

## *National Standards for Teachers of Family and Consumer Sciences* *December 2004*

Over the past two years, the National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS) has provided leadership for development of *National Standards for Teachers of Family and Consumer Sciences*. These *Standards* provide an overarching model of excellence for what a beginning teacher in family and consumer sciences should know and be able to do.

The project to develop the *Standards* began with a session at the December 2002 ACTE Conference, followed by several national conference sessions, two Development Panel meetings, workgroup meetings, and other participation by a wide range of stakeholders. Earlier this fall, nearly 300 individuals had the opportunity to provide input on a draft version of the *Standards* through an online survey. This input was examined at the Development Panel meeting held October 29-31, 2004 in Indianapolis, where the participants (36 individuals from 20 states) carefully deliberated and reached consensus on a revised version of the *Standards*. Since that time, outside persons knowledgeable of accreditation processes, Development Panel members, and the Leadership Team have further reviewed and refined the document, resulting in the final version that is provided on the reverse side of this page.

The *Standards* document includes two parts: An introductory paragraph and a set of ten standards. The introductory paragraph is very important. It includes key information about the purposes, characteristics, and structure of the *Standards*. The set of ten standards follow, with a heading and statement for each. The order in which the ten standards are listed is explained in the introductory paragraph.

At the Fall 2004 Development Panel meeting, it was decided that the appropriate process for finalizing the *Standards* would be to first seek approval by members of NATEFACS, as the primary sponsoring organization. This approval was accomplished in early December 2004. Other family and consumer sciences professional organizations also will have the opportunity to endorse the *Standards*. A publication then will be developed that provides the *Standards*, along with background information and rationale for the *Standards*, description of the development process, and implementation examples for various types of teacher education programs.

The next phase will be implementing the *Standards* in various state and institutional settings. Discussions about needs and opportunities for national collaboration, communication, and resource sharing related to the *Standards* will take place during conference sessions, e-mail listserv participation, and other means. Participation is invited from a wide range of stakeholders, including teachers, teacher educators, family and consumer sciences administrators, and others. Please watch for information about opportunities to be involved as we continue this work.

### **Project Leadership Team**

Patricia Erickson, Bowling Green State University, [pericks@bgnet.bgsu.edu](mailto:pericks@bgnet.bgsu.edu)

Wanda Fox, Purdue University [wfox@purdue.edu](mailto:wfox@purdue.edu)

Daisy Stewart, Virginia Tech, [daisys@vt.edu](mailto:daisys@vt.edu)

### **Project Website**

<http://www.edci.purdue.edu/fox/NSTFACS/home.htm>

### **Project Listserv Coordinator**

Lucy Campanis, Eastern Illinois University, [cflc@eiu.edu](mailto:cflc@eiu.edu)

## ***National Standards for Teachers of Family and Consumer Sciences***

National Association of Teacher Educators for Family and Consumer Sciences – December 2004

The *National Standards for Teachers of Family and Consumer Sciences* provides an overarching model of excellence for what a beginning teacher in family and consumer sciences (FCS) should know and be able to do. The National Association of Teacher Educators for Family and Consumer Sciences led FCS educators and other stakeholders from across the country to develop the *Standards*. The two-year, highly participatory process yielded an integrated set of standards with a high degree of national consensus, while allowing for variations in state teacher preparation and licensure. These standards are unique to FCS teachers. In addition, the beginning FCS teacher has general education background and meets overall professional education standards. As presented, the first four standards focus on FCS content; the remaining six emphasize professional practice. In each of these two groups, the standards are arranged alphabetically. The FCS process areas of thinking, communication, leadership, and management are incorporated throughout. Across all ten standards, the beginning FCS teacher demonstrates knowledge, skills, and attitudes to enable student learning.

### **1. Career, Community, and Family Connections**

Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.

### **2. Consumer Economics and Family Resources**

Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.

### **3. Family and Human Development**

Apply principles of human development, interpersonal relationships, and family to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace.

### **4. Nutrition, Food, and Wellness**

Promote nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and address related concerns in a global society.

### **5. Curriculum Development**

Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas.

### **6. Instructional Strategies and Resources**

Facilitate students' critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.

### **7. Learning Environment**

Create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.

### **8. Professionalism**

Engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development.

### **9. Student and Program Assessment**

Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.

### **10. Student Organization Integration**

Integrate the Family, Career and Community Leaders of America student organization into the program to foster students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development.