



Education Professions 1 (EDP200) Semester 1 Final Assessment Blueprint

Year Created: 2024-2025

Subject: Career & Technical Education

Method of Delivery: Online

Administration Window: December Common Finals

Item Types Included

Type	Number of Items	Description
MC	29	Multiple Choice - Select one answer

Resources

[Education Professions Course Sequence](#)

Standards At-A Glance

Standard	Number of Items	Standard Description
CTE [2023].VEDC.9-12.EP.1.2	2	Identify types of schools (e.g., traditional public schools, public charter schools, public magnet schools, private schools, online academies, and homeschooling)
CTE [2023].VEDC.9-12.EP.2.1	1	Outline the history of education in the U.S. (i.e., include major events for educational milestones, etc.)
CTE [2023].VEDC.9-12.EP.2.2	1	Identify the major philosophies of education and explain their significance to teaching and learning (i.e., behaviorism, progressivism, perennialism, existentialism, etc.)
CTE [2023].VEDC.9-12.EP.3.1	1	Research how to obtain and maintain an educator certification from the Arizona Department of Education
CTE [2023].VEDC.9-12.EP.3.3	1	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.]
CTE [2023].VEDC.9-12.EP.3.4	1	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.)
CTE [2023].VEDC.9-12.EP.4.1	1	Describe the roles of certified support personnel (i.e., counselors, school psychologists, social workers, librarians/media specialists, language pathologists, school nurses, etc.)
CTE [2023].VEDC.9-12.EP.5.1	3	Identify the legal responsibilities of Section 504, gifted education (Arizona Revised Statutes), and the Individuals with Disabilities Education Act (IDEA)
CTE [2023].VEDC.9-12.EP.5.2	2	Compare and contrast a 504 plan, gifted education, and an Individualized Education Program (IEPs)
CTE [2023].VEDC.9-12.EP.5.3	2	Explore instruction and practices based on 504 plans, gifted education, and IEPs
CTE [2023].VEDC.9-12.EP.6.1	1	Describe a culturally diverse classroom (i.e., one that connects students' cultures, languages, and life experiences with what they learn in school, etc.)
CTE [2023].VEDC.9-12.EP.7.1	3	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)
CTE [2023].VEDC.9-12.EP.8.1	1	Define learning theories and their application to the classroom (i.e., behaviorism, cognitive, humanism, and connectivism)
CTE [2023].VEDC.9-12.EP.8.2	2	Identify teaching methods that accommodate different learning styles (i.e., visual, auditory, reading and writing, kinesthetic, etc.)
CTE [2023].VEDC.9-12.EP.8.3	1	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.)
CTE [2023].VEDC.9-12.EP.8.4	1	Describe the components of an effective lesson plan (i.e., objectives, learning experiences, materials, resources, assessments, technology, accommodations/modifications, etc.)
CTE [2023].VEDC.9-12.EP.8.6	1	Identify assessment strategies and explain how they inform instruction (e.g., Diagnostic, Formative, Interim, and Summative)
CTE [2023].VEDC.9-12.EP.8.9	1	Develop a lesson plan aligned with objectives, learning experiences, materials/technology, and assessments
CTE [2023].VEDC.9-12.EP.9.7	1	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.]

*Some items may be tagged to more than one standard.