Instructional Framework

Education Professions

13.1200.00

This Instructional Framework identifies, explains, and expands the content of the standards/measurement criteria, and, as well, guides the development of multiple-choice items for the Technical Skills Assessment. This document corresponds with the Technical Standards endorsed on May 2, 2023.

Domain 1: Instructional Strategies	
Instructional Time: 40 - 50%	

STANDARD 7.0 EXAMINE THE IMPACT OF CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT ON STUDENT LEARNING	
7.1 Explain classroom management as the foundation for effective student learning (e.g., establish and sustain an orderly environment for students, create opportunities for meaningful learning, consider whole group instruction, paired activities, and small group instruction)	- Classroom management - Establish and sustain an orderly environment for students - Create opportunities for meaningful learning - Consider whole group instruction - Paired activities - Small group instruction - Difference between rules and procedures - Proactive and reactive classroom management techniques - Student engagement and active participation - Active participation techniques - Relationship between student engagement and classroom management
7.2 Compare and contrast research- and evidence-based methodologies and techniques for classroom management (e.g., demonstrate model behavior; allow students to help establish rules, procedures, and consequences; encourage initiative; and praise/award good behavior/results)	- Researched- and evidence-based methodologies and techniques for classroom management - Demonstrate model behavior - Allow students to help establish rules, procedures, and consequences - Encourage initiative - Praise/award good behavior/results
7.3 Discuss the importance of documenting classroom management and student engagement activities and outcomes	Record keeping and documentation of student behavior
7.4 Identify classroom instructional strategies used to engage student learning (i.e., cooperative learning, group discussion, making learning	- Classroom instructional strategies used to engage student learning - Cooperative learning

relative, independent study, journals/learning logs, reflection, etc.)	○ Group discussion ○ Making learning relative ▪ Connecting to student's lives ○ Independent study ○ Journals/learning logs ○ Reflection, etc.
7.5 Describe motivation strategies that address the needs of students in diverse learning environments (i.e., relationship building, clear expectations and goals, engagement in varied experiences, positive competition, etc.)	● Motivation strategies that address the needs of students in diverse learning environments ○ Relationship building ○ Clear expectations and goals ○ Engagement in varied experiences ○ Positive competition, etc. ● Maslow Hierarchy of Needs ● Barriers to learning ● Intrinsic vs. extrinsic motivation
STANDARD 8.0 CONSTRUCT AND TEACH A LESSON TO MEET THE NEEDS OF LEARNERS	
8.1 Define learning theories and their application to the classroom (e.g., behaviorism, cognitive, constructivism, humanism, and connectivism)	● Learning theories and their application to the classroom ○ Behaviorism ○ Cognitive ○ Constructivism ○ Humanism ○ Connectivism
8.2 Identify teaching methods that accommodate different learning styles (i.e., visual, auditory, reading and writing, kinesthetic, etc.)	● Teaching methods that accommodate different learning styles ○ Visual ○ Auditory ○ Reading and writing ○ Kinesthetic, etc. ● Multiple intelligences
8.3 Describe ways to accommodate English Language Learners (ELL) and English as a Second Language (ESL) students (i.e., simplify directions, translate directions orally, use a translation dictionary, etc.)	● Ways to accommodate English Language Learners and English as a Second Language ○ Simplify directions ○ Translate directions orally ○ Use a translation dictionary, etc.
8.4 Describe the components of an effective lesson plan (i.e.,	● Components of an effective lesson plan

objectives, learning experiences, materials, resources, assessments, technology, accommodations/modifications, etc.)	○ Objectives ○ Learning experiences ○ Materials ○ Resources ○ Assessments ○ Technology ○ Accommodations/modifications, etc.
8.5 Describe the importance of aligning learning with state standards and practices and expectations of public education agencies (school district and charter organizations)	● Locate current state standards on the Department of Education website ● Align lesson objectives and assessment with standards
8.6 Identify assessment strategies and explain how they inform instruction (e.g., Diagnostic, Formative, Interim, and Summative)	● Assessment strategies and explain how they inform instruction ○ Diagnostic ○ Formative ○ Interim ○ Summative ● Scoring rubrics
8.7 Explain formative versus summative assessment (norm-referenced and criterion-referenced)	● Formative versus summative assessment ● Norm-referenced ● Criterion-referenced
8.8 Explain reflective practice in teaching (e.g., experiencing something, thinking on the experience, and learning from the experience)	● Reflective practice in teaching ○ Experiencing something ○ Thinking on the experience ○ Learning from the experience
8.9 Develop a lesson plan aligned with objectives, learning experiences, materials/technology, and assessments	● Accessing state and district standards ● Bloom's Taxonomy/Depth of Knowledge ● Difference between an objective and a standard ● Measurable and observable objectives ● Student friendly language ● Parts of a lesson plan ● Varieties of lesson plan formatting
8.10 Practice teaching a lesson to meet the needs of all learners including 504 plans, gifted education, and IEPs	● Teach a lesson to whole class or small group ● Include accommodations and modifications to meet the needs of all learners

8.11 Conduct a reflective evaluation of a lesson, including the mastery of objectives based on assessment results and student feedback	- After teaching a lesson reflect on the lesson - Strengths and weaknesses of the lesson - Possible changes and adjustments

Domain 2: Inclusive Practices
Instructional Time: 25 - 35%

STANDARD 5.0 EXAMINE 504 PLANS, GIFTED EDUCATION, AND INDIVIDUALIZED EDUCATION PROGRAMS (IEPS)

5.1 Identify the legal responsibilities of Section 504, gifted education (Arizona Revised Statutes), and the Individuals with Disabilities Education Act (IDEA)	- Legal responsibilities of educators 504 Plan - Gifted education - Individuals with Disabilities - Individual Education Plan (IEP)
5.2 Compare and contrast a 504 plan, gifted education, and an Individualized Education Program (IEPs)	- Types of qualifying disabilities - Differences between a 504, IEP, and gifted services
5.3 Explore instruction and practices based on 504 plans, gifted education, and IEPs	- Individual Education Plan (IEP) and its components - Annual goals - Present levels - Medical needs - Accommodations - Modifications - Components of 504 plan - Application of differentiated instruction - Interventions based on student need

STANDARD 6.0 EXAMINE CULTURALLY INCLUSIVE PRACTICES IN TEACHING AND LEARNING

6.1 Describe a culturally diverse classroom (i.e., one that connects students' cultures, languages, and life experiences with what they learn in school, etc.)	- Culturally diverse classroom - One that connects students' cultures, languages, and life experiences with what they learn in school, etc. - Advantages and disadvantages of a culturally diverse classroom - Identifying characteristics of a diverse classroom
6.2 Explain the teacher's role in a culturally responsive classroom (i.e., know students, maintain communication, demonstrate respect,	- Teacher's role in a culturally responsive classroom - Know students

incorporate diversity in lesson planning, give students flexibility, etc.)	○ Maintain communication ○ Demonstrate respect ○ Incorporate diversity in lesson planning ○ Give students flexibility, etc.
6.3 Identify instructional components of a culturally diverse curriculum (i.e., have a knowledge of cultural diversity, develop dynamic and diverse instruction, contextualize learning; etc.)	● Instructional components of a culturally diverse curriculum ○ Have a knowledge of cultural diversity ○ Develop dynamic and diverse instruction ○ Contextualize learning, etc.

Domain 3: Roles in Education
Instructional Time: 5 - 15%

STANDARD 3.0 EXAMINE THE PROFESSIONAL RESPONSIBILITIES OF TEACHERS AND PARAPROFESSIONALS	
3.1 Research how to obtain and maintain an educator certification from the Arizona Department of Education	● Research state departments of education and their specific basic steps in obtaining a teaching certification
3.2 Identify areas of teacher professionalism [i.e., professional growth, collaboration, instruction, communication, and confidentiality (e.g., FERPA)]	● Teacher professionalism ○ Professional growth ○ Collaboration ○ Instruction ○ Communication ○ Confidentiality ▪ FERPA
3.3 Explain the curricular roles of teachers [i.e., lesson plan development, classroom time management, team planning and meetings, professional learning communities (PLCs), data input and analysis, professional development, etc.]	● Curricular roles of teachers ○ Lesson plan development ○ Classroom time management ○ Team planning and meetings ○ Professional learning communities (PLCs) ○ Data input and analysis ○ Professional development, etc.
3.4 Describe additional duties and/or extracurricular activities of teachers (i.e., playground supervision, lunch supervision, managing student clubs, coaching sports, assisting with school events, etc.)	● Additional duties and/or extracurricular activities of teachers ○ Playground supervision ○ Lunch supervision ○ Managing student clubs

	○ Coaching sports
	○ Assisting with school events, etc.
3.5 Discuss the supervisory and leadership roles of teachers (i.e., mandatory reporting, priority management, supervision of paraprofessionals, community leadership, etc.)	● Supervisory and leadership roles of teachers ○ Mandatory reporting ○ Priority management ○ Supervision of paraprofessionals ○ Community leadership, etc.
3.6 Describe the collaborative roles of teachers (i.e., mentor relationships; mutual classroom observations; sharing ideas and experiences with colleagues; collaborating with special needs specialists, counselors, and reading specialists; collaborating with families and caregivers, etc.)	● Collaborative roles of teachers ○ Mentor relationships ○ Mutual classroom observations ○ Sharing ideas and experiences with colleagues ○ Collaborating with special needs specialists ○ Counselors ○ Reading specialists ○ Collaborating with families and caregivers, etc.
3.7 Explain a paraprofessional's roles and responsibilities (i.e., specially trained, credentialed, educated worker who provides educational staff support; responsibilities include assisting with lessons, daily classroom activities, and with paperwork and reports; etc.).	● Paraprofessional's roles and responsibilities ○ Specially trained ○ Credentialed ○ Educated worker who provides educational staff support ○ Responsibilities include assisting with lessons, daily classroom activities, and with paperwork and reports, etc.
3.8 Discuss the collaborative role of the paraprofessional with district and site-level support staff (i.e., working with instructional, special needs, occupational, speech therapist, reading specialists, etc.)	● Collaborative role of the paraprofessional with district and site-level support staff ○ Working with instructional, special needs, occupational, speech therapist, reading specialists, etc.
3.9 Discuss options to become a paraprofessional (e.g., earn a high school diploma or GED, complete a college education, obtain training or experience, pass an assessment, and/or earn certification)	● Options to become a paraprofessional ○ Earn a high school diploma or GED ○ Complete a college education ○ Obtain training or experience ○ Pass an assessment and/or earn certification
3.10 Describe steps to transition from a paraprofessional to a teacher (i.e., follow ADE requirements, organizational pathways, etc.)	● Steps to transition from a paraprofessional to a teacher ○ Follow ADE requirements ○ Organizational pathways, etc.

STANDARD 4.0 EXAMINE THE ROLES OF SUPPORT PERSONNEL AND VOLUNTEERS	
4.1 Describe the roles of certified support personnel (i.e., counselors, school psychologists, social workers, librarians, language pathologists, school nurses, etc.)	● Roles of certified support personnel 　○ Counselors 　○ School psychologists 　○ Social workers 　○ Librarians 　○ Language pathologists 　○ School nurses, etc.
4.2 Describe the roles of classified support personnel (i.e., food service workers, facility maintenance workers, transportation personnel, after-school program personnel, etc.)	● Roles of classified support personnel 　○ Food service workers 　○ Facility maintenance workers 　○ Transportation personnel 　○ After-school program personnel, etc.
4.3 Describe the roles of other professional support personnel (i.e., technology specialists, healthcare providers, occupational therapists, physical therapists, etc.)	● Roles of other professional support personnel 　○ Technology specialists 　○ Healthcare providers 　○ Occupational therapists 　○ Physical therapists, etc.
4.4 Describe the roles of volunteers (i.e., parents, PTA/PTSA, community, etc.) such as one-on-one assisting students and serving on committees)	● Roles of volunteers 　○ Parents 　○ PTA/PTSA 　○ Community, etc.

Domain 4: History, Philosophy, and Structure of Education **Instructional Time: 5 - 15%**	
STANDARD 1.0 EXAMINE THE STRUCTURE AND OPERATION OF EDUCATION	
1.1 Identify types of education systems (e.g., elementary, middle school, high school, and college or university)	● Types of education systems 　○ Elementary 　○ Middle school 　○ High school 　○ College or university

1.2 Identify types of public schools (e.g., traditional public schools, public charter schools, public magnet schools, private schools, online academies, and homeschooling)	- Types of public schools - Traditional public schools - Public charter schools - Public magnet schools - Private schools - Online academies - Homeschooling
1.3 Explain the typical organizational structure of a school (e.g., school board, superintendent, district and school leadership, teachers, and support staff)	- Organizational structure of a school - School board - Superintendent - District and school leadership - Teachers - Support staff
1.4 Identify a school's most important stakeholders (i.e., students, families and guardians, teachers and administrators, school support staff, community leaders and business owners, law enforcement, etc.)	- School stakeholders - Students - Families and guardians - Teachers and administrators - School support staff - Community leaders and business owners - Law enforcement, etc.
1.5 Research legislative issues that affect public school funding [i.e., taxes (property taxes, sales tax, bonds, overrides, etc.) capital, average daily membership (ADM), truancy and student attendance, maintenance and operations costs, etc.]	- Legislative issues that affect public school funding - Taxes (property taxes, sales tax, bonds, overrides, etc.) - Capital - Average daily membership (ADM) - Truancy and student attendance - Maintenance and operations costs, etc.
1.6 Discuss challenges that schools face (i.e., classroom size, poverty, family factors, technology, bullying, student attitudes and behaviors, parent involvement, etc.)	- Public school challenges - Classroom size - Poverty - Family factors - Technology - Bullying - Student attitudes and behaviors - Parent involvement, etc. - Open enrollment

1.7 Explain factors that contribute to school effectiveness (e.g., strong leadership, safe and positive school climate and culture, high expectations for students and staff, parent/guardian involvement, and accessing community resources)	• School effectiveness factors
	  ○ Strong leadership
	  ○ Safe and positive school climate and culture
	  ○ High expectations for students and staff
	  ○ Parent/guardian involvement
	  ○ Accessing community resources

1.8 Identify career paths in education (i.e., elementary/secondary/postsecondary teacher, elementary/secondary/postsecondary education administrator, curriculum developer, instructional coordinator, school counselor, special education teacher, librarian, etc.)	• Education career paths
	  ○ Elementary/secondary/postsecondary teacher
	  ○ Elementary/secondary/postsecondary education administrator
	  ○ Curriculum developer
	  ○ Instructional coordinator
	  ○ School counselor
	  ○ Special education teacher
	  ○ Librarian, etc.

1.9 Identify certifications available in the education industry [i.e., school administrators, teachers, specialists (reading instruction, teaching English as a second language, information technology, gifted and talented, substitution teaching), etc.]	• Education certifications • School administrators • Teachers • Specialists (reading instruction, teaching English as a second language, information technology, gifted and talented, substitution teaching), etc.
STANDARD 2.0 EXAMINE THE HISTORY AND PHILOSOPHY OF EDUCATION	

2.1 Outline the history of education in the U.S. (i.e., include major events for educational milestones, etc.)	• History of education in the U.S.
	  ○ Major events for educational milestones
	    ▪ Brown vs. Board of Education
	    ▪ Plessy vs. Ferguson, etc.

2.2 Identify the major philosophies of education and explain their significance to teaching and learning (i.e., behaviorism, progressivism, perennialism, existentialism, etc.)	• Major philosophies of education and their significance
	  ○ Behaviorism
	  ○ Progressivism
	  ○ Perennialism
	  ○ Existentialism, etc.

2.3 Describe the benefits of being a teacher and the challenge to build an educated society (i.e., career outlook, building relationships with students, transferrable skills, job satisfaction, opportunities to learn,	• Benefits of being a teacher
	  ○ Career outlook
	  ○ Building relationships with students

	○ Transferrable skills
	○ Job satisfaction
	○ Opportunities to learn
	○ Sense of community
	○ Retirement benefits, etc.
2.4 Examine current education issues in schools today that directly affect teaching (i.e., school safety, funding, disciplinary policies, technology in education, school vouchers, standardized testing, teacher salaries, recruitment and retention, etc.)	● Current education issues in schools today that directly affect teaching ○ School safety ○ Funding ○ Disciplinary policies ○ Technology in education ○ School vouchers ○ Standardized testing ○ Teacher salaries ○ Recruitment and retention, etc.

Domain 5: Technology in Education
Instructional Time: 5 - 10%

STANDARD 9.0 EXAMINE THE USE OF TECHNOLOGY IN EDUCATION

9.1 Compare and contrast virtual teaching modalities (i.e., online, blended, synchronous, asynchronous, etc.)	● Virtual teaching modalities ○ Online ○ Blended ○ Synchronous ○ Asynchronous, etc.
9.2 Explore virtual career options (i.e., learning experience designer, instructional designer, LMS manager, assistive technology developer, etc.)	● Virtual career options ○ Learning experience designer ○ Instructional designer ○ LMS manager ○ Assistive technology developer, etc.
9.3 Explore pedagogies used to teach in-person, remote, and/or hybrid modalities [i.e., Universal Design for Learning (UDL); differentiated instruction; multiple means of engagement, expression, and representation, etc.]	● Pedagogies used to teach in-person, remote, and/or hybrid modalities ○ Universal Design for Learning (UDL) ○ Differentiated instruction

	○ Multiple means of engagement, expression, and representation, etc.
9.4 Explore technology-integration frameworks that support student learning [i.e., technological, pedagogical, and content knowledge (TPACK); Substitution, Augmentation, Modification, and Redefinition (SAMR); etc.]	● Technology-integration frameworks that support student learning ○ Technological, pedagogical, and content knowledge (TPACK) ○ Substitution, Augmentation, Modification, and Redefinition (SAMR), etc.
9.5 Research the use of artificial intelligence (AI) applications to enhance the learning process (i.e., personalized learning, visual information, adaptable access to information, etc.)	● Use of artificial intelligence (AI) applications to enhance the learning process ○ Personalized learning ○ Visual information ○ Adaptable access to information, etc.
9.6 Explore examples of commonly used artificial intelligence (i.e., Lensa AI, Adobe Express, Quizlet, Amazon Alexa, etc.)	● Commonly used artificial intelligence ○ Lensa AI ○ Adobe Express ○ Quizlet ○ Amazon Alexa, etc.
9.7 Research digital resources/tools that help teachers with planning instruction, classroom management, and communication [i.e., Learning Management Systems (LMS), digital planners, readymade resources, Open Educational Resources (OER), Professional Learning Network (PLN), etc.]	● Digital resources/tools that help teachers with planning instruction, classroom management, and communication ○ Learning Management Systems (LMS) ○ Digital planners ○ Readymade resources ○ Open Educational Resources (OER) ○ Professional Learning Network (PLN), etc.

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