

If Program Elimination is pending you need not complete the form.)

	Question	Type of Answer	From Available Info	Answer
<b>By March 1</b>	Nationally Accredited	Y/N	Y	
		Organization	NCATE American Association of Family and Consumer Sciences	Yes, American Assoc of Family & Consumer Sciences <span style="float: right;">AAFC</span>
	Student Learning Outcomes Clearly Articulated	Y/N	E. Robbins Fall 07 Survey Answer: Y	Yes
		File (or source of information)	2004 CoAS Report	CoAS Report
	Students Know their Learning Outcomes	Y/N		Yes
		File		Indiana Manual in Teachers of Family & Consumer Sci. NCAFE Report
	Program Actively Using Student Learning Outcomes	Y/N		Yes
Does Assessment Plan Exist?	Y/N	E. Robbins Fall 07 Survey Answer: Y	Yes	
	When Was It Adopted?	2004	See NCATE Report	
	File/copy			
<b>By May 15</b>	Data Actively Collected & CBE	Data Ever Collected?	E. Robbins Fall 07 Survey Answer: N	
		Data Recently/ Actively Collected?	E. Robbins Fall 07 Survey Answer: Y	
		Evidence		
	Data Systematically Analyzed & CBE	Data Analyzed?	E. Robbins Fall 07 Survey Answer: N	
		Evidence		
	Analysis Discussed in Depts & CBE	Analysis Discussed?	E. Robbins Fall 07 Survey Answer: N	
		Evidence		
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	E. Robbins Fall 07 Survey Answer: Y	
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Assessment Plan Adjustments Discussed & CBE	Has the Assessment Plan been modified since 2001		
		Were changes as a result of SLO, Data, Analysis?		
		Evidence		
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		
Evidence				

Completed by: Barbara Clauss

**From:** Harriet Hudson  
**To:** Kramer, Frederica  
**Date:** 2/20/2008 9:33 AM  
**Subject:** Information Requested  
**Attachments:** Family and Consumer Sciences.doc

*Bob  
 Read Carefully  
 & Complete  
 last page to  
 Peter  
 Stef*

**CC:** Knott, Stefanie

Dear Freddie:

Bob Guell and Susan Powers, who are chairing the NCA accreditation subcommittee on student outcomes assessment, have asked associate deans to pass on their request for information. They will use it to compile a preliminary report due later this semester. This is a university status report; it will not be used to evaluate individual department's progress. Charts for your department's programs are attached, as are instructions for completing the charts. It's probably easiest to save, fill out, and send them electronically. Bob and Susan are requesting some information by March 1, the rest by May 15.

Many of you will find charts for eliminated, or soon to be eliminated programs. You do not need to complete these charts, though Bob and Susan might appreciate being informed of the action taken or to be taken. Many of you are developing assessment plans for revised programs that are in various stages of curricular approval. Again, you might alert them to this.

The charts ask you to give (1) a few yes/no answers and (2) copies of basic student outcomes assessment materials: student learning outcomes; a statement of how students are informed of these outcomes; and a copy of your assessment plan. If you only have partial materials, send them along as-is. Bob has attempted to make this task simple and straightforward, so respond in a like manner. We are all too busy to do otherwise, and, of course, the useful and important thing is the assessment process with its resulting program improvements.

The materials you send will become part of the documentation for NCA. Additional materials will be compiled before the 2010 visit. By then you will be posting outcomes information on the Voluntary System of Accountability website, and the University will have moved to routine electronic posting and storage of assessment information. So this is a step in that direction.

I had held off sending this to you in hopes that it would be possible for Bob and Susan to compile their report from information already in the College office. Unfortunately, that is not the case. I apologize for the short notice and the additional work. So that we can maintain current information in the College office henceforth, please copy me as you respond to them.

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 Associate Dean  
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		File			
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		Evidence			
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		Evidence			

Completed by: \_\_\_\_\_

## A. Curriculum Section

### Family and Consumer Sciences Education Advising Sheet

#### FAMILY AND CONSUMER SCIENCES EDUCATION – 54 credit hours

COURSES		Cr. Hrs./	Sem./	Grade
<b>Family and Consumer Sciences Core – 7 credit hours</b>				
FCS 107	Historical and Contemporary Perspectives	1	_____	_____
FCS 109	Human Systems in Family and Consumer Sciences	3	_____	_____
FCS 410	Family and Consumer Sciences Capstone Seminar	3	_____	_____
<b>Human Development and Family Studies – 9 credit hours</b>				
FCS 237	Child Development	3	_____	_____
FCS 336	Family Relationships	3	_____	_____
FCS 436	Child and Family	3	_____	_____
<b>Food and Nutrition – 9 credit hours</b>				
FCS 201	Fundamentals of Nutrition	3	_____	_____
FCS 226	Fundamentals of Foods	3	_____	_____
	Choose one of the following courses	3	_____	_____
	FCS 426 World Hunger and Nutrition, FCS 427 Cultural Aspects of Foods, FCS 428 Food Science, FCS 429 Nutrition in Wellness			
<b>Family Economics and Home Management – 9 credit hours</b>				
FCS 301	Family Resource Management	3	_____	_____
FCS 366	Energy and Equipment in Residential Design	3	_____	_____
FCS 475	Consumer Education	3	_____	_____
<b>Interior Design – 2 credit hours</b>				
FCS 150	Introduction to Interior Design	2	_____	_____
<b>Textiles, Apparel, and Merchandising – 6 credit hours</b>				
FCS 217	Textiles	3	_____	_____
	Choose one of the following courses	3	_____	_____
	FCS 111 Clothing I, FCS 211 Clothing II, FCS 212 Evaluation of Ready-to-Wear Apparel, FCS 216 Introduction to Fashion Merchandising			
<b>Family and Consumer Sciences Education – 9 credit hours</b>				
FCS 281	Introduction to Family and Consumer Sciences Education	3	_____	_____
FCS 402	Teaching an Integrated Unit	1	_____	_____
FCS 491	Methods in Family and Consumer Sciences Education	3	_____	_____
FCS 498	Introduction to Techniques of Coordination of Cooperative Education	2	_____	_____
<b>Required Course Outside the Family and Consumer Sciences Department</b>				
HLTH 111	Personal Health Science and Wellbeing	3	_____	_____

## TEACHER EDUCATION PROGRAM (TEP)\*

\*A minimum grade point average of 2.5 is required for all course work applicable to each major, minor, or endorsement, as well as to any specialization within the area(s).

Students must complete the courses in each phase before enrolling in courses in the next phase. Admission to Becoming a Complete Professional #1 is needed prior to enrollment in Phase II; admission to Becoming a Complete Professional #2 is needed prior to Phase III; admission to Becoming a Complete Professional #3 is needed prior to Phase IV. Major methods courses may be taken in either Phase II or Phase III as required or recommended by the major department, but must be completed prior to Phase IV. Special Education 226 may be completed during Phase I, II, or III.

**The following courses are to be completed in four successive phases as follows:**

Phase I--Educational Psychology 202

Phase II--301 blocked with 302

Phase III--400 blocked with 400L

Phase IV--401 and 402 or approved equivalent (student teaching)

### COURSES

**Cr. Hrs./ Sem./ Grade**

#### **Educational Psychology – 6 credit hours**

EPSY 202 Child and Adolescent Psychology

3

\_\_\_\_

EPSY 341 Multicultural Education

3

\_\_\_\_

#### **Special Education – 3 credit hours**

SPED 226 The Exceptional Learner in the Regular Classroom

3

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#### **Curriculum, Instruction, and Media Technology – 21 credit hours**

CIMT 301 Teaching I

3

\_\_\_\_

CIMT 302 Teaching II

3

\_\_\_\_

CIMT 400 Teaching III

3

\_\_\_\_

CIMT 400L Teaching III Practicum

1

\_\_\_\_

CIMT 401 Student Teaching

11

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## **FAMILY AND CONSUMER SCIENCES EDUCATION MAJOR**

When combined with the Teacher Education Program in the School of Education, Department of Curriculum, Instruction, and Media Technology, this major leads to the Senior High/Junior High/Middle School Instructional License and allows the holder to teach family and consumer sciences at those grade levels.

### **Family and Consumer Sciences Education (54 semester hours)**

**Family and Consumer Sciences Core Courses:** 107 -- 1 hr.; FCS 109 -- 3 hrs.; FCS 410 -- 3 hrs.

**Family and Consumer Sciences Education:** 281 -- 3 hrs.; 402 -- 1 hr.; 491 -- 3 hrs.; FCS 498 -- 2 hrs.

**Human Development and Family Studies:** 237 -- 3 hrs.; 336 -- 3 hrs.; 436 -- 3 hrs.

**Family Economics and Home Management:** 301 -- 3 hrs.; 366 -- 3 hrs.; 475 -- 3 hrs.

**Food and Nutrition:** 201 -- 3 hrs.; 226 -- 3 hrs.; 426 -- 3 hrs. OR 427 -- 3 hrs. OR 428 -- 3 hrs. OR 429 -- 3 hrs.

**Interior Design:** 150 -- 2 hrs.

**Textiles, Apparel, and Merchandising:** 217 -- 3 hrs.; 111 -- 3 hrs. OR 211 -- 3 hrs. Or 212 -- 3 hrs. OR 216 -- 3 hrs.

**Health and Safety:** HLTH 111 -- 3 hrs.\*

Candidates for the Family and Consumer Sciences Education degree must also complete two years (4,000 clock hours) of successful employment in a recognized family and consumer sciences-related occupation or 1,500 clock hours of supervised work in the occupational family and consumer sciences field under an approved Teacher Education Program or an equivalent combination.

\*This course meets the University Liberal Studies SBS:E requirement.

## **TEACHING CURRICULA**

Students pursuing a teaching degree should be thoroughly familiar with the requirements for admission to the Teacher Education Program and the teaching curriculum. Refer to the School of Education and The Department of Curriculum, Instruction, and Media Technology sections in the *Undergraduate Catalog*.

## **Family and Consumer Sciences Education Required Course Descriptions**

**107 Contemporary and Historic Perspectives**—1 hour. Orientation to family and consumer sciences as an academic and a professional area of study; historic development; current issues; professional associations; leadership opportunities; and overview of career possibilities in business, health and social services, and education.

**109 Human Systems in Family and Consumer Sciences**—3 hours. Interrelationships among individuals, families, consumers, and communities as taught in human systems theory and lifespan development. Prerequisite: 107.

**410 Family and Consumer Sciences Capstone Seminar**—3 hours. This seminar is a capstone course in both family and consumer sciences and General Education. The course integrates academic knowledge and experience through achievement of the four common goals of liberal studies courses. It emphasizes the relationships among family and consumer sciences areas, the five liberal studies areas, and family systems theoretical framework, as well as appropriate professional practices. Prerequisites: 107 and 109 and at least 78 credit hours; and seven of nine required Liberal Studies courses.

**281 Introduction to Family and Consumer Sciences Education**—3 hours. Foundations, standards, and current issues in family and consumer sciences education.

**402 Teaching an Integrated Unit**—1 hour. Guidance for and experience in teaching an integrated unit of content and writing a professional report based on that instruction. Must be taken with and can only be taken with Curriculum, Instruction, and Media Technology 401.

**491 Methods of Family and Consumer Sciences Education**—3 hours. Current trends, teaching materials, and teaching procedures; development of objectives, concepts, and generalizations for teaching family and consumer sciences. Prerequisites: 281.

**498 Introduction to Techniques of Coordination of Cooperative Education**—2 hours. Procedures and role in coordination of a cooperative education program.

**237 Child Development**—3 hours. This course provides a thorough examination of physical, cognitive, emotional, and social development from conception through age 12, as well as the influence of ecological experiences. Observation of and participation with infants and children is required. Prerequisite: 109

**336 Family Relationships**—3 hours. Interpersonal interaction in contemporary family life; consideration of premarital, husband wife, parent child, and sibling relationships.

**436 Parent Education**—3 hours. This course investigates the various means and methods in assisting parents to teach, guide, and influence their children and adolescents. Variations in parenting practices, exploration of parenting as a process, knowledge of parental rights and responsibilities, and examination of parental roles throughout the life cycle will be explored.

**301 Family Resource Management**—3 hours. The family and its changing roles in relation to function and use of resources.

**366 Energy and Equipment in Residential Design**—3 hours. Analyzes important issues that help put into proper perspective the role of energy and equipment as it makes a significant contribution to the quality of life for the consumer. Application of principles and techniques relating to efficient energy utilization and evaluation and use of residential appliances and equipment.

**475 Consumer Education**—3 hours. Application of decision making procedures to current issues and problems which confront the consumer of goods and services in the marketplace.

**201 Fundamentals of Nutrition**—3 hours. Principles of nutrition; scientific basis for determination of nutrient requirements and interrelationships of nutrients; application to personal and family health, as well as to national and international health issues.

**226 Fundamentals of Foods**—3 hours. The composition and structure of foods and principles underlying the preparation of standard food products. Includes laboratory.



**426 World Hunger and Nutrition**—3 hours. Study of world hunger, its extent, etiology, and remedial measures. Global emphasis on nutritional concerns of chronically hungry individuals and populations. Dietary deficiency and its effects on overall health. Ramifications of hunger at the national and international level. Prerequisite: 201 or 221.

**427 Cultural Aspects of Food**—3 hours. Sociological and aesthetic roles of food in cultures. Prerequisite: 226.

**428 Food Science**—3 hours. Experimental approach to the study of chemical and physical properties of foods. Includes laboratory. Prerequisites: 226, Chemistry 103, 103L and 104, 104L or consent of instructor.

**429 Nutrition in Wellness**—3 hours. This course studies the role of food and nutrition in the attainment and maintenance of wellness and emphasizes the need for informed food choices to maximize health and well being.

**150 Introduction to Interior Design**—2 hours. A survey of the interior design profession and related topics in the field. Readings, visuals, and discussions will give an overview of the designer's involvement in society.

**111 Clothing I**—3 hours. Basic clothing construction techniques, pattern alterations, and use of commercial patterns.

**212 Evaluation of Ready to Wear Apparel**—3 hours. Identification of physical features which affect apparel quality. Analysis of ready-to-wear apparel to identify features which produce desirable aesthetic and functional performance. Prerequisites: 111 or 211; and 217.

**216 Introduction to Fashion Merchandising**—3 hours. An exploration of the fashion business emphasizing the fundamentals of fashion and the basic principles of fashion movement and change. In addition, this course will suggest guidelines to those students pursuing careers in fashion merchandising starting with entry level positions.

**217 Textiles I**—3 hours. The study of textiles concerning fiber, yarn, fabric construction, and finishes which affect the selection, use, and care of textiles.

**111 Personal Health Science and Wellness**—3 hours. Acquaints students with scientific data on matters of health which affect the individual, family, and society, and introduces concepts for disease prevention, health maintenance, and health resources conservation for improving the quality of life.

## B. Content Standards Matrix

### Content Standards Assessment Chart

<b>Activity / Assignment</b>	<b>What is assessed</b>	<b>Assessment Tool</b>	<b>Timing / Course</b>	<b>Assessors</b>
Teaching plans	Content and content-pedagogy knowledge	Rubric	6 <sup>th</sup> or 7 <sup>th</sup> semester / FCS 491	Professor
Bulletin Board	Content and content pedagogy knowledge	Rating scale	6 <sup>th</sup> or 7 <sup>th</sup> semester / FCS 491	Peers (primarily), Professor
Micro-teaching	Content and content pedagogy performance	Rating scale	6 <sup>th</sup> or 7 <sup>th</sup> semester / FCS 491	Professor
Satisfactory completion of FCS content courses	Grades / grade point average	Grade $\geq$ C in content courses Major G. P. A. $\geq$ 2.5	Prior to student teaching semester	FCS content instructors
Early field experience	Content pedagogy performance	Rating scale	Semester prior to student teaching / CIMT 400/400L	CIMT instructors
Unit Report	Content and content-pedagogy knowledge and performance	Rubric	Student teaching semester / CIMT 401 / FCS 402	CIMT instructors and FCS Education Coordinator
Praxis II	Content and content-pedagogy knowledge	Exam	Prior to licensure	ETS

## C. Assessment Data Section

Element Assessed	Describe Assessment Activity	When is it Assessed?	Title of the Assessment Instrument/ Rubric (attach copies)	Aggregated Summary Data for last 3 years	Curriculum/ Program/ Unit Operations modifications made based on this data	Content Standards Addressed by this Assessment Activity
Content Knowledge for Teacher Candidates	Praxis II	Prior to Student Teaching	Praxis II Results	2004-2005 N = 7 Pass Rate: 100% 2005-2006 N = 3 Pass Rate: 100%		<b>INTASC 1</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
	FCS 491 Methods Lesson Plans	Midpoint	Lesson Plan Rubric (attached)	Fall 2006 N = 5 <b>Score/50</b> <b>Mean = 49</b> 50/50 = 80% (n = 4) 45/50 = 20% (n=1)		<b>DPS Standards for TCTE 2:</b> Creating a Productive Learning Environment - Knowledge of the Content and Instructional Resources.
	Microteaching	Midpoint	Rating Scale for Teaching Skills and Characteristics (attached)	Fall 2006 N = 5 <b>Score/85</b> <b>Mean = 78.8</b> 71/85 = 20% (n = 1) 76/85 = 20% (n = 1) 82/85 = 40% (n=2) 83/85 = 20% (n = 1) Fall 2005 N = 5 <b>Score/85</b> <b>Mean = 77.7</b> 61/85 = 20% (n = 1) 79.5/85 = 20% (n = 1) 80/85 = 20% (n=1) 81/85 = 20% (n=1) 83/85 = 20% (n = 1)		

Pedagogical Content Knowledge for Teachers OR		Midpoint	Methods course assessment piece	3 years of data		
Professional and Pedagogical Knowledge and Skills for Teacher Candidates	Final Evaluation of Supervised Teaching Experiences: Family & Consumer Sciences	Student Teaching/ Internship	Student teaching evaluation	2006-2007 N = 7 Proficient 85.7% (n=6) Satisfactory 14.3% (n=1)		INTASC 1
Student Learning for Teacher Candidates	Educator Work Sample	Student Teaching/ Internship	Report from 400/400L or student teaching	<p>2006-2007 N=4 Proficient= 50% (n=2) Satisfactory= 50% (n=2)</p> <p>Proficient = 25% (n=1) Satisfactory = 75% (n=3)</p> <p>Proficient = 75% (n=3) Satisfactory = 25% (n=1)</p> <p>Satisfactory = 100% (n=4)</p> <p>Satisfactory = 100% (n=4)</p> <p>No basis = 100% (n=4)</p> <p>Proficient = 50% (n=2) Satisfactory = 25% (n=1) No basis = 25% (n=1)</p> <p>Proficient = 100% (n=4)</p> <p>No basis = 100% (n=4)</p>		<p>Displays understanding of subject matter</p> <p>Explains content effectively</p> <p>Shows enthusiasm for the subject matter</p> <p>Conveys multiple perspectives toward content</p> <p>Engages students in testing hypotheses</p> <p>Interacts productively with parents and guardians</p> <p>Interacts productively with other professionals</p> <p>Demonstrates concern for students as people</p> <p>Participates in school activities beyond the</p>

						classroom
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### D. Faculty Section

Faculty Name	Highest Degree Attained	Areas(s) or Specialization	Courses Taught in Program	Additional Responsibility in Program	Years of P-12 Experience
Barbara A. Clauss	Ph.D.	Family Studies/Family Life Education, Family & Consumer Sciences Education	FCS 109 FCS 281 FCS 301 FCS 402 FCS 491	Coordinator of Program; Advise students	Student teaching
Frederica L. Kramer	Ph.D.	Family Economics and Home Management, Family & Consumer Sciences Education	FCS 498	Advise students	Student teaching



## Teacher Standards

# STANDARDS FOR TEACHERS OF FAMILY AND CONSUMER SCIENCE

## **Standard #1: Creating a Productive Learning Environment - Knowledge of Students.**

The Family and Consumer Sciences teacher demonstrates knowledge of learners in the instructional process.

### Performances

1. The teacher identifies and utilizes a variety of resources to engage learners in the learning process.
2. The teacher identifies learning styles.
3. The teacher identifies the culture and diversity of his/her students.
4. The teacher designs a learning process utilizing learning styles, learner interests, and aptitude assessment data.

### Knowledge

1. The teacher understands that learners have individual needs.
2. The teacher can identify legal and administrative support services available for exceptional needs learners.
3. The teacher recognizes cultural diversity.
4. The teacher understands various learning styles.
5. The teacher is familiar with a variety of motivational techniques.
6. The teacher understands strategies appropriate for various learner needs.

### Dispositions

1. The teacher is sensitive to the learners' backgrounds, environments, various skills, talents, and interests.
2. The teacher has empathy for all learners.
3. The teacher believes all learners can be successful.

## **Standard #2: Knowledge of the Content and Instructional Resources.**

The Family and Consumer Sciences teacher demonstrates mastery of Family and Consumer Sciences academic content standards (as follows) and instructional resources pertaining to the integration of basic skills in school, family, community, and work settings.

1. CAREER, COMMUNITY, AND FAMILY CONNECTIONS
  - a. The teacher analyzes a personal life plan in relation to family, career, learning, leisure, and community goals.
  - b. The teacher analyzes careers and career pathways in relation to personal aptitudes, interests, principles, and desired lifestyle.
  - c. The teacher demonstrates the process of analyzing career paths in Family and Consumer Sciences.
  - d. The teacher demonstrates transferable and employability skills in school, community, and workplace settings.
  - e. The teacher demonstrates appreciation of human worth and acceptance of responsibility for one's actions and success in family and work life.

- f. The teacher demonstrates responsible citizenship and leadership in school, family, community, and work settings.
- g. The teacher analyzes strategies to effectively manage multiple individual, family, career, and community roles and responsibilities.
- h. The teacher analyzes the impact of individual and family participation in community activities on both the family and the community.
- i. The teacher analyzes factors related to providing family and community services for individuals and families with a variety of needs, issues, and conditions.

## 2. CULINARY ARTS AND FOOD SERVICE

- a. The teacher demonstrates industry applications of principles of food acquisition, handling, preparation, and service, such as: quantity meal planning and cooking, commercial equipment operation, customer and employee relations, and business management practices.
- b. The teacher integrates knowledge, skills, and practices required for careers in the food industry.
- c. The teacher demonstrates the process of analyzing career paths in food production and services, hospitality, and tourism industries.

## 3. CONSUMER ECONOMICS AND RESOURCE MANAGEMENT

- a. The teacher examines the reciprocal relationships between consumer behaviors and economic factors such as scarcity, supply and demand, market structure, financial institutions, labor productivity, economic stabilization, and trade.
- b. The teacher examines government roles, actions, and policies and their effects on individuals, families, businesses, communities, and societies.
- c. The teacher analyzes impact of consumer laws, practices, rights, and responsibilities on personal, family, community, and work life.
- d. The teacher distinguishes benefits of conservation and the preservation of natural resources and protection of the environment in personal and family resource management decisions.
- e. The teacher analyzes impact of advertising, public policies, economic conditions and consumer decisions on resource management to meet family needs and wants, energy conservation, and environmental issues.
- f. The teacher evaluates the role of values and standards in developing short and long term goals.
- g. The teacher demonstrates resource management processes in the management of individual and family resources including time, money, energy, and other human resources.
- h. The teacher demonstrates management of individual and family resources to provide for food, clothing, shelter, health care, education, recreation, transportation, and other family needs and wants.
- i. The teacher uses financial management processes in budgeting, banking, comparative shopping, saving, investing, using credit, purchasing insurance, and paying taxes.
- j. The teacher demonstrates the process of analyzing career paths within consumer economics and resource management industries.

## 4. EARLY CHILDHOOD EDUCATION

- a. The teacher evaluates developmentally appropriate experiences that enhance growth and development of infants, toddlers, preschoolers, and school-age children.
- b. The teacher accesses, evaluates, and utilizes current and emerging research related to child growth and development to assess early childhood practices and procedures.
- c. The teacher analyzes components of an integrated curriculum that incorporates a child's language, learning styles, home experiences, cultural values, and any special needs.
- d. The teacher devises nonviolent, proactive strategies to prevent and manage conflict between children and between adults and children.
- e. The teacher demonstrates respect for diversity with sensitivity to anti-bias, gender equity, age, culture, ethnicity, and special needs related to children, parenting, and child nurturing practices.
- f. The teacher demonstrates the process of analyzing career paths in early childhood, education and services.

## 5. FAMILY AND CONSUMER SCIENCES PROCESS AREAS: CRITICAL THINKING, COMMUNICATION, LEADERSHIP, MANAGEMENT

- a. The teacher applies critical thinking processes, such as: to assess source, reliability, and adequacy of information; to classify, compare, and contrast ideas; to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumption, biases, and values, to address problems in diverse family, community, and work environments.
- b. The teacher applies creative thinking processes, such as: lateral and vertical thinking; generation and exploration of ideas; selecting relevant information; networking or webbing; redefining the problem; and identifying multiple solutions, to address problems in diverse family, community,

and work environments.

- c. The teacher applies components of "best practices" in communication, such as: verbal and nonverbal behaviors and attitudes; listening and feedback techniques; applications of technology; and impacts of interpersonal roles, functions, and styles.
- d. The teacher demonstrates communication that reflects ethical principles and sensitivity to the diverse perspectives and needs of others.
- e. The teacher creates an environment that encourages and respects the ideas, perspectives, and contributions of all participants.
- f. The teacher appreciates human worth and accepts responsibility for one's actions and success in family and work life.
- g. The teacher demonstrates collaborative leadership and teamwork processes in which participants identify a common vision, cooperate with each other to achieve that vision, and share responsibility for achieving and evaluating results.
- h. The teacher chooses responsible actions using established standards, such as: aesthetic, health and safety, environmental, economics, and/or ethical standards.
  - i. The teacher applies management and decision-making processes:
  - ii. Analyzes a situation and identify recurring and evolving concerns facing families and communities.
  - iii. Determines standards, criteria, goals, or valued ends.
  - iv. Examines information about context, resources, and alternative actions.
  - v. Evaluates choices for alternative actions and potential consequences.
  - vi. Selects a course of action.
  - vii. Forms a plan of action and timeline.
  - viii. Takes action.
  - ix. Evaluates action and results.

#### 6. FAMILY AND INTERPERSONAL

- a. The teacher analyzes the impact of family as a unique, dynamic system on individuals and society across the life span.
- b. The teacher examines historical/contemporary and cultural perspectives of family structures.
- c. The teacher analyzes functions, expectations and standards that guide behavior in various types of interpersonal relationships.
- d. The teacher analyzes diverse perspectives, needs, and characteristics of individuals and families and their impacts on relationships across the lifespan.
- e. The teacher evaluates the role of self-awareness in individual and family well-being.
- f. The teacher demonstrates communication skills that contribute to positive relationships.
- g. The teacher evaluates effective conflict prevention and management principles and procedures.
- h. The teacher examines the ethical and practical implications of public policies, technologies, and management techniques on the well-being of individuals, families, and communities.
- i. The teacher explains principles and practices of family planning, including responsible sexual behavior.
- j. The teacher demonstrates the process of analyzing career paths in family and community services.

#### 7. HEALTH, NUTRITION AND WELLNESS

- a. The teacher uses dietary guidelines, nutrition principles, and research/data on dietary practices and other wellness-related practices to attain and maintain individual health and wellness.
- b. The teacher relates health, nutrition, and life choices, including physical activity and fitness, to individual and family wellness.
- c. The teacher analyzes impact of emerging science and technologies in light of ethical standards related to food, nutrition, wellness, and related issues.
- d. The teacher analyzes factors that contribute to personal and family nutrition and wellness practices across the life span.
- e. The teacher distinguishes cultural influences on individual and family food preferences and practices.
- f. The teacher evaluates functions and sources of nutrients and factors that affect food quality and nutrient retention.
- g. The teacher synthesizes principles of food acquisition, handling, preparation, and service to meet long term nutrition and food needs and preferences of individuals, families, and communities.
- h. The teacher demonstrates safety and sanitation standards and practices in selection, preparation, handling, and storage of food.
- i. The teacher examines the effect of global factors on the production, supply, and distribution of food.
- j. The teacher demonstrates the process of analyzing career paths in nutrition, wellness, food



science, and related technology.

8. HOUSING AND DESIGN
  - a. The teacher analyzes impact of America's housing heritage and historic design of housing, interiors, and furnishings on today's housing resources and options.
  - b. The teacher analyzes blue prints and floor plans for efficiency and safety of factors such as traffic flow, activity zones, public and private areas, storage, space utilization, and electrical and mechanical systems.
  - c. The teacher generalizes principles of space planning, environmental and energy conservation, and influences of technology on housing and the environment.
  - d. The teacher distinguishes advantages, disadvantages and regional differences of exterior housing construction; interior fabrics, floor coverings, furnishings, and textiles; and window styles and treatments.
  - e. The teacher applies art and design principles to interior fabrics, floor coverings, furnishings, and textiles.
  - f. The teacher evaluates comfort, conservation, and safety in housing, interiors, and furnishings in relation to electric and gas residential equipment decisions and reduction of energy use.
  - g. The teacher determines benefits of regular care, periodic maintenance, and improvements of housing and interiors.
  - h. The teacher demonstrates the process of analyzing career paths in merchandising and design of housing and interiors, residential and commercial materials, furnishings, equipment, textiles, and related technology.
9. HUMAN DEVELOPMENT
  - a. The teacher analyzes principles of physical, emotional, social, intellectual, cultural, and moral growth and development across the life span.
  - b. The teacher analyzes biological, physical, social, economic, cultural, familial and technological conditions that influence human growth and development.
10. PARENTING
  - a. The teacher analyzes roles and responsibilities of parenting.
  - b. The teacher analyzes physical and emotional factors related to beginning the parenting process.
  - c. The teacher evaluates parenting and nurturing practices and strategies that maximize human growth and development across the life span.
  - d. The teacher uses current and emerging research on human growth and development and parenting to assess common parenting practices.
  - e. The teacher demonstrates communication skills that contribute to positive parent/child relationships.
  - f. The teacher identifies strategies for adapting to various parenting situations.
  - g. The teacher evaluates external support systems that provide services for parents.
11. TEXTILES AND APPAREL
  - a. The teacher determines criteria for selecting textiles and apparel products to meet needs of individuals, families, and communities.
  - b. The teacher evaluates factors that impact textile and apparel choices of individuals and families across the lifespan, including historical, cultural, economic, physical/biological and technological influences.
  - c. The teacher applies principles and elements of design to the selection of textile and apparel products for a variety of end uses.
  - d. The teacher applies concepts and principles of textile science and technology to the selection and care of textile and apparel products and services.
  - e. The teacher assesses social, psychological, and economic aspects of textiles and apparel and their relationship to available quality, cost, style, and other consumer aspects.
  - f. The teacher demonstrates skills needed to produce, alter, and repair textiles products and apparel.
  - g. The teacher demonstrates the process of analyzing career paths in apparel merchandising, apparel design, household textiles and design, textile sciences, and related technology.

### **Standard #3: Creating a Productive Learning Environment - Learning Environment.**

The Family and Consumer Sciences teacher creates an environment that develops democratic values, risk taking, and a desire for lifelong learning.

Performances

1. The teacher demonstrates time management skills, organizational skills, individual instruction, stress management, and the ability to manage the classroom environment.
2. The teacher creates a successful learning environment which includes positive reinforcements for effective work and study habits.
3. The teacher demonstrates characteristics for working relationships including dependability, punctuality, and productive work habits and attitudes.

#### Knowledge

1. The teacher recognizes basic human relationships as they relate to successful employment.
2. The teacher has acquired skills in organization and time management.
3. The teacher understands a wide variety of good work and study habits.
4. The teacher is aware of safety regulations at school and work sites.
5. The teacher is skilled at anticipating difficulties the learner may encounter.

#### Dispositions

1. The teacher believes learners should recognize that successes and setbacks are both part of the process of discovery and creation.
2. The teacher values learning, invention, and risk taking.
3. The teacher believes in encouraging the democratic process.
4. The teacher is committed to safety in the learning environment.
5. The teacher believes in classroom efficiency.

#### **Standard #4: Advancing Student Learning - Knowledge of Subject Matter.**

The Family and Consumer Sciences teacher uses a variety of instructional strategies that engage students in active learning and promote students' development of critical thinking, problem solving, and performance capabilities.

1. The competent teacher is grounded in research-based family and consumer sciences subject matter, findings of educational research, established academic standards for family and consumer sciences content and process areas, and needs of students, the local community, careers, and workplaces.
2. The competent teacher reflects a unique focus on families, work, and their interrelationships.
3. The competent teacher enables students to examine interrelated career, workplace, societal, and personal factors in order to develop holistic career, educational, and lifestyle goals.
4. The competent teacher incorporates family and consumer sciences content that supports the developmental characteristics (early adolescents, late adolescents and young adults) of students with a diverse range of needs and capabilities.
5. The competent teacher integrates content from multiple family and consumer sciences areas of study to enhance individual and family well-being (for example, integrating content from nutrition and wellness, housing, and resource management into the study of child development).
6. The competent teacher enables students to accomplish the work of the family, which involves resolution of everyday situations such as maintaining adequate nutrition; meeting basic needs such as food, clothing, shelter and transportation; providing a positive physical and emotional environment for family members; and balancing the requirements of employment and family life.
7. The competent teacher promotes career awareness, exploration, and preparation across all areas of family and consumer sciences.
8. The competent teacher enhances visibility of the program and students' achievements in order to recruit and retain students, increase available resources, and develop awareness and support of audiences inside and outside the school.
9. The competent teacher reflects sound management of human and material resources including time, skills, equipment, materials, and finances.
10. The competent teacher integrates programs and projects of the Family, Career and Community Leaders of America (FCCLA) student organization in order to foster students' academic growth, leadership development, application of curriculum knowledge and skills, community service, and career development.
11. The competent teacher provides opportunities for students to probe multiple viewpoints about real-life family, community, and workplace issues that often are controversial. Such learning experiences:
  - a. Develop students' capabilities to select and use reliable, research-based sources of

- information; consider diverse societal and personal values and perspectives; examine possible goals; assess available resources; analyze short and long-term consequences of possible actions; select and take action; and evaluate outcomes
- b. b. Incorporate teacher and student questions that support, guide, and probe thinking and reasoning
  - c. c. Are facilitated by a supportive teaching/learning environment that fosters positive critique and respectful interactions among participants
12. The competent teacher features authentic, student-centered learning experiences related to family, workplace, and community issues. Such learning experiences:
- a. Are relevant to students' current and future lives
  - b. Address established academic standards for family and consumer sciences
  - c. Integrate purposeful use of the family and consumer sciences process areas (thinking, communication, leadership, and management)
  - d. Promote application of math, science, and language arts in real-life contexts
  - e. Incorporate and connect learning activities in the classroom, the workplace, and the community
  - f. Provide students with opportunities to make choices, take action, and experience consequences
  - g. Include a large and creative repertoire of instructional strategies and methods in which students:
    - i. Examine family, community, and workplace issues through analogies, case studies, classroom meetings, debates, drama, family history, FCCLA activities, laboratories, literature, role-playing, workplace learning, and other teaching/learning strategies that promote active student involvement
    - ii. Create products to meet human needs (e.g. food, clothing, shelter, nurturing)
    - iii. Conduct inquiry and make recommendations for action
    - iv. Take action in families, communities, and workplaces (i.e., service learning; career preparation; advocating for public policies and legislation that support individuals, families, and communities)
13. The competent teacher utilizes food-preparation laboratories, for which the teacher is responsible to:
- a. Determine food preparation tasks and products that: address established student-learning standards, utilize skills the students have or can acquire as part of the laboratory experience, and can be accomplished within the time and resource limitations of the school setting, including standard classroom settings
  - b. Secure and maintain inventories of small and large equipment, perishable food items, and other supplies (e.g., linens, cleaning products, paper products, service items)
  - c. Maintain the overall laboratory environment (e.g. storage areas, equipment, eating areas, general-use areas such as supply counters, individual units/kitchens, furniture)
  - d. Provide large and small group instruction in specific food preparation and handling techniques (i.e. demonstrations, guided practice)
  - e. Ensure student safety when working in close proximity to others while using knives, cooking appliances, motorized equipment, etc.
  - f. Ensure that students use safe and sanitary practices in handling and preparing food and in maintaining the food preparation environment
  - g. Structure, supervise, and evaluate collaborative work among students
  - h. Guide students in conducting follow-up evaluations and developing generalizations based on the laboratory experiences
14. The competent teacher includes laboratory experiences in which students work with a variety of materials, ideas, people, and/or processes. Such learning experiences:
- a. Address academic standards in a full range of family and consumer sciences content such as food science, child development, housing and interiors, textiles and apparel, and other areas
  - b. Focus on production, experimentation, and/or observation as appropriate to identified family and consumer sciences academic standards
  - c. Include specific student and teacher responsibilities to plan, implement, and evaluate laboratory activities and to generalize principles for future use
  - d. Make effective use of available resources (e.g., student, teacher, facility, workplace, community), including standard classroom settings

#### **Standard #5: Advancing Student Learning - Assessment.**

The Family and Consumer Sciences teacher understands and uses a variety of assessment and evaluation strategies to assist learners in their intellectual, social, and physical development.

### Performances

1. The teacher uses a variety of assessment methods to evaluate learner progress and refine the instructional process.
2. The teacher maintains records of learner performance and progress to provide tangible evidence of learner achievement.
3. The teacher involves learners in self-assessment activities to help them to become aware of their strengths and weaknesses, and to set goals for lifelong learning.

### Knowledge

1. The teacher knows how to use appropriate performance tasks, tests, projects, observations, and portfolios to evaluate learner progress.
2. The teacher understands how to use assessment data to evaluate learner progress and the educational process.
3. The teacher knows the importance of maintaining records of learner performance.
4. The teacher understands the importance of assessing instructional methods to refine the education process.
5. The teacher understands and provides learners with methods for self-assessment.
6. The teacher achieves self-assessment through analysis of student performance to determine the program's effectiveness.
7. The teacher knows how to use data from instructor assessments and student progress to evaluate the program's effectiveness.

### Dispositions

1. The teacher values appropriate assessment tools and methods.
2. The teacher recognizes the importance of maintaining learner performance and progress records.
3. The teacher believes that assessment data should be used to refine the instructional process.
4. The teacher values the importance of using self-assessment data in setting goals for lifelong learning.

### **Standard #6: Professional Development & Outreach - Reflective Practice.**

The Family and Consumer Sciences teacher reflects on personal practice to improve the effectiveness and quality of learner education.

### Performances

1. The teacher updates skills through training and new work experiences.
2. The teacher evaluates personal professionalism.
3. The teacher utilizes constructive criticism from others.
4. The teacher uses measured learner progress as a means of evaluating program effectiveness and quality.

### Knowledge

1. The teacher is knowledgeable of new and changing technology, occupational requirements, work etiquette, and instructional strategies.
2. The teacher understands the evaluative process, including methods of inquiry and problem solving.
3. The teacher uses measured learner progress as a means of evaluating program effectiveness and quality.

### Dispositions

1. The teacher believes in continual program improvement through the development of new instructional strategies.
2. The teacher values the dignity of work and is committed to keeping current with education and industry needs.

3. The teacher believes in evaluation of self, program, and learner outcome.
4. The teacher values giving and receiving help and in modeling good work habits.
5. The teacher recognizes responsibility in engaging and supporting appropriate professional practices.

**Standard#7: Professional Development & Outreach - Collaborative Practice.**

The career and technical education teacher fosters collaborative relationships with business, industry, and government in order to extend and enrich opportunities for learners.

Performances

1. The teacher displays the ability to interact with business and industry, labor, government, and community to build effective partnerships.
2. The teacher is actively involved in appropriate professional organizations.
3. The teacher adheres to applicable policies, regulations, and professional ethics.

Knowledge

1. The teacher knows the professional organizations within the occupational area.
2. The teacher knows the importance of integrating academic skills with applied techniques.
3. The teacher understands applicable local, state, and federal policies and regulations as well as professional ethics of the community at large.
4. The teacher learns from sharing ideas and techniques.

Dispositions

1. The teacher values collaboration.
2. The teacher recognizes the value of professional organizations within the occupational area.
3. The teacher participates in appropriate continuing education and occupational experiences beyond the classroom.
4. The teacher values ideas, opinions, and perceptions of business and industry.

**Standard #8: Professional Development & Outreach - Contribution to the Profession.**

The career and technical education teacher works with colleagues and the professional community to improve schools and to advance knowledge in the occupational area.

Performances

1. The teacher establishes and utilizes advisory committees for program development and improvement.
2. The teacher pursues appropriate credentials.
3. The teacher promotes the profession and contributes to the knowledge base of education and the community.
4. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
5. The teacher participates in appropriate continuing education and occupational experiences beyond the classroom.
6. The teacher actively participates in the profession beyond the classroom.
7. The teacher shares ideas, strategies, and materials with colleagues.

Knowledge

1. The teacher recognizes the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands the importance of maximizing professional skills.
4. The teacher understands the profession and how to effect change.
5. The teacher understands how to further professional knowledge.

6. The teacher understands the need for professional activity beyond the classroom.
7. The teacher understands how to work successfully with colleagues.

#### Dispositions

1. The teacher believes it is important to consult with others regarding occupational preparation.
2. The teacher values the importance of credentials.
3. The teacher respects the perceptions of other education professionals.
4. The teacher believes in helping to further the profession.
5. The teacher values the importance of remaining current in educational practice and in occupational expertise.
6. The teacher believes professional improvement takes place beyond the constraint of the school day.

### **Standard #9: Professional Development & Outreach - Family and Community Partnerships.**

The career and technical education teacher fosters relationships with families and the local community to achieve common goals for all learners.

#### Performances

1. The teacher works with family and community to improve learning opportunities for all learners.
2. The teacher promotes the school within the community.
3. The teacher actively involves community representatives in learning activities.
4. The teacher is involved in a variety of community activities.
5. The teacher organizes an active vocational student organization.

#### Knowledge

1. The teacher knows methods which involve family and community in the learning process.
2. The teacher knows how to utilize local input appropriately.
3. The teacher recognizes appropriate strategies for informing the community of school activities.
4. The teacher understands personal limitations in the occupational areas and seeks community assistance.
5. The teacher understands the need for schools to support the local community.
6. The teacher understands the structure and value of student organizations.

#### Dispositions

1. The teacher values community input.
2. The teacher values the importance of community awareness to promote the success of learners.
3. The teacher believes that student organizations help refine leadership, organizational, and interpersonal skills.

### **Standard #10: Life Skill Preparation - Workplace Readiness.**

The career and technical education teacher involves the learners in a variety of activities to help them understand the changing workplace as they prepare to enter the workforce.

#### Performances

1. The teacher uses personal work experience to help learners be successful in the workplace.
2. The teacher demonstrates appropriate work ethics.
3. The teacher uses cooperative and collaborative activities.
4. The teacher consults educational professionals, trade professionals, and research to enhance learners' understanding of processes, knowledge, and safety.
5. The teacher follows legislated guidelines to aid learners in understanding the trends and issues of the workplace.

### Knowledge

1. The teacher knows the skills and knowledge required in the occupation.
2. The teacher knows the ethics of the workplace.
3. The teacher understands how to provide learners with simulated occupational experiences.
4. The teacher knows how to use educational professionals, trade professionals, and research to enhance learner understanding of processes, knowledge, and safety.
5. The teacher understands how trends and issues affect the workplace.

### Dispositions

1. The teacher believes current work experience is an educationally valuable tool.
2. The teacher recognizes the importance of understanding work ethics.
3. The teacher values the importance of cooperative and collaborative activities.
4. The teacher is sensitive to the needs for workplace policy and regulation.
5. The teacher is sensitive to the impact of trends and issues on the workplace.

### **Standard #11: Life Skill Preparation - Multiple Responsibilities.**

The career and technical education teacher prepares learners to meet the competing demands and responsibilities of the workplace.

### Performances

1. The teacher designs instructional strategies that incorporate diversity issues.
2. The teacher creates situations requiring higher level thinking.
3. The teacher prepares learners to cope with competing demands between work and personal life.
4. The teacher demonstrates a readiness to assist in career awareness at all levels.
5. The teacher promotes interpersonal cooperation and respect.

### Knowledge

1. The teacher understands diversity issues.
2. The teacher knows how to develop higher level thinking skills
3. The teacher understands the relationships of work and personal life.
4. The teacher knows how to promote career awareness at all levels.
5. The teacher understands the impact of personal interactions.

### Dispositions

1. The teacher is sensitive to personal and workplace interactions.
2. The teacher recognizes the need for higher level thinking skills.
3. The teacher believes that career awareness is important at all levels.
4. The teacher believes that positive interactions are essential to learner success.

### **Standard #12: Life Skill Preparation - Life Skills.**

The career and technical education teacher assists learners in developing self-awareness and confidence as well as sound personal and social values.

### Performances

1. The teacher identifies specific cultural needs within the community.
2. The teacher uses a variety of instructional strategies which address cultural diversity.
3. The teacher uses strategies which improve the learners' self-esteem and self-awareness.

### Knowledge

1. The teacher understands cultural diversity and its effect on learner interaction and self-esteem.
2. The teacher knows techniques and strategies which enhance cooperative learning.
3. The teacher knows how to address the variety of family, social, and civic values of the community.
4. The teacher understands how to use strategies that promote self-awareness and an appreciation of diversity.
5. The teacher knows how to prepare learners to use social skills.

#### Dispositions

1. The teacher believes in the need for cultural awareness.
2. The teacher appreciates the importance of cooperative skills.
3. The teacher believes high self-esteem and self-awareness are important to learning.
4. The teacher values the need for lifelong learning.
5. The teacher appreciates the need for effective social skills.
6. The teacher introduces learners to resources for lifelong learning experiences.
7. The teacher assists learners in improving social skills.

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