



NOCTI
State Customized
Credential Blueprint



Teaching as a Profession (GA)

Code: 7779 / Version: 01
Copyright © 2011. All Rights Reserved.

General Assessment Information

Blueprint Contents

General Assessment Information
Written Assessment Information

Specific Competencies Covered in the Test
Sample Written Items

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.



CIP: 13.1206 - Teacher Education,
Multiple Levels



Career Cluster 5 -
Education and Training

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



65%

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)

Specific Standards and Competencies (continued)

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