

Notes from Guest Editors

We are pleased to present the fourth issue 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 five articles focusing on selected *Standards* related to content and professional practice. The articles examine four of the ten *Standards*: Consumer Economics and Family Resources; Nutrition, Food, and Wellness; Learning Environment; and Professionalism. Articles on other *Standards* are included in previous and future issues.

The first article is by Cheryl A. Mimbs-Johnson and Angela Radford Lewis and is related to Standard 2, Consumer Economics and Family Resources. They focused on the importance of financial literacy and discussed the process skills and critical science methodology in relationship to Standard 1. The literature review and implications of this Standard for teaching strategies and resources will be helpful to family and consumer sciences teacher educators and also to secondary teachers.

The article by Lori A. Myers and Janet F. Pope on Standard 4, Nutrition, Food, and Wellness, explored the rationale for this important content area in the preparation of family and consumer sciences teachers. The authors discussed the implementation and assessment of the Standard using the perspective of the four expectations that teacher candidates should be prepared to meet. Also included are a variety of useful resources consisting of books, Internet sites, journals, and newsletters.

Candace K. Fox's article addressed Standard 7, Learning Environment. Candace provided an overview of the challenges the teacher of family and consumer sciences faces in the classroom. She explored several theoretical components of learning environments as a foundation for Standard 7. Background material, specific ideas, and an annotated bibliography are listed to help teacher candidates as they work to establish a quality learning environment for their students.

In their article on Standard 7, Learning Environment, Melinda D. Swafford and Helen T. Dainty examined the teacher's role related to diversity and exceptionality in the learning process. They looked at ways for a teacher to provide for students of diverse cultures, socioeconomic levels, family structures, or disabilities to have a safe learning environment that challenges student thought processes and respects unique differences.

The article by Sue Couch and Karen L. Alexander focused on Standard 8, Professionalism. Their discussion addressed theoretical, historical, philosophical, and practical perspectives of this Standard. They built on a broad literature base to examine issues of ethical professional practice in education and in family and consumer sciences as a whole, and draw specific implications for family and consumer sciences teachers. They also described specific strategies and resources for teacher education; several of these could be adapted for use with secondary students.

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 and other 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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