



Federal Aviation
Administration

Aviation, Animation & ELA

with FAA's Aviation Career Video Series

Teacher Guide for Grades: 6-8

Lesson 5 of 5



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Teacher Guide Introduction

Welcome to Aviation, Animation & ELA with *FAA's Aviation Career Video Series* Teacher Guide – an exciting educational resource designed to introduce students in grades 6–8 to the dynamic world of STEM careers within the Federal Aviation Administration (FAA). This teacher guide accompanies videos from the Junior AOVers series on FAA's Youtube channel. The series highlights the work of Air Traffic Safety Inspectors within the Air Traffic Safety Oversight Service (AOV).

Through engaging video content, students will gain a deeper understanding of how professionals in AOV ensure the safety and efficiency of the National Airspace System. Each video is a micro-lesson on specific topics that explain how AOV conducts safety oversight of the National Airspace System. This guide extends and enhances the video topics through activities aligned with Career and College Readiness (CCR) and English Language Arts (ELA) Standards. At the end of each video students receive a Jr. AOV digital badge. The videos and activities support academic skill development and inspire students to explore future pathways in science, technology, engineering, and math.

This guide follows the WIPPEA lesson structure (Warm-up, Introduction, Presentation, Practice, Application), providing a complete instructional strategy to help students:

- Build awareness of aviation-related STEM careers,
- Analyze multimedia content for meaning and structure,
- Connect classroom learning with real-world applications.

Let's take flight into the world of aviation safety—and open your students' eyes to the STEM careers shaping the skies.

Video Series Title: [Virtual Field Trips to the Air Traffic Safety Oversight Service](#)

How to Use This Guide

Address CCR and ELA Standards While Building STEM Career Awareness

Purpose:

This guide helps you incorporate aviation content into your classroom through engaging lessons aligned with CCR and ELA standards. By using the animated video series and related activities, you can support your students' reading, listening, and critical thinking skills while sparking interest in real-world STEM opportunities.

Overview of the Approach:

- **Engage Students with Multiple Media**
The lesson uses an animated video about careers in the Air Traffic Safety Oversight Service. Students interact with visual, auditory, and written information, which deepens their understanding and meets CCR standards focused on interpreting and evaluating diverse types of media.
- **Step-by-Step Skill Building**
The activities are influenced by Bloom's Taxonomy. They are designed to gradually build students' skills: starting with identifying key ideas and summarizing, moving on to analyzing how visuals support narration, then integrating information from different formats, and finally applying their knowledge through creative writing.
- **Highlight STEM Career Awareness**
While practicing literacy skills, students also learn about exciting STEM careers in the National Airspace System (NAS), making the content relevant and motivating.

Tips for Using the Guide in Your Classroom:

- **Make the Video the Lesson's Anchor**
Use the animated video as a central tool to introduce and explore STEM careers, helping students visualize these professions.
- **Connect Activities to Standards**
Each activity is linked to specific CCR and ELA standards to ensure students develop clear, measurable skills in reading, listening, and writing.
- **Encourage Discussion**
Use guided conversations to deepen students' understanding of STEM careers and connect the content to their future possibilities.

- **Adjust to Your Students' Needs**

Tailor the timing and complexity of lessons based on your students' grade level and reading abilities.

Video Series 1-5 : Lesson and Activity Summary Chart

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
Air Traffic Safety Oversight Service (AOV): STEM Careers in the National Airspace System	1. Identify key roles of Air Traffic Controllers and Systems Specialists. 2. Analyze how visuals enhance narration. 3. Collaborate to summarize and explain video segments. 4. Create a script, storyboard, or presentation about a STEM aviation career.	Activity 1: Segment Summarization & Mapping	Identify main ideas and sequence events.	-CCR Anchor 1 - CCSS.ELA-LITERACY.RI.6.2 / 7.2 / 8.2
		Activity 2: Visual and Verbal Connection	Analyze how visuals support narration.	-CCR Anchor 7 - CCSS.ELA-LITERACY.RI.6.7 / 7.7 / 8.7
		Activity 3: Video Segment Analysis Worksheet	Analyze how each part fits the overall message.	-CCR Anchors 1 & 7 - CCSS.ELA-LITERACY.RI.6.1 / 7.1 / 8.1 - RI.6.7 / 7.7 / 8.7
		Activity 4: STEM Career Video Script or Storyboard	Apply understanding creatively through scripting or storyboarding.	-CCR Anchor 4 - CCSS.ELA-LITERACY.W.6.3 / 7.3 / 8.3 - CCSS.ELA-LITERACY.SL.6.4 / 7.4 / 8.4
Oversight: Think Like a Safety Inspector	1. Recall roles and safety steps of Air Traffic Safety Inspectors. 2. Analyze how inspectors collect data and make safety decisions. 3. Collaborate to summarize key ideas with evidence.	Activity 1: Identifying Career Paths in Aviation	Identify and summarize different STEM careers in aviation.	-CCR Anchor Standard 1 - RI.6-8.3

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
	<p>4. Write an evidence-based paragraph on inspectors' role in aviation safety.</p>	<p>Activity 2: Analyzing Safety Data and Critical Thinking</p> <p>Activity 3: Mapping the National Airspace System (NAS)</p> <p>Activity 4: Create Your Own Safety Oversight Plan</p>	<p>Analyze parachute incident data and inspector decision-making.</p> <p>Create a simplified aeronautical chart including parachute operations.</p> <p>Design a safety oversight plan for a new aviation issue.</p>	<p>-CCR Anchor Standard 1 - RI.6-8.3</p> <p>-CCR Anchor Standard 7 - RI.6-8.7</p> <p>-CCR Anchor Standard 8 - W.6-8.2</p>
<p>Oversight: Rules in the National Airspace System</p>	<p>1. Discuss the importance of rules in daily life and NAS.</p> <p>2. Identify central idea and key details on NAS safety rules.</p> <p>3. Write an evidence-based summary on role of rules.</p> <p>4. Collaborate to create a visual linking NAS activities to rules.</p>	<p>Activity 1: Understanding the Importance of Rules</p> <p>Activity 2: Visualizing NAS Activities</p>	<p>Identify reasons why rules are necessary in the NAS using evidence from the video.</p> <p>Analyze NAS activities and explain the need for rules for each.</p>	<p>-CCR Anchor Standard 1 - RI.6-8.2</p> <p>-CCR Anchor Standard 7 - RI.6-8.7</p>

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
		<p>Activity 3: Summarizing the Video’s Main Idea</p> <p>Activity 4: Designing Rules for a New NAS Activity</p>	<p>Write a summary identifying the central idea and supporting details of the video.</p> <p>Create safety rules for a hypothetical NAS activity.</p>	<p>-CCR Anchor Standard 1 - RI.6-8.2</p> <p>- CCR Anchor Standard 8 - W.6-8.2</p>
<p>Oversight: Safety Risk Management</p>	<p>1. Explain risk management with real-life examples.</p> <p>2. Outline the five steps of the D.I.A.A.T. model.</p> <p>3. Apply the D.I.A.A.T. steps in a graphic organizer.</p> <p>4. Develop and present a risk management plan using D.I.A.A.T.</p>	<p>Activity 1: Breaking Down the D.I.A.A.T. Model</p> <p>Activity 2: Hazard Hunt — Identifying Risks</p> <p>Activity 3: Risk Analysis and Assessment Chart</p> <p>Activity 4: Creating a Risk</p>	<p>Identify and summarize the five steps of the FAA’s D.I.A.A.T. Safety Risk Management model.</p> <p>Identify hazards in a scenario using the “Identify Hazards” step of the model.</p> <p>Analyze and assess potential risks based on severity and likelihood.</p> <p>Create and communicate a plan to reduce</p>	<p>-CCR Anchor Standard 1 - RI.6-8.3</p> <p>-CCR Anchor Standard 8 - RI.6-8.3</p> <p>-CCR Anchor Standard 7 - RI.6-8.3</p> <p>-CCR Anchor Standard 8 - W.6-8.2</p>

Video Title	Learning Outcomes	Activity Title	Activity Objective	Associated Standards
		Treatment Plan	or eliminate risks using the D.I.A.A.T. model.	
<p>AOV Credentialing Program</p>	<p>1. Define credentialing and explain its importance in public safety jobs.</p> <p>2. Identify roles and responsibilities of FAA AOV credential holders.</p> <p>3. Organize credentialing roles into a structured chart.</p> <p>4. Research and present credentialing in other professions.</p>	<p>Activity 1: Understanding Job Roles</p> <p>Activity 2: Vocabulary Detective — What is Credentialing?</p> <p>Activity 3: Analyze the Credentialing Program’s Importance</p> <p>Activity 4: Create Your Own Safety Role</p>	<p>Identify and summarize duties of AOV credential holders.</p> <p>Define and explain “credentialing” using video context.</p> <p>Analyze how credentialing maintains NAS safety.</p> <p>Design a new NAS safety role and explain its duties.</p>	<p>-CCR Anchor Standard 1 - RI.6-8.2</p> <p>-CCR Anchor Standard 4 - RI.6-8.4</p> <p>-CCR Anchor Standard 8 - RI.6-8.3</p> <p>-CCR Anchor Standard 7 - W.6-8.2</p>

Video Title: AOV Credentialing Program

Learning Outcome:

By the end of the lesson, students will be able to:

1. **Define** what it means to be credentialed or certified and explain why credentialing is important for jobs related to public safety.
2. **Identify** the key roles and responsibilities of FAA AOV credential holders and their importance in maintaining National Airspace System (NAS) safety.
3. **Organize** information about credentialing roles into a structured chart, describing job titles, duties, and safety significance.
4. **Research and present** on credentialing in other professions, explaining how certification supports safety and effectiveness in those careers.

Lesson Plan: Exploring Careers and Credentialing in the National Airspace System (NAS)

Duration: 45-60 minutes

Standards:

• **Career and College Readiness Standard:**

CCR Anchor Standard 1 — Read closely to determine what the text says explicitly and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions.

• **Reading Standard (ELA 6-8):**

RI.6-8.3 — Analyze how a text presents information and how key concepts are introduced, illustrated, and elaborated.



Video Link:

<https://www.youtube.com/watch?v=VaGRugJ7bNQ&list=PL5vHkqHi51DQQKvujrzGD60bhWC4RMDfV&index=5>

Vocabulary

Video Title: AOV Credentialing Program

Grade 6 Word/Phrase	Simplified Definition	Grade 7 Word/Phrase	Simplified Definition	Grade 8 Word/Phrase	Simplified Definition
test	A way to check how well someone knows or can do something	skill	The ability to do something well	credential	Official proof that someone can do a job
safety	Being free from harm or danger	maintain	To keep something working well	proficiency	A high level of skill or ability
employee	A person who works for a company or group	responsibility	A duty or job to do	designated examiner	A person who checks if others have the right skills
record	A written note of what happened or was done	comply	To follow rules or orders	examiner	A person who gives tests or checks skills
security	Protection from danger or harm	proficiency manager	Someone who makes sure workers keep their skills	administration	The act of managing or running something
capability	Ability or skill to do something	submit	To give something (like a form or test) to a person in charge	direct safety-related services	Jobs that directly keep people safe

Grade Levels: 6th, 7th, and 8th

W - Warm-up:

- Ask students:
“What do you think it means to be ‘credentialed’ or certified for a job? Why might that be important in jobs that affect public safety?”
- Lead a short discussion to connect to the idea of specialized jobs that require certain skills and certifications.
- Introduce today’s topic: How the FAA’s AOV Credentialing Program helps keep the National Airspace System safe through skilled professionals.

I – Introduction:

- Show the video or read aloud the transcript about AOV Credentialing and the roles of different credential holders (Designated Examiner, Control Tower Operator Examiner, Proficiency Manager).
- Have students take notes identifying the key duties of each role mentioned.

P - Presentation:

- Teacher models organizing information by creating a chart or graphic organizer with the following columns:
 1. Job Title
 2. Role Description
 3. Importance for NAS Safety
- Populate the first row together based on the Designated Examiner description to demonstrate.

P – Practice:

- Students complete the chart for the remaining two roles (Control Tower Operator Examiner, Proficiency Manager) using their notes from the video/transcript.
- Afterward, have students write 2–3 sentences explaining why credentialing programs are important for public safety.

E – Evaluation:

- Collect the charts and written explanations to assess understanding.
- Have a short quiz or discussion where students cite evidence from the video to explain the connection between credentialing and NAS safety.

A – Application:

- In pairs or small groups, students research or brainstorm another profession (e.g., firefighter, nurse, pilot) that requires credentialing/certification.
- Each group creates a mini-presentation explaining the credentialing process and why it matters for safety or effectiveness in that career.
- Present to the class or submit a summary.

Materials:

- FAA AOV Credentialing video or printed transcript
- Graphic organizer/chart template
- Writing paper or digital devices
- Research materials (optional) or access to internet for extension activity

Teacher Instructions:

- Prepare video or transcript for viewing/reading.
- Lead engagement discussion and model note-taking/chart creation.
- Guide students through note-taking and chart completion.
- Facilitate writing and small group application activity.
- Assess comprehension through written work and discussion.

Assessment:

- Completed graphic organizer/chart with accurate role descriptions and importance.
 - Written explanation of credentialing importance citing video evidence.
 - Participation in group application activity and presentation.
-

Video-Based Activities for AOV Credentialing Program

Activity 1: Understanding Job Roles

Skills Practiced: Comprehension and Summarizing

Objective: Students will identify and summarize the duties of three AOV Credential holders.

Aligned Standards:

- CCR Anchor Standard 1: Cite specific textual evidence to support analysis.
- RI.6-8.2: Determine the central ideas and details in a text.

Materials:

- Video/transcript excerpt describing the three roles
- Role Summary worksheet (columns: Job Title, Duties, Importance)
- Writing materials or devices

Instructions:

1. Watch or read the section where the Designated Examiner, Control Tower Operator Examiner, and Proficiency Manager describe their jobs.
2. Complete the Role Summary worksheet by writing down the duties and explaining why each role is important for NAS safety.
3. Share summaries with a partner for peer feedback.

Assessment:

- Completed worksheet with accurate, clear role descriptions and explanations.

Rubric (12 pts total): Understanding Job Roles (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
Job Duties Summary <i>(Clarity and</i>	Clearly and accurately summarizes	Summarizes most roles accurately;	Summaries are incomplete or unclear for	Few or no roles are	Understanding, Summarizing	-RI.6–8.2 – Determine and

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
<i>accuracy of each role’s responsibilities)</i>	all three roles using own words.	minor omissions or unclear phrasing.	one or more roles.	summarized accurately.		summarize central ideas - CCR.R.1 – Cite evidence to support comprehension
Explanation of Role Importance <i>(Why the role matters for safety or operations)</i>	Provides a thoughtful, accurate explanation of each role’s importance to NAS safety.	Explains importance for most roles with minor gaps or generalizations .	Importance is partially addressed or vague for several roles.	Importance is unclear or missing for most roles.	Explaining, Analyzing	- RI.6–8.2 – Explain supporting details - CCR.R.1 – Support conclusions with text-based evidence
Use of Textual Evidence <i>(Connection to video or transcript)</i>	Uses specific, relevant information from transcript or video to support each summary.	Includes some textual references with minor inaccuracies or vague phrasing.	Evidence is limited or general ; not clearly tied to each role.	Lacks supporting evidence or includes irrelevant content.	Analyzing, Citing	- CCR.R.1 – Cite specific evidence - RI.6–8.1 – Support analysis with text
Worksheet Completion and Clarity <i>(Organization, neatness, and thoroughness)</i>	Worksheet is fully completed , neatly organized, and easy to understand.	Worksheet is mostly complete , with few formatting or clarity issues.	Worksheet is partially complete or inconsistently organized.	Worksheet is incomplete or unclear .	Applying, Organizing	- W.6–8.2.A/B – Organize ideas clearly - CCR.W.2 – Convey informative content logically

Summary of Learning Goals Assessed:

- Supports understanding of **aviation credentialing and safety roles**.
- Encourages summarization and evidence-based analysis.

- Reinforces **real-world comprehension** of job duties in technical fields.

Activity 2: Vocabulary Detective — What is Credentialing?

Skills Practiced: Vocabulary Development and Context Clues

Objective: Students will define and explain the term “credentialing” using context from the video.

Aligned Standards:

- CCR Anchor Standard 4: Interpret words and phrases as they are used in a text.
- RI.6-8.4: Determine the meaning of words and phrases in a text.

Materials:

- Transcript excerpt highlighting “credential” and “credentialing”
- Vocabulary worksheet with sentence context and definition space
- Dictionary or digital devices

Instructions:

1. Review the sentences where “credential” and “credentialing” are used.
2. Use context clues to infer the meaning of the words.
3. Write definitions in own words and illustrate with an example.
4. Compare with dictionary definitions and discuss differences.

Assessment:

- Completed worksheet with accurate definitions and examples.

Rubric (4 pts total): Vocabulary Detective — What is Credentialing? (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
Definition Accuracy <i>(Definition of</i>	Provides clear, accurate,	Definitions are mostly accurate with minor	Definitions show partial understanding;	Definitions are inaccurate,	Understanding, Interpreting	-RI.6–8.4 – Determine word

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
“credential” and “credentialing” in own words)	and complete definitions using context clues and dictionary info.	omissions or wording issues.	some inaccuracies present.	incomplete, or missing.		meanings using context - CCR.R.4 – Interpret words and phrases
Use of Context Clues (Evidence from text used to infer meaning)	Effectively uses multiple context clues from transcript to support definitions.	Uses some context clues but may rely on limited or unclear evidence.	Shows minimal use of context clues or uses them inaccurately.	Does not use or incorrectly uses context clues.	Analyzing, Inferring	- RI.6–8.4 – Use context to understand vocabulary
Example Provided (Relevant and clear example illustrating the term)	Provides a clear, relevant example that demonstrates understanding of the term.	Provides an example that is mostly relevant and understandable.	Example is vague, unclear, or somewhat unrelated.	No example or irrelevant example given.	Applying, Explaining	- CCR.W.2 – Use examples to support explanation
Comparison with Dictionary (Recognizing similarities and differences)	Clearly compares own definition with dictionary, noting important similarities and differences.	Makes a basic comparison with some insight into similarities/differences.	Comparison is vague or incomplete.	No comparison or inaccurate comparison.	Analyzing, Evaluating	- CCR.R.4 – Interpret and analyze word usage
Worksheet Completion and Clarity (Organization)	Worksheet is completely and neatly filled out,	Mostly complete and clear with minor	Partially complete or somewhat disorganized.	Incomplete or unclear worksheet.	Applying, Organizing	- W.6–8.2.A – Organize ideas clearly

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
<i>n and neatness)</i>	easy to follow.	organizational issues.				

Summary of Learning Goals Assessed:

- Develops vocabulary skills using **contextual reading strategies**.
- Encourages comparison and deeper understanding of technical terms.
- Connects dictionary definitions with student-generated meanings.

Activity 3: Analyze the Credentialing Program’s Importance

Skills Practiced: Critical Thinking and Text Analysis

Objective: Students will analyze how the Credentialing Program helps maintain safety in the NAS.

Aligned Standards:

- CCR Anchor Standard 8: Evaluate arguments and claims.
- RI.6-8.3: Analyze how a text presents information.

Materials:

- Transcript excerpt on Credentialing Program description
- Analysis worksheet with guided questions
- Writing materials

Instructions:

1. Read the transcript section explaining the Credentialing Program.
2. Answer guided questions: Why is credentialing important? How does it maintain public trust?
3. Write a short paragraph summarizing the analysis.

Assessment:

- Completed worksheet and paragraph demonstrating understanding.

Rubric (12 pts total): Analyze the Credentialing Program’s Importance (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
Understanding Credentialing Importance <i>(Explains why credentialing matters for NAS safety)</i>	Provides a clear, insightful explanation of credentialing’s role in safety with specific references to the text.	Explains the importance with some clarity and relevant text support.	Explanation is vague or partially accurate with limited text support.	Explanation is missing, unclear, or inaccurate.	Analyzing, Evaluating	- RI.6-8.3 – Analyze text information - CCR.R.8 – Evaluate claims
Use of Textual Evidence <i>(Supports answers using evidence from transcript)</i>	Cites specific and relevant textual evidence effectively to support analysis.	Cites some textual evidence; mostly relevant but may lack detail.	Uses minimal or somewhat irrelevant evidence.	Does not cite evidence or evidence is incorrect.	Analyzing, Applying	- CCR.R.8 – Use evidence to support claims
Connection to Public Trust <i>(Explains how credentialing maintains trust)</i>	Thoroughly explains the connection between credentialing and maintaining public trust with supporting details.	Provides a basic explanation with some support.	Explanation is unclear or incomplete.	No explanation or explanation is incorrect.	Evaluating, Explaining	- CCR.R.8 – Evaluate claims and their implications
Paragraph Organization and Clarity <i>(Clear, logical writing with correct grammar)</i>	Well-organized paragraph with clear sentences and strong grammar/spelling.	Organized paragraph with minor clarity or grammar issues.	Paragraph is somewhat disorganized or unclear with several errors.	Paragraph is poorly organized or very unclear with many errors.	Applying, Creating	- W.6-8.2 – Write clear, coherent texts
Worksheet Completion <i>(All questions answered thoughtfully)</i>	All questions answered completely and thoughtfully.	Most questions answered with reasonable effort.	Some questions answered superficially or partially.	Few or no questions answered.	Applying	- CCR.R.8 – Evaluate arguments

Summary of Learning Goals Assessed:

- Develops critical thinking by evaluating the Credentialing Program’s impact.

- Uses textual evidence to support reasoning.
 - Demonstrates clear writing and understanding of complex ideas.
-

Activity 4: Create Your Own Safety Role

Skills Practiced: Application and Creative Thinking

Objective: Students will design a new NAS safety role inspired by the video and explain its duties and importance.

Aligned Standards:

- CCR Anchor Standard 7: Integrate information to solve problems.
- W.6-8.2: Write informative/explanatory texts.

Materials:

- Drawing paper or digital design tool
- Role Description worksheet (Name, Duties, Importance)
- Writing materials

Instructions:

1. Review the roles in the video.
2. Invent a new job role related to NAS safety, describing its duties.
3. Explain how this role helps keep the NAS safe.
4. Draw or visually represent the role if desired.
5. Share with the class or in small groups.

Assessment:

- Completed role description with clear duties and safety impact explanation.

Rubric (4 pts total): Create Your Own Safety Role (Grades 6–8)

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
Role Description & Duties (<i>Clear, detailed explanation of the</i>)	Provides a thorough, detailed description of the role and duties, showing strong	Provides a clear description with most	Description is basic or lacks detail in duties.	Description is unclear, incomplete, or missing key duties.	Applying, Creating	-CCR.R.7 – Integrate information

Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Bloom’s Level(s)	CCR/ELA Standard Alignment
<i>new safety role and responsibilities)</i>	understanding of NAS safety needs.	duties explained.				-W.6-8.2 – Informative writing
Explanation of Safety Impact <i>(Explains how the role supports NAS safety)</i>	Insightfully explains how the role enhances NAS safety with specific, logical reasoning.	Explains the safety impact clearly with some reasoning.	Provides a vague or partial explanation of safety impact.	Does not explain or explanation is inaccurate.	Analyzing, Evaluating	-CCR.R.7 – Integrate information -W.6-8.2 – Clear explanations
Use of Textual/Video Information <i>(Connects role to concepts learned in the video)</i>	Thoughtfully integrates video information or concepts to support the role design.	Makes some connection to video content.	Minimal connection to video or concepts.	No connection made.	Applying, Analyzing	-CCR.R.7 – Integrate multimedia information
Visual Representation (Optional) <i>(Drawings or visuals that support the role description)</i>	Visual is detailed, clear, and enhances understanding of the role.	Visual is clear and relates to the role.	Visual is present but unclear or only loosely related.	No visual or visual unrelated.	Creating	-W.6-8.2 – Support writing with visuals
Clarity and Organization <i>(Writing is clear, well-organized, and free of major errors)</i>	Writing is well-organized with clear, grammatically correct sentences.	Mostly clear writing with minor errors or organization issues.	Somewhat unclear or disorganized writing; multiple errors.	Writing is unclear, disorganized, or contains many errors.	Applying, Creating	-W.6-8.2 – Write coherent texts

Summary of Learning Goals Assessed:

- Encourages creative application of knowledge.
- Integrates information from the video to create a plausible role.
- Supports reasoning with clear, structured writing.
- Optional visual element fosters creativity and comprehension.

Video Transcript

AOV Credentialing Program



Video Link:

<https://www.youtube.com/watch?v=VaGRugJ7bNQ&list=PL5vHkqHi51DQQKvujrzGD60bhWC4RMDfV&index=5>

Transcript:

Narrator:

Hello, and thank you for your interest in learning about STEM careers in the Federal Aviation Administration—or FAA.

We are the Air Traffic Safety Oversight Service, also known as **AOV**.

Our virtual field trip today will cover the **jobs that require an AOV Credential** in the National Airspace System—or **NAS**, for short.

Continue watching to earn your **digital Jr. AOV badge**.

Narrator:

Junior AOVers, during today's field trip, we will meet with a few members of the **Air Traffic Organization**, or **ATO**, who hold an AOV Credential in the NAS.

They will explain how they perform their duties to maintain the safety of the National Airspace System.

Designated Examiner

Speaker:

Junior AOVers, an AOV credential confirms that the holder has met—and continues to maintain—the skills needed to perform **direct safety-related services**.

Federal Aviation Administration
Air Traffic Safety Oversight Service (AOV), AOV-20 Training Team, STEM Outreach Team
Dawnielle Allen, Ed.S., Instructional Systems Specialist

AOV's Credentialing Program is a key safety initiative that ensures every ATO employee has the capabilities required to maintain **public trust** in our safety systems.

As a **Designated Examiner**, I'm responsible for verifying that employees comply with proficiency training requirements.

Control Tower Operator Examiner

Speaker:

As a **Control Tower Operator Examiner**, I help maintain the **security of our tests**.

I also administer the **Control Tower Operator practical examinations**.

My duties include completing forms and submitting test results and official records.

Proficiency Manager

Speaker:

As a **Proficiency Manager**, I'm responsible for making sure **Designated Examiners** and **Control Tower Operators** meet the requirements of AOV's Credentialing Program.

I monitor the activities of Control Tower Operator Examiners assigned to specific facilities in my area of responsibility, and I assist Designated Examiners in resolving any problem areas.

Narrator:

Today, you learned how AOV Credential holders perform their duties to **maintain the safety** of the National Airspace System.

Thank you for participating!

You've earned a **digital Jr. AOV Badge** for learning about AOV's **Credentialing Program** in the NAS.

Learn more about STEM careers by visiting us at www.faa.gov or on our social media pages.