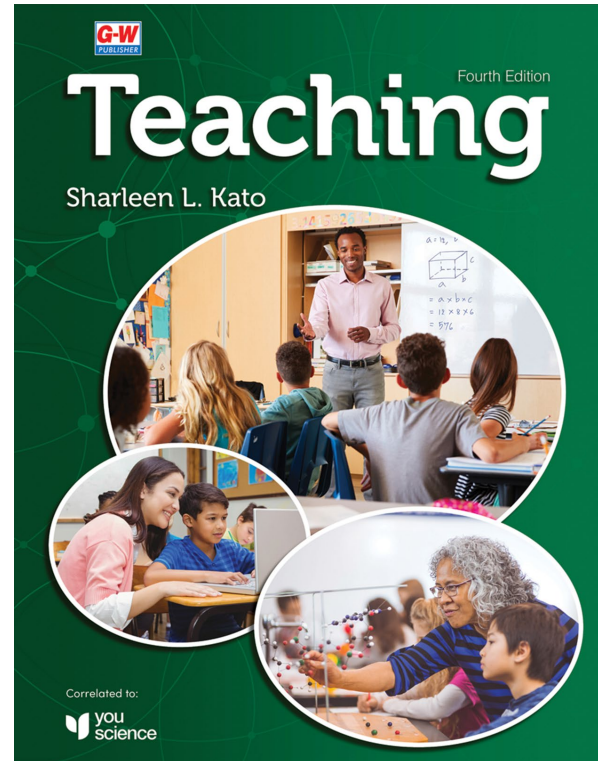


**Correlation of  
Teaching, Sharleen L. Kato  
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to  
YouScience Teaching as a Profession II (1102)**

Goodheart-Willcox is pleased to partner with Precision Exams by YouScience by correlating *Teaching* to their Teaching as a Profession II standards. Precision Exams standards and Career Skills Exams were created in concert with industry and subject matter experts to match real-world job skills and marketplace demands. Students that pass the exam and performance portion of the exam can earn a Career Skills Certification.

The correlation chart below lists the standards, objectives, and indicators for the Teaching as a Profession II exam in the left column. Corresponding content from *Teaching* that can be used by a student to help achieve the standard, objective, or indicator is listed in the right column.

For more information on Precision Exams by YouScience, including a complete listing of their 150+ Career Skills Exams and Certificates, please visit [www.youscience.com/certifications/career-clusters/](http://www.youscience.com/certifications/career-clusters/).



Standards / Objectives / Indicators	Textbook Pages
<b>Standard 1: Students will examine careers, professional environment, and professional practices.</b>	
<b>Objective 1.1.</b> Explore postsecondary options and career pathways.	2–31, 58–75
<b>Indicator 1.1.1:</b> Analyze career paths, opportunities, and benefits of pursuing careers in Education.	2–31
<b>Indicator 1.1.2:</b> Describe specific work environments, salary, and benefits of careers in Education.	27–28, 30 (Critical Thinking #3, Core Skills #3)
1.1.2.1 Teaching	10–16
1.1.2.2 Administration	18–22
1.1.2.3 Counseling	22–26

Standards / Objectives / Indicators	Textbook Pages
1.1.2.4 Paraprofessional	12
1.1.2.5 Support staff	12–13
1.1.2.6 Corporate/Instructional Trainers	16
<b>Indicator 1.1.3:</b> Explain roles and functions of professionals in the Education field.	6–16, 30 (Core Skills #4-5), 34–55
<b>Indicator 1.1.4:</b> Explore local postsecondary education opportunities.	30-31 (Core Skills #6-7, 9), 58–75, 79–92
<b>Indicator 1.1.5:</b> Explore professional organizations.	96, 99 (Core Skills #5)
<b>Objective 1.2:</b> Examine Ethical standards and professional practices.	39, 93–96, 98 (Critical Thinking #4), 101, 274, 328, 346, 433
<b>Indicator 1.2.1:</b> Demonstrate ethical practices.	39–44, 48, 54–55 (Critical Thinking #1-2, Core Skills #3-5, 7, 9)
1.2.1.1 Confidentiality	9, 54 (Core Skills #4)
1.2.1.2 Impartiality	379 (Professional Tip), 383, 408, 410 (Figure 17.18)
1.2.1.3 Equity	129–132, 436–445
1.2.1.4 Privacy	51, 54 (Core Skills #4)
<b>Indicator 1.2.2:</b> Evaluate ethical standards and regulations established by employers or affiliated associations.	95–96
1.2.2.1 Local Education Agency (LEA) contracts	27–30, 146-147
1.2.2.2 Code of ethics	39, 274
<b>Indicator 1.2.3:</b> Examine professional compliance requirements.	12, 15–16, 26–27, 44, 51, 66–68, 74–75 (Critical Thinking #1-2, Core Skills #5), 433–435, 444 (Core Skills #2)
1.2.3.1 Lesson plans	293–307
1.2.3.2 Attendance procedures	399, 404
1.2.3.3 Discipline guidelines	401–415
<b>Indicator 1.2.4:</b> Demonstrate professionalism appropriate to the educational setting.	46–55, 98 (Critical Thinking #4)
1.2.4.1 Communication	46–55
1.2.4.2 Dress	54 (Core Skills #1), 108
1.2.4.3 Behavior	39–54
<b>Indicator 1.2.5:</b> Model appropriate professional online behaviors when using social media.	49–50
<b>Indicator 1.2.6:</b> Examine federal, state, and local education laws.	126–140, 150–151, 156, 268–272, 355–356, 364 (Critical Thinking #3), 422, 433–434, 437
<b>Objective 1.3:</b> Engage in Collaboration and Continuous Learning.	13, 41, 55 (Core Skills #7)

Standards / Objectives / Indicators	Textbook Pages
<b>Indicator 1.3.1:</b> Explain the value of collaboration and teams.	41
<b>Indicator 1.3.2:</b> Demonstrate the ability to work effectively and productively in a collaborative team.	40–41, 279 (Core Skills #3)
<b>Indicator 1.3.3:</b> Research state and national credentialing and certification, and ongoing professional development.	44–45, 54–55, 68, 94–95
1.3.3.1 New teacher requirements	44
1.3.3.2 Continuing education	41, 45
1.3.3.3 Professional development	41, 45, 53 (Review and Study #4)
1.3.3.4 License renewal guidelines	68
<b>Objective 1.4:</b> Discuss the importance of educator knowledge.	44–45, 54 (Critical Thinking #3)
<b>Indicator 1.4.1:</b> Content.	44–45, 54 (Critical Thinking #3), 290–306
<b>Indicator 1.4.2:</b> Content pedagogy (how to teach subject area).	290–306
<b>Indicator 1.4.3:</b> Pedagogy (how to teach).	290–306
<b>Indicator 1.4.4:</b> Learner development (developmentally appropriate instruction).	164–279
<b>Indicator 1.4.5:</b> Knowledge of educational field.	32–55
<b>Objective 1.5:</b> Perform Reflective Practices.	304
<b>Indicator 1.5.1:</b> Develop objectives based on intended learning outcomes.	293–299, 306–307 (Critical Thinking #4, Core Skills #3)
<b>Indicator 1.5.2:</b> Assess the impact of practice on the learner.	304, 306 (Review and Study #5)
<b>Indicator 1.5.3:</b> Examine the function of portfolios.	86–92, 98 (Critical Thinking #2), 99 (College and Career Portfolio)
<b>Indicator 1.5.4:</b> Demonstrate the ability to provide, receive, and respond to constructive feedback.	39–55, 93–96, 279 (Core Skills #4), 307 (Core Skills #6), 334 (Core Skills #4), 365 (Core Skills #7)
<b>Objective 1.6:</b> Explore Educational Advocacy.	8, 433–442
<b>Indicator 1.6.1:</b> Explore various methods of advocacy.	433–442
<b>Indicator 1.6.2:</b> Examine the impact and role of Education careers on local, state, national, and global economies.	145–153, 161–162 (Review and Study #2, 4, Critical Thinking #2, Core Skills #1-2)
<b>Indicator 1.6.3:</b> Analyze local, state, and national legislation and public policy related to Education.	126–141, 269–271
<b>Indicator 1.6.4:</b> Discuss the significance and value of Education careers for the community.	142–163

Standards / Objectives / Indicators	Textbook Pages
<b>Standard 2: Students will analyze and evaluate the foundations of education in the United States.</b>	
<b>Objective 2.1.</b> Explore the history of Education in the United States.	100–163
<b>Indicator 2.1.1:</b> Chart the layers of policy influences in education and their roles.	135–138, 139–141 (Review and Study #1–2 and 5, Critical Thinking #2 and 5, Core Skills #3 and 7)
2.1.1.1 Federal	147, 150
2.1.1.2 State	146
2.1.1.3 Local Education Agency (District/Charter)	146–147
2.1.1.4 School	144–149, 151–153
2.1.1.5 Parent	146–147, 152
2.1.1.6 Student	153–160, 161–163 (Review and Study #4–5, Core Skills #3–6)
<b>Indicator 2.1.2:</b> Compare and contrast the differences between public, private, and charter schools.	148–149
<b>Indicator 2.1.3:</b> Identify past and present educational trends.	26–27, 30 (Core Skills #4), 100–163
2.1.3.1 One room schools	111, 120 (Critical Thinking #2)
2.1.3.2 Factory model/Industrial era schools	105, 112–118, 119–121
2.1.3.3 Open school	
2.1.3.4 Common core	287–288, 306 (Critical Thinking #2)
2.1.3.5 Student choice	264–265
2.1.3.6 STEM	288, 306 (Critical Thinking #2)
2.1.3.7 Small Learning Communities (SLC)	135–138
2.1.3.8 Professional Learning Communities (PLC)	41, 44-45
2.1.3.9 Online schools	14–15, 30 (Core Skills #5)
2.1.3.10 Magnet schools	267
<b>Objective 2.2:</b> Evaluate theories of Development and Learning.	171–187, 295–298, 306–307 (Core Skills #2)
<b>Indicator 2.2.1:</b> Explain Developmental domains.	168–170, 186
2.2.1.1 Cognitive	169–170
2.2.1.2 Physical	169
2.2.1.3 Social-emotional	170
<b>Indicator 2.2.2:</b> Compare and contrast theories of Development and learning.	173–186
2.2.2.1 Piaget (cognitive development)	179, 186 (Core Skills #2)
2.2.2.2 Gardner (multiple intelligences)	261

Standards / Objectives / Indicators	Textbook Pages
2.2.2.3 Maslow (hierarchy of needs)	To address more of the concepts covered by this competency, see the G-W text, <i>Child Development</i> , 25-26, 247
2.2.2.4 Vygotsky (zone of proximal development)	181, 198
2.2.2.5 Dweck (growth mindset)	To address more of the concepts covered by this competency, see the G-W text, <i>Fitness and Wellness Skills</i> , Student Lesson 1.3 “Having a Growth Mindset”
<b>Indicator 2.2.3:</b> Apply knowledge of development.	164–187
<b>Objective 2.3:</b> Define educational Philosophies and Approaches.	72, 74 (Critical Thinking #3)
<b>Indicator 2.3.1:</b> Discuss educational philosophies— definition, approach, and intended outcome.	72, 74 (Critical Thinking #3)
2.3.1.1 Progressivism (meeting student needs)	112–121, 265
2.3.1.2 Social Reconstructionist (meeting society’s needs through social activism)	124–131, 140–141
2.3.1.3 Essentialist (teaching only the essentials)	107–109, 120 (Core Skill #3)
2.3.1.4 Perennial (teaching the classics)	131–132
<b>Objective 2.4:</b> Investigate Research in Education.	173–184, 186–187, 295–298, 306–307 (Critical Thinking #2)
<b>Indicator 2.4.1:</b> Explore differing research paradigms.	--
2.4.1.1 Quantitative (data/numbers)	--
2.4.1.2 Qualitative (words/stories)	--
<b>Indicator 2.4.2:</b> Understand the importance of evidence-based, data-driven practices.	215–217, 261, 270–271, 299
<b>Indicator 2.4.3:</b> Analyze sample data sets.	--
2.4.3.1 Questionnaires	353
2.4.3.2 Interviews	360, 382
2.4.3.3 Observations	261, 270–271, 383, 414 (Core Skills #1)
2.4.3.4 Focus groups	--
<b>Indicator 2.4.4:</b> Utilize finding from data analysis to inform decision making.	327–328, 382–383
<b>Standard 3: Students will assess diverse learners and the impact the diversity has on the education environment.</b>	
<b>Objective 3.1.</b> Examine social, cultural, economic, and political influences.	135–136, 157, 426–430, 444 (Critical Thinking #1)
<b>Indicator 3.1.1:</b> Examine diversity.	435–445
3.1.1.1 Culture	272–275, 279 (Core Skills #3 and 5)

<b>Standards / Objectives / Indicators</b>	<b>Textbook Pages</b>
3.1.1.2 Ethnicity	435–445
3.1.1.3 Race	435–445
3.1.1.4 Gender	435–445
3.1.1.5 Linguistic	274–276, 279 (Core Skills #5)
3.1.1.6 Religion	105–106, 435–445
3.1.1.7 Social/economic	157, 435–445
3.1.1.7 Disability	268–272, 278–279 (Core Skills #2 and 6)
<b>Indicator 3.1.2:</b> Analyze the causes of academic achievement gaps.	151, 162 (Critical Thinking #2)
<b>Indicator 3.1.3:</b> Examine the history of race in the American education system.	110–111, 114, 120 (Critical Thinking #3), 126–129, 437–438
<b>Indicator 3.1.4:</b> Explore the knowledge, skills, and culture that learners and their background can bring to the educational environment.	254–279, 290–293, 306–307, 435–445
<b>Objective 3.2:</b> Analyze culturally responsive and respectful teaching.	272–279, 379, 435–445
<b>Indicator 3.2.1:</b> Explore the ability to connect educational content to diverse learners.	254–279, 435–445
<b>Indicator 3.2.2:</b> Provide materials and activities that respect and affirm diversity.	272–279, 435–445
<b>Indicator 3.2.3:</b> Understand how to create experiences that address the diversity of learners and the learning community.	272–279, 379, 435–445
<b>Indicator 3.2.4:</b> Understand how to create safe and respectful learning environments for all learners.	153–160, 162 (Critical Thinking #1, Core Skills #3), 435–445
<b>Standard 4: Students will begin to design plans for instruction and evaluate instructional methods.</b>	
<b>Objective 4.1:</b> Plan for instruction.	280–307
<b>Indicator 4.1.1:</b> Analyze the types of information included in the educational standards.	284–293, 305–307
<b>Indicator 4.1.2:</b> Examine the difference between content Strands and Standards.	133–134, 284–293, 305–307
<b>Indicator 4.1.3:</b> Discuss the relationship between daily lessons, course plans, and units of study.	280–307
<b>Objective 4.2:</b> Develop effective lesson plans.	293–307
<b>Indicator 4.2.1:</b> Pre-assess the learner’s prior knowledge, skills, languages, culture, and experiences in instructional planning.	300–302, 435–445
<b>Indicator 4.2.2:</b> Examine and evaluate the components of an effective lesson plan.	280–307

Standards / Objectives / Indicators	Textbook Pages
<b>Indicator 4.2.3:</b> Recognize educational learning objectives for diverse learners to meet standards.	293–304, 307
<b>Objective 4.3:</b> Identify the characteristics and uses of specific types of instructional methods.	308–335
<b>Indicator 4.3.1:</b> Recognize components of lessons using appropriate instructional strategies for all learners.	293–335
<b>Indicator 4.3.2:</b> Discuss the role of the teacher and student in developing critical-thinking skills, appropriate questions, and comprehension.	311–312, 334 (Critical Thinking #1)
<b>Objective 4.4:</b> Explore appropriate uses of technology in the educational setting.	336–365
<b>Indicator 4.4.1:</b> Discuss technology in educational settings.	336–365
<b>Indicator 4.4.2:</b> Compare limitations and benefits of technology in the learning environment.	352–353
<b>Indicator 4.4.3:</b> Discuss student data privacy considerations (FERPA).	51, 54 (Core Skills #4), 344
<b>Indicator 4.4.4:</b> Describe ethical considerations regarding technology in lesson development.	354–356, 364–365 (Critical Thinking #1 and 3, Core Skills #2 and 4)
<b>Objective 4.5:</b> Explore assessment and grading options.	366–387
<b>Indicator 4.5.1:</b> Review formative and summative assessments.	369, 385 (Review and Study #1)
<b>Indicator 4.5.2:</b> Create examples of assessments based on learning objectives.	366–387
<b>Indicator 4.5.3:</b> Reflect on improvement plans based on results of assessments.	366–387
<b>Indicator 4.5.4:</b> Introduce LEA/School/personal grading strategies.	379, 382–383, 387 (Core Skills #6)
<b>Standard 5: Students will learn strategies and methods to manage the learning environment.</b>	
<b>Objective 5.1:</b> Explore classroom management practices.	388–415
<b>Indicator 5.1.1:</b> Discuss the meaning and importance of managing the learning environment.	390–397, 414 (Core Skills #1)
<b>Indicator 5.1.2:</b> Introduce management of the learning environment through scenarios and strategies for all learners.	390, 394, 398–399, 411–412, 415 (Core Skills #8)
<b>Indicator 5.1.3:</b> Explore the components of a management plan that minimizes behavior challenges (e.g., Proximity, Planning, Rules, Procedures, Classroom Layout, Consistency, Safety, Classroom Culture, and Rapport, etc.).	388–415, 435–445
<b>Objective 5.2:</b> Develop classroom rules and procedures.	401–404, 414–415

Standards / Objectives / Indicators	Textbook Pages
<b>Indicator 5.2.1:</b> Differentiate between rules and procedures.	401–404, 414–415
<b>Indicator 5.2.2:</b> Create a set of rules to enhance the learning environment.	401, 404, 414–415
<b>Indicator 5.2.3:</b> Define gradual/progressive discipline and positive and negative reinforcement strategies.	401–415
<b>Objective 5.3.</b> Create safe learning environments for all students.	393–394, 414 (Critical Thinking #2), 426–430, 435–445
<b>Indicator 5.3.1:</b> Discuss the environment that is physically, emotionally, and intellectually safe for all learners.	393–394, 414 (Critical Thinking #2), 418
<b>Indicator 5.3.2:</b> Introduce signs, symptoms, and the responsibility of mandated reporting as it pertains to abuse, neglect, and bullying.	418, 431–435, 444 (Core Skills #2)
<b>Indicator 5.3.3:</b> Identify bullying and cyberbullying prevention resources and strategies.	155–156, 162 (Critical Thinking #1), 353–355, 364–365 (Core Skills #4)
<b>Indicator 5.3.4:</b> Perform health, safety, security, and emergency procedures that pertain to the learning environment (e.g., fire drill, earthquake drill, active shooter drill, etc.).	393–394, 414 (Critical Thinking #2)