

Correlation of *Teaching* to Pre-PAC

Domains and Competencies for *Education Fundamentals*

The American Association of Family and Consumer Sciences (AAFCS) in collaboration with AAFCS members and business, industry, and education leaders developed the *Pre-Professional Assessment and Certification (Pre-PAC) Program*. AAFCS administers these standards-based assessments for pre-professionals in family and consumer sciences career areas. The background sources used in developing these assessments include the National Standards for Family and Consumer Sciences Education, the Career Clusters initiative, and input from business and industry leaders.

The following chart correlates the domains and competencies of the *Education Fundamentals* Pre-PAC assessment with the content of **Teaching**. For each competency, the chart lists the chapter number(s) that identify the content location. (*Note:* Because students may learn content that addresses these competencies through one or more courses, the chart also identifies other Goodheart-Willcox textbooks that support the competencies.)

After studying the content of this text, students will be able to achieve the following competencies:

Domain 1: The Teaching Profession		
Competency 1A Examine roles, functions, and education and training requirements of individuals engaged in education careers		Text Concepts (Related Text Components)
1.A.1	Career portfolios	49-52, 57, 79, 103, 125, 147, 167, 191, 215, 239, 285, 311, 333, 359, 363-364, 383
1.A.2	Teacher induction	316-317, 332, 378,
1.A.3	Multiple roles of educators	18-33, 36-37, 197-212, 214-215, 218-236, 238-239

1.A.4	Professional responsibilities of those engaged in education careers	18-33, 36-37, 196-212, 214-215, 218-236, 238-239, 242-256, 258-259, 263-282, 284-285, 288-308, 310-311, 314-330, 332-333, 337-359
1.A.5	Field experiences	42-46, 56
1.A.6	Observations	41-46, 56, 285
1.A.7	Education and training required for education careers	24, 40-57, 367-380, 382-383
Competency 1B Explain personal characteristics, abilities, knowledge, and skills needed to work in education careers		Text Concepts (Related Text Components)
1.B.1	Dispositions of individuals working in education careers	19-20, 36-37, 222-236, 238-239, 255, 258, 267-270
1.B.2	Professional growth	40-57, 362-380, 382-383
1.B.3	Lifelong learning	377-380, 383
1.B.4	Professional attitudes and behaviors	218-236, 238-239, 377-380, 382
Competency 1C Understand ethical and legal standards and principles that impact education careers		Text Concepts (Related Text Components)
1.C.1	Academic freedom	130-147, 150-167
1.C.2	<i>No Child Left Behind (NCLB)</i>	161-162, 166
1.C.3	Organization, governance, and funding of public schools	170-181, 190
1.C.4	Highly qualified teachers	196-212, 214-215, 218-236, 238-239, 242-256, 258-259, 263-282, 284-285, 288-308, 310-311, 314-330, 332-333, 336-359
1.C.5	Professional code of ethics	377-378, 382
1.C.6	Teacher contracts	172, 190, 333-334

1.C.7	<i>Family Educational Right and Privacy Act (FERPA)</i>	
Competency 1D Recognize the symptoms of child abuse and neglect and the appropriate reporting protocol		Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see the G-W text, <i>Working with Young Children</i> , 278-282
1.D.1	Types of abuse and neglect	183-185
1.D.2	Symptoms of abuse and neglect	WWYC 178-282
1.D.3	Appropriate responses to victims	WWYC 178-282
1.D.4	Reporting protocols	WWYC 178-282
Competency 1E Examine the historical and contemporary significance of education in society		Text Concepts (Related Text Components)
1.E.1	History of public education in the U.S.	130-144, 146-147, 150-164, 166-167
1.E.2	21 st Century Skills	40-57, 233-236, 239, 263-270, 280-282, 284-285, 288-308, 310-311, 329, 333, 339-349, 358-359, 377-380
1.E.3	School reform	130-144, 146-147, 150-164, 166-167
1.E.4	School choice	162, 178
1.E.5	Social significance of schools	150-164, 166-167
1.E.6	Impact of social change on education	130-144, 146-147, 150-164, 166-167
Domain 2: The Learner and the Learning Process		
Competency 2A Apply learning theories and principles to		Text Concepts (Related Text Components)

learners		To address more of the concepts covered by this competency, see the G-W text, <i>Working with Young Children</i> , 105-116
2.A.1	Cognitive theory Piaget	72-73; WWYC—107-110
2.A.2	Cognitive theory—Vygotsky	73-74; WWYC—110-111
2.A.3	Behavioral theory: Thorndike and Skinner	71-72
2.A.4	Social learning theory—Bandura	72
2.A.5	Psychosocial theory—Erikson	74-75; WWYC—105-107
2.A.6	Domains of learning (i.e., cognitive, affective, psychomotor)	263-265, 285
2.A.7	Learning modalities	187-203, 206-212, 214-215
Competency 2B Examine how effective teaching practices accommodate learning styles, learning differences, and special needs		Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see the G-W text, <i>Working with Young Children</i> , 111-116, 275-279, 752-782, 784-785
2.B.1	Howard Gardner's Multiple Intelligences	199-201, 214-215; WWYC—111-116
2.B.2	Learning disabilities	206-207, 214-215, 292
2.B.3	Attention Deficit Hyperactivity Disorder (ADHD)	WWYC, 776-777
2.B.4	Dyslexia	
2.B.5	Educational accommodations and modifications	207; WWYC—752-782
2.B.6	Inclusion	207, 214-215; WWYC—752-753
Competency 2C Explain how language, culture, and educational background affect learning and		Text Concepts (Related Text Components)

schools		To address more of the concepts covered by this competency, see the G-W text, <i>Working with Young Children</i> , 248-249, 307, 617-622
2.C.1	Multicultural education	152-157, 208-212, 215; WWYC—248-249, 307, 617-622
2.C.2	Diversity	208-209, 214-215
2.C.3	“At-risk” students	82-85, 181-188, 190-191
2.C.4	Bilingual education	156
2.C.5	English language learners (ELL)	209-212, 214-215
2.C.6	Impact of socioeconomic status on education	181-182, 190-191
Competency 2D Examine physical, emotional, social, and intellectual development of children and adolescents		Text Concepts (Related Text Components)
2.D.1	Metacognition	110-111, 124-125
2.D.2	Development of the school age child (i.e., physical, emotional, social, and intellectual)	62-79, 82-103
2.D.3	Adolescent development (i.e., physical, emotional, social, and intellectual)	106-125
Competency 2E Determine management strategies that promote positive student behavior while engaging students in learning		Text Concepts (Related Text Components)
2.E.1	Gender equity	156-157
2.E.2	Student discipline	183-185, 191, 301-304, 311
2.E.3	Classroom management styles	343, 345-359
2.E.4	Arrangement of physical space to promote learning	337-341, 359
2.E.5	Classroom atmosphere and environment	339-341, 349-351, 358-359

Competency 2F Explain how schedules, activities, routines, and transitions promote learning		Text Concepts (Related Text Components)
2.F.1	Establishing routines and schedules	343-345, 350, 359
2.F.2	Instructional transitions	343-344, 359
2.F.3	Cooperative learning strategies	278-279, 284
2.F.4	Activity-based learning	275-280, 284-285, 308
Domain 3: Planning Instruction		
Competency 3A Describe curriculum and instruction models		Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see the G-W text, <i>Working with Young Children</i> , 446, 448-449, 453-466
3.A.1	Constructivism	72-74
3.A.2	Direct vs. indirect instruction	271-280; WWYC 446
3.A.3	Cooperative learning	278-279, 284
3.A.4	Lesson plan formats	244-256, 258-259; WWYC 458-466
3.A.5	Curriculum scope and sequence	242-245
3.A.6	Thematic curricula	246; WWYC—453-458
3.A.7	Integration of subject matter	WWYC—448-449
3.A.8	Interdisciplinary instruction	253-256, 280-282
Competency 3B Establish instructional goals that are developmentally appropriate		Text Concepts (Related Text Components)

3.B.1	Performance and learning objectives	250-251, 258-259
3.B.2	Taxonomy of Education Objectives (i.e., Bloom's and Revised Bloom's Taxonomies)	263-265
3.B.3	National curriculum or content standards	242-245, 258-259
3.B.4	Domains of learning	265
Competency 3C Develop organizational and managerial skills that enhance professionalism		Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see the G-W text, <i>Working with Young Children</i> , 458-466
3.C.1	Course, unit, and daily lesson planning	242-259; WWYC—458-466
3.C.2	Professional development	228-229, 377-379, 383
3.C.3	Mentoring	316-317, 332
3.C.4	Collaborative teaching	230-231
3.C.5	Technology use in the classroom	288-311
Competency 3D Utilize relevant standards in instructional planning and assessment		Text Concepts (Related Text Components)
3.D.1	Standards-based education	242-245
3.D.2	Use of state and national content standards	242-245
3.D.3	Pacing guide	269-270
3.D.4	Curriculum alignment	242-245, 247-255
Competency 3E Apply principles and elements of effective instruction and assessment		Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see the G-W

		text, <i>Working with Young Children</i> , 33-34, 75-86
3.E.1	Differentiated instruction	210-212
3.E.2	Drill and practice	280
3.E.3	Master	250-256, 259
3.E.4	Reteaching	
3.E.5	Developmentally appropriate practices	WWYC—33-34
3.E.6	Observations	41-44; WWYC—75-86
Domain 4: Learning Environment		
Competency 4A Determine classroom management procedures that support learning		Text Concepts (Related Text Components)
4.A.1	Teacher proximity	336-338
4.A.2	Teacher-student relationships	339-341
4.A.3	Danielson's Framework for Teaching	
4.A.4	Positive reinforcement	346-347
4.A.5	Behavioral consequences	349-359
4.A.6	Authentic learning experiences	273-280
4.A.7	Higher-order thinking skills	263-265
4.A.8	Guidance and discipline	345-359
4.A.9	Classroom rules	348-349
4.A.10	Intrinsic and extrinsic motivation	349-350
Competency 4B Analyze how materials, furnishings, and other resources create safe and effective instructional environments		Text Concepts (Related Text Components)
4.B.1	Creating an appropriate learning environment	336-341, 359

4.B.2	Classroom management procedures and styles	343-349, 358-359
4.B.3	Managing physical space in the classroom	336-349
4.B.4	Classroom organization and safety	348-356, 359
4.B.5	Accessibility issues, regulations, and legislation	292-293
Domain 5: Assessment and Instructional Strategies		
Competency 5A Examine how a variety of teaching strategies impact student learning		Text Concepts (Related Text Components)
5.A.1	Factors to consider in selecting teaching strategies	242-256, 258-259
5.A.2	Lectures and illustrated lectures (i.e., selection, use, and impact on learning)	271-274
5.A.3	Role plays (i.e., selection, use, and impact on learning)	276-277, 285
5.A.4	Demonstrations (i.e., selection, use, and impact on learning)	273-274, 285
5.A.5	Case studies (i.e., selection, use, and impact on learning)	277
5.A.6	Simulations and experiential learning (i.e., selection, use, and impact on learning)	275
5.A.7	Discussion (i.e., selection, use, and impact on learning)	272-273, 285
5.A.8	Use and integration of co-curricular student organizations	371-372, 382
Competency 5B Examine purposes of and apply techniques for assessing student learning		Text Concepts (Related Text Components)
5.B.1	Purposes of assessment	314-315, 332-333
5.B.2	Formal assessment (i.e., purpose, examples, and implementation)	317-321, 332
5.B.3	Informal assessment (i.e., purpose, examples, and implementation)	321-327, 332
5.B.4	Formative assessment (i.e., purpose, examples, and implementation)	314-315, 333
5.B.5	Summative assessment (i.e., purpose, examples, and implementation)	314-315, 333
5.B.6	Diagnostic assessment (i.e., purpose, examples, and implementation)	
5.B.7	Authentic assessment (i.e., purpose, examples, and implementation)	321-329

5.B.8	Portfolio assessments	321-322
Competency 5C Summarize how assessment is integrated into teaching and learning		Text Concepts (Related Text Components)
5.C.1	Mandating testing	314-318, 332-333
5.C.2	Standardized tests	317-318, 332-333
5.C.3	Sources of assessment	317-321, 332-333
5.C.4	Validity and reliability of assessments	326-327, 332-333
5.C.5	Annual Yearly Progress (AYP)	
5.C.6	Sharing assessment information (i.e., report cards, etc)	327-329, 332-333
Competency 5D Understand how learner feedback guides instruction		Text Concepts (Related Text Components) To address more of the concepts covered by this competency, see the G-W text, <i>Working with Young Children</i> , 72-85, 446
5.D.1	Use of assessment data for variety of purposes	314-333; WWYC—72-85
5.D.2	Descriptive feedback	329
5.D.3	Teachable moments	WWYC—72-85, 446
Competency 5E Integrate technology as a tool for instruction, evaluation, and management		Text Concepts (Related Text Components)
5.E.1	Applications of technology in teaching and learning	288-311
5.E.2	Acceptable Use Policies (AUP)	302-303, 310-311
5.E.3	Digital divide	289-290
5.E.4	<i>Children's Internet Protection Act (CIPA)</i>	
5.E.5	Selecting reliable Internet resources	304-305, 310-311

5.E.6	Student safety on the Internet	302-303, 310
Competency 5F Demonstrate discussion and questioning techniques that promote critical thinking and problem solving		Text Concepts (Related Text Components)
5.F.1	Higher order thinking skills	263-265
5.F.2	Factual type questions	266, 285
5.F.3	Hypothetical type questions	277
5.F.4	Asking appropriate questions	266-268, 285
5.F.5	Discussion and questioning techniques	266-268, 285