



# **Principles of Education & Training (Proc 24)**

PRE-TEST/POST-TEST TEKS BLUEPRINT

# Pre-Test/Post-Test Development Overview

## TEKS Addressed Selection Process

The Texas Essential Knowledge & Skills (TEKS) included in the course pre-test and post-test were selected for their direct relevance to the course content. This selection process was guided by the goal of assessing learners' understanding of specific topics and skills that are integral to the course. As a result, TEKS related to general employability skills or broader topics were often excluded. This focus ensures that the assessments accurately measure students' mastery of the subject matter, allowing educators to gain a clear insight into areas where students excel or may need additional support. By concentrating on content-specific TEKS, the tests provide a more precise evaluation of the students' knowledge and understanding of the core material.

## Test Question Development Process

The questions created for the pre-test and post-test were designed using psychometric principles to ensure they are of high quality and fairness. This approach helps to accurately assess student understanding. These principles guide the development of questions to be reliable, valid, and free from bias, ensuring that they effectively measure the knowledge and skills the students are expected to acquire in the course.

## Principles of Education & Training (Proc 24) Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(2) The student identifies strategies that promote health and wellness to address the unique challenges of educators in balancing work and personal responsibilities. The student is expected to:	(A) explain common signs of stress and anxiety;	Educator Health and Wellness
(2) The student identifies strategies that promote health and wellness to address the unique challenges of educators in balancing work and personal responsibilities. The student is expected to:	(B) describe appropriate boundaries for a healthy work-life balance;	Educator Health and Wellness
(2) The student identifies strategies that promote health and wellness to address the unique challenges of educators in balancing work and personal responsibilities. The student is expected to:	(D) describe appropriate boundaries for a healthy work-life balance; and	Educator Health and Wellness
(2) The student identifies strategies that promote health and wellness to address the unique challenges of educators in balancing work and personal responsibilities. The student is expected to:	(E) discuss strategies to manage health and wellness.	Educator Health and Wellness: Introduction Educator Health and Wellness: Strategies
(3) The student recognizes the impact of social media and web-based applications on the education process. The student is expected to:	(A) demonstrate appropriate use of social media for educational purposes; and	Education and Technology
(3) The student recognizes the impact of social media and web-based applications on the education process. The student is expected to:	(B) identify web-based resources that can be used in the education process.	Education and Technology
(5) The student explains societal impacts on the education and training field. The student is expected to:	(A) investigate trends or issues that have influenced the development of education across the United States such as historical, societal, cultural, and political trends and issues;	The Evolution of the Education Industry
(5) The student explains societal impacts on the education and training field. The student is expected to:	(B) explain pedagogy and andragogy theory;	Education Theories
(5) The student explains societal impacts on the education and training field. The student is expected to:	(C) predict the education and training job market using information from sources such as labor market information, technology, and societal or economic trends; and	Careers in Education and Training
(5) The student explains societal impacts on the education and training field. The student is expected to:	(D) summarize the role of family/caregiver in education.	The Evolution of the Education Industry
(6) The student describes the characteristics of different educational and training environments. The student is expected to:	(A) summarize the various roles and responsibilities of professionals in teaching and training and early learning, including demonstrating ethical behavior in educational settings;	Careers in Education and Training
(6) The student describes the characteristics of different educational and training environments. The student is expected to:	(B) describe different types of schools in urban and rural areas and public and private schools such as academies, Montessori, charter, and magnet schools;	The Evolution of the Education Industry
(6) The student describes the characteristics of different educational and training environments. The student is expected to:	(C) compare teacher salary schedules among different school models such as public, private, and charter schools within rural and urban areas of the state;	Careers in Education and Training
(6) The student describes the characteristics of different educational and training environments. The student is expected to:	(D) discuss factors, including stipends, state and school district initiatives, and level of education, that can impact earning potential; and	Careers in Education and Training
(6) The student describes the characteristics of different educational and training environments. The student is expected to:	(E) identify various sources for information related to education careers such as requirements to become a teacher, curriculum standards, and the structures and roles of state and federal governing bodies in education.	Teaching Career Preparation
(7) The student experiences authentic education and training opportunities. The student is expected to:	(A) observe educator duties and responsibilities through activities such as assisting, shadowing, or observing;	Teaching Career Preparation
(7) The student experiences authentic education and training opportunities. The student is expected to:	(B) develop and evaluate instructional materials such as visuals, teacher aids, manipulatives, lessons, and lesson plans;	Teaching Practices and Strategies

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(7) The student experiences authentic education and training opportunities. The student is expected to:	(C) define lesson plan components, including objectives, direct instruction, guided practice, independent practice, and formative and summative assessments;	Teaching Practices and Strategies
(7) The student experiences authentic education and training opportunities. The student is expected to:	(D) identify and discuss methods to adapt lessons to meet student needs; and	Teaching Practices and Strategies
(7) The student experiences authentic education and training opportunities. The student is expected to:	(E) identify a personal set of beliefs related to education in preparation for developing a philosophy of education.	Education Theories
(8) The student identifies elements of an effective classroom environment. The student is expected to:	(A) use available classroom equipment and technology for effective instruction;	Teaching Practices and Strategies
(8) The student identifies elements of an effective classroom environment. The student is expected to:	(B) analyze effective tools used in classroom management such as classroom expectations, seating charts, classroom set-up, procedures and routines, and teacher organization and preparation;	Teaching Practices and Strategies
(8) The student identifies elements of an effective classroom environment. The student is expected to:	(C) explain characteristics of an effective learning environment, including universally accessible classroom design;	Teaching Practices and Strategies
(8) The student identifies elements of an effective classroom environment. The student is expected to:	(D) analyze positive behavior intervention techniques, including restorative practices; and	Teaching Practices and Strategies
(8) The student identifies elements of an effective classroom environment. The student is expected to:	(E) develop a differentiated lesson plan that includes scaffolding for all levels of learners.	Teaching Practices and Strategies
(11) The student understands how classroom observations (video or in person) inform and improve instruction. The student is expected to:	(A) apply knowledge gained in the course to conduct targeted observations;	Professional Development and Experiences
(11) The student understands how classroom observations (video or in person) inform and improve instruction. The student is expected to:	(B) record objective observations of student behavior and teacher interactions;	Professional Development and Experiences
(11) The student understands how classroom observations (video or in person) inform and improve instruction. The student is expected to:	(C) explain how observations can influence philosophy of education and delivery of instruction; and	Professional Development and Experiences
(11) The student understands how classroom observations (video or in person) inform and improve instruction. The student is expected to:	(D) identify qualities of an effective classroom through classroom observation.	Professional Development and Experiences