



Education Professions 2 (EDP300) 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	25	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.1.9	4	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
CTE [2023].VEDC.9-12.EP.3.2	2	Identify areas of teacher professionalism [i.e., professional growth, collaboration, instruction, communication, confidentiality (e.g., FERPA), etc.]
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.3.6	2	Describe the collaborative roles of teachers (i.e., mentor relationships; mutual classroom observations; sharing ideas and experiences with colleagues; collaborating with special education specialists, gifted specialists, counselors, and reading specialists; collaborating with families and caregivers, etc.)
CTE [2023].VEDC.9-12.EP.4.2	1	Describe the roles of classified support personnel (i.e., food service workers, facility maintenance workers, transportation personnel, after-school program personnel, etc.)
CTE [2023].VEDC.9-12.EP.5.0	3	Examine 504 Plans, Gifted Education, and Individualized Education Programs (IEPS)
CTE [2023].VEDC.9-12.EP.5.1	1	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.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.6.2	1	Explain the teacher's role in a culturally responsive classroom (i.e., know students, maintain communication, demonstrate respect, incorporate diversity in lesson planning, give students flexibility, etc.)
CTE [2023].VEDC.9-12.EP.6.3	1	Identify instructional components of a culturally diverse curriculum (i.e., have a knowledge of cultural diversity, develop dynamic and diverse instruction, contextualize learning; etc.)
CTE [2023].VEDC.9-12.EP.7.1	2	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.7.2	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)
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	2	Identify assessment strategies and explain how they inform instruction (e.g., Diagnostic, Formative, Interim, and Summative)
CTE [2023].VEDC.9-12.EP.8.8	1	Explain reflective practice in teaching (e.g., experiencing something, thinking on the experience, and learning from the experience)

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