

CONTENT STANDARD 1.0: CAREERS AND PROFESSIONAL PRACTICES

Performance Standard 1.1: Explore Postsecondary Options and Career Pathways

- 1.1.1 Analyze career paths, opportunities, and benefits of pursuing careers in education (e.g., career assessment to identify interests, skills and values and match to occupations, etc.).
- 1.1.2 Describe specific work environments, salary, and benefits of education careers.
- 1.1.3 Explain roles and functions of professionals in education careers.
- 1.1.4 Explore student and professional organizations associated with the education field.
- 1.1.5 Summarize the personal qualities and abilities to be effective in education careers.
- 1.1.6 Meet the core academic skills for educators (e.g., writing, mathematics, reading).
- 1.1.7 Determine the role of lifelong learning to career success in the educational field.

Performance Standard 1.2: Examine Ethical Standards and Professional Practices

- 1.2.1 Explore and demonstrate ethical practices (e.g., confidentiality, impartiality, equity, privacy, cybersecurity).
- 1.2.2 Investigate and evaluate educational practices (e.g., lesson plans, attendance procedures, classroom management).
- 1.2.3 Demonstrate professionalism in the educational setting (e.g., communication, dress, behavior).
- 1.2.4 Research federal, state, and local education laws.

Performance Standard 1.3: Perform Reflective Practices

- 1.3.1 Develop student learning outcomes based on standards.
- 1.3.2 Reflect on instructional strategies and the impact they have on student learning.
- 1.3.3 Examine the importance of building a professional portfolio (e.g., resumes, philosophy statement, best practices).
- 1.3.4 Demonstrate the ability to provide, receive, and respond to feedback.
- 1.3.5 Document self-reflection practices to improve job performance.

Performance Standard 1.4: Explore Professional Advocacy

- 1.4.1 Analyze methods to advocate for individuals within the educational community.
- 1.4.2 Research local, state and national legislation, and public policy.
- 1.4.3 Discuss the significance and impact of educational careers on the local, regional, and national level.

CONTENT STANDARD 2.0: FOUNDATIONS OF EDUCATION

Performance Standard 2.1: Explore the History of Education

- 2.1.1 Describe the contributions of influential historical figures in education (e.g., Benjamin Franklin, Thomas Jefferson, Horace Mann, John Dewey, Maria Montessori).
- 2.1.2 Describe the evolution of schools (public, private, charter, magnet, career and technical education, online, home).
- 2.1.3 Examine the evolution of educational legislation (e.g., Civil Rights Act, Title One, Section 504, IEP).

Performance Standard 2.2: Investigate Educational Theories and Philosophies

- 2.2.1 Explain developmental domains (i.e., cognitive, physical, social-emotional).
- 2.2.2 Apply knowledge of developmental theories to meet individual needs.
- 2.2.3 Describe the major theories of education and their significance regarding teaching and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky).
- 2.2.4 Explore and summarize educational philosophies (e.g., Constructivism, Behaviorism, Progressivism).
- 2.2.5 Analyze educational approaches (e.g., Montessori, Waldorf, STEM/STEAM).

CONTENT STANDARD 3.0: DIVERSE LEARNERS AND THE EDUCATION ENVIRONMENT

Performance Standard 3.1: Examine Student Diversity and Learning Environment

- 3.1.1 Examine diversity (e.g., culture, ethnicity, race, gender, linguistic, religion, social/economic, disability).
- 3.1.2 Analyze obstacles to student learning (e.g., poor sleep habits, inadequate nutrition, stress).
- 3.1.3 Examine how diverse learners and their culture influence the educational community.

Performance Standard 3.2: Observe Responsive/Respectful Environment for All Learners

- 3.2.1 Observe instructional strategies that address the diversity of the learning community.
- 3.2.2 Explain the importance of connecting educational content to diverse populations of learners.
- 3.2.3 Provide materials and activities that respect diversity.
- 3.2.4 Design a safe and respectful learning environment for all learners.

Performance Standard 3.3: Examine the Needs of Exceptional Learners

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

CONTENT STANDARD 4.0: EDUCATIONAL INSTRUCTIONAL PRACTICES

Performance Standard 4.1: Plan for Instruction

- 4.1.1 Analyze the types of information included in the educational standards for the state.
- 4.1.2 Develop student learning objectives based on standards.
- 4.1.3 Compare and contrast different curricula for the same course or level (e.g., pacing guides, course plans, instructional units).

Performance Standard 4.2: Develop Lesson Plans

- 4.2.1 Utilize the diverse learner's prior knowledge, skills, experiences, languages, and culture to differentiate instruction.
- 4.2.2 Examine the components of an effective lesson plan.
- 4.2.3 Develop educational objectives for diverse learners to meet standards.
- 4.2.4 Develop lesson plans to challenge and engage learners.
- 4.2.5 Compare and contrast benefits and limitations of technology in the learning environment.

Performance Standard 4.3: Deliver and Evaluate Instructional Methods

- 4.3.1 Identify and explain various instructional methods (e.g., direct, small group, inquiry-based).
- 4.3.2 Select instructional strategies that meet the needs of diverse learners.
- 4.3.3 Observe and explain how a teacher uses metacognitive and questioning strategies to develop critical thinking skills.

Performance Standard 4.4: Analyze Assessment Practices

- 4.4.1 Explain how assessment relates to learning.
- 4.4.2 Distinguish between formative and summative assessment.
- 4.4.3 Create examples of informal assessments based on student learning objectives (e.g., examine the function of portfolios).
- 4.4.4 Describe the rationale teachers use when choosing assessment strategies.
- 4.4.5 Utilize assessment data for evidence of student learning.

CONTENT STANDARD 5.0: MANAGE THE LEARNING ENVIRONMENT

Performance Standard 5.1: Explore Classroom Management

- 5.1.1 Discuss the importance of classroom management.
- 5.1.2 Evaluate learning environments (e.g., scenarios, on-site observations, role-play).
- 5.1.3 Explore classroom management strategies that minimize behavior challenges (e.g., planning, expectations, procedures, consistency, proximity).
- 5.1.4 Research and promote student self-management strategies.

Performance Standard 5.2: Develop Expectations and Procedures

- 5.2.1 Distinguish the difference between rules, expectations, and procedures.
- 5.2.2 Develop a set of expectations to enhance the learning environment.
- 5.2.3 Identify procedures to create learning-centered environments.

Performance Standard 5.3: Create Safe Learning Environments

- 5.3.1 Create an environment that is physically, emotionally, and intellectually safe.
- 5.3.2 Recognize signs and symptoms of abuse, neglect, and bullying and the legal responsibility of mandated reporting.
- 5.3.3 Demonstrate active supervision/interaction with learners to ensure safety.
- 5.3.4 Investigate bullying and cyberbullying prevention strategies and resources.
- 5.3.5 Utilize developmentally appropriate strategies to promote social and emotional health.
- 5.3.6 Evaluate materials, furniture, and equipment for assurance of a safe environment.
- 5.3.7 Perform basic emergency, safety, health, and security procedures.