

DANTES

Subject Standardized Tests

Fact Sheet

Study Guide

FOUNDATIONS OF EDUCATION

TEST INFORMATION

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

CONTENT

The following topics, which are commonly taught in courses on this subject, are covered by this examination.

- | | <u>Approximate
Percent</u> |
|---|--------------------------------|
| I. Contemporary Issues in Education | 43% |
| A. Equity for | |
| 1. Cultures (race and ethnicity) | |
| 2. Sexes (gender) | |
| 3. Individuals with special needs | |
| 4. Diverse economic groups | |
| B. Governance | |
| 1. Level of control | |
| 2. Funding/financing | |
| 3. Forms of governance
(i.e., site-based, shared leadership) | |
| 4. Scheduling | |
| C. Curriculum | |
| 1. Control | |
| 2. Content (types of) | |

- | | |
|--|------------|
| D. Morality/Values/Character | |
| E. Professional Issues | |
| 1. Legal liabilities/responsibilities | |
| 2. Professional conduct | |
| 3. Organizations | |
| 4. Role definitions and descriptions | |
| 5. Ethics | |
| II. Past and Current Influences on Education | 37% |
| A. Philosophies, theories, ideologies | |
| 1. Pragmatism (Dewey) | |
| 2. Jeffersonianism | |
| 3. Humanism/Individualism | |
| 4. Connectionism (Thorndike) | |
| 5. Behaviorism (Skinner) | |
| 6. Constructivism | |
| 7. Cognitive-Developmental
(e.g., Piaget, Erikson) | |
| B. Democratic Ideals | |
| 1. Constitutional influences | |
| 2. Court decisions (e.g. civil rights) | |
| 3. Legislation (e.g. funding, financing,
special interests/lobbying) | |
| C. Social/Economic Influences | |
| 1. Private sector (e.g. corporations and
business involvements) | |
| 2. Economic structure | |
| 3. Work force demands (e.g. number of
jobs, types of jobs/careers, job training,
technology) | |
| 4. Career and lifestyles (e.g. single-parent
families, working families) | |
| 5. Societal mobility | |
| 6. Leisure time | |
| III. Interrelationships between contemporary
issues and influences, past or current,
in education. | 20% |



Questions on the test require candidates to demonstrate the following abilities. Some questions may require more than one of the abilities.

- Knowledge of basic facts and terms (about 30-35% of the examination)
- Understanding of concepts and principles (about 40-45% of the examination)
- Ability to apply knowledge to specific problems and situations (about 15-25% of the examination)

SAMPLE QUESTIONS

1. Which of the following was the landmark court decision that gave judicial recognition of the values of expanding the common school program through high school and supported the levying of taxes on the general public to fund such schools?
(A) Abington Case (Abington School Dist. *vs.* Schempp)
(B) Kalamazoo Case (Stuart *vs.* School Dist. #1 of the Village of Kalamazoo)
(C) Lau *vs.* Nichols
(D) Pickering *vs.* Board of Education
2. Critics of mainstream approaches to literacy that concentrate on the sheer mechanics of reading and writing point out that these approaches fail to give adequate consideration to the
(A) dominant culture of the society
(B) importance of literacy to access to the job marketplace
(C) learner's sociocultural context for constructing means
(D) economic and technological needs of the wider society

Questions 3 and 4 are based on the issue of year-round schooling.

3. Of the following, the purpose that is most widely advocated by proponents of year-round schooling is to
(A) maximize the use of expensive educational facilities
(B) extend the opportunity for students to develop pro-social skills
(C) increase the number of teaching positions available
(D) provide a better model of learning as a life-long experience
4. Most opponents of year-round schooling argue that
(A) existing curricula are not extensive enough to support increased classroom time
(B) quality of time in school rather than quantity is more important for increased student achievement
(C) increased use of physical facilities will result in their depreciation beyond the ability of most school districts to replace or repair them
(D) students' increased time in school will result in further erosion of the institution of the family
5. John Dewey advocated a curriculum based on
(A) society's most important occupational needs
(B) those occupations that would provide students with a means of upward mobility
(C) the new occupations that were developing as the nation became industrialized
(D) those occupations with which most students were familiar
6. The major cause of the decline in public school construction in the early 1990's was
(A) the inadequate utilization of existing facilities
(B) the public resistance to increased taxation
(C) a shortage of trained teachers to staff new classrooms
(D) a leveling off of the school-age population

7. The intent of the school reform strategy known as America 2000 was to establish nationwide consensus on which of the following?
- I. The goals of education
 - II. The curriculum
 - III. Federal funding of education
 - IV. Achievement standards
- (A) I and II only
 (B) I, II, and IV only
 (C) II, III, and IV only
 (D) I, II, III, and IV
8. One effect of the 1896 Plessey vs. Ferguson court decision was the
- (A) establishment of standards for identifying schools as "separate but equal"
 - (B) establishment of the principle that segregated schools are inherently unequal
 - (C) continuance of de facto segregation
 - (D) provision of equal access for all racial groups to all types of institutions
9. The current school calendar of 9-10 months that is used by most public schools in the United States was originally based on the
- (A) tradition of taking family vacations during the summer
 - (B) lack of technology that would permit the regulation of temperatures in educational facilities during the summer months
 - (C) need for children to work on farms during the summer in a predominately agricultural society
 - (D) need for a time when teachers could continue their own education
10. Horace Mann believed that providing a common school education was essential for the teaching of
- (A) respect for people of diverse racial and ethnic groups
 - (B) respect for diverse religious orientations and traditions
 - (C) democratic values
 - (D) moral values

STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet/Study Guide **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

Clark, Cecil D., and Cutler, Beverly Romney. *Teaching: an Introduction*. San Diego: Harcourt Brace Jovanovich, Inc., current edition.

Spring, Joel. *American Education*. New York: McGraw-Hill, Inc., current edition.

Spring, Joel. *The American School 1642-1990*. New York: Longman, current edition.

Tozer, Steven E., Violas, Paul C., and Senese, Guy B. *SCHOOL AND SOCIETY: Educational Practice as Social Expression*. New York: McGraw-Hill, Inc., current edition.

Current textbook used by a local college or university for a course on the subject.

CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DAN TES examination development process. The American Council on Education has made the following recommendations:

Area or Course	
Equivalent:	Foundations of Education
Level:	Lower level baccalaureate
Amount of Credit:	Three (3) semester hours
Source:	ACE Commission on Educational Credit and Credentials

INFORMATION

Colleges and universities that would like to review copies of tests, have additional information about the national norming, or assistance in local norming or score validation studies should write to: DAN TES Program, Mail Stop 11-P Chauncey Group International, 664 Rosedale Road, Princeton, New Jersey 08540.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. The Chauncey Group will be happy to help schools in this effort.

Correct Responses to sample questions: 1B; 2C; 3A; 4B; 5D; 6B; 7B; 8C; 9C; 10D.

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