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## **Fundamentals of Teaching**

## General Assessment Information

### Blueprint Contents

General Assessment Information

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Written Assessment Information

Specific Competencies Covered in the Test

**Test Type:** The Fundamentals of Teaching industry-based credential is included in NOCTI's Job Ready assessment battery. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. Job Ready assessments typically offer both a written and performance component and can be used at the secondary and post-secondary levels. Job Ready assessments can be delivered in an online or paper/pencil format.

**Revision Team:** The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Georgia, Michigan, Nevada, and Pennsylvania.



13.0101 Education, General



Career Cluster -  
Education and Training



"25-3099.00 -Teachers and Instructors, All  
Other  
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The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!

## Written Assessment

NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 3 hours

**Number of Questions:** 149

**Number of Sessions:** This assessment may be administered in one, two, or three sessions.

### Areas Covered



## Specific Standards and Competencies Included in this Assessment

### Orientation to the Education Profession

- Research potential career paths, develop professional goals and a postsecondary career plan, and acquire required clearances
- Research the history, role, and social/political/economic context of American education and the education profession and reflect on one's cultural lens
- Identify the knowledge, skills, dispositions, and abilities necessary to succeed within the education profession

### Planning and Preparation

- Explore the connections of content knowledge and pedagogy
- Demonstrate knowing and valuing students as part of the planning process
- Prepare instructional outcomes
- Identify educational resources and evaluate uses in the classroom
- Plan clear and thoughtful instruction aligned to standards and design culturally relevant learning
- Design and analyze assessments and identify how to incorporate results into the instructional planning process and identify the several types of assessments

### Learning Environment and Classroom Management

- Identify classroom modifications and accommodations to meet the needs of all students
- Identify and practice strategies to cultivate respectful and affirming environments and a sense of belonging for all students
- Identify and practice strategies for fostering a culture for learning
- Identify and practice strategies for supporting positive student behavior
- Identify and practice strategies for organizing physical and digital spaces for learning
- Provide all learners with equitable and differentiated opportunities to learn and succeed

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## Specific Standards and Competencies (continued)

### Human Growth and Development

- Identify a learner's cognitive, physical, emotional, and social development stages (Pre-K-12), and promote asset-based perspectives and differences
- Identify strategies for designing learning environments based on learner's developmental stages, and identify strategies for designing and delivering instruction
- Discuss how social issues and relationships affect students

### Clinical Experience (Observation and Participation)

- Observe a variety of classrooms and reflect upon learning environment and classroom management, participate in a technical center or cross-grade instructional program, and meet with mentor teacher and plan active participation
- Design and deliver instruction that takes into consideration the diverse needs of all learners
- Seek out opportunities to both self-reflect and receive feedback from others to adjust future practice, assess lesson plan effectiveness, and observe and evaluate
- Establish high expectations for each learner and treat them as capable and deserving of achieving success

### Culturally Relevant and Sustaining Education and Inclusion

- Research students' rights in the public education setting (e.g., IDEA, Title IX, ESSA, FERPA)
- Describe ways educators can support students identified as needing special services (e.g., emerging multilinguals, special education)
- Communicate in linguistically and culturally relevant ways that demonstrate respect for learners, educators, educational leaders, and families
- Research culturally relevant and sustaining practices in the design of an instructional activity or lesson

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## Specific Standards and Competencies (continued)

### Professionalism, Ethics, and Reflective Practice

- Research and adhere to school, district, and program rules, regulations, and policies in all applicable education settings
- Determine and employ the professional demeanor and social emotional competencies needed to maintain professionalism
- Identify and adhere to the professional ethics competencies and code of conduct practice for educators, as well as other legal requirements (e.g., FERPA, mandated reporting)
- Communicate professionally in oral, written, and electronic communication, including maintaining a professional digital footprint
- Practice planning, sharing, and working collaboratively to improve instructional skills, student success, and the professional culture and climate of the school
- Identify resources for engaging in professional learning, inquiry, growth, and self-care wellness
- Reflect upon practice through the lens of culturally relevant and sustaining education, as outlined in the CR-SE competencies

## Sample Questions

**Which is a district-level leadership position in education?**

- A. paraprofessional
- B. special education teacher
- C. superintendent
- D. classroom teacher

**A thematic approach to curriculum planning**

- A. addresses one specific area of development
- B. promotes the use of structured activities
- C. focuses mainly on group projects
- D. connects learning to a specific idea or subject

**A student with special needs is struggling in class. Best practice is to**

- A. focus on classroom observations
- B. review the student's individualized education plan
- C. talk with other teachers
- D. ask other students for ideas

**Classroom rules are more likely to be effective when the teacher**

- A. determines what each individual student can do
- B. writes the rules on the board
- C. consistently monitors and enforces the rules
- D. loudly announces each time a rule is broken

**Which best describes human growth and development?**

- A. random and unpredictable
- B. broad stages of development
- C. continuous and unchanging
- D. narrow stages of development

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### Sample Questions (continued)

**When meeting with a mentor teacher, a student teacher should**

- A. listen carefully and avoid asking questions
- B. ask clarifying questions to better understand expectations
- C. zone out and think about what they might do
- D. argue with the teacher about expectations

**The attribute that best supports reflective practice is**

- A. having a growth mindset
- B. displaying indecisiveness
- C. being a visionary
- D. focusing on high performers

**Title IX states that educational institutions receiving federal funds may not discriminate based on**

- A. sex
- B. race
- C. socioeconomic status
- D. religion

**A teacher who suspects child abuse should**

- A. investigate the situation before reporting
- B. ignore the first incident
- C. report the incident to the proper authorities
- D. talk to the parent or other guardian

**Educators can practice self-care by**

- A. setting appropriate boundaries and prioritizing their mental health
- B. constantly working long hours and avoiding taking time off
- C. sacrificing their own well-being for the benefit of their students
- D. using substances to cope with stress

## Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

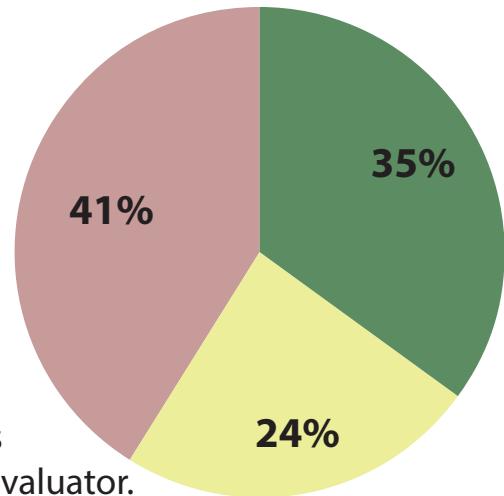
**Administration Time:** 2 hours and 8 minutes

**Number of Jobs:** 3

### Areas Covered:

#### **35% Summarize Your Career Pathway**

Participant will create a summary of their career path including educational philosophy and professional goals using presentation software and present project to the evaluator.



#### **24% Develop an Email to a Parent/Guardian**

Participant will use provided scenario to write a formal email to parent/guardian addressing student's disruptive behavior, and provide description of behavior, actionable feedback, and a follow-up plan.

#### **41% Create a Written Lesson Plan**

Participant will use the template provided to create a lesson plan which includes materials needed, learning objective, description of instructional activities, methods for meeting needs of all learners, and a closure.

## Sample Job

### Create a Written Lesson Plan

**Maximum Time:** 45 minutes

**Participant Activity:** Participant will use the template provided to create a lesson plan which includes subject, lesson title, materials needed, learning objective, description of instructional activities, methods for meeting needs of all learners, and a closure.