



# Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Goodheart-Willcox Publisher  
 Correlation of *TEACHING 4E* ©2024  
 to the Pre-PAC Domains and Competencies  
 for Education Fundamentals.

STANDARD	G-W CORRELATING PAGES
<b>Domain 1: The Teaching Profession</b>	
<b>Competency 1A: Examine roles, functions, and education and training requirements of individuals engaged in education careers.</b>	
1.A.1 Career portfolios	College and Career Portfolios: 31, 55, 75, 99, 121, 141, 163, 187, 211, 233, 253, 279, 307, 355, 365, 387, 415, 445 86-93, 97 (Review and Study #3),
1.A.2 Teacher induction	62-64, 66-68, 93-96, 98 (Critical Thinking #4, Core Skills #1)
1.A.3 Multiple roles of educators	10-15, 15-16, 16-26, 35-38, 52, 53 (Review and Study #1), 106, 108, 111, 114, 146-147, 154, 156, 158, 159-160, 161 (Review and Study #1), 256, 263-265, 275-276
1.A.4 Professional responsibilities of those engaged in education careers	9, 21-22, 26, 39-43, 47-50, 53 (Review and Study #2), 64, 83, 93-95, 97 (Review and Study #4), 98 (Critical Thinking #4), 108, 130, 148, 159-160, 174, 219, 244, 379, 396
1.A.5 Field experiences	40, 54 (Critical Thinking #1-4, Core Skills #1), 62-64, 66-68, 73 (Review and Study #3), 165, 168, 329, 338, 390
1.A.6 Observations	7, 19, 40, 54 (Core Skills #1, 2), 59-60, 66-68, 69, 74 (Core Skills #8), 168, 173-174, 186 (Core Skills #2), 219, 232 (Core Skills #2), 260, 278 (Core Skills #1-2), 329, 335 (Core Skills #6), 396, 411, 414 (Core Skills #1)
1.A.7 Education and training required for educational careers	12, 15-16, 19, 21, 26, 59-60, 66-68, 80-82
<b>Competency 1B: Explain personal characteristics, abilities, knowledge, and skills needed to work in education careers</b>	
1.B.1 Dispositions of individuals working in education careers	7, 21, 26, 29-30 (Review and Study #1, Critical Thinking #1, Core Skills #1, 2), 34, 83, 93-94, 346, 400, 401-402
1.B.2 Professional growth	44-45, 94-96, 340-341
1.B.3 Lifelong learning	21, 44-45, 94-96
1.B.4 Professional attitudes and behaviors	9, 21, 26, 34, 39-43, 40, 46, 53-55 (Review and Study #2, Critical Thinking #2, Core Skills #1, 8), 64, 83, 93-95, 108, 130, 148, 159-160, 174, 195, 219, 244, 274, 292, 325, 346, 379, 396, 400, 438
<b>Competency 1C: Understand ethical and legal standards and principles that impact education careers</b>	

1.C.1 Academic freedom	109-110, 127-138
1.C.2 <i>No Child Left Behind (NCLB)</i>	135-136, 140 (Critical Thinking #2, 5)
1.C.3 Organization, governance, and funding of public schools	133-134, 145-153, 161-162 (Review and Study #1-3, Critical Thinking #2, Core Skills #1-2)
1.C.4 Highly qualified teachers	66-68, 74-75 (Critical Thinking #2, Core Skills #5)
1.C.5 Professional code of ethics	39-43, 93-94, 274
1.C.6 Teacher contracts	27-28, 29 (Review and Study #5)
1.C.7 <i>Family Educational Right and Privacy Act (FERPA)</i>	51, 54 (Core Skills #4), 344
<b>Competency 1D: Recognize the symptoms of child abuse and neglect and the appropriate reporting protocol</b>	
1.D.1 Types of abuse and neglect	418, 431-432, 443 (Review and Study #4)
1.D.2 Symptoms of abuse and neglect	435
1.D.3 Appropriate responses to victims	434-435
1.D.4 Reporting protocols	433-434, 444 (Core Skills #2)
<b>Competency 1E: Examine the historical and contemporary significance of education in society</b>	
1.E.1 History of public education in the U.S.	104-118, 119-121 (all), 124-138, 139-141 (all)
1.E.2 21st Century Skills	136, 138, 339-341
1.E.3 School reform	112-113, 119 (Review and Study #3), 126-136, 139-141 (all)
1.E.4 School choice	135-136, 148
1.E.5 Social significance of schools	105-106, 107, 111-112, 151-153, 154, 156, 158, 159-160
1.E.6 Impact of social change on education	105-118, 119 (Review and Study #1-4), 120 (Critical Thinking #3, Core Skills #1-2), 126-138, 139 (Review and Study #1-4), 140 (Critical Thinking #4, Core Skills #1-3), 153-159, 161-162 (Review and Study #3-5), 162-163 (Core Skills #3-4)
<b>Domain 2: The Learner and the Learning Process</b>	
<b>Competency 2A: Apply learning theories and principles to learners</b>	
2.A.1 Cognitive theory—Piaget	179, 186-187 (Core Skills #2-4), 197-198, 215, 219, 224, 239
2.A.2 Cognitive theory—Vygotsky	181, 185 (Review and Study #5), 187 (Core Skills #3-4), 198, 209 (Review and Study #4)
2.A.3 Behavioral theory—Thorndike and Skinner	127, 177-178, 185 (Review and Study #4), 187 (Core Skills #3-4)
2.A.4 Social learning theory—Bandura	178, 186 (Critical Thinking #4), 187 (Core Skills #3-4)
2.A.5 Psychosocial theory—Erikson	182-183, 187 (Core Skills #3-4), 199-200, 215, 220, 222, 231 (Review and Study #4), 243
2.A.6 Domains of learning (i.e., cognitive, affective, psychomotor)	169-170, 185 (Review and Study #1), 295-298, 305 (Review and Study #3)

2.A.7 Learning modalities	257-261, 266-268, 268-271, 277 (Review and Study #1-3), 278 (Critical Thinking #1-2, Core Skills #1-2), 279 (Core Skills #6)
<b>Competency 2B: Examine how effective teaching practices accommodate learning styles, learning differences, and special needs</b>	
2.B.1 Howard Gardner’s Multiple Intelligences	257, 261, 263-265, 277 (Review and Study #2)
2.B.2 Learning disabilities	20, 131, 139 (Review and Study #3), 207-208, 268-272, 277 (Review and Study #3), 278 (Core Skills #2)
2.B.3 Attention Deficit Hyperactivity Disorder (ADHD)	270
2.B.4 Dyslexia	270, 342-343
2.B.5 Educational accommodations and modifications	263-266, 267-268, 268-272, 275, 278 (Review and Study #5, Core Skills #2), 342-343
2.B.6 Inclusion	272, 277 (Review and Study #4)
<b>Competency 2C: Explain how language, culture, and educational background affect learning and schools</b>	
2.C.1 Multicultural education	272-276, 277-278 (Review and Study #4-5, Critical Thinking #3), 279 (Core Skills #3), 442, 445 (Core Skills #5)
2.C.2 Diversity	257, 272-276, 277-278 (Review and Study #4-5), 279 (Core Skills #3), 437-439, 442, 444 (Critical Thinking #3), 445 (Core Skills #5)
2.C.3 “At-risk” students	153-160, 162-163 (Core Skills #3-4), 208, 427-428, 434, 439-440, 444 (Core Skills #1), 445 (Core Skills #5)
2.C.4 Bilingual education	27, 130, 140 (Critical Thinking #4), 274-275, 277 (Review and Study #4)
2.C.5 English language learners (ELL)	274-275, 277 (Review and Study #4), 278 (Critical Thinking #3), 342-343, 348
2.C.6 Impact of socioeconomic status on education	105-106, 116-118, 150-151, 153-160, 161 (Review and Study #4), 162-163 (Core Skills #3-4), 272-273, 418-419, 427-442, 443 (Review and Study #3), 444 (#18)
<b>Competency 2D: Examine physical, emotional, social, and intellectual development of children and adolescents</b>	
2.D.1 Metacognition	196, 239
2.D.2 Development of the school age child (i.e., physical, emotional, social, and intellectual)	168-170, 217-222, 222-226, 226-230, 231 (Review and Study #1-5), 232-233 (Critical Thinking #2-3, Core Skills #1-9)
2.D.3 Adolescent development (i.e., physical, emotional, social, and intellectual)	168-170, 236-250, 251-253 (Review and Study #1-5, Critical Thinking #1-4, Core Skills #1-8)
<b>Competency 2E: Determine management strategies that promote positive student behavior while engaging students in learning</b>	
2.E.1 Gender equity	130-131, 140 (Core Skills #3)

2.E.2 Student discipline	34, 390-391, 401-406, 406-412, 413 (Review and Study #1, 3-5), 414 (Critical Thinking #5-6, Core Skills #1), 415 (Core Skills #3-8)
2.E.3 Classroom management styles	401-402, 413 (Review and Study #3)
2.E.4 Arrangement of physical space to promote learning	391-397, 413 (Review and Study #1), 414 (Critical Thinking #1-3, Core Skills #1)
2.E.5 Classroom atmosphere and environment	391-397, 413 (Review and Study #1), 414 (Critical Thinking #1-3, Core Skills #1)
<b>Competency 2F: Explain how schedules, activities, routines, and transitions promote learning</b>	
2.F.1 Establishing routines and schedules	405, 415 (Core Skills #3)
2.F.2 Instructional transitions	399-400, 413 (Review and Study #2), 414 (Core Skills #1)
2.F.3 Cooperative learning strategies	325-327, 334 (Critical Thinking #5, Core Skills #4)
2.F.4 Activity-based learning	300, 305 (Review and Study #4), 317-331, 333 (Review and Study #3-5), 334 (Core Skills #4), 335 (Core Skills #5-6)
<b>Domain 3: Planning Instruction</b>	
<b>Competency 3A: Describe curriculum and instruction models</b>	
3.A.1 Constructivism	179-180
3.A.2 Direct vs. indirect instruction	36
3.A.3 Cooperative learning	325-326, 334 (Critical Thinking #5, Core Skills #4)
3.A.4 Lesson plan formats	293-302, 306 (Critical Thinking #4-5)
3.A.5 Curriculum scope and sequence	286-289, 300-302, 303-304, 306 (Critical Thinking #1-3, Core Skills #1)
3.A.6 Thematic curricula	292, 327-328, 334 (Core Skills #4)
3.A.7 Integration of subject matter	288, 292, 310 (Case Study), 438
3.A.8 Interdisciplinary instruction	327-328, 334 (Core Skills #4)
<b>Competency 3B: Establish instructional goals that are developmentally appropriate</b>	
3.B.1 Performance and learning objectives	312-332, 333 (Review and Study #2-4), 334 (Critical Thinking #3-5, Core Skills #3-4), 335 (Core Skills #5-6)
3.B.2 Taxonomy of Educational Objectives (i.e., Bloom's and Revised Bloom's Taxonomies)	295-299, 306-307 (Core Skills #2), 311-312, 333 (Review and Study #1), 334 (Core Skills #1)
3.B.3 National curriculum or content standards	8, 133-134, 139 (Review and Study #4), 141 (Core Skills #5), 285-286, 287-288, 305 (Review and Study #1), 306 (Critical Thinking #1-2, Core Skills #1), 307 (Core Skills #3)
3.B.4 Domains of learning	169-170, 185 (Review and Study #1), 186 (Critical Thinking #1), 293-298
<b>Competency 3C: Develop organizational and managerial skills that enhance professionalism</b>	

3.C.1 Course, unit, and daily lesson planning	290-304, 306 (Critical Thinking #4-5), 307 (Core Skills #4-6)
3.C.2 Professional development	45, 94-96, 340-341
3.C.3 Mentoring	38, 75 (Core Skills #7), 154, 372, 386 (Critical Thinking #1), 428, 430
3.C.4 Collaborative teaching	13, 41, 302, 326-327, 334 (Critical Thinking #5, Core Skills #4), 335 (Core Skills #6)
3.C.5 Technology use in the classroom	338-362, 363-365 (all)
<b>Competency 3D: Utilize relevant standards in instructional planning and assessment</b>	
3.D.1 Standards-based education	133-134, 139 (Review and Study #4), 141 (Core Skills #5), 285-286, 305 (Review and Study #1), 306 (Critical Thinking #1, Core Skills #1)
3.D.2 Use of state and national content standards	133-134, 139 (Review and Study #4), 141 (Core Skills #5), 285-286, 305 (Review and Study #1), 306 (Critical Thinking #1, Core Skills #1)
3.D.3 Pacing guide	316, 334 (Critical Thinking #3)
3.D.4 Curriculum alignment	8, 19, 286-289, 306 (Critical Thinking #1-3, Core Skills #1)
<b>Competency 3E: Apply principles and elements of effective instruction and assessment</b>	
3.E.1 Differentiated instruction	260, 275-276, 278 (Review and Study #5), 330, 334 (Core Skills #4)
3.E.2 Drill and practice	324-325, 334 (Core Skills #4)
3.E.3 Mastery	133-134, 319-320, 377
3.E.4 Reteaching	294, 301, 306 (Review and Study #5)
3.E.5 Developmentally appropriate practices	200-201, 209 (Review and Study #3)
3.E.6 Observations	260-261, 270-271, 300, 382-383, 406
<b>Domain 4: Learning Environment</b>	
<b>Competency 4A: Determine classroom management procedures that support learning</b>	
4.A.1 Teacher proximity	46-47, 54 (Core Skills #3), 244
4.A.2 Teacher-student relationships	46-47, 54 (Core Skills #3), 67, 94, 174, 186 (Critical Thinking #3), 244, 396, 412
4.A.3 Danielson's Framework for teaching	390-391
4.A.4 Positive reinforcement	178
4.A.5 Behavioral consequences	402-404, 406-412, 413 (Review and Study #5), 414 (Critical Thinking #5, Core Skills #1), 415 (Core Skills #6)
4.A.6 Authentic learning experiences	219, 300, 397, 415 (Core Skills #4)
4.A.7 Higher-order thinking skills	311-312, 313, 318, 327, 333 (Review and Study #1), 334 (Critical Thinking #1, Core Skills #1)

4.A.8 Guidance and discipline	34, 51-52, 178, 390, 401-412, 413 (Review and Study #5), 414 (Critical Thinking #4-6, Core Skills #1), 415 (Core Skills #6)
4.A.9 Classroom rules	401-404, 408, 413 (Review and Study #4), 415 (Core Skills #4-5)
4.A.10 Intrinsic and extrinsic motivation	267, 342
<b>Competency 4B: Analyze how materials, furnishings, and other resources create safe and effective instructional environments</b>	
4.B.1 Creating an appropriate learning environment	269, 272, 273, 391-397, 414-415 (Critical Thinking #1, 3, Core Skills #1, 2, 4)
4.B.2 Classroom management procedures and styles	401-404, 413 (Review and Study #3), 414 (Critical Thinking #2, 4, Core Skills #1), 415 (Core Skills #4)
4.B.3 Managing physical space in the classroom	391-395, 413 (Review and Study #1), 414-415 (Critical Thinking #1, 3, Core Skills #1, 2, 4)
4.B.4 Classroom organization and safety	413 (Review and Study #1), 414-415 (Critical Thinking #1, 3, Core Skills #1, 2, 4)
4.B.5 Accessibility issues, regulations, and legislations	127-131, 133-134, 135-136, 138, 139 (Review and Study #1-3), 140 (Critical Thinking #2-5, Core Skills #3), 269
<b>Domain 5: Assessment and Instructional Strategies</b>	
<b>Competency 5A: Examine how a variety of teaching strategies impact student learning</b>	
5.A.1 Factors to consider in selecting teaching strategy	331-332, 333 (Review and Study #5), 334 (Critical Thinking #3, Core Skills #4)
5.A.2 Lectures and illustrated lectures (i.e., selection, use, and impact on learning)	259, 317-318, 334 (Core Skills #4), 349, 397-398
5.A.3 Role plays (i.e., selection, use, and impact on learning)	321, 334 (Core Skills #4)
5.A.4 Demonstrations (i.e., selection, use, and impact on learning)	316, 319-320, 334 (Core Skills #4), 397-398
5.A.5 Case studies (i.e., selection, use, and impact on learning)	322, 334 (Core Skills #4)
5.A.6 Simulations and experiential learning (i.e., selection, use, and impact on learning)	181, 320-321, 331, 334 (Core Skills #4), 348, 349, 361
5.A.7 Discussion (i.e., selection, use, and impact on learning)	38, 258, 261, 300, 314, 318-319, 334 (Core Skills #3-4), 349, 397, 404
5.A.8 Use and integration of co-curricular student organizations	3, 64-65, 78, 96, 335 (College and Career Portfolio)
<b>Competency 5B: Examine purposes of and apply techniques for assessing student learning</b>	

5.B.1 Purposes of assessment	300, 369-384, 385 (Review and Study #1-5), 386-387 (Critical Thinking #1-3, Core Skills #1-8)
5.B.2 Formal assessment (i.e., purpose, examples, and implementation)	370-372, 373-376, 382, 386 (Critical Thinking #2)
5.B.3 Informal assessment (i.e., purpose, examples, and implementation)	369, 372, 382-383
5.B.4 Formative assessment (i.e., purpose, examples, and implementation)	369-370, 372, 382, 385 (Review and Study #1), 386-387 (Core Skills #1, 6)
5.B.5 Summative assessment (i.e., purpose, examples, and implementation)	369-370, 372, 373, 383, 386-387 (Core Skills #1, 6)
5.B.6 Diagnostic assessment (i.e., purpose, examples, and implementation)	270-271, 382
5.B.7 Authentic assessment (i.e., purpose, examples, and implementation)	377-381, 382, 385 (Review and Study #3)
5.B.8 Portfolio assessments	377-381, 382
<b>Competency 5C: Summarize how assessment is integrated into teaching and learning</b>	
5.C.1 Mandating testing	373-376, 386 (Critical Thinking #2), 387 (Core Skills #8)
5.C.2 Standardized tests	134, 135, 370, 373, 386 (Critical Thinking #2), 387 (Core Skills #8)
5.C.3 Sources of assessment	373-377, 378-381, 385 (Review and Study #3-4)
5.C.4 Validity and reliability of assessments	382
5.C.5 Annual Yearly Progress (AYP)	135-136, 370
5.C.6 Sharing assessment information (i.e., report cards, etc.)	382-383
<b>Competency 5D: Understand how learner feedback guides instruction</b>	
5.D.1 Use of assessment data for variety of purposes	369-381, 385 (Review and Study #1-3), 386 (Critical Thinking #2, Core Skills #1)
5.D.2 Descriptive feedback	383
5.D.3 Teachable moments	37
<b>Competency 5E: Integrate technology as a tool for instruction, evaluation, and management</b>	
5.E.1 Applications of technology in teaching and learning	339, 341-353, 363 (Review and Study #1-5), 364 (Critical Thinking #1-2), 365 (Core Skills #6-7)
5.E.2 Acceptable Use Policies (AUP)	353-356, 364-365 (Core Skills #4)
5.E.3 Digital divide	339-340
5.E.4 <i>Children's Internet Protection Act (CIPA)</i>	354-355
5.E.5 Selecting reliable Internet resources	357-358, 365 (Core Skills #5)

5.E.6 Student safety on the Internet	353-356, 364-365 (Core Skills #4)
<b>Competency 5F: Demonstrate discussion and questioning techniques that promote critical thinking and problem solving</b>	
5.F.1 Higher order thinking skills	311-312, 313-315, 333 (Review and Study #1-2), 334 (Critical Thinking #1, Core Skills #1)
5.F.2 Factual type questions	313-315
5.F.3 Hypothetical type questions	313-315, 334 (Core Skills #1)
5.F.4 Asking appropriate questions	313-316, 333 (Review and Study #1), 334 (Core Skills #1)
5.F.5 Discussion and questioning techniques	313-316, 333 (Review and Study #2), 334 (Core Skills #1)