**Test Type:** The Teaching as a Profession assessment was developed based on standards used in the state of Georgia and contains a multiple-choice and performance component. This assessment is meant to measure technical skills at the occupational level and includes items which gauge factual and theoretical knowledge.

**Revision Team:** The assessment content is based on input from Georgia educators who teach in career and technical education programs.
Written Assessment

This written assessment consists of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 90 minutes  
**Number of Questions:** 99  
**Number of Sessions:** This assessment may be administered in one, two, or three sessions.

**Areas Covered**

- Examining the Teaching Profession: 35%  
- Contemporary Issues in Education: 35%
Specific Standards and Competencies Included in this Assessment

Examining the Teaching Profession

- Identify career opportunities available in the field of education
- Determine preparation/educational requirements for various levels of employment in education
- Determine rewards/demands including salaries/benefits for various levels in the field of education
- Compare educational practices across the history of American public education
- Evaluate the impact of historical movements on American public education
- Describe the key influences of people who framed American public education
- Determine knowledge and skills needed by teaching professionals
- Demonstrate personal characteristics needed to work in the teaching profession
- Identify qualities of effective schools
- Utilize technology applications appropriate for specific subject matter and student needs
- Demonstrate skillful use of technology as a tool for instruction, evaluation, and management
- Describe the characteristics of safe and effective learning environments
- Demonstrate teacher characteristics that promote an effective learning environment
- Apply classroom management techniques that promote an effective learning environment
- Describe conflict management/mediation techniques supportive of an effective learning environment
- Apply principles and theories of human development to teaching situations
- Apply principles and theories about the learning process to teaching situations
- Demonstrate teacher behaviors and skills that facilitate the learning process
- Explain relationship between effective teaching practices/learning differences, and special needs
- Analyze concepts for developing effective instructional strategies
- Determine influence of student learning needs/subject matter on instructional strategies

(Continued on the following page)
Specific Standards and Competencies (continued)

Examining the Teaching Profession (continued)
- Use instructional strategies effectively
- Utilize learner feedback to guide selection and adjustment of instructional strategies
- Describe the role of assessment as part of the learning process and the teaching process
- Analyze the assessment process
- Use the assessment process to foster student learning
- Utilize assessment strategies to promote personal growth and teaching improvement
- Identify needs/opportunities for parental involvement for elementary, middle, and high school students
- Describe the relationship between a positive home environment and effective learning
- Identify support systems and services for families with children in school

Contemporary Issues in Education
- Determine preparation/educational requirements for various levels of employment in the field
- Compare and contrast national, state, and local professional organizations
- Select appropriate specialized associations of teachers
- Determine rewards/demands including salaries/benefits for various levels in the field of education
- Develop habits of using this knowledge base in evaluating and formulating educational practice
- Examine and explain the practice, leadership, and governance of education in different societies
- Utilize critical understanding of education, thought, practice, decisions and events, including current events
- Understand/employ value orientations/ethical perspectives in analyzing/interpreting education ideas

(Continued on the following page)
Contemporary Issues in Education (continued)

- Develop procedures in examining normative/ethical assumptions of critical/contemporary schooling
- Evaluate conceptions of truth, justice, and caring as they are applied in contemporary education policy
- Utilize theories/critiques of overarching purposes of schooling, consideration of intent/meaning
- Use critical judgment to question contemporary education assumptions and arrangements/contradictions
- Participate effectively in individual/organizational efforts that maintain and enhance US schools
- Evaluate the moral, social, and political dimensions of contemporary classrooms, teaching, and schools
- Understand how social/cultural differences outside the classroom/school affect student learning
- Acquire understanding of education, connect sensitivity with democratic values/responsibilities
- Accept the idea that there is human commonality within diversity
- Adapt instruction to incorporate recognition/acceptance of social and cultural differences
- Specify how issues as social inequality, concentrations of power, etc. affect teaching/schooling
- Identify, understand, and evaluate, education conceptions, practices/current values that can lead to change
- Understand in choosing a measuring device, one makes a moral/philosophical assumption/choice
- Prepare to consider all aspects of an evaluation method, including ethical and test norming criteria
- Examine teacher unions
- Examine GAE and PAGE and analyze similarities and differences between GAE, PAGE, NAE, and AFT
Specific Standards and Competencies (continued)

Contemporary Issues in Education (continued)

- Examine GAE and PAGE and analyze similarities and differences between GAE, PAGE, NAE, and AFT
- Examine impact of teacher organizations on salary, working conditions, teacher recruitment/retention
- Understand the role of the local BOE in making decisions for the school system
- Identify a democratic classroom
- Critique the Code of Ethics of the Georgia Professional Standards Committee
- Recognize/appreciate differences in culture, values, and social status contained within one classroom
- Know the demographics of his/her community
- Evaluate the contextual factors of the classroom where they do their internship
- Understand the six philosophical orientations to education
- Identify the six philosophies used by the teacher they observe
Which of the following is a teacher characteristic that leads to effective teaching?
A. passive
B. manipulative
C. reflective
D. aggressive

The court case Pickering v. Board of Education is important because it deals with
A. teachers' rights
B. students' rights
C. principals' rights
D. school board rights

A diagnostic test deals with
A. placement of a student in a gifted program
B. how well students learned one particular concept
C. assessing strengths and weaknesses
D. students' ability for acquiring specific skills

A teacher wishing to accommodate diversity in the classroom will incorporate
A. one consistent teaching and testing style
B. content across the curriculum
C. high tech lessons exclusively
D. various styles of teaching and learning

What is the role of a teacher in Humanistic Education?
A. psychotherapist
B. disciplinarian
C. authoritarian
D. facilitator