IDAHO EDUCATION ASSISTANT PROGRAM STANDARDS

2017
Approved by the State
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August 2018

CONTENT STANDARD 1.0: CAREERS AND PROFESSIONAL PRACTICES

Performance Standard 1.1: Explore Postsecondary Options and Career Pathways

1.1.1 Analyze career paths, opportunities, and benefits of pursuing careers in education (e.g., career assessment to identify interests, skills and values and match to occupations, etc.).
1.1.2 Describe specific work environments, salary, and benefits of education careers.
1.1.3 Explain roles and functions of professionals in education careers.
1.1.4 Explore student and professional organizations associated with the education field.
1.1.5 Summarize the personal qualities and abilities to be effective in education careers.
1.1.6 Meet the core academic skills for educators (e.g., writing, mathematics, reading).
1.1.7 Determine the role of lifelong learning to career success in the educational field.

Performance Standard 1.2: Examine Ethical Standards and Professional Practices

1.2.1 Explore and demonstrate ethical practices (e.g., confidentiality, impartiality, equity, privacy, cybersecurity).
1.2.2 Investigate and evaluate educational practices (e.g., lesson plans, attendance procedures, classroom management).
1.2.3 Demonstrate professionalism in the educational setting (e.g., communication, dress, behavior).
1.2.4 Research federal, state, and local education laws.

Performance Standard 1.3: Perform Reflective Practices

1.3.1 Develop student learning outcomes based on standards.
1.3.2 Reflect on instructional strategies and the impact they have on student learning.
1.3.3 Examine the importance of building a professional portfolio (e.g., resumes, philosophy statement, best practices).
1.3.4 Demonstrate the ability to provide, receive, and respond to feedback.
1.3.5 Document self-reflection practices to improve job performance.

Performance Standard 1.4: Explore Professional Advocacy

1.4.1 Analyze methods to advocate for individuals within the educational community.
1.4.2 Research local, state and national legislation, and public policy.
1.4.3 Discuss the significance and impact of educational careers on the local, regional, and national level.

CONTENT STANDARD 2.0: FOUNDATIONS OF EDUCATION

Performance Standard 2.1: Explore the History of Education

2.1.1 Describe the contributions of influential historical figures in education (e.g., Benjamin Franklin, Thomas Jefferson, Horace Mann, John Dewey, Maria Montessori).
2.1.2 Describe the evolution of schools (public, private, charter, magnet, career and technical education, online, home).

CTE New Family and Consumer Sciences
Content Standards

IDAHO EDUCATION ASSISTANT PROGRAM STANDARDS

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2.1.3 Examine the evolution of educational legislation (e.g., Civil Rights Act, Title One, Section 504, IEP).

Performance Standard 2.2: Investigate Educational Theories and Philosophies

2.2.1 Explain developmental domains (i.e., cognitive, physical, social-emotional).

2.2.2 Apply knowledge of developmental theories to meet individual needs.

2.2.3 Describe the major theories of education and their significance regarding teaching and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky).

2.2.4 Explore and summarize educational philosophies (e.g., Constructivism, Behaviorism, Progressivism).

2.2.5 Analyze educational approaches (e.g., Montessori, Waldorf, STEM/STEAM).

CONTENT STANDARD 3.0: DIVERSE LEARNERS AND THE EDUCATION ENVIRONMENT

Performance Standard 3.1: Examine Student Diversity and Learning Environment

3.1.1 Examine diversity (e.g., culture, ethnicity, race, gender, linguistic, religion, social/economic, disability).

3.1.2 Analyze obstacles to student learning (e.g., poor sleep habits, inadequate nutrition, stress).

3.1.3 Examine how diverse learners and their culture influence the educational community.

Performance Standard 3.2: Observe Responsive/Respectful Environment for All Learners

3.2.1 Observe instructional strategies that address the diversity of the learning community.

3.2.2 Explain the importance of connecting educational content to diverse populations of learners.

3.2.3 Provide materials and activities that respect diversity.

3.2.4 Design a safe and respectful learning environment for all learners.

Performance Standard 3.3: Examine the Needs of Exceptional Learners

3.3.1 Identify defining characteristics of exceptional learners, including children with disabilities and children with gifted abilities.

3.3.2 Define specially designed instruction as it relates to special education.

3.3.3 Define an Individual Education Plan (IEP) and its components (e.g., annual goals, present levels, medical needs, accommodations).

3.3.4 Identify legal responsibilities associated with IEPs.

3.3.5 Identify accommodations and modifications in adapting instructional activities for individual student goals.

3.3.6 Describe the benefits of inclusive practices in support of exceptional learners.

CONTENT STANDARD 4.0: EDUCATIONAL INSTRUCTIONAL PRACTICES

Performance Standard 4.1: Plan for Instruction

4.1.1 Analyze the types of information included in the educational standards for the state.

4.1.2 Develop student learning objectives based on standards.

IDAHO EDUCATION ASSISTANT PROGRAM STANDARDS

4.1.3 Compare and contrast different curricula for the same course or level (e.g., pacing guides, course plans, instructional units).

Performance Standard 4.2: Develop Lesson Plans

4.2.1 Utilize the diverse learner's prior knowledge, skills, experiences, languages, and culture to differentiate instruction.

4.2.2 Examine the components of an effective lesson plan.

4.2.3 Develop educational objectives for diverse learners to meet standards.

4.2.4 Develop lesson plans to challenge and engage learners.

4.2.5 Compare and contrast benefits and limitations of technology in the learning environment.

Performance Standard 4.3: Deliver and Evaluate Instructional Methods

4.3.1 Identify and explain various instructional methods (e.g., direct, small group, inquiry-based).

4.3.2 Select instructional strategies that meet the needs of diverse learners.

4.3.3 Observe and explain how a teacher uses metacognitive and questioning strategies to develop critical thinking skills.

Performance Standard 4.4: Analyze Assessment Practices

4.4.1 Explain how assessment relates to learning.

4.4.2 Distinguish between formative and summative assessment.

4.4.3 Create examples of informal assessments based on student learning objectives (e.g., examine the function of portfolios).

4.4.4 Describe the rationale teachers use when choosing assessment strategies.

4.4.5 Utilize assessment data for evidence of student learning.

CONTENT STANDARD 5.0: MANAGE THE LEARNING ENVIRONMENT

Performance Standard 5.1: Explore Classroom Management

5.1.1 Discuss the importance of classroom management.

5.1.2 Evaluate learning environments (e.g., scenarios, on-site observations, role-play).

5.1.3 Explore classroom management strategies that minimize behavior challenges (e.g., planning, expectations, procedures, consistency, proximity).

5.1.4 Research and promote student self-management strategies.

Performance Standard 5.2: Develop Expectations and Procedures

5.2.1 Distinguish the difference between rules, expectations, and procedures.

5.2.2 Develop a set of expectations to enhance the learning environment.

5.2.3 Identify procedures to create learning-centered environments.

Performance Standard 5.3: Create Safe Learning Environments

5.3.1 Create an environment that is physically, emotionally, and intellectually safe.

5.3.2 Recognize signs and symptoms of abuse, neglect, and bullying and the legal responsibility of mandated reporting.

5.3.3 Demonstrate active supervision/interaction with learners to ensure safety.

5.3.4 Investigate bullying and cyberbullying prevention strategies and resources.

5.3.5 Utilize developmentally appropriate strategies to promote social and emotional health.

**CTE New Family and Consumer Sciences
Content Standards**

IDAHO EDUCATION ASSISTANT PROGRAM STANDARDS

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5.3.6   Evaluate materials, furniture, and equipment for assurance of a safe environment.

5.3.7   Perform basic emergency, safety, health, and security procedures.