Education Assistant Evaluation Tool

2020 Curricular Materials Review

Idaho Family and Consumer Sciences & Human Resources (FACS&HR) Education Assistant Program Standards[[1]](#footnote-1)

**Publisher information**

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* Title:
* Grade Level:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard EDA.1.0: Careers and Professional Practices

### Performance Standard EDA.1.1 Explore Postsecondary Options and Career Pathways

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.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.). |  |
| CTE EDA.1.1.2 Describe specific work environments, salary, and benefits of education careers. |  |
| CTE EDA.1.1.3 Explain roles and functions of professionals in education careers. |  |
| CTE EDA.1.1.4 Explore student and professional organizations associated with the education field. |  |
| CTE EDA.1.1.5 Summarize the personal qualities and abilities to be effective in education careers. |  |
| CTE EDA.1.1.6 Meet the core academic skills for educators (e.g., writing, mathematics, reading). |  |
| CTE EDA.1.1.7 Determine the role of lifelong learning to career success in the educational field. |  |

### Performance Standard EDA.1.2 Examine Ethical Standards and Professional Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.1.2.1 Explore and demonstrate ethical practices (e.g., confidentiality, impartiality, equity, privacy, cybersecurity). |  |
| CTE EDA.1.2.2 Investigate and evaluate educational practices (e.g., lesson plans, attendance procedures, classroom management). |  |
| CTE EDA.1.2.3 Demonstrate professionalism in the educational setting (e.g., communication, dress, behavior). |  |
| CTE EDA.1.2.4 Research federal, state, and local education laws. |  |

### Performance Standard EDA.1.3 Perform Reflective Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.1.3.1 Develop student learning outcomes based on standards. |  |
| CTE EDA.1.3.2 Reflect on instructional strategies and the impact they have on student learning. |  |
| CTE EDA.1.3.3 Examine the importance of building a professional portfolio (e.g., resumes, philosophy statement, best practices). |  |
| CTE EDA.1.3.4 Demonstrate the ability to provide, receive, and respond to feedback. |  |
| CTE EDA.1.3.5 Document self-reflection practices to improve job performance. |  |

### Performance Standard EDA.1.4 Explore Professional Advocacy

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.1.4.1 Analyze methods to advocate for individuals within the educational community. |  |
| CTE EDA.1.4.2 Research local, state, and national legislation, and public policy. |  |
| CTE EDA.1.4.3 Discuss the significance and impact of educational careers on the local, regional, and national level. |  |

## Standard EDA.2.0: Foundations of Education

### Performance Standard EDA.2.1 Explore the History of Education

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.2.1.1 Describe the contributions of influential historical figures in education (e.g., Benjamin Franklin, Thomas Jefferson, Horace Mann, John Dewey, Maria Montessori). |  |
| CTE EDA.2.1.2 Describe the evolution of schools (public, private, charter, magnet, career and technical education, online, home). |  |
| CTE EDA.2.1.3 Examine the evolution of educational legislation (e.g., Civil Rights Act, Title One, Section 504, IEP). |  |

### Performance Standard EDA.2.2 Investigate Educational Theories and Philosophies

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.2.2.1 Explain developmental domains (i.e., cognitive, physical, social-emotional). |  |
| CTE EDA.2.2.2 Apply knowledge of developmental theories to meet individual needs. |  |
| CTE EDA.2.2.3 Describe the major theories of education and their significance regarding teaching and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky). |  |
| CTE EDA.2.2.4 Explore and summarize educational philosophies (e.g., Constructivism, Behaviorism, Progressivism). |  |
| CTE EDA.2.2.5 Analyze educational approaches (e.g., Montessori, Waldorf, STEM/STEAM). |  |

## Standard EDA.3.0: Diverse Learners and the Education Environment

### Performance Standard EDA.3.1 Examine Student Diversity and Learning Environment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.3.1.1 Examine diversity (e.g., culture, ethnicity, race, gender, linguistic, religion, social/economic, disability). |  |
| CTE EDA.3.1.2 Analyze obstacles to student learning (e.g., poor sleep habits, inadequate nutrition, stress). |  |
| CTE EDA.3.1.3 Examine how diverse learners and their culture influence the educational community. |  |

### Performance Standard EDA.3.2 Observe Responsive/Respectful Environment for All Learners

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.3.2.1 Observe instructional strategies that address the diversity of the learning community |  |
| CTE EDA.3.2.2 2 Explain the importance of connecting educational content to diverse populations of learners. |  |
| CTE EDA.3.2.3 Provide materials and activities that respect diversity. |  |
| CTE EDA.3.2.4 Design a safe and respectful learning environment for all learners. |  |

### Performance Standard EDA.3.3 Examine the Needs of Exceptional Learners

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.3.3.1 Identify defining characteristics of exceptional learners, including children with disabilities and children with gifted abilities. |  |
| CTE EDA.3.3.2 Define specially designed instruction as it relates to special education. |  |
| CTE EDA.3.3.3 Define an Individual Education Plan (IEP) and its components (e.g., annual goals, present levels, medical needs, accommodations). |  |
| CTE EDA.3.3.4 Identify legal responsibilities associated with IEPs. |  |
| CTE EDA.3.3.5 Identify accommodations and modifications in adapting instructional activities for individual student goals. |  |
| CTE EDA.3.3.6 Describe the benefits of inclusive practices in support of exceptional learners. |  |

## Standard EDA.4.0: Educational Instructional Practices

### Performance Standard EDA.4.1 Plan for Instruction

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.4.1.1 Analyze the types of information included in the educational standards for the state. |  |
| CTE EDA.4.1.2 Develop student learning objectives based on standards. |  |
| CTE EDA.4.1.3 Compare and contrast different curricula for the same course or level (e.g., pacing guides, course plans, instructional units). |  |

### Performance Standard EDA.4.2 Develop Lesson Plans

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.4.2.1 Utilize the diverse learner’s prior knowledge, skills, experiences, languages, and culture to differentiate instruction. |  |
| CTE EDA.4.2.2 Examine the components of an effective lesson plan. |  |
| CTE EDA.4.2.3 Develop educational objectives for diverse learners to meet standards. |  |
| CTE EDA.4.2.4 Develop lesson plans to challenge and engage learners. |  |
| CTE EDA.4.2.5 Compare and contrast benefits and limitations of technology in the learning environment. |  |

### Performance Standard EDA.4.3 Deliver and Evaluate Instructional Methods

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.4.3.1 Identify and explain various instructional methods (e.g., direct, small group, inquiry-based). |  |
| CTE EDA.4.3.2 Select instructional strategies that meet the needs of diverse learners. |  |
| CTE EDA.4.3.3 Observe and explain how a teacher uses metacognitive and questioning strategies to develop critical thinking skills. |  |

### Performance Standard EDA.4.4 Analyze Assessment Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.4.4.1 Explain how assessment relates to learning. |  |
| CTE EDA.4.4.2 Distinguish between formative and summative assessment. |  |
| CTE EDA.4.4.3 Create examples of informal assessments based on student learning objectives (e.g., examine the function of portfolios). |  |
| CTE EDA.4.4.4 Describe the rationale teachers use when choosing assessment strategies. |  |
| CTE EDA.4.4.5 Utilize assessment data for evidence of student learning. |  |

## Standard EDA.5.0: Manage the Learning Environment

### Performance Standard EDA.5.1 Explore Classroom Management

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.5.1.1 Discuss the importance of classroom management. |  |
| CTE EDA.5.1.2 Evaluate learning environments (e.g., scenarios, on-site observations, role-play). |  |
| CTE EDA.5.1.3 Explore classroom management strategies that minimize behavior challenges (e.g., planning, expectations, procedures, consistency, proximity). |  |
| CTE EDA.5.1.4 Research and promote student self-management strategies. |  |

### Performance Standard EDA.5.2 Develop Expectations and Procedures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.5.2.1 Distinguish the difference between rules, expectations, and procedures. |  |
| CTE EDA.5.2.2 Develop a set of expectations to enhance the learning environment. |  |
| CTE EDA.5.2.3 Identify procedures to create learning-centered environments. |  |

### Performance Standard EDA.5.3 Create Safe Learning Environments

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE EDA.5.3.1 Create an environment that is physically, emotionally, and intellectually safe. |  |
| CTE EDA.5.3.2 Recognize signs and symptoms of abuse, neglect, and bullying and the legal responsibility of mandated reporting. |  |
| CTE EDA.5.3.3 Demonstrate active supervision/interaction with learners to ensure safety. |  |
| CTE EDA.5.3.4 Investigate bullying and cyberbullying prevention strategies and resources. |  |
| CTE EDA.5.3.5 Utilize developmentally appropriate strategies to promote social and emotional health. |  |
| CTE EDA.5.3.6 Evaluate materials, furniture, and equipment for assurance of a safe environment. |  |
| CTE EDA.5.3.7 Perform basic emergency, safety, health, and security procedures. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

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1. [Idaho FACS&HR Education Assistant Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/07/Education-Assistant-Standards1.pdf) [↑](#footnote-ref-1)