

Notes from Guest Editors

We are pleased to present the third 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 four articles focusing on selected *Standards* related to professional practice. The articles examine four of the ten *Standards*: Curriculum Development, Instructional Strategies and Resources, Student and Program Assessment, and Student Organization Integration. Articles on other *Standards* are included in previous and future issues.

Bette Montgomery's article addresses Standard 3, Curriculum Development. In the opening section, she describes relationships between written and implemented curriculum and a teacher's role in developing these. She then examines two major perspectives of family and consumer sciences curriculum: (a) empirical-rational science-based and (b) critical science based. She concludes that the critical science perspective best addresses the perennial family, career, and community issues component of Standard 5, and explains several aspects of this perspective, including perennial problems, systems of action, and broad concepts. Specific strategies to develop, justify, and implement curriculum also are provided. The article's philosophical grounding and practical strategies will be useful in curriculum development and implementation.

In their article on Standard 6, Instructional Strategies and Resources, Andrea B. Mosenson and Julie M. Johnson emphasize the use of technology in preparing family and consumer sciences teachers. They provide information on technology integration in today's schools and how it impacts student achievement. Relationships of technology to critical thinking and to social, ethical, and legal issues are discussed. Integration of technology in teacher education programs is encouraged by providing a variety of resources. The content of this article will be useful to teacher educators and also to practicing teachers.

Margaret Torrie and Janis Van Buren examine the role of assessment literacy in their article on Standard 9, Student and Program Assessment. The focus of the article is on student assessment literacy. Looking at the assessment literacy of four national entities, they explored the needs of

the family and consumer sciences teacher candidates. They make the case for assessment literacy to include knowing how to assess, what to assess, and how to prepare students how to assess. They further developed the concepts of nurturing assessment literacy, discussed the purpose of an assessment literacy model, and examined assessment literacy competencies and standards from randomly selected states. The authors stressed the need for teachers to learn how to assess as a part of the teaching and learning process.

The fourth article in this issue, by Debra DeBates and Mary J. Pickard, focuses on Standard 10, Student Organization Integration. The authors describe and compare two models that could be used in teacher education programs to prepare teacher candidates to be FCCLA advisors. One model involves integrating FCCLA into existing courses, while in the other model a course dealing specifically with FCCLA is taught. Debates and Pickard also discuss distance education options for teaching about FCCLA and useful resources for teacher educators. They provide a thoughtful analysis of an important aspect of the teacher education curriculum.

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.

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Guest Editors