



Celebrating 100 Years of Career Readiness

2018-2019

# Technical Skills Assessment Education Assistant

## Results by Standard

Assessment: Idaho Education Assistant	% Correct
Number tested: 28	18-19
<b>Program 1: CONTENT STANDARD 1.0: CAREERS AND PROFESSIONAL PRACTICES</b>	<b>66.06%</b>
Duty 1: Performance Standard 1.1: Explore Postsecondary Options and Career Pathways	68.94%
Standard 5: 1.1.5. Summarize the personal qualities and abilities to be effective in education careers.	96.97%
Standard 6: 1.1.6. Meet the core academic skills for educators (e.g., writing, mathematics, reading).	59.60%
Duty 2: Performance Standard 1.2: Examine Ethical Standards and Professional Practices	79.39%
Standard 1: 1.2.1. Explore and demonstrate ethical practices (e.g., confidentiality, impartiality, equity, privacy, cybersecurity).	84.85%
Standard 2: 1.2.2. Investigate and evaluate educational practices (e.g., lesson plans, attendance procedures, classroom management).	57.58%
Standard 3: 1.2.3. Demonstrate professionalism in the educational setting (e.g., communication, dress, behavior).	84.85%
Duty 3: Performance Standard 1.3: Perform Reflective Practices	53.03%
Standard 1: 1.3.1. Develop student learning outcomes based on standards.	37.88%
Standard 2: 1.3.2. Reflect on instructional strategies and the impact they have on student learning.	84.85%
Standard 4: 1.3.4. Demonstrate the ability to provide, receive, and respond to feedback.	63.64%
Standard 5: 1.3.5. Document self-reflection practices to improve job performance.	30.30%
<b>Program 2: CONTENT STANDARD 2.0: FOUNDATIONS OF EDUCATION</b>	<b>61.21%</b>
Duty 2: Performance Standard 2.2: Investigate Educational Theories and Philosophies	61.21%
Standard 1: 2.2.1. Explain developmental domains (i.e., cognitive, physical, social-emotional).	71.21%
Standard 2: 2.2.2. Apply knowledge of developmental theories to meet individual needs.	54.55%
Standard 3: 2.2.3. Describe the major theories of education and their significance regarding teaching and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky).	69.70%
Standard 5: 2.2.5. Analyze educational approaches (e.g., Montessori, Waldorf, STEM/STEAM).	39.39%
<b>Program 3: CONTENT STANDARD 3.0: DIVERSE LEARNERS AND THE EDUCATION ENVIRONMENT</b>	<b>62.63%</b>
Duty 1: Performance Standard 3.1: Examine Student Diversity and Learning Environment	81.82%
Standard 1: 3.1.1. Examine diversity (e.g., culture, ethnicity, race, gender, linguistic, religion, social/economic, disability).	93.94%

Standard 2: 3.1.2. Analyze obstacles to student learning (e.g., poor sleep habits, inadequate nutrition, stress).	81.82%
Standard 3: 3.1.3. Examine how the diverse learners and their culture influences the educational community.	77.78%
<b>Duty 2: Performance Standard 3.2: Observe Responsive/Respectful Environment for All Learners</b>	<b>68.48%</b>
Standard 1: 3.2.1. Observe instructional strategies that address the diversity of the learning community	46.97%
Standard 3: 3.2.3. Provide materials and activities that respect diversity.	80.30%
Standard 4: 3.2.4. Design a safe and respectful learning environment for all learners.	87.88%
<b>Duty 3: Performance Standard 3.3: Examine the Needs of Exceptional Learners</b>	<b>44.44%</b>
Standard 1: 3.3.1. Identify defining characteristics of exceptional learners, including children with disabilities and children with gifted abilities.	45.45%
Standard 2: 3.3.2. Define specially designed instruction as it relates to special education.	69.70%
Standard 3: 3.3.3. Define an Individual Education Plan (IEP) and its components (e.g., annual goals, present levels, medical needs, accommodations).	48.48%
Standard 4: 3.3.4. Identify legal responsibilities associated with IEPs.	34.34%
Standard 5: 3.3.5. Identify accommodations and modifications in adapting instructional activities for individual student goals.	31.82%
<b>Program 4: CONTENT STANDARD 4.0: EDUCATIONAL INSTRUCTIONAL PRACTICES</b>	<b>63.79%</b>
<b>Duty 2: Performance Standard 4.2: Develop Lesson Plans</b>	<b>69.32%</b>
Standard 1: 4.2.1. Utilize the diverse learner's prior knowledge, skills, experiences, languages, and culture to differentiate instruction.	55.56%
Standard 2: 4.2.2. Examine the components of an effective lesson plan.	66.67%
Standard 4: 4.2.4. Develop lesson plans to challenge and engage learners.	87.88%
Standard 5: 4.2.5. Compare and contrast benefits and limitations of technology in the learning environment.	78.79%
<b>Duty 3: Performance Standard 4.3: Deliver and Evaluate Instructional Methods</b>	<b>60.61%</b>
Standard 1: 4.3.1. Identify and explain various instructional methods (e.g., direct, small group, inquiry-based).	57.58%
Standard 2: 4.3.2. Select instructional strategies that meet the needs of diverse learners.	89.39%
Standard 3: 4.3.3. Observe and explain how a teacher uses metacognitive and questioning strategies to develop critical thinking	34.85%
<b>Duty 4: Performance Standard 4.4: Analyze Assessment Practices</b>	<b>59.60%</b>
Standard 1: 4.4.1. Explain how assessment relates to learning.	60.61%
Standard 2: 4.4.2. Distinguish between formative and summative assessment.	45.45%
Standard 5: 4.4.5. Utilize assessment data for evidence of student learning.	72.73%
<b>Program 5: CONTENT STANDARD 5.0: MANAGE THE LEARNING ENVIRONMENT</b>	<b>71.95%</b>
<b>Duty 1: Performance Standard 5.1: Explore Classroom Management</b>	<b>78.79%</b>
Standard 1: 5.1.1. Discuss the importance of classroom management.	69.70%
Standard 2: 5.1.2. Evaluate learning environments (e.g., scenarios, on-site observations, role-play).	81.82%
Standard 3: 5.1.3. Explore classroom management strategies that minimize behavior challenges (e.g., planning, expectations, procedures, consistency, proximity).	82.83%

Duty 2: Performance Standard 5.2: Develop Expectations and Procedures	64.98%
Standard 1: 5.2.1. Distinguish the difference between rules, expectations and procedures.	69.70%
Standard 2: 5.2.2. Develop a set of expectations to enhance the learning environment.	62.63%
Standard 3: 5.2.3. Identify procedures to create learning-centered environments.	62.63%
Duty 3: Performance Standard 5.3: Create Safe Learning Environments	72.60%
Standard 1: 5.3.1. Create an environment that is physically, emotionally, and intellectually safe.	79.29%
Standard 2: 5.3.2. Recognize signs and symptoms of abuse, neglect, and bullying and the legal responsibility of mandated reporting.	73.23%
Standard 3: 5.3.3. Demonstrate active supervision/interaction with learners to ensure safety.	65.15%
Standard 4: 5.3.4. Investigate bullying and cyberbullying prevention strategies and resources.	65.66%
Standard 5: 5.3.5. Utilize developmentally appropriate strategies to promote social and emotional health.	81.82%
Standard 7: 5.3.7. Perform basic emergency, safety, health, and security procedures.	66.67%