

### Notes from Guest Editors

We are pleased to present the first of several issues of the *Journal of Family and Consumer Sciences Education* devoted to the *National Standards for Teachers of Family and Consumer Sciences*. The *Standards* provide a national model for what a beginning teacher in family and consumer sciences should know and be able to do. The *Standards* impact areas such as state-level family and consumer sciences teacher licensure, design and accreditation of teacher education programs, and assessment of teacher candidates.

The set of ten *Standards* that were developed delineate core content and professional practice for teachers of family and consumer sciences. The *Standards* are presented on page v, following these notes. Each of the *Standards* incorporates complex concepts integral to the teaching of family and consumer sciences. Since the *Standards* are utilized in a wide variety of teacher education programs, they are implemented differently depending on state and institutional contexts. This series of articles will include one or more articles on each of the ten *Standards*. With the complexity of the concepts in the *Standards*, the authors of articles often focused on a selected part of the *Standard* or used a specific perspective. All of the articles examine the research related to the *Standards* and apply it to family and consumer sciences education teacher preparation.

This issue includes the first four articles in this series. As guest editors and as the leadership team for the standards-development process, we wrote the first article, Development of the *National Standards for Teachers of Family and Consumer Sciences*. This article was submitted to Cecelia Thompson, editor of the *Journal*, and she directed the peer review process to consider it for publication. This article provides a summary of the research and procedures used to develop the *Standards*. Each of the phases in this process included input from individuals representing diverse institutions and organizations from across the nation. This process resulted in consensus regarding *Standards* that can be a basis for continued improvement of teacher education programs. The remaining articles in this issue examine three of the ten *Standards*: Standards 1 and 3, which focus on content, and Standard 6, which focuses on professional practice.

Wendy Way's article on Standard 1: Career, Community, and Family Connections synthesized research from diverse disciplines that support interrelationships of the concepts of family, career and community. She also discussed legislation and how it impacts the Standard. Resources related to the concepts included in Standard 1 and related legislation are integrated into the article. Way's work provides a foundation for teacher educators to build on as they develop their programs.

The article by Shirley R. Klein and Christine M. Moore examines Standard 3, Family and Human Development, with an emphasis on family life. They outlined linkages between this standard and other state and national standards and professional frameworks. They also identified and discussed several core issues related to preparing individuals to teach this content in middle and high school settings, recommended strategies for assessment of preservice teachers, and described a variety of print and online resources. This article will be a valuable resource for developing capacity for teaching in human and family development content areas.

In their article on Standard 6: Instructional Strategies and Resources, Susan A. Reichelt and Mary J. Pickard emphasized the value of the Internet as a tool to enhance instruction in family and consumer sciences. They discussed literature related to use of the Internet and included a variety of learning activities and online resources. The information in this article will be useful as a reference for teachers as well as teacher educators.

All of the articles in the series were peer reviewed and edited using the requirements approved by the Editorial Board for all articles published in the *Journal of Family and Consumer Sciences Education*. It would not have been possible to publish this issue and subsequent issues of the *Journal* focusing on the *Standards* without the assistance of the reviewers, all of whom met the criteria of the *Journal of Family and Consumer Sciences Education* to serve in this important role. The reviewers for the entire series are listed on page iv. We sincerely appreciate their contributions to this series.

We also would like to thank Cecelia Thompson and Cheryl Mimbs, editor and assistant editor of the *Journal*, for their support and suggestions as we developed the electronic editing procedure for the issues of the *Journal* focusing on the *Standards*. Bettye Smith will be assuming the role of editor, and we look forward to continuing to work with her to provide these issues as a resource for the profession.

Guest Editors  
Wanda S. Fox  
Daisy Stewart  
Patricia M. Erickson