

## **Family and Human Development: Developing Preservice Teacher Competencies**

Shirley R. Klein and Christine M. Moore  
Brigham Young University

*This paper reviews Standard 3, Family and Human Development in the National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004); explains expectations for beginning family and consumer sciences teachers; and gives examples of strategies for implementing the standard including family privacy, student diversity, accessing information, and questioning and reasoning skill development. Assessment strategies for the Standard are reviewed, and a brief annotated list of suggested resources is included.*

A national standard about family and human development reflects the longstanding interest of family and consumer sciences (FCS) educators in improving the well-being of individuals and families. Standard 3 of the *National Standards for Teachers of Family and Consumer Sciences* (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004) provides a model of excellence for the beginning FCS teacher and states, “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.”

The scope and sequence for concepts about human development, interpersonal relationships, and family are outlined in several important documents. First, prospective teachers depend on university personnel to design a course of study that helps them develop a content base to satisfy state licensure requirements. For example, the Texas Education Association identifies a one-credit course for students in grades 9–12 titled Personal and Family Development, and lists essential content for this course including several areas in family and child development. Licensed teachers in Texas are expected to have the knowledge base for teaching this class when they graduate from university programs (Texas Education Code, 1998). Second, the *National Standards for Family and Consumer Sciences Education* (National Association of State Administrators for Family and Consumer Sciences [NASAFACS], 2008) identifies comprehensive standards for Family (6.0), Human Development (12.0), Interpersonal Relationships (13.0), and Parenting (15.0), and provides the family and consumer sciences educator with key learner competencies for middle and high school students. Third, The Framework for Life Span Family Life Education developed by the National Council on Family Relations (Bredehoft & Walcheski, 2003) identifies categories and key concepts about families in society, internal dynamics of families, human development, interpersonal relations, and parent education and guidance. Appropriate content for age-specific groups, including adolescents, is outlined to assist all family professionals in identifying missing pieces, assessing breadth and depth, and understanding needs and complexity of topics such as those outlined in Standard 3.

Each of these materials is designed to emphasize education for strengthening individuals and families and fostering growth of family relationships across the lifespan and in a variety of contexts including parenting, caregiving, and the workplace. While there may be wide variation

in which, how much, and when concepts about human development, family, and interpersonal relationships are introduced to students, prospective teachers are able to address content specified by Standard 3. It is the prerogative of the state to specify the broad parameters for this content.

The purposes of this article are to discuss the background and rationale for this standard, give examples of expectation statements and implementation strategies, and make suggestions for assessing the standard. We also include a list of additional annotated resources.

### **Background and Rationale**

Historically, family and consumer sciences educators have a well-recognized voice in secondary schools that speaks to strengthening families. Other family professionals are beginning to recognize that individual well-being depends heavily on a well-functioning home as they recognize how the substance of everyday family living contributes to individual, familial, and community success (Aird, 2002; Doherty, 1997; Mendelson, 1999; Pipher, 1996; Zimmerman, 2003). Emerging societal problems often point to deficits in everyday family life in the home. These problems include high levels of family bankruptcy, extending well into the middle class; an epidemic increase in persons who are overweight and obese, especially among children and youth due to poor nutritional habits and lifestyle management; and the time-starved nature of contemporary family life. Family issues that were once considered private and personal are becoming the topics of television shows, news media, and dinner conversations (Doherty & Anderson, 2004). World and societal concerns that impact families such as war, health issues, natural disasters, and economics place educators in the position of trying to address complicated questions that students pose as the result of a global society (Brodkin, 2005).

Similar events and others yet unknown have resulted in renewed interest and public acceptance of marriage and family programs in public schools (Doherty & Anderson, 2004; Gardner, Giese, & Parrott, 2004). This acceptance is reflected in an informal poll that was conducted by the authors assessing how many states had FCS family and marriage programs taught throughout the state. Of the 30 states that responded, all had forms of family and marriage programs in their curriculum offerings. Thus, Standard 3 clearly identifies the family and human development domain for family and consumer sciences educators in secondary schools. Preservice teachers can be expected to gain the knowledge, skills, and attitudes needed to deliver high-quality programs for adolescent audiences.

NATEFACS standards for beginning teachers work in partnership with Interstate New Teacher Assessment and Support Consortium (INTASC) standards as tools to help beginning teachers determine what content will be meaningful and what subject matter is most important (INTASC, 1992). For example, as preservice teachers develop their emerging practices they are meeting NATEFACS (2004) Standard 5 as they develop plans for curriculum and instruction. INTASC Standard 1 is an indicator to assess whether preservice teachers are able to understand what content is important to address, how to organize the material, and how to present the material in such a way that it makes sense to learners.

INTASC Standard 3 is an indicator as to whether preservice teachers are aware of the diversity of learners and the content. For example, the content of family and human development must be presented in ways that are respectful to the cross-cultural population represented in particular classroom settings. Multiple perspectives should be presented in ways that capture a wide variety of methods and philosophies. One perspective should not be touted as right or wrong, rather learners should be made aware that they have the ability to select from those

strategies that reflect their cultural beliefs and values (Gollnick & Chinn, 2006; Grant & Sleeter 2007). In addition, instructional opportunities adapted to diverse learners should be an integral part of lesson planning so all students can benefit from content that can help strengthen families (NATEFACS, 2004, Standard 7). Cooperative learning groups, visual cues, demonstrations, and physical activity are examples of how to deliver content in culturally responsive ways (Allison & Rehm, 2006; Grant & Sleeter, 2007).

Understanding how secondary learners develop can help teachers formulate learning strategies that support students' intellectual, social, and personal growth (NATEFACS, 2004, Standard 6). For example, content that includes childbearing and marriage would be more appropriate for high school learners who are approaching the marriage and parenting stages of their lives. Safety and appropriate play strategies for children would be areas meaningful for middle-school learners, since tending children is often their responsibility at home (INTASC Standard 2).

Instructional strategies that encourage students' development of critical thinking, problem solving, and performance skills should be interwoven throughout the course content (INTASC Standard 4). It is through the honing of these skills that students can learn to become problem solvers within their own homes, thus promoting healthy families within communities (Mimbs, 2005; NATEFACS, 2004, Standard 6). Case studies, scenarios, role plays, and other approaches are tools that can be used to present situations to aid in the development of problem solving techniques (Grant & Sleeter, 2007; Kroeger & Bauer, 2004; Pang, 2005). These national standards for beginning teachers help answer the call for accountability. INTASC standards help provide the overall indicators for excellence in teacher preparation; NATEFACS standards complement the INTASC standards and more clearly specify the content focus and pedagogy for beginning FCS teachers. Further delineation of Standard 3 proceeds in the form of expectation statements.

### **Example Expectation Statements**

Expectation statements are broad statements that describe in more detail the knowledge, skills, attitudes, and/or behaviors of beginning FCS teachers related to the *Standards*. The statements are intended to serve as examples that individual states and/or institutions can adapt based on their local needs. Several criteria guided the writing for the sample expectation statements listed below and these criteria would be useful in writing additional statements. The first criterion was to use measurable, high-level cognitive verbs. Second, elements were used that encompassed the complete standard. Third, the statements were to further clarify expectations for beginning FCS teachers. And finally, the expectations were to have potential for assessment (NATEFACS, 2005). Sample expectations for Standard 3 include:

1. Relate principles of human development, interpersonal relationships, and families to continuing concerns that families face across the lifespan.
2. Critique principles of human development, interpersonal relationships, and families according to the contexts in which individuals and families function (NATEFACS, 2005).

The purpose of expectation statements is to further delineate expected competencies for prospective FCS teachers, thus states and institutions should write them based on their specific needs and goals. These statements then give direction for implementation plans.

### Implementation Strategies

Producing educators to implement the standard of family and human development presents a variety of challenges. FCS teachers are prepared at state and private universities of various types and sizes. While there are challenges unique to these settings in preparing preservice teachers, there are common issues that all professors/instructors face as they prepare prospective teachers to address Standard 3 in secondary schools. The issues of family privacy, student diversity, accessing information, and questioning and reasoning skill development seem especially relevant to prospective teachers in successfully implementing this standard.

#### *Family Privacy*

Family privacy is a sensitive domain and laws in some states restrict teaching certain issues surrounding family and human development. For example, teaching information about birth control and abortion often are covered by law and the beginning teacher must be aware of the restrictions placed upon certain content in the classroom.

Besides content, a course related to family issues also involves affective and experiential components. Personal elements such as feelings, motives, attitudes, and values are key elements of family life education (Arcus, Schvaneveldt, & Moss, 1993). Classroom participants like to hear examples while they learn and they will want to tell their stories, express feelings, and be encouraged to try out new behaviors in family settings. In doing so, the teacher and students both risk overstepping bounds of family privacy and state laws designed to protect privacy. Teaching examples need to respect confidentiality and avoid targeting or embarrassing students and teachers (Miller, 2005). Prospective FCS educators can benefit from a framework that helps identify appropriate levels of involvement and sets boundaries for disclosure. The Levels of Family Involvement (LFI) model (Doherty, 1995) identifies five hierarchical levels ranging from minimal family involvement to a maximum level that involves family therapy. This model, shown in Table 1, can be adapted to prospective FCS educators.

Table 1  
*Levels of Family Involvement for Family and Consumer Sciences Educators*

Level	Characteristic	Application to FCS Educators
1	Family emphasis minimal	In the context of the institutional school setting, teachers interact with parents about child's educational progress.
2	Information and advice	Teachers dispense information and need a knowledge base about content along with clear communication and delivery skills.
3	Feelings and support	Engage students in cognitive learning in Level Two and add affective domains of learning by eliciting feelings and experiences.
4	Brief focused intervention	Work in group settings to solve common family problems and concerns.
5	Family therapy	Interact with distressed family members as therapy or other community professionals.

Source: Doherty, 1995

Levels Two and Four form the outside boundaries of family life education. At Level Two, teachers share information and advice about different aspects of family life. Involvement with students is mainly on a cognitive level and is devoted mostly to exchanging ideas and information and making recommendations, but not necessarily being concerned about the students' feelings and personal concerns about the topics. Level Four requires some training in therapeutic techniques. Orientation toward the family is more systemic, complex, and intensive, and a more detailed scenario of family functioning is entailed. The prospective FCS teacher would not be expected to have these Level Four skills.

The FCS preservice teacher will likely concentrate skill development at Level Two by building a solid knowledge base and, with experience, will move to Level Three to give students the opportunity to develop a personal awareness of their own feelings in relation to the content and to others in the class. In the classroom the FCS educator works to elicit expressions of feelings and concerns, listens, helps normalize reactions, and engages students in collaborative problem solving. Beginning FCS educators may recognize family or psychological dysfunction, but their role at Level Three is not to try to intervene, rather to make referrals that are appropriate to the situations. It is important to note that the goal at Level Three is to make learning personally focused and to involve the affective domain to stimulate meaningful change. Information and giving advice at Level Two, for example, may lack sufficient depth to stimulate meaningful change in most cases, whereas students who take ownership of the information and apply it to personal situations are more likely to change behaviors.

The LFI classifies two levels, Levels One and Five, outside the realm of education for family life. A Level One program is not considered family life education, but serves to facilitate access of family members to each other only for legal and/or practical reasons, not necessarily to influence or promote positive family interaction. For example, a preservice FCS teacher will learn to interact with parents about their child's progress in school but the goal is not to change family patterns or provide education about human development or family life. Level Five is considered outside the domain of family life education because this level engages family members who are difficult to engage, thus the professional needs clinical skills that the FCS educator is not expected to have. At Level Five, the clinical professional is required to generate and test hypotheses about the family's difficulties and to work intensely with family members to change destructive patterns (Miller, 2005).

Concerns for family privacy should permeate all aspects of the curriculum during planning, implementation, and assessment. The beginning FCS educator can develop personal teaching skills that help protect family privacy while also helping students learn and develop individual and family strengths.

### ***Student Diversity***

Because of the diversity of families and individuals, FCS teachers must bring multiple perspectives into instruction so all learners feel part of the curriculum. To prepare beginning teachers for working with diverse learning populations, preservice teachers need opportunities to develop sensitivity to the cultural views of gender roles and families. Thus, teachers must know the dynamics of their student populations and be sensitive to cultural views when formulating content. In addition, preservice teachers must understand that they, too, have a cultural lens that can influence course content and interactions with students (Allison, 2003; Delpit, 1995; Gay, 2000; NATEFACS, 2004, Standard 7; Pang, 2005; Sleeter & Grant, 2007 7). Teachers must not allow personal biases and family experiences to negatively impact classroom outcomes.

Teaching strategies for developing positive classroom climates and inclusion are foremost in building the type of classroom that is supportive, respectful, and nonjudgmental of students. This will ultimately lead to fostering and nurturing the principles of human development and family relations (Allison; Schmuck & Schmuck, 1997). As educators develop cultural awareness, they can also guard against over-simplifying family life or depending on static lists of group characteristics that may be stereotypical or incomplete descriptions of families' experiences (Allen & Blaisure, 2003).

Opportunities must be provided for preservice FCS educators to develop lesson plans that contain culturally responsive, researched-based approaches that help recognize the needs and strengths of diverse learning populations (Allison, 2003; NATEFACS, 2004, Standard 7). Opportunities to teach these lessons with the content of home and family should be provided in actual classroom settings. This can help preservice teachers create confidence by addressing content that new teachers may be uncomfortable presenting.

There are many at-risk students who can benefit from the content of family and human development. They will often acquire knowledge and reasoning skills needed to help resolve recurring family issues (Montgomery & Davis, 2004). Thus, school counselors often encourage at-risk students to take family and consumer sciences classes. Beginning teachers find themselves teaching a great number of at-risk students whom they may be ill-prepared to instruct (Winitzky & Kauchak, 1997). Colleges need to develop curricula that will help teachers develop and implement strategies that are proven to work with at-risk students (NATEFACS, 2004, Standard 7). For example, communicating positive expectations, soliciting parent involvement, using high levels of student classroom involvement, giving frequent quizzes, and using grading practices that promote success are successful strategies (Allison, 2003; Eggen & Kauchak, 2001; Moore, 2003). If teachers do not develop adequate teaching skills and strategies to instruct challenging students, the content that is so valuable for this population is not effectively implemented.

### ***Accessing Information***

Prospective FCS teachers must include the latest and best research in the content and know where to go for information that may surface as a result of class discussion about family and human development. Unprecedented changes in the composition and function of schools, families, and communities mean that strategies educators used 20 years ago do not meet the needs of current classroom learners (Burke, 2002; Cunningham, 2003; Parker, Warner, & Zasadny, 2002). For curriculum about family and human development issues to remain relevant, it must be constantly examined and updated. Educational institutions have a responsibility to prepare beginning teachers who are "information literate." This term was coined by the American Library Association to mean that an individual must be able to determine when information is needed, know where to retrieve that information, evaluate it, and use it effectively (Murray, 2003).

A teacher must have ready access to and information from a variety of sources. If teachers are to strengthen individuals and families with tools that can be applied in students' lives, teachers must know where to go to obtain needed information, make sense of all of the information that can be accessed, and make knowledgeable curricular decisions (Murray, 2003). Instructional strategies and learning experiences must be examined with the understanding that knowledge about human development, interpersonal relationships, and family is changing so fast that conventional curriculum can no longer supply students with fact-based learning needed for

the challenges that they will face. Principles must be taught that will foster meaningful human relationships long after students are out of school (Barnard, Nash, & O'Brien, 2005; Murray).

Developing teaching strategies that foster contemporary literacy in preservice teachers must be integrated into all aspects of higher educational curriculum. Traditional research papers and library skills do not adequately empower an information literate student (Murray, 2003). Problem-based learning that integrates content with technology has proven to be successful in teacher education programs (Macklin, 2002). To foster lifelong learning skills, teachers need instruction about how to successfully implement cooperative learning groups in partnership with problem-based experiences in the classroom. Preservice teachers who have had experience in problem-based learning as it relates to families can more successfully use this experience when they plan lessons for their own classrooms (Rockman, 2004).

### ***Questioning and Reasoning Skill Development***

Reasoning skill development helps the prospective teacher develop the ability to solve problems and find answers in light of these issues and other problems. Traditionally, students come to the classroom with reasoning skills that parents have helped them develop. Sometimes, however, families fall short of meeting the requirements for optimal levels of development, and the responsibility then falls on the community to meet the needs of students (Montgomery & Davis, 2004). FCS educators teaching family and human development have two avenues for helping students improve reasoning and questioning skills. First, reasoning is important in “a field of study so deeply enmeshed in developing human potential” (Vincenti & Smith, 2004, p. 69). Vincenti and Smith argue that a critical science perspective can enhance the practice of FCS educators as they learn to question assumptions, beliefs, and values; recognize the value of different points of view; and articulate rational arguments. Contextual factors such as individual and family beliefs and values have a place in this discourse, and the dialogue includes both short- and long-term consequences of actions families and individuals take. Critical science skills cannot be learned in one course, but need to be an ongoing process throughout the teacher preparation curriculum.

Second, teacher candidates need practice to learn effective questioning strategies. Researchers have found that more effective teachers ask more questions and acquire greater classroom participation and student engagement (Henderson, Winitzky, & Kauchak, 1996). Teachers that encourage students to justify their answers and solicit creative solutions to problems are more effective in classroom interactions (Fraenkel, 1992). Instead of formulating questions that elicit a yes, no, or single-word response, questions that cause students to delve deeply to demonstrate learning should be effectively implemented into content (e.g., How do decisions that I make effect what happens in my family? What might be the best time to approach members of the family with a matter that is important to me? Why is timing important? What would happen if an extended family member were to live in the home? What adjustments would have to be made in the household? What resources would be involved that might be altered with an addition to the household?). When students learn skills of critical thinking and problem solving, they have a knowledge base that they can access in teaching about family challenges (Montgomery & Davis, 2004). Preservice teachers who are prepared to be critical thinkers and who have learned to be sensitive to family privacy and student diversity, and to access authoritative, relevant information are also prepared to deal with the integrative nature of family and human development concepts.

The *Standards* have been designed to interrelate, connect, and build on fundamental concepts. With national emphasis on secondary school reform, the role of the teacher has been redefined from a knowledge specialist in one area to a knowledge guide in many areas that will facilitate student learning (Carnegie Council on Adolescent Development, 1989; Center of Education for the Young Adolescent, 1994; National Association of Secondary School Principals, 1996). This promotes learning that is both holistic and experimental. For example, as students learn about the importance of nutrition and meal planning, emphasis can be placed upon the importance of families dining together. This process helps to encourage interpersonal relationships that will ultimately strengthen families as they enjoy each other's company, facilitate communication, and solve problems together. This shows that the problems families face are not solved in isolation but are interconnected just as concepts should interrelate and build upon basic interrelated principles. Vincenti and Smith (2004) stated:

Although individuals within family units or those living alone are engaged in obtaining the physical aspects of life, for example, food, shelter, clothing, and other material resources, they now have higher expectations about the aspects of life that make them more human, for example, relationships, communications, and caring for each other. FCS professionals are uniquely able to use an integrative interdisciplinary approach with a primarily preventative orientation to understand and address practical perennial problems of everyday life. (p. 67)

In addition to integration of the standards within the FCS content area, it is vital for teachers to interface with content outside of FCS programs. Curriculum mapping and cross-curricular instructional techniques should be included in college methods courses. These strategies provide opportunities for teachers to demonstrate the importance of FCS standards as they bridge the connection between learning and application to all curricular areas (Grant & Sleeter, 2007; Rauma, Himanen, & Vaisanen 2006; Shamsid-Deen & Smith, 2006). To illustrate, English, geography, foods, and Teen Living teachers worked together to create a cross-curricular unit on love that met the required standards in all subject areas. The geography teacher focused on how conceptions about love developed in Europe. He examined various cultures' view of love. Emphasis was placed on how romantic love is only one part of the emotion. Love of country, family, religion, and principles are also strong love emotions. The English teacher used the play, *Romeo and Juliet*, as a vehicle to address teen's love issues such as: Is there love at first sight? What is the difference between love and infatuation?

The FCS teacher provided a historical overview of how food has been a vital component in family celebrations throughout the ages. Do certain foods make people fall in love? Food often conjures many emotions. The FCS Teen Living teacher investigated the subject of love using teen responsibility in love relationships. The consequences of love opened discussion on sexually transmitted diseases, date rape, teen pregnancy, and the law. This teaching strategy had a high degree of student success because students were able to see how concepts have application in all aspects of their learning. In addition, teachers experienced how FCS is a meaningful component and a valuable asset to school curriculum (Moore, Earl, Huntington, & Kruegar, 1997).

### **Assessing the Standard**

How will we know if preservice teachers are learning the important concepts of the *Family and Human Development* standard? How are we going to assess various dimensions such as knowledge, beliefs, and skills? What outcomes will determine the extent of the preservice

teachers' understanding? Authentic assessment is an important part of the evaluation process. Authentic assessment is realistic, replicates real-life situations, uses a wide range of knowledge and skill to execute a task, and provides practice and feedback (Ayala, 2005; Wiggins & McTighe, 2006). Assessment can take place as preservice teachers develop a product such as lesson plans and activities for the classroom. Does the plan reflect accurate family and human development standards into the content? If the preservice teacher has developed the necessary concepts to teach the content, it will be reflected in the lesson plan.

Performance tasks are another form of authentic assessment. As preservice teachers are observed teaching in classroom settings, the accuracy of family and human development content should be carefully scrutinized. Evaluators could easily determine the mastery of content through the use of rubrics that assess the preservice teacher's delivery. Indicators could specify what criteria would designate an understanding of the human development and family content. For example, a four-point scale could help to evaluate whether the information was presented proficiently or poorly. Rubrics help to fine-tune the lens which evaluators use to rate student performance. This information would provide specific criteria and a common language that is understood by the evaluator and the student (Wiggins & McTighe, 2006).

Short investigations are another form of authentic assessment. They often start with a motivator such as a problem, song, excerpts from a book, video clip, or newspaper article. Preservice teachers would be required to interpret, describe, calculate, explain, or predict using the content of family and human development as a basis for response.

In addition, concept mapping can offer another form of assessment with short investigations (Ayala, 2005). This strategy can help preservice teachers develop their understanding of the connection between concepts helping them to gain a deeper understanding of the content (Eggen & Kauchak, 2001). For example, factors which impact the development of modern families could be mapped to assess how well students understand different variables impacting families today. This strategy can help to develop depth and complexity in a beginning teacher's understanding. In addition, that understanding will help new teachers make connections to other content areas.

Open-ended questions are another approach to assessment. Similar to short investigations, open-ended response questions use a motivator. Students respond by using written or oral reports, or creating a drawing, diagram, chart, or graph (Perlman, 2003). A portfolio is another form of authentic assessment that documents learning over time. This long-term perspective accounts for improvement and helps prospective teachers understand the value of self-assessment, editing, and revision. A portfolio can include journal entries and reflective writing, peer reviews, artwork, diagrams, charts and graphs, group reports, notes and outlines, and/or rough drafts and polished writing (Corcoran, Dershimer, & Tichenor, 2004; Perlman, 2003). Portfolios can also be used to evaluate preservice teachers' performances in the family and human development content areas through videotaped lessons and other activities. Rubrics could be used to assess the accuracy of content through self, peer, or instructor review (Neill, 1996).

Finally, self-assessment in a class related to human and family development requires prospective FCS educators to evaluate their own participation, process, and products. Evaluative questions are the basic tools of self-assessment. Written or oral responses are given to questions such as, What was the most difficult part of this project? What should be done next? What could be done differently the next time? What are the three most important outcomes of this project? As preservice FCS educators use established sets of criteria to assess their own work, they will

develop skills for implementing authentic assessment. How assessments will be made should always be clearly defined (Corcoran, Dersheimer, & Tichenor, 2004; Perlman, 2003).

### Conclusion

In conclusion, establishing standards helps to give a clear focus and common language for FCS teacher development. Because of the unique position of FCS educators who speak to strengthening families, Standard 3, Family and Human Development is an important part of the *National Standards for Teachers of Family and Consumer Sciences* (NATEFACS, 2004). Producing educators who implement the standard offers many challenges. Family privacy, diversity, accessing information, and questioning and reasoning skill development are important issues in preparing teachers to become competent in the area of family and human development.

Assessment of the standard becomes most meaningful if authentic assessment strategies are implemented. In addition, universities have the task of fostering teaching proficiency in preservice teachers through models, real-life experiences, and problem-based learning strategies.

### Annotated List of Suggested Resources

#### **Books**

American Association of School Librarians. (1998). *Information power: Building partnerships for learning*. Chicago: Author.

Standards are presented that encourage information literacy, independent learning, and social responsibility.

Bredehoft, D. J., & Walcheski, M. J. (Eds.). (2003). *Family life education: Integrating theory and practice*. Minneapolis, MN: National Council on Family Relations.

This publication is organized in three main sections. The first outlines current themes in family life education and serves as a starting point for discussing essential concepts. The second section presents the ten content areas of family life education and integrates them with the *Framework for Family Life Education*. Each content area includes a definition, objectives, specific concepts and goals. Age appropriate concepts are presented. Section three includes resource materials for teaching and practice. This publication is available from the National Council on Family Relations at <http://www.ncfr.org/products>.

Gorski, P. C. (2005). *Multicultural education and the internet*. New York: McGraw-Hill.

This book provides practical information on how multicultural learners can access and benefit from information on the internet. It also helps teachers in lesson planning and provides annotated resources.

Libutti, P. O., & Gratch, B. (Eds.). (1995). *Teaching information retrieval and evaluation skills for education students and practitioners: A casebook of applications*. Chicago:

Association of College and Research Libraries.

This book provides case studies, lesson plans, and resources for teacher and student interaction.

Schroeder, E. (2004). *Taking sides: Clashing views on controversial issues in family and personal relationships* (6th ed.). New York: McGraw-Hill/Dushkin.

This is a debate-style reader that is designed to introduce students to issues in family development and personal relationships that are controversial. Leading sociologists, psychologists, and family professionals have been selected to present a variety of

viewpoints. A concise introduction and postscript are provided for each issue. Analyzing opposing viewpoints is a way to help students develop critical thinking skills.

### **Internet Resources**

The Coalition for Marriage, Family and Couples Education. (2007). *Smart marriages*. Retrieved April 12, 2007, from <http://www.smartmarriages.com>

This site provides resources for school/youth marriage education programs designed “to-teach-right-out-of-the-box” with no training needed.

DeBord, K., Bower, D., Goddard, H. W., Kirby, J., Myers-Walls, J. A., Mulroy, M., & Ozretich, R. A. (2002). *National extension parenting educators’ framework*. Retrieved May 22, 2008 from [http://cyfernet.org/ncsu\\_fcs/NEPEF/NEPEF.pdf](http://cyfernet.org/ncsu_fcs/NEPEF/NEPEF.pdf)

This resource is provided by a group of parenting education professionals who are interested in building the field of parenting education.

National Healthy Marriage Resource Center (NHMRC). (n.d.). *Welcome to the National Healthy Marriage Resource Center*. Retrieved April 12, 2007, from <http://www.healthymarriageinfo.org>

This is a national resource and clearinghouse for information and research relating to healthy marriages. See the Web site for further information about the sponsoring organizations, purposes, and available resources.

Smith, C. A., Cudaback, D., Goddard, H. W., & Myers-Walls, J. (1994). *National Extension Parent Education Model of critical parenting practices*. Retrieved April 12, 2007, from <http://www.k-state.edu/wwparent/nepem/nepem.pdf>

In this final report, a model of parent education is outlined that provides common ground for extension professionals throughout the Cooperative Extension System.

### **References**

Aird, E. G. (2002). On rekindling a spirit of “home training”: A mother’s notes from the front. In S. A. Hewlett, N. Rankin, & C. West (Eds.), *Taking parenting public: The case for a new social movement* (pp. 13-28). Lanham, MD: Rowman & Littlefield.

Allen, W. D., & Blaisure, K. R. (2003). Family life educators and the development of cultural competency. In D. J. Bredehoft & M. J. Walcheski (Eds.), *Family life education: Integrating theory and practice* (pp. 10–21). Minneapolis, MN: National Council on Family Relations.

Allison, B. N. (2003). Multicultural classrooms: Implications for family and consumer sciences teachers. *Journal of Family and Consumer Sciences*, 95(2), 38-43.

Allison, B. N., & Rehm, M. L. (2006). Meeting the needs of culturally diverse learners in family and consumer sciences middle school classrooms. *Journal of Family and Consumer Sciences Education*, 24(1), 50–63.

Arcus, M. E., Schvaneveldt, J. D., & Moss, J. J. (1993). The nature of family life education. In M. E. Arcus, J. D. Schvaneveldt, & J. J. Moss (Eds.), *Handbook of family life education: Vol. 1. Foundations of family life education* (pp. 1–25). Newbury Park, CA: Sage.

Ayala, C. (2005). Science sampler: Formative assessment guideposts. *Science Scope*, 28(4), 46–48.

- Barnard, A., Nash, R., & O'Brien, M. (2005). Information literacy: Developing lifelong skill through nursing education. *Journal of Nursing Education, 44*, 505–510.
- Bredehoft, D. J., & Walcheski, M. J. (Eds.). (2003). *Family life education: Integrating theory and practice*. Minneapolis, MN: National Council on Family Relations.
- Brodkin, A. M. (2005). Talking with children about natural disasters. *Early Childhood Today, 20*(3), 11.
- Burke, R. W. (2002). Social and emotional education in the classroom. *Kappa Delta Pi Record, 38*, 108–111.
- Carnegie Council on Adolescent Development. (1989). *Turning points: Preparing American youth for the 21st century*. New York: Carnegie Corporation.
- Center of Education for the Young Adolescent. (1994). A conversation with John Lounsbury. *Middle Link, 18*, 7–8.
- Corcoran, C. C., Dershimer, E. L., & Tichenor, M. S. (2004). A teacher's guide to alternative assessment: Taking the first steps. *The Clearing House, 77*, 213–216.
- Cunningham, C. (2003). *Trends and issues: Social and economic context*. Eugene Oregon: Office of Educational Research and Improvement. (Eric Document Reproduction Service No. ED 476 550)
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- Doherty, W. (1995). Boundaries between parent and family education and family therapy. *Family Relations, 44*, 353–358.
- Doherty, W. J. (1997). *The intentional family: How to build family ties in our modern world*. Reading, MA: Addison-Wesley.
- Doherty, W. J., & Anderson, J. R. (2004). Community marriage initiatives. *Family Relations, 53*, 425–432.
- Engen, P., & Kauchak, D. (2001). *Educational psychology: Windows on classrooms* (5th ed.). New Jersey: Prentice Hall.
- Fraenkel, J. (1992, November). *A comparison of elite and non-elite social studies classrooms*. Paper presented at the annual meeting of the National Council for the Social Studies, Detroit, MI.
- Gardner, S. P., Giese, K., & Parrott, S. (2004). Evaluation of the connections: Relationships and marriage curriculum. *Family Relations, 53*, 521–527.
- Gay, G. (2000). *Culturally responsive teaching: Theory research and practice*. New York: Teachers College Press.
- Gollnick, D. M., & Chinn, P. C. (2006). *Multicultural education in a pluralistic society*. Upper Saddle River, NJ: Pearson.
- Grant, C. A., & Sleeter, C. E. (2007). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender and disability*. Hoboken, NJ: Wiley Sons.

- Henderson, J., Winitzky, N., & Kauchak, D. (1996). Effective teaching in advanced placement classrooms. *Journal of Classroom Interaction*, 31(11), 31–37.
- Interstate New Teacher Assessment and Support Consortium (INTASC). (1992). *Model standards for beginning teacher licensing, assessment and development: A resource for state dialogue*. Washington, DC: Council of Chief State School Officers. Retrieved March 13, 2008, from <http://www.ccsso.org/publications/index.cfm>
- Kroeger, S. D., & Bauer, A. M. (2004). *Exploring diversity: A video case approach*. Upper Saddle River, NJ: Pearson.
- Macklin, A. S. (2002). Integrating information literacy using problem-based learning. *Reference Services Review*, 29, 306–313.
- Mendelson, C. (1999). *Home comforts: The art and science of keeping house*. New York: Scribner.
- Miller, D. T. (2005). Using examples ethically. *Journal of Family and Consumer Sciences*, 97(3), 64.
- Mimbs, C. A. (2005). Teaching from the critical thinking, problem-based curricular approach: Strategies, challenges and recommendations. *Journal of Family and Consumer Sciences Education*, 23(2), 7–18.
- Montgomery, B., & Davis, S. (2004). Building strong families and communities: A critical science rationale for FCS. *Journal of Family and Consumer Sciences*, 96(1), 52–56.
- Moore, C. (2003). *Two worlds, one teacher: A case study of a minority teacher in the classroom*. Unpublished doctoral dissertation, University of Utah, Salt Lake City, UT.
- Moore, C., Earl, J., Huntington, K., & Kruegar, D. (1997). The effect of a cross-curricular teaching program on teachers and students. *Theories and Practices in Supervision and Curriculum*, 8, 18–21.
- Murray, J. (2003). Contemporary literacy: Essential skills for the 21st century. *Journal of Multimedia Schools*, 10(2), 14–18.
- National Association of Secondary School Principals (NASSP). (1996). Breaking ranks: changing an American institution. *Bulletin: National Association of Secondary School Principals*, 80(578), 54–66.
- National Association of State Administrators of Family and Consumer Sciences (NASAFACS). (2008). *National standards for family and consumer sciences education* (2nd ed.). Published by NASAFACS in partnership with the American Association of Family and Consumer Sciences. Retrieved March 13, 2008, from the American Association of Family and Consumer Sciences (AAFCS) Web site: <http://www.aafcs.org/FCSstandards/>
- National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS). (2004, December.) *National standards for teachers of family and consumer sciences*. Retrieved March 13, 2008, from <http://www.natefacs.org/National%20Standards%20for%20Teachers%20of%20Family%20and%20Consumer%20Sciences.pdf>

- National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS). (2005, October). *Expectation statements – Work group reports*. Working paper developed at the 2005 Family and Consumer Sciences Teacher Education Conference, Implementing National Standards for Teachers of Family and Consumer Sciences, Indianapolis.
- Neill, L. A. (1996). Development of a portfolio prototype for assessment of home economics preservice teachers in Texas. *Dissertation Abstracts International*, 57(11), 4674A. (UMI No. 9711336)
- Pang, V. O. (2005). *Multicultural education: A caring-center reflective approach*. New York: McGraw Hill.
- Parker T., Warner, L., & Zasadny, J. (2002). *Illinois kids count 2002: Supporting the changing family*. Chicago, Illinois: Voices for Illinois Children. (ERIC Document Reproduction Service No. ED459941)
- Perlman, C. C. (2003). Performance assessment: Designing appropriate performance tasks and scoring rubrics. In J. Wall & G. R. Walz (Eds.), *Measuring up: Assessment issues for teachers, counselors, and administrators* (pp. 497-506). Greensboro, NC: CAPS Press. (ERIC Document Reproduction Service No. ED480070)
- Pipher, M. (1996). *The shelter of each other: Rebuilding our families*. New York: Ballantine Books.
- Rauma, A., Himanen, R., & Vaisanen, P. (2006). Integration of science and mathematics into home economics teaching—A way to improve the quality of learning. *Journal of Family and Consumer Sciences Education*, 24(1), 27–36.
- Rockman, I. F. (2004). Successful strategies for integrating information literacy into the curriculum. In I. F. Rockman & Associates (Eds.), *Integrating information literacy into the higher education curriculum* (pp.47-70). San Francisco: Jossey-Bass.
- Schmuck, R. S., & Schmuck, P. A. (1997). *Group processes in the classroom*. Dubuque, IA: Brown & Benchmark.
- Shamsid-Deen, I., & Smith B. P. (2006). Contextual teaching and learning practices in the family and consumer sciences curriculum. *Journal of Family and Consumer Sciences Education*, 24(1), 14–27.
- Texas Education Code. (1998). *Texas essential knowledge and skills for family and consumer sciences education, family and consumer sciences foundations, high school* (§122.11. chap. 122, subchap. B). Retrieved March 11, 2008, from <http://www.hs.ttu.edu/ccfcs/implement/122.12.pdf>
- Vincenti, V., & Smith, R. (2004). Critical science: What it could offer all family and consumer sciences professionals. *Journal of Family and Consumer Sciences*, 96(1), 63–72.
- Wiggins, G., & McTighe, J. (2006). *Understanding by design* (2nd ed.). New Jersey: Prentice Hall.
- Winitzky, N., & Kauchak, D. (1997). Applying cognitive theory to teacher learning. In V. Richardson-Koehler (Ed.), *Constructivism in teacher education* (pp. 59-84). New York: Falmer.

Zimmerman, J. (2003). *Made from scratch: Reclaiming the pleasures of the American hearth*. New York: Free Press.

#### **Authors**

Shirley R. Klein is an Associate Professor in the School of Family Life at Brigham Young University in Provo, Utah.

Christine M. Moore is the Family and Consumer Sciences Teacher Educator in the School of Family Life at Brigham Young University in Provo, Utah.

#### **Citation**

Klein, S. R., & Moore, C. M. (2008). Family and human development: Developing preservice teacher competencies. *Journal of Family and Consumer Sciences Education*, 26(National Teacher Standards 1), 35-49.