
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 072: FAMILY AND CONSUMER SCIENCES TEST DESIGN AND FRAMEWORK

September 2014

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This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 072: FAMILY AND CONSUMER SCIENCES TEST DESIGN

This test consists of selected-response items measuring content knowledge and one extended constructed-response item measuring pedagogical content knowledge. The constructed-response item is scenario-based and requires candidates to describe an instructional strategy to help students achieve a specific learning goal or an instructional intervention to address a specific learning difficulty, and to provide a rationale for employing that instructional strategy or intervention.

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The constructed-response item is designed with the expectation of a response up to 60 minutes.
- The selected-response items are designed with the expectation of response time up to 135 minutes.

Further information regarding the content of each competency can be found in the test framework.

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**FIELD 072: FAMILY AND CONSUMER SCIENCES
TEST DESIGN**

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Nutrition, Food, and Wellness	11	10%	--	--
0002 Human Development	11	10%	--	--
0003 Family Studies and Parenting	11	10%	--	--
0004 Interpersonal and Family Relationships and Community Connections	11	10%	--	--
0005 Education and Early Childhood	11	10%	--	--
0006 Textiles and Design	11	10%	--	--
0007 Consumer Skills and Resource Management	12	10%	--	--
0008 Workplace Skills and Careers	12	10%	--	--
0009 Pedagogical Content Knowledge	--	--	1	20%
Total	90	80%	1	20%

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

**FIELD 072: FAMILY AND CONSUMER SCIENCES
TEST FRAMEWORK**

Nutrition, Food, and Wellness
Human Development
Family Studies and Parenting
Interpersonal and Family Relationships and Community Connections
Education and Early Childhood
Textiles and Design
Consumer Skills and Resource Management
Workplace Skills and Careers
Pedagogical Content Knowledge

The New York State Family and Consumer Sciences educator has the knowledge and skills necessary to teach effectively in New York State public schools. The teacher has a solid command of concepts, principles, methods, knowledge, and skills related to family and consumer sciences education. The teacher is able to plan, design, implement, and evaluate developmentally appropriate learning experiences aligned with national and New York State standards that effectively address the needs of all students. The teacher has a strong foundation in principles and concepts of nutrition, food science, and food production; health and wellness; human development throughout the life span; family development and parenting; interpersonal relationships; education and early childhood; textiles and design; consumer skills; resource management; and workplace skills and careers. Most importantly, the teacher recognizes the interrelatedness of family, career, and community roles and responsibilities, and understands the ways in which these roles and responsibilities affect individuals and diverse families in contemporary society.

**FIELD 072: FAMILY AND CONSUMER SCIENCES
TEST FRAMEWORK**

COMPETENCY 0001—NUTRITION, FOOD, AND WELLNESS

Performance Expectations

The New York State Family and Consumer Sciences teacher has a comprehensive understanding of nutrition and food science and how the preparation and consumption of foods is closely linked to overall health and wellness. The teacher understands that students will be providing for their own nutritional needs as well as the nutritional needs of others and will need to make informed decisions about food, nutrition, and wellness now and in their future roles as family, community, and career leaders and citizens. The teacher understands the importance of fitness and nutrition to the goal of overall wellness and assists students in setting goals for attaining health and wellness. The teacher understands the skills necessary to pursue career paths in culinary arts, food service, food industry, wellness, nutrition, food science, and dietetics and helps students explore opportunities and learn required skills in these fields.

Performance Indicators

- a. demonstrates understanding of the relationships between diet, fitness, gender, heredity, environment, and wellness
- b. demonstrates knowledge of how to use resources, including technology, to assess and evaluate health and wellness (e.g., diet analysis software, lifestyle checklists, community resources)
- c. recognizes the importance of setting and attaining goals to achieve health and wellness throughout the life span
- d. identifies functions and sources of basic nutrients and microcomponents, and analyzes the nutritional requirements of various age groups, activity levels, health conditions, and purposes
- e. demonstrates knowledge of research practices and concepts of physical and life sciences relevant to food science
- f. demonstrates understanding of the causes, characteristics, and health risks associated with food and lifestyle choices
- g. demonstrates knowledge of government-approved guidelines for nutrition and meal planning (e.g., USDA, FDA, NIH) and sources of information on food, nutrition, and health issues
- h. demonstrates understanding of the types of information required on food packaging, and evaluates nutritional information on food labels
- i. demonstrates knowledge of procedures for and considerations in selecting and purchasing foods and when planning and preparing meal and menu items (e.g., budgeting, calculations, and recipe yields)
- j. demonstrates understanding of principles and techniques used in the preparation of foods (e.g., measuring equivalents, knife skills, cooking and baking methods)
- k. identifies safety hazards associated with kitchen situations, applies principles and techniques for ensuring personal and food safety, and demonstrates knowledge of safety and sanitation procedures and regulations

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FIELD 072: FAMILY AND CONSUMER SCIENCES TEST FRAMEWORK

- l. demonstrates understanding of the selection, care, and use of commercial and household food production equipment
- m. demonstrates knowledge of the uses of technology in the home kitchen and in food production, service, and packaging
- n. demonstrates knowledge of food customs, types of regional and international foods, and culinary traditions and techniques used in preparing regional and international foods
- o. recognizes how cultural, economic, social, and psychological factors influence food choices, food product development, and marketing of food products
- p. demonstrates understanding of global food concerns and ways to address these concerns
- q. demonstrates understanding of components of customer service and etiquette in food service (e.g., effective communication with customers, team skills, problem-solving skills)
- r. integrates the process areas of thinking, communication, leadership, and management to address health and wellness content
- s. demonstrates knowledge of career paths and employment opportunities, and education and training, experience, skills, and aptitudes necessary for careers in culinary arts, food service, food industry, wellness, nutrition, food science, and dietetics

COMPETENCY 0002—HUMAN DEVELOPMENT

Performance Expectations

The New York State Family and Consumer Sciences teacher understands the major theories, characteristics, and stages of cognitive, social, emotional, and physical development throughout the life span. The teacher understands the various factors that influence human growth and development and the changes that take place during different stages of the life span. The teacher understands the major developmental milestones of the stages of development and gives students the opportunity to understand how to nurture and promote growth and development at each stage. The teacher understands the skills necessary to pursue career paths in human development, social services, community services, and life span development and helps students explore opportunities and learn required skills in these fields.

Performance Indicators

- a. demonstrates knowledge of major theories of physical, cognitive, social, and emotional development and the development of self-concept across the life span
- b. demonstrates understanding of the stages and characteristics of physical, cognitive, social, and emotional development throughout the life span
- c. demonstrates understanding of factors that influence physical, cognitive, social, and emotional development

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**FIELD 072: FAMILY AND CONSUMER SCIENCES
TEST FRAMEWORK**

- d. identifies ways of promoting physical, cognitive, social, and emotional growth and development across the life span
- e. demonstrates knowledge of the characteristics of physiological, cognitive, and psychosocial transitions that occur during adolescence, and understands the impact of media and technology on adolescent development
- f. demonstrates understanding of the development of human sexuality; key physiological, psychological, cultural, and social aspects of sexual development; the effects of peer pressure on sexual development; issues around gender; sexual orientation; and the factors that influence teen sexuality and pregnancy
- g. demonstrates knowledge of the effects of gender, ethnicity, and culture (e.g., adapting to social and cultural contexts) on individual development
- h. demonstrates understanding of the stages and characteristics of aging, and factors related to the aging process
- i. integrates the process areas of thinking, communication, leadership, and management to address human development content
- j. demonstrates knowledge of career paths and employment opportunities, and education and training, experience, skills, and aptitudes necessary for careers in community and human services and human development

COMPETENCY 0003—FAMILY STUDIES AND PARENTING

Performance Expectations

The New York State Family and Consumer Sciences teacher has a comprehensive understanding of the knowledge, skills, and attitudes necessary to foster the growth and development of families and children in various settings. The teacher understands the functions of families, characteristics of healthy families, and how to balance an individual's roles and responsibilities as a parent/guardian, as a family and community member, and within the workplace. The teacher understands the roles and responsibilities of parenting, preparing for parenting, and ways to nurture the healthy development of individuals throughout the life span. The teacher understands how to maintain a safe, healthy, and nurturing environment for families and is familiar with public and private resources available to assist families in various ways. The teacher understands the skills necessary to pursue career paths in family services and parenting and helps students explore opportunities and learn required skills in these fields.

Performance Indicators

- a. demonstrates understanding of how the family is defined as the basic unit of society, recognizes different types of families and family structures, and understands social and economic conditions that affect families

**FIELD 072: FAMILY AND CONSUMER SCIENCES
TEST FRAMEWORK**

- b. identifies the roles and functions families play, the influences on families, and an individual's role as both family and community member
- c. demonstrates understanding of the characteristics of healthy families and ways of promoting the development and maintenance of healthy families
- d. demonstrates understanding of the changing needs of family members across the life span, and how transitions, conflicts, and crises affect families and influence family resilience
- e. demonstrates understanding of the roles and responsibilities of parenting
- f. identifies ways of preventing and managing stress and balancing work and family obligations and responsibilities
- g. demonstrates knowledge of types and characteristics of various methods of birth control, and understands factors and decisions that play a role in planning a family
- h. demonstrates knowledge of the stages and characteristics of conception and pregnancy, prenatal care, and preparation for childbirth and parenthood
- i. demonstrates understanding of the causes of childhood accidents and health emergencies, and demonstrates familiarity with accident prevention and basic first-aid procedures
- j. demonstrates understanding of developmentally appropriate parenting practices, and how to nurture children's physical, social, intellectual, and emotional well-being at various stages of development
- k. demonstrates knowledge of the various community, private, and government resources available to assist individuals and families across the life span
- l. integrates the process areas of thinking, communication, leadership, and management to address family studies and parenting content
- m. demonstrates knowledge of career paths and employment opportunities, and education and training, experience, skills, and aptitudes necessary for careers in family studies and parenting

**FIELD 072: FAMILY AND CONSUMER SCIENCES
TEST FRAMEWORK**

**COMPETENCY 0004—INTERPERSONAL AND FAMILY RELATIONSHIPS AND
COMMUNITY CONNECTIONS**

Performance Expectations

The New York State Family and Consumer Sciences teacher understands the importance of interpersonal and family relationships, and how understanding the nature and functions of different kinds of relationships affects individuals. The teacher understands how teaching positive and productive interpersonal communication skills will benefit students in their personal life, family life, community life, and workplace. Well-developed interpersonal communication skills enable students to function as effective family and community members and are critical in supporting decision-making skills, problem-solving skills, critical- and creative-thinking skills, and workplace readiness. The teacher understands the skills necessary to pursue career paths in interpersonal and family relationships and community connections and helps students explore opportunities and learn required skills in these fields.

Performance Indicators

- a. demonstrates knowledge of types, characteristics, functions, and expectations of interpersonal relationships
- b. demonstrates knowledge of ways of promoting positive interpersonal relationships and communication skills in communicating within the family, workplace, and community settings
- c. demonstrates understanding of effective techniques and strategies for preventing or managing conflict in interpersonal relationships
- d. recognizes the influence of personal, social, and cultural factors on interpersonal relationships
- e. demonstrates understanding of cultural diversity and the techniques of cross-cultural communication
- f. demonstrates understanding of the interrelatedness of individual, family, and community roles and civic responsibilities
- g. demonstrates understanding of ways of assessing community needs in order to support individual and family engagement in the community
- h. integrates the process areas of thinking, communication, leadership, and management to address interpersonal and family relationship content
- i. demonstrates knowledge of ways of applying teamwork, leadership skills, and decision-making and problem-solving processes to interpersonal relationships

**FIELD 072: FAMILY AND CONSUMER SCIENCES
TEST FRAMEWORK**

COMPETENCY 0005—EDUCATION AND EARLY CHILDHOOD

Performance Expectations

The New York State Family and Consumer Sciences teacher has a comprehensive understanding of the characteristics and needs of young children and the requirements of successful early childhood education programs. The teacher knows the uses of appropriate assessments for young children and ways of developing a child-centered environment in educational programs. The teacher understands how to guide play and learning experiences that promote the physical, social, emotional, and cognitive growth and development of young children. The teacher knows the professional practices, standards, and legal requirements of establishing an early childhood center and how to maintain standards of health and safety. The teacher understands the skills necessary to pursue career paths in education and early childhood and helps students explore opportunities and learn required skills in these fields.

Performance Indicators

- a. demonstrates knowledge of historical perspectives and theories of child development and character development
- b. demonstrates understanding of the characteristics, developmental milestones, and patterns of growth and development in infants, toddlers, preschoolers, and school-age children
- c. demonstrates understanding of characteristics of developmental delays and types of exceptionalities in young children, and how to foster the development and guide the performance of children with exceptional needs
- d. demonstrates knowledge of ways to monitor and measure growth and development, including observation and assessment, to document and promote child growth and development
- e. demonstrates understanding of the importance of child, family, and community interconnections, and the various cultural and environmental influences on child development and early education
- f. demonstrates knowledge of early education program planning and scheduling
- g. demonstrates understanding of developmentally appropriate activities for guiding experiences and growth for young children in play, character development, literacy, art, music and movement, nutrition, health and wellness, science, and math
- h. demonstrates knowledge of ways of developing and fostering safe and healthy child-centered learning environments, and strategies for organizing developmentally appropriate spaces that promote and support educational program goals
- i. demonstrates understanding of how to develop and foster collaborative relationships with children, teachers, parents/guardians, and community members
- j. demonstrates knowledge of professional practices and standards for child care, legal requirements of child care and child-care facilities, and management of early childhood education services

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**FIELD 072: FAMILY AND CONSUMER SCIENCES
TEST FRAMEWORK**

- k. integrates the process areas of thinking, communication, leadership, and management to address education and early childhood content
- l. demonstrates knowledge of career paths and employment opportunities, and education and training, experience, skills, and aptitudes necessary for careers in education and early childhood

COMPETENCY 0006—TEXTILES AND DESIGN

Performance Expectations

The New York State Family and Consumer Sciences teacher has a comprehensive understanding of the principles and elements of design and design theory, and can apply these concepts to the design of living spaces, housing, fashion, and apparel. The teacher has a broad and comprehensive knowledge of the characteristics and uses of various kinds of textiles, how apparel is constructed, and how to care for textiles. The teacher understands the history and trends associated with housing and apparel and knows how to create designs that reflect specific needs and tastes. The teacher understands the skills necessary to pursue career paths in textiles and design and helps students explore opportunities and learn required skills in these fields.

Performance Indicators

- a. demonstrates knowledge of elements and principles of design and design theory as applied to housing and apparel
- b. demonstrates understanding of concepts, principles, technology, and skills used within the housing and apparel industries
- c. demonstrates familiarity with the characteristics and application of fibers and textiles, and evaluating and selecting textile products as applied to housing and apparel
- d. demonstrates understanding of the basic principles of apparel construction; the use and selection of equipment, patterns, and textiles; and skills needed to produce, alter, and repair apparel
- e. demonstrates familiarity with fashion cycles, criteria for apparel selection and wardrobe planning, and procedures for the care, maintenance, and storage of apparel
- f. demonstrates understanding of factors that influence the merchandising of textiles and fashion products, and the forecasting and marketing techniques used in apparel and textiles
- g. demonstrates knowledge of trends in housing, the factors involved in making housing decisions, and the skills and considerations necessary for designing personal living spaces
- h. demonstrates knowledge of the history of fashion, architecture, interiors, and furnishings, and analyzes how historical styles and trends influence current design

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FIELD 072: FAMILY AND CONSUMER SCIENCES TEST FRAMEWORK

- i. applies principles and skills related to interpreting and creating construction documents and floor plans in the design and planning of housing, interior spaces, and furnishings
- j. demonstrates understanding of global housing, apparel, and textile concerns and ways to address these concerns
- k. integrates the process areas of thinking, communication, leadership, and management to address textiles and design content
- l. demonstrates knowledge of career paths and employment opportunities, and education and training, experience, skills, and aptitudes necessary for careers in design, apparel, textiles, and housing

COMPETENCY 0007—CONSUMER SKILLS AND RESOURCE MANAGEMENT

Performance Expectations

The New York State Family and Consumer Sciences teacher has a comprehensive understanding of the concepts and skills necessary to be an informed and proactive consumer, and to manage one's resources to attain personal and family goals. The teacher has a broad and comprehensive knowledge of the characteristics and uses of various kinds of technology and tools to manage finances, make purchasing and other consumer decisions, and attain personal and financial goals throughout the life span. The teacher understands the skills necessary to pursue career paths in consumer services and helps students explore opportunities and learn required skills in these fields.

Performance Indicators

- a. demonstrates understanding of the relationship between economics and the consumer
- b. demonstrates understanding of the role of the local and global marketplace, and the relationship of these marketplaces to the consumer
- c. demonstrates knowledge of the management of individual and family resources, the application of decision-making and management skills and procedures for managing individual and family resources, and the influence of outside forces on individual and family consumption
- d. demonstrates understanding of environmental and social issues, responsible resource consumption and conservation behaviors, and the relationship between individual and family decisions and the environment
- e. demonstrates knowledge of consumer rights and responsibilities
- f. recognizes the role of federal and state agencies, commissions, and legislation in protecting consumers
- g. demonstrates familiarity with steps and factors in making purchasing decisions, and analyzes the influence of marketing and advertising on purchasing decisions
- h. analyzes the effects of technology on individual and family resources and decision making

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**FIELD 072: FAMILY AND CONSUMER SCIENCES
TEST FRAMEWORK**

- i. demonstrates knowledge of factors related to the procurement of housing (e.g., landlord/tenant law, purchasing, insurance)
- j. demonstrates understanding of how to apply principles of financial literacy and financial management to meet personal and family goals across the life span
- k. demonstrates knowledge of making a personal or family budget; making long- and short-term goals and financial plans; and factors that influence saving, investing, and spending patterns
- l. identifies types, characteristics, uses, and misuses of credit, and demonstrates familiarity with procedures for obtaining credit and factors that affect eligibility for credit
- m. integrates the process areas of thinking, communication, leadership, and management to address consumer skills and resource management content
- n. demonstrates knowledge of career paths and employment opportunities, and education and training, experience, skills, and aptitudes necessary for careers in consumer skills and resource management

COMPETENCY 0008—WORKPLACE SKILLS AND CAREERS

Performance Expectations

The New York State Family and Consumer Sciences teacher has a deep understanding of the skills and steps required to explore career choices and apply for, obtain, and maintain employment. The teacher provides opportunities for students to develop college and career readiness skills and helps students explore employment and entrepreneurial opportunities in various career paths. The teacher knows how to use technology to obtain information about careers and understands how trends in the economic environment influence employment and entrepreneurial opportunities.

Performance Indicators

- a. demonstrates understanding of strategies for developing a college and career readiness plan, and ways in which values and personal lifestyle choices influence employment choices
- b. demonstrates knowledge of methods for exploring educational and career opportunities and researching job leads and opportunities for entrepreneurship (e.g., current technology, volunteering, shadowing, interning, networking, consulting a career counselor)
- c. identifies components of a college and career portfolio (e.g., résumé, evidence of experience and skills, reference information, letters of recommendation, samples of work)
- d. demonstrates knowledge of laws relating to the job procurement process and employment
- e. demonstrates knowledge of skills and procedures for applying and interviewing for a job

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**FIELD 072: FAMILY AND CONSUMER SCIENCES
TEST FRAMEWORK**

- f. demonstrates understanding of strategies for working effectively in teams, and identifies procedures for managing conflict in the workplace and accepting responsibility for one's actions
- g. demonstrates understanding of the importance of fulfilling workplace expectations, including ongoing education and staying current in the field
- h. demonstrates knowledge of career opportunities in the field of family and consumer sciences
- i. demonstrates understanding of how to obtain information about the economic environment and employment trends within various career paths
- j. integrates the process areas of thinking, communication, leadership, and management to address the skills and content that indicate college and career readiness

COMPETENCY 0009—PEDAGOGICAL CONTENT KNOWLEDGE

Performance Expectations

The New York State Family and Consumer Sciences teacher effectively applies pedagogical content knowledge to develop instruction that helps students achieve specific standards-based learning goals. The teacher analyzes student understanding and identifies potential student difficulties. The teacher organizes project-based learning opportunities that enable students to apply and integrate the key process standards of thinking, communication, leadership, and management to address and solve problems. The teacher applies knowledge of how students learn to develop an effective instructional strategy that includes a variety of family and consumer sciences concepts.

Performance Indicators

- a. identifies a developmentally appropriate standards-based learning goal related to a specified family and consumer sciences topic, as well as the skills and conceptual understanding necessary for students to achieve the stated learning goal
- b. provides a logical rationale for including the learning goal in an instructional unit devoted to the specified family and consumer sciences topic
- c. applies knowledge of methods for assessing student readiness for learning the concepts and skills associated with the learning goal
- d. describes in detail an appropriate and effective instructional strategy or activity designed to promote students' achievement of the learning goal, including the use of appropriate family and consumer sciences resources and media
- e. provides a clear and logical explanation of how the strategy or activity supports the learning goal and fosters students' knowledge and skills related to the learning goal
- f. describes in detail an appropriate and effective assessment strategy or activity designed to evaluate students' learning