2.2 Examine the components of an effective lesson plan.	4	11	10	2.24
4.2.3 Develop educational objectives for diverse learners to meet standards.	6	11	7	2.04
4.2.4 Develop lesson plans to challenge and engage learners.	4	9	12	2.32
4.2.5 Compare and contrast benefits and limitations of technology in the learning environment.	8	12	5	1.88
			Answered	25
			Skipped	2

Performance Standard 4.3: Deliver and Evaluate Instructional Methods				
Answer Choices	**Nice to Know**	**Need to Know**	**Critical to Know**	**Rating Average**
4.3.1 Identify and explain various instructional methods (e.g., direct, small group, inquiry-based, etc.).	4	10	11	2.28
4.3.2 Select instructional strategies that meet the needs of diverse learners.	5	9	11	2.24
4.3.3 Observe and explain how a teacher uses metacognitive and questioning strategies to develop critical thinking skills.	6	10	9	2.12
			Answered	**25**
			Skipped	**2**

Performance Standard 4.4: Analyze Assessment Practices				
Answer Choices	**Nice to Know**	**Need to Know**	**Critical to Know**	**Rating Average**
4.4.1 Explain how assessment relates to learning.	3	9	13	2.40
4.4.2 Distinguish between formative and summative assessment.	4	10	11	2.28
4.4.3 Create examples of informal assessments based on student learning objectives (e.g., examine the	5	14	6	2.04
4.4.4 Describe the rationale teachers use when choosing assessment strategies.	5	14	6	2.04
4.4.5 Utilize assessment data for evidence of student learning.	3	9	13	2.40
			Answered	**25**
			Skipped	**2**

CONTENT STANDARD 5.0: MANAGE THE LEARNING ENVIRONMENT

Performance Standard 5.1: Explore Classroom Management

Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
5.1.1 Discuss the importance of classroom management.	3	6	16	2.52
5.1.2 Evaluate learning environments (e.g., scenarios, on-site observations, role play, etc.).	4	10	11	2.28
5.1.3 Explore classroom management strategies that minimize behavior challenges (e.g., planning, expectations, procedures, consistency, proximity, etc.).	2	7	16	2.56
5.1.4 Research and promote student self-management strategies.	5	11	9	2.16
			Answered	25
			Skipped	2

Performance Standard 5.2: Develop Expectations and Procedures

Answer Choices	Nice to Know	Need to Know	Critical to Know	Rating Average
5.2.1 Distinguish the difference between rules, expectations and procedures.	3	11	11	2.32
5.2.2 Develop a set of expectations to enhance the learning environment.	2	7	16	2.56
5.2.3 Identify procedures to create learning-centered environments.	3	10	12	2.36
			Answered	25
			Skipped	2

Performance Standard 5.3: Create Safe Learning Environments				
Answer Choices	**Nice to Know**	**Need to Know**	**Critical to Know**	**Rating Average**
5.3.1 Create an environment that is physically, emotionally, and intellectually safe.	1	7	17	2.64
5.3.2 Recognize signs and symptoms of abuse, neglect, and bullying and the legal responsibility of mandated reporting.	1	7	17	2.64
5.3.3 Demonstrate active supervision/interaction with learners to ensure safety.	2	12	11	2.36
5.3.4 Investigate bullying and cyberbullying prevention strategies and resources.	5	14	6	2.04
5.3.5 Utilize developmentally appropriate strategies to promote social and emotional health.	3	10	12	2.36
5.3.6 Evaluate materials, furniture, and equipment for assurance of a safe environment.	7	13	5	1.92
5.3.7 Perform basic emergency, safety, health, and security procedures.	4	10	11	2.28
			Answered	25
			Skipped	2