



# 2020-2021

## Technical Skills Assessment

### Education and Training

## Results by Standard

| Legend (%) |        |         |
|------------|--------|---------|
| 0-50%      | 51-75% | 76-100% |

| Assessment: Education and Training<br>Number tested: 18  | % Correct<br>18-19 | % Correct<br>20-21 |
|--|--------------------|--------------------|
| <b>CONTENT STANDARD 1.0: CAREERS AND PROFESSIONAL PRACTICES</b>  | 66.06%             | 75.44%             |
| <b>Performance Standard 1.1: Explore Postsecondary Options and Career Pathways</b>   | 68.94%             | 72.37%             |
| 1.1.5. Summarize the personal qualities and abilities to be effective in education careers.  | 96.97%             | 100.00%            |
| 1.1.6. Meet the core academic skills for educators (e.g., writing, mathematics, reading).  | 59.60%             | 63.16%             |
| <b>Performance Standard 1.2: Examine Ethical Standards and Professional Practices</b>  | 79.39%             | 87.37%             |
| 1.2.1. Explore and demonstrate ethical practices (e.g., confidentiality, impartiality, equity, privacy, cybersecurity).                                    | 84.85%             | 96.49%             |
| 1.2.2. Investigate and evaluate educational practices (e.g., lesson plans, attendance procedures, classroom management).                                   | 57.58%             | 57.89%             |
| 1.2.3. Demonstrate professionalism in the educational setting (e.g., communication, dress, behavior).  | 84.85%             | 89.47%             |
| <b>Performance Standard 1.3: Perform Reflective Practices</b>  | 53.03%             | 67.54%             |
| 1.3.1. Develop student learning outcomes based on standards.   | 37.88%             | 55.26%             |
| 1.3.2. Reflect on instructional strategies and the impact they have on student learning.   | 84.85%             | 73.68%             |
| 1.3.4. Demonstrate the ability to provide, receive, and respond to feedback.   | 63.64%             | 84.21%             |
| 1.3.5. Document self-reflection practices to improve job performance.  | 30.30%             | 52.63%             |
| <b>CONTENT STANDARD 2.0: FOUNDATIONS OF EDUCATION</b>  | 61.21%             | 68.42%             |
| <b>Performance Standard 2.2: Investigate Educational Theories and Philosophies</b>   | 61.21%             | 68.42%             |
| 2.2.1. Explain developmental domains (i.e., cognitive, physical, social-emotional).  | 71.21%             | 81.58%             |
| 2.2.2. Apply knowledge of developmental theories to meet individual needs.   | 54.55%             | 68.42%             |
| 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%             | 57.89%             |
| 2.2.5. Analyze educational approaches (e.g., Montessori, Waldorf, STEM/STEAM).   | 39.39%             | 52.63%             |
| <b>CONTENT STANDARD 3.0: DIVERSE LEARNERS AND THE EDUCATION ENVIRONMENT</b>  | 62.63%             | 68.42%             |
| <b>Performance Standard 3.1: Examine Student Diversity and Learning Environment</b>  | 81.82%             | 81.95%             |
| 3.1.1. Examine diversity (e.g., culture, ethnicity, race, gender, linguistic, religion, social/economic, disability).                                      | 93.94%             | 100.00%            |

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|--|------------------|------------------|
| <b>Number tested: 18</b>   | <b>18-19</b>     | <b>20-21</b>     |
| 3.1.2. Analyze obstacles to student learning (e.g., poor sleep habits, inadequate nutrition, stress).                                      | 81.82%           | 80.70%           |
| 3.1.3. Examine how the diverse learners and their culture influences the educational community.  | 77.78%           | 77.19%           |
| <b>Performance Standard 3.2: Observe Responsive/Respectful Environment for All Learners</b>  | 68.48%           | 64.21%           |
| 3.2.1. Observe instructional strategies that address the diversity of the learning community   | 46.97%           | 42.11%           |
| 3.2.3. Provide materials and activities that respect diversity.  | 80.30%           | 86.84%           |
| 3.2.4. Design a safe and respectful learning environment for all learners.   | 87.88%           | 63.16%           |
| <b>Performance Standard 3.3: Examine the Needs of Exceptional Learners</b>   | 44.44%           | 60.23%           |
| 3.3.1. Identify defining characteristics of exceptional learners, including children with disabilities and children with gifted abilities. | 45.45%           | 89.47%           |
| 3.3.2. Define specially designed instruction as it relates to special education.   | 69.70%           | 81.58%           |
| 3.3.3. Define an Individual Education Plan (IEP) and its components (e.g., annual goals, present levels, medical needs, accommodations).   | 48.48%           | 26.32%           |
| 3.3.4. Identify legal responsibilities associated with IEPs.   | 34.34%           | 43.86%           |
| 3.3.5. Identify accommodations and modifications in adapting instructional activities for individual student goals.                        | 31.82%           | 65.79%           |
| <b>CONTENT STANDARD 4.0: EDUCATIONAL INSTRUCTIONAL PRACTICES</b>   | 63.79%           | 72.63%           |
| <b>Performance Standard 4.2: Develop Lesson Plans</b>  | 69.32%           | 76.32%           |
| 4.2.1. Utilize the diverse learner's prior knowledge, skills, experiences, languages, and culture to differentiate instruction.            | 55.56%           | 59.65%           |
| 4.2.2. Examine the components of an effective lesson plan.   | 66.67%           | 86.84%           |
| 4.2.4. Develop lesson plans to challenge and engage learners.  | 87.88%           | 92.11%           |
| 4.2.5. Compare and contrast benefits and limitations of technology in the learning environment.  | 78.79%           | 73.68%           |
| <b>Performance Standard 4.3: Deliver and Evaluate Instructional Methods</b>  | 60.61%           | 67.54%           |
| 4.3.1. Identify and explain various instructional methods (e.g., direct, small group, inquiry-based).                                      | 57.58%           | 68.42%           |
| 4.3.2. Select instructional strategies that meet the needs of diverse learners.  | 89.39%           | 94.74%           |
| 4.3.3. Observe and explain how a teacher uses metacognitive and questioning strategies to develop critical thinking skills.                | 34.85%           | 39.47%           |
| <b>Performance Standard 4.4: Analyze Assessment Practices</b>  | 59.60%           | 72.81%           |
| 4.4.1. Explain how assessment relates to learning.   | 60.61%           | 63.16%           |
| 4.4.2. Distinguish between formative and summative assessment.   | 45.45%           | 71.05%           |
| 4.4.5. Utilize assessment data for evidence of student learning.   | 72.73%           | 84.21%           |
| <b>CONTENT STANDARD 5.0: MANAGE THE LEARNING ENVIRONMENT</b>   | 71.95%           | 76.65%           |
| <b>Performance Standard 5.1: Explore Classroom Management</b>  | 78.79%           | 81.95%           |
| 5.1.1. Discuss the importance of classroom management.   | 69.70%           | 68.42%           |
| 5.1.2. Evaluate learning environments (e.g., scenarios, on-site observations, role-play).  | 81.82%           | 89.47%           |

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| 5.1.3. Explore classroom management strategies that minimize behavior challenges (e.g., planning, expectations, procedures, consistency, proximity). | 82.83%           | 85.96%           |
| <b>Performance Standard 5.2: Develop Expectations and Procedures</b>   | 64.98%           | 71.35%           |
| 5.2.1. Distinguish the difference between rules, expectations and procedures.  | 69.70%           | 73.68%           |
| 5.2.2. Develop a set of expectations to enhance the learning environment.  | 62.63%           | 71.93%           |
| 5.2.3. Identify procedures to create learning-centered environments.   | 62.63%           | 68.42%           |
| <b>Performance Standard 5.3: Create Safe Learning Environments</b>   | 72.60%           | 77.12%           |
| 5.3.1. Create an environment that is physically, emotionally, and intellectually safe.   | 79.29%           | 87.72%           |
| 5.3.2. Recognize signs and symptoms of abuse, neglect, and bullying and the legal responsibility of mandated reporting.                              | 73.23%           | 75.44%           |
| 5.3.3. Demonstrate active supervision/interaction with learners to ensure safety.  | 65.15%           | 64.47%           |
| 5.3.4. Investigate bullying and cyberbullying prevention strategies and resources.   | 65.66%           | 64.91%           |
| 5.3.5. Utilize developmentally appropriate strategies to promote social and emotional health.  | 81.82%           | 81.58%           |
| 5.3.7. Perform basic emergency, safety, health, and security procedures.   | 66.67%           | 89.47%           |