Information Bulletin

for

Pre-Professional Assessment and Certification
in
Education Fundamentals

American Association of Family and Consumer Sciences
Alexandria, VA 22314

(703) 706-4600
www.aafcs.org

Family and Consumer Sciences CREDENTIALING CENTER

ASSESSING AND RECOGNIZING EXCELLENCE SINCE 1971

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Overview

The American Association of Family and Consumer Sciences (AAFCS), a well-respected leader in the FCS field, proudly offers the Pre-Professional Assessment and Certification (Pre-PAC) Program, creating the *premier* family and consumer sciences pre-professional assessment and certification system in the nation. AAFCS added a portfolio of standards-based assessments and industry-recognized certifications to support pre-professional level family and consumer sciences career areas and programs of study for the following reasons:

- To help satisfy the growing emphasis on assessment and accountability in secondary and postsecondary education, including requirements for Perkins funding for Career and Technical Education, and

- To help satisfy the growing emphasis on credentials as a human resource and quality control tool in employment settings throughout the career ladder.

Through these assessments, AAFCS assures that pre-professionals are effectively prepared with the knowledge and skills necessary for demanding career opportunities, therefore providing a workforce to meet the needs of business and industry in the demanding U.S. economy.

A recent Bureau of Labor Statistics report identified education as one of only two areas experiencing job growth in the current economic recession. With increasing enrollments in schools and community-based programs and the continuing national emphasis on quality education at the elementary, middle, secondary, and post-secondary levels, AAFCS developed a national standards-based competency assessment measuring knowledge and skills associated with Education Fundamentals.

Description of the Assessment and Certification

Assessments in the Pre-PAC portfolio are high quality, rigorous, valid, and reliable as documented through formal psychometric analysis of pilot test data. The assessments are delivered through a premier online testing platform and are used to validate competency at the pre-professional level.

The Education Fundamentals Assessment and Certification are:

- driven by business and industry standards;
- based on relevant content standards and consistent with the National Standards for Family and Consumer Sciences Education and the National Career Clusters Initiative;
- appropriate to validate achievement of competencies related to the fundamentals of education and training;
- useful in a broad range of education and employment settings, such as secondary and post-secondary education, community-based education programs, and employer-based human resource and staff development programs; and
- advantaged to utilize a gold-standard, computer-based testing platform format that provides for valid and reliable competency measurement and a reporting mechanism for data-driven program improvement, accountability, and individual remediation and acceleration.

Uses of the Assessment and Certification

The assessments have application in a broad range of education, community development, staff development, and human resource settings where there is a need to document or validate competency achievement. Pre-PAC assessments are designed for use with secondary and post-secondary students and programs, pre-professionals working in early employment positions, and employers conducting staff development and training for pre-professionals. Further, the assessment and certification can be used to:

- document exit-level achievement in rigorous secondary programs and lower division post-secondary courses;
- satisfy accountability reporting mandates required by federal Perkins IV legislation as well as state and local policies;
- facilitate seamless articulation, placement, and credit-by exam within post-secondary institutions;
- validate competencies required for employment at the pre-professional and/or paraprofessional level; and
- provide an industry-recognized, pre-professional level certification.

Careers

It is anticipated that the Education Fundamentals assessment and certification will facilitate employment in early career ladder positions and promote continuing education at the post-secondary level preparing for careers associated with education and training in:

- public and private school programs,
- elementary, middle, and secondary schools,
- after-school programs;
- higher education, non-profit, and corporate settings.

In accordance with those career areas, the assessment is aligned with the following National Career Clusters:

The Career Clusters icons are being used with permission of the:

States' Career Clusters Initiative, 2010, www.careerclusters.org

Assessment Specifications

The assessment specifications provided in this section of the bulletin are intended to provide test candidates with a comprehensive overview of the domains and competencies that are covered on the assessment.

Format

A large bank of high quality, valid test items have been developed for each Pre-PAC assessment. Each test administered is a unique combination of 80, four-option multiple choice items randomly selected from the item bank. Each of the items has only one (1) correct response. Of the 80 items presented on the assessment, 70 are scored and 10 are non-scored (used for piloting and research purposes).

The online testing software presents the items in five to seven groups or "blocks" corresponding to the domain areas identified on the assessment competency list. Testing is conducted under the supervision of proctors using PC or MAC computers in approved local schools and employment sites. During the assessment administration, it is possible to navigate forward and backward between items within a block of items. As items are viewed, they can be answered, skipped, or flagged for later review prior to submitting the item block. The testing software restricts access to other computer functions while the test is open. Local test administrators and proctors are authorized to make testing accommodations formally specified in Individual Education Plans for those with special needs.

In addition to each item being associated with a domain and competency, the items are also designed to assess appropriate cognitive levels necessary for competent practice. Specifically, some items assess at the lower level, some at the middle levels, and some at higher order levels. The items included on each test proportionally represent three cognitive difficulty levels:

- o Level 1- 40%;
- o Level 2 – 30%; and
- o Level 3 – 30%.

Original Bloom's Taxonomy	Revised Bloom's Taxonomy	Pre-PAC Cognitive Complexity Level
Knowledge Defines, describes, identifies, labels, lists, matches, names, reads, records, selects, states, views	**Remember** Recognize, retrieve, identify, recall	1
Comprehension Classifies, describes, discusses, lists, matches, names, reads, records, selects, states, views	**Understand** Interpret, clarify, translate, illustrate, categorize, classify, conclude, predict, summarize, infer, compare, explain	

Application Assesses, determines, develops, discovers, establishes, informs, predicts, projects, provides, relates, shows, uses	**Apply** Execute, carry out, use, implement	2
Analysis Breaks down, correlates, differentiates, illustrates, infers, points out, recognizes	**Analyze** Differentiate, select, focus, organize, outline, attribute, determine point of view	
Synthesis Communicates, compares, contrasts, creates, designs, expresses, formulates, plans, reorganizes, reinforces, substitutes	**Evaluate** Check, coordinate, detect, monitor, test, critique, judge	3
Evaluation Appraises, compares & contrasts, concludes, criticizes, decides, defends, interprets, judges, justifies, supports	**Create** Generating, hypothesizing, planning, designing, producing, constructing	

Scoring

Once the assessment is submitted, results will be available immediately to the test candidate. The results provide an overall percentage score, a breakdown of scores corresponding to the domain levels on the competency list, and the indication whether pre-professional certification has been achieved. Based on the rigor and difficulty level of the assessment, the national cut score for pre-professional certification eligibility is established annually by AAFCS. Individuals who complete the assessment and earn the cut-score for certification are granted a time-limited pre-professional certification (3 years).

Scores can be used to demonstrate an individual's learning and competency, pinpoint weaknesses or gaps in performance, improve programs and curriculum, and demonstrate accountability to various stakeholders. Through articulation agreements, scores may be used as the basis for advanced placement and/or credit-by-exam by post secondary institutions. Thus, state and local entities have latitude for independently establishing passing or qualifying scores for other purposes.

<u>Assessment At A Glance</u>

The specific content being assessed by the items on the assessment follows the test specifications outlined in this section of the bulletin. Please note the number of items on the assessment in each domain.

Domain	Weighting	Number of Items
1. The Teaching Profession	20%	14
2. The Learner and the Learning Process	25%	18
3. Planning Instruction	20%	14
4. Learning Environment	15%	10
5. Assessment and Instructional Strategies	20%	14

Content Outline for Domains and Competencies

The following outline provides an overview of the content addressed within the domains and competencies on the assessment. The outline is provided as a tool to be used for guidance in preparing for the assessment and is not intended to be totally inclusive. The outline's numbered concepts for each competency are meant to be representative rather than prescriptive.

Domain 1: The Teaching Profession

Competency 1A: Examine roles, functions, and education and training requirements of individuals engaged in education careers

     1.A.1   Career portfolios
     1.A.2   Teacher induction
     1.A.3   Multiple roles of educators
     1.A.4   Professional responsibilities of those engaged in education careers
     1.A.5   Field experiences
     1.A.6   Observations
     1.A.7   Education and training required for education careers

Competency 1B: Explain personal characteristics, abilities, knowledge, and skills needed to work in education careers

     1.B.1   Dispositions of individuals working in education careers
     1.B.2   Professional growth
     1.B.3   Lifelong learning
     1.B.4   Professional attitudes and behaviors

Competency 1C: Understand ethical and legal standards and principles that impact education careers

    1.C.1   Academic freedom
    1.C.2   *No Child Left Behind (NCLB)*
    1.C.3   Organization, governance, and funding of public schools
    1.C.4   Highly qualified teachers
    1.C.5   Professional code of ethics
    1.C.6   Teacher contracts
    1.C.7   *Family Educational Right and Privacy Act (FERPA)*

Competency 1D: Recognize the symptoms of child abuse and neglect and the appropriate reporting protocol

    1.D.1   Types of abuse and neglect
    1.D.2   Symptoms of abuse and neglect
    1.D.3   Appropriate responses to victims
    1.D.4   Reporting protocols

Competency 1E: Examine the historical and contemporary significance of education in society

    1.E.1   History of public education in the U.S.
    1.E.2   21st Century Skills
    1.E.3   School reform
    1.E.4   School choice
    1.E.5   Social significance of schools
    1.E.6   Impact of social change on education

Domain 2: The Learner and the Learning Process

Competency 2A: Apply learning theories and principles to learners

    2.A.1   Cognitive theory – Piaget
    2.A.2   Cognitive theory - Vygotsky
    2.A.3   Behavioral theory: Thorndike and Skinner
    2.A.4   Social learning theory - Bandura
    2.A.5   Psychosocial theory: Erikson
    2.A.6   Domains of learning (i.e., cognitive, affective, psychomotor)
    2.A.7   Learning modalities

Competency 2B: Examine how effective teaching practices accommodate learning styles, learning differences, and special needs

    2.B.1   Howard Gardner's Multiple Intelligences
    2.B.2   Learning disabilities
    2.B.3   Attention Deficit Hyperactivity Disorder (ADHD)
    2.B.4   Dyslexia
    2.B.5   Educational accommodations and modifications
    2.B.6   Inclusion

Competency 2C: Explain how language, culture, and educational background affect learning and schools

    2.C.1   Multicultural education
    2.C.2   Diversity
    2.C.3   "At-risk" students
    2.C.4   Bilingual education
    2.C.5   English language learners (ELL)
    2.C.6   Impact of socioeconomic status on education

Competency 2D: Examine physical, emotional, social, and intellectual development of children and adolescents

    2.D.1   Metacognition
    2.D.2   Development of the school age child (i.e., physical, emotional, social, and intellectual)
    2.D.3   Adolescent development (i.e., physical, emotional, social, and intellectual)

Competency E: Determine management strategies that promote positive student behavior while engaging students in learning

    2.E.1   Gender equity
    2.E.2   Student discipline
    2.E.3   Classroom management styles
    2.E.4   Arrangement of physical space to promote learning
    2.E.5   Classroom atmosphere and environment

Competency 2F: Explain how schedules, activities, routines, and transitions promote learning

    2.F.1   Establishing routines and schedules
    2.F.2   Instructional transitions
    2.F.3   Cooperative learning strategies
    2.F.4   Activity-based learning

Domain 3: Planning Instruction

Competency 3A: Describe curriculum and instruction models

    3.A.1   Constructivism
    3.A.2   Direct vs. indirect instruction
    3.A.3   Cooperative learning
    3.A.4   Lesson plan formats
    3.A.5   Curriculum scope and sequence
    3.A.6   Thematic curricula
    3.A.7   Integration of subject matter
    3.A.8   Interdisciplinary instruction

Competency 3B: Establish instructional goals that are developmentally appropriate

    3.B.1   Performance and learning objectives
    3.B.2   Taxonomy of Educational Objectives (i.e., Bloom's and Revised Bloom's Taxonomies)
    3.B.3   National curriculum or content standards
    3.B.4   Domains of learning

Competency 3C: Develop organizational and managerial skills that enhance professionalism

    3.C.1   Course, unit, and daily lesson planning
    3.C.2   Professional development
    3.C.3   Mentoring
    3.C.4   Collaborative teaching
    3.C.5   Technology use in the classroom

Competency 3D: Utilize relevant standards in instructional planning and assessment

    3.D.1   Standards-based education
    3.D.2   Use of state and national content standards
    3.D.3   Pacing guide
    3.D.4   Curriculum alignment

Competency 3E: Apply principles and elements of effective instruction and assessment

    3.E.1   Differentiated instruction
    3.E.2   Drill and practice
    3.E.3   Mastery
    3.E.4   Reteaching
    3.E.5   Developmentally appropriate practices
    3.E.6   Observations

Domain 4: Learning Environment

Competency 4A: Determine classroom management procedures that support learning

    4.A.1   Teacher proximity
    4.A.2   Teacher-student relationships
    4.A.3   Danielson's Framework for Teaching
    4.A.4   Positive reinforcement
    4.A.5   Behavioral consequences
    4.A.6   Authentic learning experiences
    4.A.7   Higher-order thinking skills
    4.A.8   Guidance and discipline
    4.A.9   Classroom rules
    4.A.10   Intrinsic and extrinsic motivation

Competency 4B: Analyze how materials, furnishings, and other resources create safe and effective instructional environments

      4.B.1   Creating an appropriate learning environment
      4.B.2   Classroom management procedures and styles
      4.B.3   Managing physical space in the classroom
      4.B.4   Classroom organization and safety
      4.B.5   Accessibility issues, regulations, and legislation

Domain 5: Assessment and Instructional Strategies

Competency 5A: Examine how a variety of teaching strategies impact student learning

      5.A.1   Factors to consider in selecting teaching strategies
      5.A.2   Lectures and illustrated lectures (i.e., selection, use, and impact on learning)
      5.A.3   Role plays (i.e., selection, use, and impact on learning)
      5.A.4   Demonstrations (i.e., selection, use, and impact on learning)
      5.A.5   Case studies (i.e., selection, use, and impact on learning)
      5.A.6   Simulations and experiential learning (i.e., selection, use, and impact on learning)
      5.A.7   Discussion (i.e., selection, use, and impact on learning)
      5.A.8   Use and integration of co-curricular student organizations

Competency 5B: Examine purposes of and apply techniques for assessing student learning

      5.B.1   Purposes of assessment
      5.B.2   Formal assessment (i.e., purpose, examples, and implementation)
      5.B.3   Informal assessment (i.e., purpose, examples, and implementation)
      5.B.4   Formative assessment (i.e., purpose, examples, and implementation)
      5.B.5   Summative assessment (i.e., purpose, examples, and implementation)
      5.B.6   Diagnostic assessment (i.e., purpose, examples, and implementation)
      5.B.7   Authentic assessment (i.e., purpose, examples, and implementation)
      5.B.8   Portfolio assessments

Competency 5C: Summarize how assessment is integrated into teaching and learning

      5.C.1   Mandating testing
      5.C.2   Standardized tests
      5.C.3   Sources of assessment
      5.C.4   Validity and reliability of assessments
      5.C.5   Annual Yearly Progress (AYP)
      5.C.6   Sharing assessment information (i.e., report cards, etc)

Competency 5D: Understand how learner feedback guides instruction

      5.D.1   Use of assessment data for variety of purposes
      5.D.2   Descriptive feedback
      5.D.3   Teachable moments

Competency 5E: Integrate technology as a tool for instruction, evaluation, and management

      5.E.1   Applications of technology in teaching and learning
      5.E.2   Acceptable Use Policies (AUP)
      5.E.3   Digital divide
      5.E.4   *Children's Internet Protection Act (CIPA)*
      5.E.5   Selecting reliable Internet resources
      5.E.6   Student safety on the Internet

Competency 5F: Demonstrate discussion and questioning techniques that promote critical thinking and problem solving

      5.F.1   Higher order thinking skills
      5.F.2   Factual type questions
      5.F.3   Hypothetical type questions
      5.F.4   Asking appropriate questions
      5.F.5   Discussion and questioning techniques

Sample Assessment Items

A series of sample test items is provided below. These items are not intended to serve as a study mechanism, but to familiarize candidates with the format, style, and structure of the items that can be expected on the assessments. Always choose the one best answer.

1.   All the following items should be a part of an applicant's portfolio for a teaching position **EXCEPT** _____. (Domain 1, Competency A)
      A. employment résumé
      B. education experience
      C. abilities and skills page
      D. hobbies and crafts page

2.   Nina is a fifth grader in your class. Lately, she has been absent from school, and you notice that she has bruises on her legs, seems to shy away from contact, and appears to be scared of her parents. Nina may be experiencing _____. (Domain 1, Competency D)
      A. neglect
      B. physical abuse
      C. sexual abuse
      D. emotional abuse

3.   The zone of proximal development is associated with the learning theories of _____. (Domain 2, Competency A)
      A. Piaget
      B. Vygotsky
      C. Erikson
      D. Gardner

4. Terrell seems to be falling behind in his schoolwork. His teacher should do all of the following **EXCEPT** _____. (Domain 2, Competency E)
    A. recognize that he may be at a different developmental stage
    B. adjust teaching strategies to help the student
    C. help him maintain a positive self-image
    D. ask the class to remind Terrell to stay on task

5. Mrs. Turner placed the sixth graders in her health class into jigsaw learning groups during their study of common childhood diseases. Each group was asked to research a specific disease and then take responsibility for teaching the class about the disease. The instructional strategy that Mrs. Turner used is called _____. (Domain 3, Competency E)
    A. think-pair-share
    B. cooperative learning
    C. action research
    D. graphic organizers

6. Ms. Humphrey teaches full-time, but one of her professional goals is to manage her time so that she can complete at least three different professional development activities each year to help keep up-to-date in her content area. There are many different sources for a teachers' professional development, including all the following **EXCEPT** _____. (Domain 3, Competency C)
    A. a graduate course at the local university
    B. in-service from the local school district
    C. professional organization workshops
    D. parent-teacher meetings after school

7. The teacher caught a student writing on their desk with a marker. The student was required to attend detention where he had to clean all of the desks in the classroom. This is an example of _____. (Domain 4, Competency A)
    A. using corporal punishment
    B. matching consequences to behavior
    C. emphasizing positive reinforcement
    D. providing student self-discipline

8. A student's ability to learn will be impacted if the student does **NOT** feel _____. (Domain 4, Competency B)
    A. safe
    B. comfortable
    C. accepted
    D. appreciated

9. All of the following are reasons for ensuring an appropriate assessment **EXCEPT** to _____. (Domain 5, Competency C)
    A. determine student learning
    B. evaluate one's teaching effectiveness
    C. become an efficient lesson planner
    D. identify possible learning difficulties

10. The majority of assessments that are used in the classroom are generated by the _____.
    (Domain 5, Competency B)
    A. textbook publisher
    B. classroom teacher
    C. state assessment coordinator
    D. individual school district

Answer Key:

1.	D		6.	D
2.	B		7.	B
3.	B		8.	A
4.	D		9.	C
5.	B		10.	A

Suggested Preparation Techniques

The assessment measures two things: knowledge of the subject matter and ability to take an assessment. The first depends on the preparation, instruction, and experience gained in the selected content area. The second depends on self-confidence and experience with multiple-choice questions. It also depends upon the ability to recognize related information or solutions to problem situations.

In preparation for the assessments, test candidates should:

- Avoid situations that would trigger emotions such as worry, anger, depression, and lack of confidence right before the test day. These emotions interfere with memory and are sometimes called "memory thieves."
- Follow the directions! If read too quickly, something important may be missed.
- Read each item very carefully and avoid jumping to conclusions based upon a quick skimming of the wording.
- See if they can answer the item before looking at the four (4) response options.
- Never think they have immediately spotted the correct response. "Back into" the correct response by first eliminating the incorrect choices.
- Answer each item. Look for clues in the item and even in the choices. If able to eliminate some options, the chances of selecting the correct answer are improved. Use the "flag" options to denote items to come back to within the item block.
- Read the "Candidate Guide to Assessments." It is important to understand details about online testing and navigation.

Suggested Instructional Resources

The Pre-PAC Instructional Resource Directory provides a list of suggested resources providing content addressed within Pre-PAC assessments. Development panel members and instructors have identified resources that would be relevant and useful in addressing the domains and competencies within the assessment. Use of the references and resources do not guarantee successful completion of the assessment.

AAFCS does not endorse any external products (textbooks, curriculum, etc), vendors, consultants, or documentation that may be referenced in the Directory. While every effort will be made to ensure accuracy and reliability of content, AAFCS assumes no responsibility for errors or for use of the information provided. Additionally, AAFCS disclaims any and all liability for any claims or damages that may result from providing information contained on the site, including any Web sites maintained by third parties and linked to the Pre-PAC site. The responsibility for content rests with the organizations that provide the information. The inclusion of links from the site does not imply endorsement by AAFCS.

The Pre-PAC Instructional Resource Directory is available online at
https://www.aafcs.org/credentialing-center/pre-pac/portfolio/education-fundamentals.

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