

### Notes from Guest Editors

We are pleased to present the second 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 second four articles in this series. The articles in this issue examine four of the ten *Standards*: Standards 2 and 4, which focus on content, and Standards 7 and 8, which focus on professional practice. Articles on other the Standards are included in previous and future issues.

The article by Mary J. Pickard and Susan A. Reichelt examines Standard 2, Consumer Economics and Family Resources. They provide evidence of the critical importance of financial literacy for individuals and families in today's economic setting. Because current and future family and consumer sciences teachers often need courses related to this Standard that may not be available locally, the authors emphasize Internet delivery systems that can be used for alternative delivery of courses. This article will be an important resource for teacher educators and content specialists who seek ways to use technology to benefit teachers.

In their article on Standard 4, Nutrition, Food, and Wellness, Carol A. Friesen, Alice A. Spangler, and Joan R. McFadden summarize research and include resources on nutrition and wellness choices; food acquisition, handling, preparation, and service; the impact of technology, and external influences on nutrition and food practices. The information they provide will encourage family and consumer sciences teacher educators and their nutrition colleagues to emphasize the importance of teaching nutrition in ways that will motivate student learning.

The article by Nancy E. Thompson and Julie P. Wheeler on Standard 7, Learning Environments, looks at the physical, intellectual, and emotional aspects of the environment. The authors have included research on each of the areas and ways to implement that area into the family and consumer sciences classroom. They summed up the article by looking at how to assess the Learning Environment. The article will provide teacher educators an excellent overview of the

research related to the learning environment and what is essential for the family and consumer sciences classroom.

The fourth article in this issue, by Jody L. Roubanis, Sammie F. Garner, and Rosa S. Purcell, focuses on Standard 8, Professionalism. Their article is grounded in the “Ethical Perspectives for FCS Professionals” model that they have developed, with specific recommendations for applying this model in FCS teacher education. The article also includes sections on civic engagement, advocacy, and ongoing professional development, as advocated in Standard 8. The authors provide historical and scholarly backgrounds, definitions, rationales, instructional strategies, and assessment guidelines that will be very useful for fostering professionalism with teacher candidates.

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 Bettye Smith, editor of the *Journal*, for her support in providing these issues as a resource for the profession.

Guest Editors  
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