National Standards for Teachers of Family and Consumer Sciences:
Research, Implementation, and Resources

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Foreword

Educational reform is conceived as an effort to improve education. The profession of family and consumer sciences has long been a part of discussions and reform initiatives. In fact, since the inception of family and consumer sciences as a profession, professionals in the field have participated in meetings and conferences contributing to discussions that led to significant changes that advanced the field. The participation in educational reform and initiatives yielded the *National Standards for Teachers of Family and Consumer Sciences* (2004) published by the National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS).

An examination of the history of family and consumer sciences shows that long before family and consumer sciences teacher educators published the *National Standards for Teachers in Family and Consumer Sciences*, reform measures had been underway. Specifically, the Lake Placid Conference that was held in New York in 1899 resulted in the origination of home economics (now family and consumer sciences). A small group of people gathered at the Lake Placid conference for the purpose of determining the content of a New York Regents examination in household science. At this conference, *home economics* was adopted as the name for the field because *domestic science* was not broad enough in scope to encompass the nature of the program being established. Furthermore, from the ten Lake Placid conferences, the American Home Economics Association (AHEA, now the American Association of Family and Consumer Sciences) was born in 1909. This is an organization that is still thriving today and is recognized nationally and internationally.

The field was *home economics* for almost a century. Then in 1993, a group of professionals met in Scottsdale, Arizona and officially agreed to the name change of the professional field to *family and consumer sciences*. This name change was intended to more accurately reflect the mission and role of the profession. The name change of the profession from *home economics* to *family and consumer sciences* was an impetus for subsequent changes, especially in family and consumer sciences education and namely in public schools and teacher education. Although many changes took place, the most significant is the development and publication of standards for both students and teachers.

In response to changing roles in society and revisions in the family and consumer sciences curriculum, the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) developed a set of discipline content standards for secondary students in family and consumer sciences. A committee including professionals who were involved with secondary family and consumer sciences and other aspects of the profession identified standards in 16 subject matter areas, and they were published as the *National Standards for Family and Consumer Sciences Education* (NASAFACS, 1998, 2008). This resulted in a document that was adapted nationally and implemented by state administrators and classroom teachers of family and consumer sciences. Content standards in specific subject areas represent the specific knowledge and skills that programs are expected to teach and students are expected to learn; the standards describe the goals for individual student achievement. Content standards provide educators with direction about the skills and abilities that should be the focus of future instruction and assessment.
The series of “Indianapolis meetings” has significant meaning to family and consumer sciences teacher educators. When she was President of NATEFACS, Patricia Erickson discussed with the Past-President and President-Elect, Wanda Fox and Daisy Stewart, respectively, the possibility of developing standards for family and consumer sciences teachers. After much preliminary work and planning, a meeting was scheduled in Indianapolis, Indiana in September 2003. For the next year and a half, teacher educators from across the states met to deliberate. An inclusive process was used to draft standards and revise them to yield a finished product. Ten standards were developed: four related to content and six to professional education. It is noteworthy and fitting that teacher educators placed emphasis on developing Standards in the professional education and pedagogy areas. In December 2004, the National Standards for Teachers of Family and Consumer Sciences were published. This publication is the culmination of many hours of critical reflection and hard work as teacher educators in family and consumer sciences from across the country addressed the challenge of conceptualizing an agreed upon set of standards for beginning teachers in our profession. It is the result of an effort that should serve as a guiding force for teacher educators across the country as we prepare the family and consumer sciences teachers of the future.

After the development of the National Standards for Teachers of Family and Consumer Sciences, articles were solicited to provide clarification of each standard and to address best practices for implementation. The 21 resulting articles were published in five issues of the Journal of Family and Consumer Sciences Education. Family and consumer sciences teacher educators are encouraged to reference and use these articles in their preparation of preservice teachers.

The current step in the Standards process is the publication of this eBook, National Standards for Teachers of Family and Consumer Sciences: Research, Implementation, and Resources. Teacher educators are urged to include this eBook as a resource in their teaching to assist in the preparation of teacher candidates and to strengthen the professional development of inservice teachers.

This series of publications is the result of the intellectual tenacity and professional foresight of Patricia Erickson, Wanda Fox, and Daisy Stewart. They provided the leadership for the development of the Standards as well as serving as Guest Editors of the Journal of Family and Consumer Sciences Education during the publication of the series of articles on the Standards. They have worked many long hours to see the Standards come to fruition. Such professional and intellectual persistence has created a win-win model for the profession. Patricia, Wanda, and Daisy, the profession is grateful for your service and commitment.

Bettye P. Smith, Editor, Journal of Family and Consumer Sciences Education
Debra DeBates, Past-president, NATEFACS
Preface

The chapters of this book were originally published as refereed articles in five issues in volumes 26 and 27 of the *Journal of Family and Consumer Sciences Education (JFCSE)*. The purpose of this Preface is to provide a description of the procedures used to solicit and review those articles.

As the development and approval of the *National Standards for Teachers of Family and Consumer Sciences* was nearing completion (see Chapter 1), the members of the leadership team (Patricia Erickson, Wanda Fox, and Daisy Stewart) discussed with professional colleagues possible further avenues for the dissemination of information about the Standards. This discussion resulted in a proposal that was submitted to and approved by the Editorial Board of the *JFCSE*.

The Editorial Board decided that a series of articles on the *National Standards for Teachers of Family and Consumer Sciences* would be published, with the members of the Standards leadership team serving as guest editors for this series. The series was planned to include one or more articles on each of the ten Standards. Potential authors were invited to submit article proposals. The proposals consisted of an overview of the content and a brief vita for each author, to indicate the author’s teaching, research, and scholarship related to the topic of the proposed article. The authors of accepted proposals then developed the full articles, which went through a blind review process. Acceptance of the proposals did not guarantee approval of the article for publication, so these clearly were refereed articles.

The complete articles for publication were required to follow the publication guidelines for the *JFCSE* and to include the following:

- Literature-based background and rationale for the Standard and expectations.
- Examples of strategies for implementing and assessing the Standard.
- Brief annotated list of suggested resources.
- List of references cited.

In addition, it was specified that articles in this series should:

- Align with and build on the framework provided by the Standards.
- Relate to the beginning teacher’s knowledge, skills, and attitudes to enable student learning in family and consumer sciences.
- Reflect the knowledge base related to the specific Standard that is the focus of the article.
- Have a national, rather than a state or institutional, perspective.
- Communicate the essence and value of the Standards to family and consumer sciences educators and other stakeholders.
- Reflect the integrative nature of the Standards.
- Reflect published work related to other relevant standards.

Articles in this series were not to be opinion pieces, minority reports critiquing the standards or expressing alternate views, or case studies of implementation at a specific institution or state.

The guest editors disseminated the call for proposals for the articles to members of the National Association of Teacher Educators for Family and Consumer Sciences, encouraging them to share
the call with other colleagues in the profession and related fields. In addition, members were invited to apply to serve as reviewers for the series, with the requirement that they had a record of publication in a peer-refereed journal.

To facilitate the review process, the guest editors developed a totally electronic procedure for receiving the manuscripts, submitting them to reviewers, receiving comments and suggestions from reviewers, providing the feedback to the authors, and requiring authors to document their reactions to each comment and related changes that were made in the revised manuscript. This procedure followed the guidelines of the JFCSE, but instituted a system that could be completed without copying or mailing costs.

The 23 articles originally published in the JFCSE have been compiled as chapters in this electronic book, organized by the Standards for ease of use. Making the series available on the website of the National Association of Teachers Educators for Family and Consumer Sciences as one document should enhance the availability of the information in a convenient format for use by students, teacher educators, and other professionals.
Acknowledgments

The development of this book and the previous series of articles related to the *National Standards for Teachers of Family and Consumer Sciences* has involved the participation of many organizations and individuals. Over several years, the members and officers of the National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS) have provided encouragement and financial support. Their continued assistance was critical for the success of this professional endeavor.

As described in Chapter 1, the process of planning and achieving consensus for the *Standards* involved several groups of family and consumer sciences education professionals. We appreciate the conscientious work of the members of the development panels, work groups, and task forces that resulted in the approval of the *Standards*. Their names are listed in Appendix A of this book.

After the *Standards* were approved, we proposed a series of related articles for the *Journal of Family and Consumer Sciences Education (JFCSE)*. The assistance provided by the members of the Editorial Board and especially Editors Cecelia Thompson and Bettye Smith was critical to the publication of the articles that now compose these book chapters. We worked closely with Cecelia and Bettye in developing the review procedures to be sure that they met the *JFCSE* guidelines for quality of the refereed articles.

The authors of the *JFCSE* articles that are now chapters in this book (Appendix B) were very professional in their approach to the tasks of submitting proposals, developing the full manuscripts, and making revisions on a timely basis. Their work resulted in valuable contributions to the literature in family and consumer sciences education. We also want to thank the reviewers (Appendix C) for their thoughtful and meticulous analysis of the content of the articles.

The process of developing the *Standards* and related publications has also involved the technical assistance of three valuable colleagues. Kim Deardorff provided staff support at Purdue University for the development panel meetings and throughout the publishing efforts. Amy Manier was very instrumental as the technical editor in making sure that the manuscripts were consistent in format and had complete reference information. Jeanne Symanoskie adapted the manuscript files into *JFCSE* style and posted them on the NATEFACS website for availability to persons both in and beyond the profession.

Finally, we would like to recognize the contributions of our institutions: Bowling Green State University, Purdue University, and Virginia Tech. Our administrators and colleagues provided advice and support to enable us to pursue this project over the past ten years, from its initial exploratory stages to fruition with the publication of this book.

Editors:
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Wanda S. Fox
Daisy Stewart
National Standards for Teachers of Family and Consumer Sciences

National Association of Teacher Educators for Family and Consumer Sciences – Approved 12/04

The National Standards for Teachers of Family and Consumer Sciences provides an overarching model of excellence for what a beginning teacher in family and consumer sciences (FCS) should know and be able to do. The National Association of Teacher Educators for Family and Consumer Sciences led FCS educators and other stakeholders from across the country to develop the Standards. The two-year, highly participatory process yielded an integrated set of standards with a high degree of national consensus, while allowing for variations in state teacher preparation and licensure. These standards are unique to FCS teachers. In addition, the beginning FCS teacher has general education background and meets overall professional education standards. As presented, the first four standards focus on FCS content; the remaining six emphasize professional practice. In each of these two groups, the standards are arranged alphabetically. The FCS process areas of thinking, communication, leadership, and management are incorporated throughout. Across all ten standards, the beginning FCS teacher demonstrates knowledge, skills, and attitudes to enable student learning.

1. Career, Community, and Family Connections
Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.

2. Consumer Economics and Family Resources
Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.

3. Family and Human Development
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.

4. Nutrition, Food, and Wellness
Promote nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and address related concerns in a global society.

5. Curriculum Development
Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas.

6. Instructional Strategies and Resources
Facilitate students’ critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.

7. Learning Environment
Create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.

8. Professionalism
Engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development.

9. Student and Program Assessment
Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.

10. Student Organization Integration
Integrate the Family, Career and Community Leaders of America student organization into the program to foster students’ academic growth, application of family and consumer sciences content, leadership, service learning, and career development.

Expectation Statements for the National Standards for Teachers of Family and Consumer Sciences (2nd ed.)

This document provides “Expectation Statements” for each of the ten standards in the National Standards for Teachers of Family and Consumer Sciences. These statements describe knowledge, skills, attitudes, and/or behaviors of beginning family and consumer sciences teachers related to the Standards. The Statements were developed through a multi-phase national process (Fox & Klemme, 2009). The Statements are intended to serve as performance indicators and as examples that states and institutions can adapt or supplement based on local requirements and emerging issues.

The criteria used to write the Expectation Statements for each Standard were:
- The statements should use action, high cognitive-level verbs.
- The statements should clarify expectations for beginning family and consumer sciences teachers.
- The statements should have potential for assessment.
- The set of statements should encompass the complete Standard.

**Standard #1. Career, Community, and Family Connections**
Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.

- Explain career choice in an interrelated context of family, community, and work.
- Explain career pathways in relation to family and consumer sciences.
- Examine careers and career transition skills.
- Apply career, community, and family concepts in curriculum and instructional planning (pedagogical).

**Standard #2. Consumer Economics and Family Resources**
Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.

- Assess the influence of values held by individuals and families (dispositions).
- Evaluate the management of human, material, and fiscal resources to achieve goals (knowledge).
Standard #3. Family and Human Development
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.

- Relate theory and principles of human development, interpersonal relationships, and families to continuing concerns that families face across the lifespan.
- Analyze contexts in which individuals and families function.

Standard #4. Nutrition, Food, and Wellness
Promote nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and address related concerns in a global society.

- Evaluate nutrition and wellness choices and practices to enhance individual and family well being across the lifespan, using reliable guidelines and sources of information.
- Synthesize principles of food acquisition, safety and sanitation, and preparation to meet long-term nutrition needs of individuals, families, and communities, including special dietary considerations.
- Evaluate impacts of science, technology, and technological advances on wellness, nutrition, foods, and related issues.
- Assess governmental, economic, geographic, and technological influences on nutrition and foods practices, food availability, and related issues in a global society.

Standard #5. Curriculum Development
Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas.

- Develop and justify curricular choices that meet the needs of all learners.
- Implement curricula that address recurring concerns and evolving family, consumer, career, and community issues.
- Design curricula that reflect the integrative nature of family and consumer sciences content.
- Integrate family and consumer sciences content and grade level core academic standards.

Standard #6. Instructional Strategies and Resources
Facilitate students’ critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.

- Justify and implement a variety of best-practice strategies to help all students learn.
- Critique methods, materials, technologies, and activities as related to lesson goals and diverse learning needs of all students.
- Utilize community, business, and industry resources to enrich all student experiences.
- Integrate family and consumer sciences content knowledge and skills with pedagogically appropriate strategies and resources.
Standard #7. Learning Environment
Create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.

- Implement classroom management strategies that support a physically safe and accessible environment.
- Display and promote tolerance, appreciation, and respect for diversity from a perspective that includes exceptionality, race, age, ethnicity, religion, socio-economic status, gender, and sexual orientation.
- Consider basic human needs, human development, relationships, and family dynamics to support students’ high academic achievement.
- Promote a pluralistic environment, engaging students in ethical problem solving and action.

Standard #8. Professionalism
Engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development.

- Relate historical and philosophical perspectives of family and consumer sciences and career and technical education to current and future professional practice.
- Engage in civic activities to generate reciprocal support between communities and programs.
- Advocate for public policies that support individuals and families (knowledge and skills).
- Justify professional practices based on knowledge of ethics and the enduring values and beliefs of the profession (dispositions).
- Implement a plan to enhance professional growth.

Standard #9. Student and Program Assessment
Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.

- Interpret criteria, standards, and processes used to evaluate student learning and programs in family and consumer sciences.
- Integrate a variety of evaluation techniques (e.g., authentic and performance assessments) to gather evidence regarding student learning and program performance.
- Justify decisions about teaching practices and program design based on data-driven evidence.
- Demonstrate the principles of reflective practice to improve teaching.

Standard #10. Student Organization Integration
Integrate the Family, Career and Community Leaders of America student organization into the program to foster students’ academic growth, application of family and consumer sciences content, leadership, service learning, and career development.

- Justify the use of FCCLA programs to foster youth development. (Indicators of youth development: leadership, communication, and the 40 developmental assets)
- Integrate FCCLA programs to enhance student learning of family and consumer sciences and other subject areas.
Reference

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Introduction

Development of the *National Standards for Teachers of Family and Consumer Sciences Education*

Developing Expectation Statements for *National Standards for Teachers of Family and Consumer Sciences Education.*

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Chapter 1
Development of the
National Standards for Teachers of Family and Consumer Sciences

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In this paper, the two-year development process for the National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences, 2004) is chronicled in five phases: Context and Momentum, Exploration, Foundations, Framework, and Final Design. This development process yielded a set of ten integrated standards: four focusing on content and six on professional practice. The resulting Standards serve as a base for national continuity and future directions in family and consumer sciences education. They also allow for variations across states and teacher-education programs. This article provides a historical documentation of the standards-development effort and can inform others involved with similar work.

The National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004) 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 Standards were developed in a two-year, nationwide process that culminated in their approval by the National Association of Teacher Educators for Family and Consumer Sciences in December 2004. Implementation followed at the national, state, and local levels.

The vision of family and consumer sciences (FCS) education is to “empower individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships” (“Vision and Mission,” 1994, p. 5). FCS is an essential component of middle and high school education. Nationally, more than 5.5 million students enroll in FCS classes each year, taught by 37,500 teachers (Werhan & Way, 2006). Through FCS classes and participation in the Family, Career and Community Leaders of America (FCCLA) student organization, students build knowledge, skills, attitudes, and behaviors in diverse areas of study, including career, community and family connections; consumer and family resources; human development; nutrition and wellness; and many others (National Association of State Administrators for Family and Consumer Sciences [NASAFACS], 2008).

Over the past 25 years, family and consumer sciences curriculum has undergone many changes, with less emphasis on skill areas such as clothing construction and food preparation,
and more emphasis on decision making and problem solving in preparation for family life, work life, and careers (see, for example, American Home Economics Association, 1989, 1994; American Vocational Association, 1994; Brown & Paolucci, 1979; Fox, 1998; Plihal, Laird, & Rehm, 1999). While a comprehensive discussion of these changes is beyond the scope of this paper, this evolution from home economics to family and consumer sciences reached a milestone in 1994 with adoption of a national conceptual framework and name change (Positioning the Profession, 1993; Simerly, Ralston, Harriman, & Taylor, 2000; Stewart, 1994). Subsequently, the National Association of State Administrators for Family and Consumer Sciences spearheaded development of the National Standards for Family and Consumer Sciences Education (1998), which delineated goals for middle and high school student learning. The next step was to develop national standards for beginning teachers of family and consumer sciences.

The purposes of this article are to explain how the National Standards for Teachers of Family and Consumer Sciences were developed, to present and briefly describe the Standards, and to discuss opportunities and issues related to their implementation. The article is a historic documentation of the development of these Standards. It also provides an example of a process for others who are involved in similar work.

**Background**

Being an effective teacher relies on a complex and multifaceted set of qualities ranging from general pedagogical competencies to content-specific knowledge and skills (Danielson, 1996; Shulman, 1987). Having well-prepared teachers in every classroom is a central goal of the No Child Left Behind legislation and subsequent publications, in which a highly qualified teacher is defined as one who “knows what to teach, how to teach, and has command of the subject matter being taught” (United States Department of Education, n.d., ¶2). Most importantly, quality of teaching directly influences student learning. Wenglinsky (2000) found that “the greatest role in student achievement is played by classroom practices, followed by professional development that is specifically tailored to those classroom practices most conducive to the high academic performances of students” (p. 8). Further, the vision of school reform detailed by Zemelman, Daniels, and Hyde (1998) “relies not on new rules and controls, but on improving instruction” (p. xii).

Beginning in the late 1980s, work by the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, propelled a national movement toward performance-based standards, licensure, and assessment of beginning teachers (INTASC, 1992, 1995). According to INTASC, standards for beginning teachers “articulate what entering teachers should know, be like, and be able to do in order to practice responsibly, and to begin the journey toward deepening expertise” (1995, p. 3). This consortium articulated ten “INTASC Principles” that defined a common core of teaching knowledge for all teachers. The first of these principles stated, “The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students” (INTASC, 1992, p. 14). The core standards were “to be followed by additional specific standards for disciplinary areas” (p. 6), thus laying the groundwork for establishing national standards for teachers in various content areas, including family and consumer sciences.

Distinct from teacher licensure, which is granted by individual states based on state-specific standards and requirements, national standards for teachers provide a broad, widely encompassing definition of knowledge and skills expected of a beginning teacher in a particular discipline area. Such national standards enable a field to develop a shared vision of teacher
knowledge, attitudes, and skills that best facilitate student learning. In addition, they serve as a foundation for collaboration in teacher education, professional development, and accountability. They also provide a framework for research related to teaching, learning, and instructional practices (Bobbitt & Youatt, 2000; McCaslin & Parks, 2002). Such collaborative efforts are especially valuable in a field such as family and consumer sciences which is experiencing shortages of teachers (Werhan & Way, 2006). According to Judith Kreutzer, editor of the annual National Family and Consumer Sciences Teacher Education Directory since 1996, FCS has limited, and in many cases, declining numbers of teacher education faculty (J. Kreutzer, personal communication, March 1, 2007). National standards for FCS teachers can provide an important framework for maintaining and strengthening teacher education, and ultimately for facilitating middle and high school student learning in family and consumer sciences.

Project Purposes and Goals

The purposes of the project described in this paper were to develop, document, and disseminate national standards for family and consumer sciences teachers. The overall goal of developing these standards was to strengthen the field of FCS education and its positive impact on individuals, families, communities, and careers through enhanced student learning. Several specific goals and benefits were identified for the project:

(a) to establish nationally-recognized standards of excellence for family and consumer sciences teacher preparation, professional development, assessment, and accountability;

(b) to provide a framework for teacher education program development, accreditation, resource allocation, and accountability;

(c) to enable collaboration and resource sharing for teacher preparation, professional development, and licensure/certification;

(d) to increase identity, excellence, and visibility for family and consumer sciences teachers and programs. (Fox, 2003, p. 1)

Development Process for the Standards

The development process for the National Standards for Teachers of Family and Consumer Sciences (NATEFACS, 2004) took place over several years. At the conclusion of this process, the authors of this article examined the development timeline and events, and identified five major phases: Context and Momentum, Exploration, Foundations, Framework, and Final Design. These phases provide a structure for the descriptions of the development process. They are explained in the following sections and summarized in Table 1.

Context and Momentum

The 1990s witnessed widespread implementation of the INTASC Standards and overall efforts for standards-based teacher licensure, preparation, and assessment, as was described earlier in the background section of this article. Also during this time, several professional organizations developed discipline-specific national standards for teachers in their respective areas. Among these were mathematics (National Council for Teachers of Mathematics, 1991), English language arts (National Council of Teachers of English, 1996), and physical education (National Association for Sport and Physical Education, 1995). Across the country, more than 30 states redesigned teacher licensure based on the INTASC principles (INTASC, 1995). The
Table 1  
*Development Timeline: National Standards for Teachers of Family and Consumer Sciences*

<table>
<thead>
<tr>
<th>Phases and dates</th>
<th>Activities and accomplishments</th>
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<tbody>
<tr>
<td><strong>Exploration</strong> 2001-2002</td>
<td>NATEFACS officers held initial discussions about developing <em>National Standards for Teachers of Family and Consumer Sciences</em>; presentation proposals submitted for national conferences. December 2002: First national conference session about <em>Standards</em>, at ACTE annual meeting. Broad representation, strong interest. Stage set for national effort, with leadership by NATEFACS.</td>
</tr>
<tr>
<td><strong>Foundations</strong> 2003</td>
<td>February: Career and Technical Teacher Education conference roundtable presentation. April: NATEFACS officers met to develop a conceptual base and plan-of-work. June: AAFCS conference session, with emphasis on FCS content and linkage to the student standards. July: Project Leadership Team solidified; pattern of two to four conference calls per month established; project website developed. September: First “Development Panel” conference; representation by 39 individuals from 25 states. Discussed possible purposes, structures, and content of the standards. October-November: Subcommittee from Development Panel created initial draft <em>Standards</em>. December: Initial draft disseminated, with review and e-mail feedback by Development Panel participants. Additional input gathered at ACTE annual meeting session attended by 50+ people.</td>
</tr>
<tr>
<td><strong>Framework</strong> Jan - Aug 2004</td>
<td>January-February: Input used for further revisions and drafts. March: Draft disseminated for Development Panel input through structured e-mail survey. April: Revised draft developed and distributed to Development Panel. May: Project Leadership Team held 3-hour workshop at NASAFACS meeting; 20+ state FCS administrators provided input. June: Workshop at AAFCS annual meeting, individual and small-group feedback (3 hours, 100+ participants).</td>
</tr>
</tbody>
</table>
National Board for Professional Teaching Standards (NBPTS) established standards for accomplished teachers, including family and consumer sciences as a component of career and technical education (NBPTS, 2000). The *National Standards for Family and Consumer Sciences Education* were completed in 1998, through work coordinated by the National Association of State Administrators for Family and Consumer Sciences (NASAFACS, 1998). Peggy Wild, co-chair of the leadership team for the project to develop these national standards for students in middle and high school FCS programs, stated that a need for corresponding FCS teacher standards was mentioned frequently during the meetings for developing the student standards (P. Wild, personal communication, July 15, 1998).

By the year 2000 it had become apparent that discipline-specific national standards for teachers were needed in order for family and consumer sciences to fully participate in an increasingly standards-based environment for teacher licensure, teacher education, and accreditation of teacher education programs. This challenge was undertaken by the officers of the National Association of Teacher Educators for Family and Consumer Sciences, an organization established more than 35 years ago with the purpose of improving and strengthening teacher education in family and consumer sciences (NATEFACS, n.d.). Furthermore, NATEFACS is an affiliate of the Family and Consumer Sciences (FACS) Division of the Association for Career and Technical Education (ACTE). As a result, NATEFACS members have linkages with family and consumer sciences teachers and administrators who also are in the FACS Division and with professionals from a wide range of career and technical education areas who are members of other divisions of ACTE.

In summary, the Context and Momentum phase of this project spanned more than a decade during which major national shifts occurred toward performance-based standards for teacher licensure, with corresponding changes in design and accreditation of teacher-education programs. In particular, the states that participated in the INTASC efforts forged a new approach in which national standards provided major impetus in developing state-specific standards for teacher licensure. National professional organizations followed suit in developing teacher standards in specific disciplines and the role and responsibility emerged for NATEFACS to do this in family and consumer sciences.

**Exploration**

In the Exploration phase of this project, which began in 2001 and continued through 2002, NATEFACS officers introduced the possible development of national standards for family and consumer sciences teachers through various professional communications. They outlined project goals and explored options for organization, participation, and funding of the project; examined relationships between national teacher standards and accreditation of teacher-education programs; and submitted proposals for presentations at national conferences. In addition, they began to gather and review a wide range of documents that informed the standards-development process. These included performance-based standards for FCS teachers that recently had been developed in several states (e.g., Indiana, Kansas, Kentucky, Ohio, Oregon, Texas) and publications of national organizations involved with teacher standards, preparation, and licensure (e.g., INTASC, 1992, 1995; NBPTS, 2000; National Council for Accreditation of Teacher Education [NCATE], 2002). They also sought input from individuals knowledgeable about processes other professional organizations had used to develop standards for teachers, and they examined related documents published by these organizations (e.g., National Association for the Education of Young Children, National Association for Business Education).
The first national conference session related to development of national FCS teacher standards was held at the December 2002 annual meeting of the Association for Career and Technical Education. The late-afternoon session drew more than 75 people from a wide range of roles in family and consumer sciences and other areas of career and technical education. NATEFACS officers used five questions to structure this session: (a) What are national standards for teachers and what purposes do they serve? (b) Why are national standards for teachers of FCS important? (c) What theoretical foundations could be used for national standards? (d) How might national standards be structured? and (e) What processes could be used to develop national standards? The session culminated in a solid endorsement of a NATEFACS-led effort to develop national standards for FCS teachers (Fox & Erickson, 2002).

Thus, during the Exploration phase of the project, the need and opportunity for developing national FCS teacher standards was confirmed. NATEFACS officers gathered information that enabled a greater understanding of teacher standards and standards-development processes. The phase concluded with broad-based support for developing FCS teacher standards, and NATEFACS officers made a firm decision to proceed with the standards-development work.

**Foundations**

The effort identified as the “Project to Develop National Standards for Teachers of Family and Consumer Sciences” formally started during the Foundations phase. Early in 2003 the co-authors of this article officially assumed responsibility as the leadership team for the project, in conjunction with our roles as past-president, president, and president-elect of NATEFACS. During the Foundations phase, we developed various communication strategies, including frequent conference calls, stakeholder e-mail lists, and a project website. At a leadership team meeting in April 2003, we outlined project goals, strategies, and timelines and examined various publications related to teacher expectations, standards, and preparation (e.g. Chamberlain & Cummings, 2003; Danielson, 1996; Gray & Walter, 2001; INTASC, 1992, 1995; Martin-Kniep, 2000; McCaslin & Parks, 2002; NBPTS, 2000; Peterat & Smith, 2001). We also reviewed historical FCS education documents which provided grounding in previously published standards for FCS teachers and conceptual frameworks for FCS education (e.g., American Home Economics Association, 1974, 1989; Home Economics Teacher Educators, 1978).

During this time, we refined our conceptualization of the standards as a model of excellence that would set goals for essential preparation for FCS teachers. In particular, while acknowledging the broad preparation needed by all professional educators, we viewed the scope of the standards as being those characteristics and applications distinctive to middle and high school family and consumer sciences teachers. Thus, we conceptualized the standards as focusing on expectations for initial licensure of FCS teachers in relation to FCS content and to FCS-specific professional practice. Recognizing the challenges that surround delineating national standards due to varying perspectives among states, school districts, universities, and individual FCS professionals, we decided to propose the creation of a set of core standards that would emphasize areas for which there was broad national consensus.

We outlined several other areas as grounding for the standards. Consistent with current trends in education, we conceptualized the standards as focusing on teachers’ roles in enabling student learning, rather than on specified actions and abilities of teachers (Wiggins & McTighe, 2005). In considering FCS content and pedagogy, we saw practical reasoning (a process through which individuals and families make value-based judgments about actions to take) as a key component of FCS education (Johnson & Fedje, 1999; Laster & Thomas, 1997; Montgomery & Davis, 2004). We also recognized the integral role of the four FCS education process areas
delineated in the National Standards for Family and Consumer Sciences Education: thinking, communication, leadership, and management (Fox, 2000; NASAFACS, 1998, 2008). In addition, we acknowledged several additional characteristics central to FCS education, including contextual teaching and learning, authentic assessment of student learning, and integration across FCS content areas and with other disciplines (Berns & Erickson, 2002).

The conceptualization of the standards also brought attention to their futuristic role as a basis for initial teacher preparation that would influence family and consumer sciences students, their families, their careers, and society for many years to come (McCaslin & Parks, 2002). In this same vein, we recognized the interface of FCS with current and emerging social issues, such as obesity, personal financial stability, and societal demographics, whose impacts are yet to be fully seen (James, 1996; Reich, 2000). These changing and unknown future contexts further pointed to FCS teacher standards and corresponding teacher preparation as a foundation for lifelong learning, both for teachers and for their middle and high school students.

In addition to the conceptual work accomplished during the Foundations phase of the project, two national conference sessions fostered linkages with other stakeholder groups. A session at the Career and Technical Teacher Education conference in February 2003 (sponsored by the National Centers for Research and Dissemination in Career and Technical Education) provided an opportunity to discuss the purposes and benefits of standards for teachers with other career and technical education professionals and to inform them of our goal to develop these standards for FCS (Fox & Erickson, 2003a). It also enabled their input in several areas, including criteria, content, and format for the standards; ways to build stakeholder involvement; and overall processes for developing the standards. Another conference session, at the June 2003 American Association of Family and Consumer Sciences (AAFCS) annual meeting, included FCS content experts, administrators, teachers, and teacher educators, thus fostering connections among FCS professionals in these various roles. This session also enhanced linkages with the National Standards for Family and Consumer Sciences Education (NASAFACS, 1998) by using the 16 areas-of-study from these national standards for middle and high school students as a framework for discussion and input related to developing national FCS teacher standards (Fox & Erickson, 2003b).

Four overall criteria for the standards were developed and confirmed during this Foundations phase of the project, clarifying that the National Standards for Teachers of Family and Consumer Sciences should:

1. Serve as an overarching model of excellence that describes what a beginning family and consumer sciences teacher should know and be able to do.
2. Delineate a core set of “essential standards” that are as concise and non-redundant as possible and for which there is a high degree of national consensus among FCS teacher educators, FCS content specialists, FCS teachers, and other stakeholders.
3. Provide a basis for national continuity while reflecting state variations and future directions within family and consumer sciences content, teacher standards, licensure, initial preparation, professional development, school settings, and teacher responsibilities.
4. Be developed through broad-based involvement by family and consumer sciences educators and other stakeholders who represent various local, state, and national roles, professional organizations, and perspectives. (Fox, 2003, p. 2)

These criteria were driven by two major factors. The first of these was centered in the many differences that exist nationwide in FCS education. These differences include the focus and implementation of middle and high school family and consumer sciences education, with
corresponding variations in state-level teacher expectations and licensure patterns (i.e., emphasis on middle school FCS, high school individual and family courses, and/or high school career-preparation programs). Additionally, many variations exist among universities that offer FCS teacher-education programs, such as type of institution (e.g., liberal arts, research, public, private), enrollment numbers and patterns, institutional priorities, funding sources, and institutional and administrative support for family and consumer sciences and/or teacher education. FCS teacher-education programs also differ in their structure (e.g., FCS-specific or merged with other career and technical education and/or content areas), in their staffing (e.g., number and types of positions, percentage of full time equivalent positions devoted to FCS teacher education, types of responsibilities and authority), and in the characteristics and credentialing goals of those who enroll. For example, programs can include degree-granting (bachelor’s or master’s) or non-degree options (post-baccalaureate licensure based on undergraduate requirements, and/or career-change programs such as Transition to Teaching). These options can be accomplished through courses delivered on campus, through distance education, through other types of professional preparation, or a combination. Some participants are earning their first degree, and others already hold a bachelor’s degree in a FCS content area or another area of teacher licensure. Some may be seeking a second bachelor’s or a master’s degree in conjunction with teacher licensure while others are not. Furthermore, due to the FCS teacher shortage in many states (Werhan & Way, 2006), an increasing number of individuals are teaching FCS with temporary credentials and obtaining licensure simultaneous to teaching. For these individuals, licensing often depends on meeting requirements through alternate assessments and through courses offered on weekends or evenings, in summer sessions, and/or by distance education (Lee, 1998).

The second major factor influencing the above-listed criteria for the FCS teacher standards was the potential impact of national standards on accreditation of teacher education programs, particularly programs affiliated with the National Council for Accreditation of Teacher Education (NCATE). It was determined that a concise set of standards that focused on areas of national agreement would enhance continuity and at the same time give institutions maximum latitude in designing FCS teacher education programs appropriate for their particular settings. Thus, the scope of the teacher standards is considerably different from the National Standards for Family and Consumer Sciences Education (NASAFACS, 2008). The standards for middle and high school students were designed as broad, all-encompassing standards from which individual states and localities select. On the opposite end of the continuum, the National Standards for Teachers of Family and Consumer Sciences were developed as a concise set of standards that describe only those aspects of FCS content and pedagogy that are widely agreed-on nationally. As a result, they are core standards for FCS teachers that serve as a foundation on which states and teacher education programs can build and, if necessary, add to based on their specific needs and goals.

All of these factors were in play at the first meeting of the FCS Teacher Standards Development Panel (hereafter referred to as the Development Panel) held in September 2003. As the project leadership team, we coordinated this meeting and encouraged broad-based attendance through a mailing to all universities in the United States known to have FCS teacher education programs; contacts with representatives of FCS professional organizations and the Family, Career and Community Leaders of America student organization; and e-mails to NASAFACS and NATEFACS members and other stakeholders. The 39 professionals who attended were from 25 different states. They represented diverse professional roles, institutional settings, and experience with national family and consumer sciences efforts. Several participants had been
actively involved with development of the National Standards for Family and Consumer Sciences Education for middle and high school students (NASAFACS, 1998, 2008), while others had not.

Prior to the meeting, we compiled information about the project goals, conceptual base, and criteria. This information was distributed through materials sent in advance and in presentations early in the meeting (Erickson, 2003; Fox, 2003; Stewart, 2003). The Development Panel participants further discussed and refined these components. They also shared information about FCS teacher education, licensure, and related issues in their various states and universities. Through small group discussions and reports, they considered 21 professional topics and FCS content areas for possible inclusion in the standards. These were drawn from the FCS student standards, professional literature, and teacher standards in other content areas.

At the conclusion of the September 2003 Development Panel meeting, a three-member subcommittee of Julie Johnson, Janet Laster, and Peggy Wild was identified to review the work of the overall group and develop an initial draft of the standards. This first draft included two major sections: Family and Consumer Sciences Professional Practices and Family and Consumer Sciences Content, each with several points and sub-points. Early in December 2003, this draft was e-mailed to those who had attended the Development Panel meeting for their review and feedback. It also was presented for discussion and input at a conference session attended by more than 50 participants at the December 2003 ACTE annual meeting (Fox, Erickson, & Stewart, 2003).

In summary, a great deal was accomplished during the Foundations phase of the project. Steps were taken to build on past efforts; connect with current educational priorities; and establish criteria for a useful, yet future-oriented, set of standards. As the project leadership team, we assumed responsibility for conceptualizing the work, preparing communication materials, and promoting widespread involvement by FCS professionals. The face-to-face work accomplished at the September 2003 Development Panel meeting led to development and circulation of an initial draft of the standards. By the time 2003 ended, a solid base had been established on which to build.

Framework

The Framework phase, which lasted from January to August 2004, featured ongoing development and review of the drafted standards. Another subcommittee of the Development Panel met in January 2004, Wanda Fox, Janet Laster, and Peggy Wild. They reviewed the input that had been gathered from the initial draft and provided recommendations to the leadership team. One of the recommendations, to simplify and condense the standards, was reflected in the February 2004 draft. This draft was condensed from 21 topics to 19, each with a heading and a one-sentence supporting statement, rather than several points and sub-points for each topic. Eleven of these topics were designated as “content” and eight as “professional practice.” This draft was disseminated through an e-mail survey sent to those who had participated in the September 2003 Development Panel meeting. They were asked to rate each topic’s status as an “essential element” of the standards and provide written explanations of their ratings. The survey responses were used to develop the April 2004 draft, which included 21 topics divided into three categories: Pedagogical Knowledge, Content Knowledge, and Pedagogical Content Knowledge.

The April 2004 draft was e-mailed to Development Panel participants for their review and input. It also provided the basis for a 3-hour session that leadership team members facilitated at the May 2004 NASAFACS meeting (Fox & Erickson, 2004). Participants included more than 20 individuals who provide state-level leadership for FCS programs across the United States. In
this session, we outlined purposes and functions of national teacher standards, gave an update of the standards-development process, described the potential long-term influence of the standards, and sought participants’ input on future trends that impact FCS education. Participants gave oral and written feedback on the draft and made recommendations for the review and dissemination of the standards.

The April 2004 draft also was featured at a workshop at the June 2004 annual meeting of the American Association of Family and Consumer Sciences. This AAFCS workshop proved especially valuable due to participation by more than 100 professionals, including university faculty and administrators, content specialists who work with the Cooperative Extension Service, state department of education personnel, and middle and high school teachers. The extended, 3-hour time frame provided opportunities for participants’ individual examination of the draft, for structured small-group discussion, and for oral and written feedback on the draft (Fox, Erickson, & Stewart, 2004).

As has been described, during the Framework phase two major drafts of the standards were developed and circulated for review. The second, April 2004 version, had particularly extensive review through e-mail distribution to Development Panel participants, at the NASAFACS meeting, and through systematic examination during the workshop at the AAFCS meeting. At the conclusion of this phase, the leadership team organized the feedback these groups had provided in preparation for the fourth and final phase of the standards-development project.

**Final Design**

The Final Design phase of the project was accomplished in fall 2004. Early in September a four-member group (Patricia Erickson and Wanda Fox from the leadership team and Lucy Campanis and Bette Montgomery as Development Panel representatives) reviewed the input that had been gathered from the April draft and honed it to a set of ten topics with corresponding statements. An online survey tool and procedures approved by the Institutional Review Board of Bowling Green State University were used to disseminate this September 2004 draft to the project e-mail list, which by now included more than 300 people who had attended conference sessions or otherwise expressed interest in the standards. Respondents were asked to rate each of the ten topics and corresponding statements on its importance as a component of standards for beginning FCS teachers and to describe what teacher candidates should know and be able to do in each area. They also provided overall feedback about the standards.

A second Development Panel meeting was held October 29-31, 2004. Thirty-six professionals from 20 states participated, just over half of whom had attended the previous year’s meeting. This meeting began with small group examination of the data from the online survey, followed by summary reports to the entire group. The process then shifted to a whole group effort in which the participants agreed on the ten topics and how these would be arranged in the document. The group clarified and defined the standards by considering a range of philosophical, institutional, and programmatic perspectives. This deliberative process enabled very thorough consideration and led to eventual consensus on the exact wording for each of the ten headings and statements included in the standards.

Following the meeting, the leadership team developed the introductory paragraph of the *Standards* based on topics that were identified during the group discussion at the Development Panel meeting. External reviewers examined the document and final edits were made. Early in December 2004 the proposed *Standards* document was disseminated to the NATEFACS membership for their final review, and a vote conducted via e-mail resulted in overwhelming
Introduction: Fox, Stewart, and Erickson

approval. The approved *National Standards for Teachers of Family and Consumer Sciences* document was presented and disseminated at the December 2004 ACTE annual meeting (Fox, Erickson, & Stewart, 2004b) and subsequently posted on the NATEFACS Web site (http://www.natefacs.org). Endorsement by the Family and Consumer Sciences Division of ACTE followed. This was achieved through e-mail communications initiated by Karen Mason, ACTE vice-president for the FACS Division, through which the members of the FACS Division Policy and Planning Committee voted to endorse the standards.

During 2005 and 2006, the Standards were disseminated and implementation strategies shared at several conference sessions (Fox, Erickson, & Stewart, 2005a, 2005b, 2006; Fox, Stewart, & Erickson, 2006a, 2006b). National meetings of FCS teacher educators continued, building on the *Standards* and addressing related research topics. Proposals were requested and a series of manuscripts were developed that related to the standards. These manuscripts were refereed for publication in issues of the *Journal of Family and Consumer Sciences Education*. Thus, the *Standards* continue to provide a basis for scholarship, research, and program development in family and consumer sciences teacher education.

The *National Standards for Teachers of Family and Consumer Sciences*

The *National Standards for Teachers of Family and Consumer Sciences* document (NATEFACS, 2004) is presented in Appendix A. It includes two parts. The first part is an introductory paragraph delineating the purposes, characteristics, and structure of the standards. The second part presents the set of ten standards.

The introductory paragraph of the document highlights several issues critical to the development of the *Standards*, as discussed in earlier sections of this article. The paragraph also provides a basis for implementation. In particular, the phrase “integrated set of standards,” emphasizes that although the ten standards are presented individually, they will be implemented in connected and complementary ways. The paragraph goes on to state, “These standards are unique to FCS teachers. In addition, the beginning FCS teacher has general education background and meets overall professional education standards.” These sentences clarify the focus of the *Standards* on unique characteristics of FCS teachers, while recognizing that FCS teacher candidates are expected to have additional educational background and professional competencies, as are teachers in other areas.

The decision of how to arrange and sequence the ten standards is explained by the statement, “The first four standards focus on FCS content; the remaining six emphasize professional practice. In each of these two groups, the standards are arranged alphabetically.” This arrangement distinguishes between the content and professional practice standards while keeping all ten standards in a holistic set. Furthermore, the alphabetical arrangement within each of the groups reflects the equal importance of all ten standards.

Each of the ten standards includes a heading and a descriptive statement. The statements are written as actions, using verbs that describe higher cognitive levels, such as analysis, synthesis, and evaluation. Each standard describes a different dimension of a beginning FCS teacher’s abilities and was designed as a stand-alone element that would be meaningful if read and used individually, such as in accreditation documents. At the same time, the individual standards were constructed to be non-redundant statements that would be integrated with other components of teacher education. For example, these FCS-specific *Standards* interface closely with other teacher-education standards for broad-based professional education and for developmental levels. They also connect closely among each other, both within and across the four content-focused standards and the six focused on professional practice. In a teacher
education program, an individual standard could be addressed in one or more courses and/or
field experiences. Likewise, multiple standards could be addressed in a specific course, and this
course could be geared specifically for FCS teacher education, for multiple areas of teacher
education, or for specific FCS content areas.

In all cases, standards-based teacher licensure emphasizes documentation and assessment
of teacher candidates’ knowledge, attitudes, and skills in relation to the standards, more so than
their completion of specific courses, field experiences, or other program inputs. The
documentation and assessment incorporate all of the standards for which teacher candidates are
accountable. They also verify their impact on middle and high school student learning. Overall,
the National Standards for Teachers of Family and Consumer Sciences delineate those elements
that are unique to beginning FCS teachers (Fox, Stewart, & Erickson, 2007).

Discussion and Implications

The Standards provide a national base for family and consumer sciences teacher
education. As such, connections are possible with other professional accreditations,
certifications, and licensures. Diversity and autonomy among states are particularly important
considerations as the Standards are implemented. During the development process for the
Standards, a purposeful distinction was made between national standards for teachers, state
teacher licensure, and teacher education programs at particular institutions. It can be challenging
to find an appropriate balance among these entities that enables national continuity and yet
provides latitude for individual states and institutions. For instance, the FACS process areas of
thinking, communication, leadership, and management, which are described in the introductory
paragraph of the Standards document as “integrated throughout,” are implemented differently in
various states and localities, yet consensus was reached to list them in the introductory
paragraph. In contrast, practical reasoning, which the leadership team identified as a key
component of FCS education, was not specified in the Standards because of wide variations in
how this concept is recognized and referred to in various states. Another issue relates to FCS
content areas, with consensus achieved for the four core areas included in the Standards: Career,
Community, and Family Connections; Consumer Economics and Family Resources; Family and
Human Development; and Nutrition, Food, and Wellness.

Overall, in a standards-driven, policy-focused environment for education (Cochran-
Smith, 2005) the National Standards for Teachers of Family and Consumer Sciences help to
document the rigorous content and professional preparation expected of FCS teachers. The
Standards provide a framework for describing a “highly qualified” FCS teacher, for promoting
the value of FCS education, and for increasing opportunities for student learning in FCS. The
Standards also provide a basis for research related to FCS teacher education. Possible areas for
investigation include (a) analysis and description of the underlying knowledge, attitudes, and
skills teacher candidates need in order to achieve the Standards; (b) identification of observable
behaviors and materials that could be used as assessment indicators; (c) examination of various
resources, strategies, and delivery methods for the preparation and assessment of teacher
candidates; (d) exploration of potential collaborations among various professional entities and
institutions to accomplish teacher education; and (e) documentation of relationships among
teacher education, teacher qualities, and middle and high school student learning. Such research-
based evidence would contribute to the growth and development of the field.
**Conclusion**

Development of the *National Standards for Teachers of Family and Consumer Sciences* was a major undertaking that is providing a foundation for continued enhancement of FCS teacher education. The shared goal, visibility, widespread communications, and numerous opportunities to contribute led to involvement by a wide range of stakeholders, including many who had not previously been involved with FCS teacher education or participated at the national level. Concurrently, NATEFACS membership increased and more people sought leadership roles within the organization. Changes such as these indicate that the *National Standards for Teachers of Family and Consumer Sciences* are contributing to the goal of strengthening family and consumer sciences education and its positive impact on individuals, families, communities, and careers.

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APPENDIX

National Standards for Teachers of Family and Consumer Sciences Document

National Standards for Teachers of Family and Consumer Sciences
National Association of Teacher Educators for Family and Consumer Sciences – Approved 12/04

The National Standards for Teachers of Family and Consumer Sciences provide an overarching model of excellence for what a beginning teacher in family and consumer sciences (FCS) should know and be able to do. The National Association of Teacher Educators for Family and Consumer Sciences led FCS educators and other stakeholders from across the country to develop the Standards. The two-year, highly participatory process yielded an integrated set of standards with a high degree of national consensus, while allowing for variations in state teacher preparation and licensure. These standards are unique to FCS teachers. In addition, the beginning FCS teacher has general education background and meets overall professional education standards. As presented, the first four standards focus on FCS content; the remaining six emphasize professional practice. In each of these two groups, the standards are arranged alphabetically. The FCS process areas of thinking, communication, leadership, and management are incorporated throughout. Across all ten standards, the beginning FCS teacher demonstrates knowledge, skills, and attitudes to enable student learning.

1. Career, Community, and Family Connections
Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.

2. Consumer Economics and Family Resources
Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.

3. Family and Human Development
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.

4. Nutrition, Food, and Wellness
Promote nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and address related concerns in a global society.

5. Curriculum Development
Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas.

6. Instructional Strategies and Resources
Facilitate students’ critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.

7. Learning Environment
Create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.

8. Professionalism
Engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development.

9. Student and Program Assessment
Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.

10. Student Organization Integration
Integrate the Family, Career and Community Leaders of America student organization into the program to foster students’ academic growth, application of family and consumer sciences content, leadership, service learning, and career development.
Notes

Financial support for this project was provided by the participating individuals and many of their institutions, by a grant from the Indiana Department of Education, and by funds from the National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS). In particular, we recognize Purdue University, Virginia Tech, and Bowling Green State University for supporting our involvement with this work. We also acknowledge all of the individuals who participated in conference sessions, provided feedback on drafts, and otherwise contributed to the development of the Standards. We especially recognize those who attended the FCS Teacher Standards Development Panel meetings and contributed on subcommittees. We also appreciate the helpful feedback that two anonymous reviewers provided on an earlier version of the manuscript.

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Citation


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Chapter 2
Developing Expectation Statements for the *National Standards for Teachers of Family and Consumer Sciences*

Wanda S. Fox
Purdue University

Diane Klemme
University of Wisconsin-Stout

The *National Standards for Teachers of Family and Consumer Sciences* (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004) describe what a beginning family and consumer sciences teacher should know and be able to do. The Standards document consists of a set of ten concisely written standards for which there is a high degree of national consensus. Following approval of the Standards, NATEFACS members and other stakeholders developed a series of Expectation Statements that would further elaborate and delineate each of the individual standards. These Expectation Statements also serve as performance indicators and provide examples that states and institutions can build on to address specific foci and emerging issues. This article describes the purpose and development of these Expectation Statements. It outlines ways the Expectation Statements can be used and gives recommendations for future implementation and research.

The National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS, 2004) provide a model for what a beginning teacher in Family and Consumer Sciences (FCS) should know and be able to do. Fox, Stewart, and Erickson (2008) provided a detailed account of the development of the *Standards* and events leading to their approval in December 2004 by the membership of the National Association of Teacher Educators for Family and Consumer Sciences. The resulting *Standards* consist of ten concise statements, four that focus on content and six on professional practice. The integrated set of standards is designed to have a high degree of national consensus, while allowing for variations in state-level teacher preparation and licensure.

Because of the *Standards’* succinct format and consensus-oriented approach, participants at the October 2005 Family and Consumer Sciences Teacher Education Conference in Indianapolis determined that further clarification of the *Standards* would provide a better understanding of the essential knowledge and skills necessary to achieve them. They agreed that delineating expectations for each Standard would aid teacher educators and others in assessing candidates’ progress toward and attainment of them. They therefore set a goal to develop a set of “Expectation Statements” that described key knowledge, skills, attitudes, and/or behaviors related to each Standard. This article describes the purpose and structure of the Expectation Statements, chronicles their development, and discusses their use and implementation.

The needs and benefits for Expectation Statements rest in the underlying design and purpose of the *Standards*. As Fox, Stewart, and Erickson (2008) explained:

The *National Standards for Teachers of Family and Consumer Sciences* were developed as a concise set of standards that describe only those aspects of FCS content and pedagogy that are widely agreed-on nationally. As a result, they are core standards for
FCS teachers that serve as a foundation on which states and teacher education programs can build and, if necessary, add to based on their specific needs and goals. (p. 8)

Therefore, the Expectation Statements are a tool that states and teacher education programs can use to delineate and build on as they implement the broad-based Standards. The distinctions between the Standards and the Expectation Statements are outlined in Table 1. An example of one Standard and corresponding Expectation Statements is provided in Figure 1.

Three major distinctions are outlined in Table 1. First, the ten Standards are stated very concisely, with precise and deliberately chosen terminology (Fox, Stewart, & Erickson, 2008). The Expectation Statements serve to enlarge, unpack, and clarify the Standards. In addition, the set of Expectation Statements for each Standard are intended to represent the key concepts of that Standard and provide a holistic view of the knowledge, skills, attitudes, and behaviors that family and consumer sciences teacher candidates should have. As a result, the Expectation Statements elaborate and explain the Standards in ways that facilitate understanding and implementation.

Second, in contrast to the nationally agreed-upon Standards, the Expectation Statements were developed with the understanding that states, institutions, and teacher-education programs address unique foci, initiatives, trends, characteristics, and/or situational needs. Thus, the Expectation Statements are to be seen as examples that individual states and institutions could revise or supplement as needed.

A third distinction is that the Expectation Statements can be revised more frequently than the Standards. National standards typically are reviewed and updated at ten year intervals or longer through a formal validation process. In contrast, the Expectation Statements could be added to and/or adapted by professional organizations, states, or institutions whenever deemed appropriate, based on societal needs, emerging research, changes in teacher licensure structures, and other factors.

Table 1

<table>
<thead>
<tr>
<th>National Standards for Teachers of Family and Consumer Sciences</th>
<th>Expectation Statements for the National Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 succinct, broadly-worded statements</td>
<td>Several descriptive statements for each Standard. The statements encompass the key concepts of that Standard and elaborate on the essential knowledge and skills needed to meet the Standard.</td>
</tr>
<tr>
<td>• 4 focus on content area knowledge</td>
<td>Developed and validated through a national process, but not subject to the same level of consensus-building as the Standards.</td>
</tr>
<tr>
<td>• 6 define professional practice</td>
<td>Can be revised, adapted, and supplemented as deemed appropriate by individual institutions and states.</td>
</tr>
<tr>
<td>High degree of national consensus and approved by NATEFACS members.</td>
<td></td>
</tr>
<tr>
<td>An enduring set of statements. Review and updates at ten-year interval or longer with formal validation process.</td>
<td></td>
</tr>
</tbody>
</table>
Standard 1. Career, Community, and Family Connections
Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.

Expectation Statements
- Explain career choice in an interrelated context of family, community, and work.
- Explain career pathways in relation to family and consumer sciences.
- Examine careers and career transition skills.
- Apply career, community, and family concepts in curriculum and instructional planning.

Figure 1. Example of one of the National Standards for Teachers of Family and Consumer Sciences with corresponding Expectation Statements (from Expectation Statements, 2007).

Development Process
The Expectation Statements were developed and confirmed through a multi-phase process. As shown in Table 2, this process included five national conferences and an online survey. Brief descriptions of each of these are provided in this section.

Table 2
Development Timeline of the Expectation Statements for the National Standards for Teachers of Family and Consumer Sciences

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>September 2005</td>
<td>Family and Consumer Sciences Teacher Education Conference, Indianapolis, IN. Participants developed the first version of the Expectation Statements document.</td>
</tr>
<tr>
<td>December 2005</td>
<td>Association for Career and Technical Education Annual Meeting, Kansas City, MO. Educational session about the National Standards for Teachers of Family and Consumer Sciences. The 2005 Expectations Statements document was distributed and comments were invited.</td>
</tr>
<tr>
<td>June 2006</td>
<td>American Association of Family and Consumer Sciences Annual Meeting, Charlotte, NC. The 2005 Expectations Statements document was distributed. Participants worked in small groups to review and provide input on the statements for the first four content-focused Standards.</td>
</tr>
<tr>
<td>September 2006</td>
<td>Family and Consumer Sciences Teacher Education Conference, Indianapolis, IN. Participants worked in small groups to review and provide input on the 2005 Expectation Statements for the six Standards that focus on professional practice.</td>
</tr>
<tr>
<td>September 2007</td>
<td>Family and Consumer Sciences Teacher Education Conference, Indianapolis, IN. Participants used the feedback gathered in 2006 to review and revise the 2005 Expectations Statements document and create the 2007 version.</td>
</tr>
<tr>
<td>Nov.-Dec. 2007</td>
<td>Online survey sent to NATEFACS e-mail list. The majority of the 35 expectations statements received positive ratings.</td>
</tr>
</tbody>
</table>
Family and Consumer Sciences Teacher Education Conference, September 2005

The initial version of the Expectations Statements document was developed at the 2005 Family and Consumer Sciences Teacher Education Conference held in Indianapolis, Indiana. The theme of this 3-day meeting (September 30-October 2, 2005) was “Implementing the National Standards for Teachers of Family and Consumer Sciences.” The 32 participants included classroom teachers, university teacher educators, state administrators, and representatives of professional organizations. Some had participated in earlier work with the Standards while others were new to this effort. Conference coordinators Daisy Stewart, Patricia Erickson, and Wanda Fox organized participants into “Implementation Issues Work Groups” in six areas: Teacher Licensure, Teacher Education Structures, Program Accreditation, Learning Experiences/Assessments; Research; and Publications. (A list of conference participants is provided in Appendix A. The complete report from the “Implementation Issues Work Groups” will be available in a forthcoming publication.) Each work group focused on their assigned topic to examine existing beliefs, identify concerns, and recommend future actions. In their report, the Learning Experiences/Assessments group (Lucy Campanis, Debra DeBates, Ruth Dohner, Eleanor Glover, Cheryl Hausafus, Jan King, Diane Klemme, Mary Koch, Judith Kreutzer, and Peggy Wild) identified a high-priority need for indicators of performance (subsequently called Expectation Statements) for each Standard. Conference participants agreed to focus on developing “Expectation Statements” during the remainder of the conference. Five work groups were formed. Each work group developed three or four Expectation Statements for two different Standards. The Learning Experiences/Assessments group provided leadership for this session. They posed the following criteria for writing Expectation Statements for each Standard:

- The statements should use action, high cognitive-level verbs.
- The statements should clarify expectations for beginning family and consumer sciences teachers.
- The statements should have potential for assessment.
- The set of statements should encompass the complete Standard.

The work groups developed a set of draft Expectation Statements for each of their assigned Standards, presented the draft statements to the larger group, and gathered feedback through large-group discussion. The work groups then made refinements based on the feedback and submitted a revised set of Statements. These statements were compiled in the 2005 version of the Expectation Statements document. This document was distributed and further reviewed during four national meetings.

Association for Career and Technical Education Annual Meeting, December 2005

The 2005 Expectations Statements document was first distributed in December 2005, during an educational session about the National Standards for Teachers of Family and Consumer Sciences at the Association for Career and Technical Education Annual Meeting, Kansas City, Missouri (Fox, Erickson, & Stewart, 2005). The presenters explained the overall purpose of the Expectation Statements and invited participants to give input on the document.
American Association of Family and Consumer Sciences Annual Meeting, June 2006

The Expectations Statements document was distributed and systematically examined during a 2-hour workshop at the 2006 American Association of Family and Consumer Sciences (AAFCS) Annual Meeting in Charlotte, North Carolina (Fox, Stewart, & Erickson, 2006). Approximately 75 individuals with various professional roles and content-area expertise attended this session. Following an introductory presentation about the purposes, development, and structure of the Standards, participants received a copy of the 2005 Expectation Statements document. They worked in round-table groups; each table was assigned one of the first four content-focused Standards (Career, Community, and Family Connections; Consumer Economics and Family Resources; Family and Human Development; and Nutrition, Food, and Wellness). They compiled written feedback and gave oral reports to the large group based on four discussion topics:

A. Setting expectations for teacher candidates’ knowledge, skills, and dispositions.
   • Review draft Expectation Statements on handout and verify or modify them.

B. Teacher candidate assessment
   • What could students produce or do in order to document that they have achieved the expectations and in turn the Standards?

C. Design and development of teacher education programs
   • What kinds of content, resources, and learning experiences will students need in order to build their knowledge, skills, and dispositions related to the Standards?

D. Accreditation of teacher education programs
   • What measures and data sources could teacher education programs use to document that their beginning teachers have achieved the Standards?

Family and Consumer Sciences Teacher Education Conference, September 2006

A session similar to the one at the AAFCS Conference was held at the September 2006 Family and Consumer Sciences Teacher Education Conference in Indianapolis. Participants examined the Expectation Statements for Standards 5 through 10, which focus on professional practice (Curriculum Development, Instructional Strategies and Resources, Learning Environment, Professionalism, Student and Program Assessment, and Student Organization Integration). Participants were provided with the Expectations Statements document and an overview of the process to date (Fox, Erickson, & Stewart, 2006). Using the same discussion topics described above for the 2006 AAFCS workshop, the 35 participants (see Appendix A) worked in six small groups (one for each Standard), compiled written feedback, and gave oral reports to the large group. The large group provided additional input. Session coordinators gathered and compiled this small and large-group feedback for future use.

Family and Consumer Sciences Teacher Education Conference, September 2007

Development of the Expectation Statements continued a year later at the 2007 Family and Consumer Sciences Teacher Education Conference in Indianapolis, where participants reviewed the feedback that had been compiled from the June 2006 AAFCS and September 2006 Teacher Education conference sessions just described. The 33 participants (see Appendix A) self-selected into five groups; individuals selected Standard(s) of interest to them. These groups determined that the feedback showed general support for the 2005 Expectation Statements; they further edited and added to them to achieve clarity, potential for assessment, and thoroughness in addressing the respective Standards. Their work resulted in the 2007 version of the Expectation
Expectation Statements: Fox and Klemme

Expectation Statements, which includes a total of 35 Expectation Statements across the ten Standards. This document is provided separately in this publication.

Expectation Statements Survey, November-December 2007

Participants at the 2007 Family and Consumer Sciences Teacher Education Conference expressed a desire to survey their colleagues regarding the implementation of the revised statements. An on-line survey was developed and approved by the Institutional Review Board at the NATEFACS secretary’s university (Diane Klemme, University of Wisconsin-Stout). The survey asked participants to review each Expectation Statement and respond “yes,” “no,” or “not sure” to the following questions. They also could enter open-ended comments for each section.

- Does the expectation statement use an action, high cognitive level verb?
- Does the expectation statement use elements to encompass the complete standard?
- Does the expectation statement clarify the Standard for beginning FCS teachers?
- Does the expectation statement have the potential for assessment?
- Will the expectation, when demonstrated by the teacher candidate, show that the Standard has been achieved?
- As a teacher educator, can you visualize when and how the FCS teacher candidate would illustrate this expectation?

The NATEFACS e-mail list (170 deliverable addresses) was used to distribute the survey in November 2007. This list included university faculty and others, such as teacher leaders and state administrators, who are involved in family and consumer sciences teacher education. The e-mail included an instruction page with information regarding the survey and asked for a response within 30 days. The response rate was a low 4%. Possible explanations are that non-respondents had participated in earlier development work and felt additional input was not needed, they felt the Statements were satisfactory, and/or they were not directly involved in teacher education therefore felt the survey questions did not apply to them. The end-of-semester timing also may have hindered participation. Overall, the responses that were received provided positive feedback. Findings suggested that most of the Expectation Statements are appropriate in their current form, some may need minor revisions, and only a few need a more robust review.

In summary, many stakeholders had an opportunity to participate in the development and review process through five national meetings and an online survey. These stakeholders confirmed that the Expectation Statements provide a holistic view of the knowledge, skills, and attitudes beginning family and consumer sciences teachers should possess. They also verified that the Statements enlarge, unpack, and clarify key concepts, and that they provide indicators that can be implemented and assessed as part of teacher education programs.

Using the Expectation Statements

The Expectation Statements provide a national framework for implementing the National Standards for Teachers of Family and Consumer Sciences; at the same time they may be adapted to address specific needs and goals of states and institutions. As such, they are a valuable resource for those who carry out family and consumer sciences teacher education. Additionally, the Expectation Statements can assist external stakeholders such as state legislators, school administrators, business representatives, and the general public to better understand the unique knowledge, skills, and contributions of family and consumer sciences teachers.

Opportunities to use the Expectation Statements are numerous. In teacher education, the Statements can support curriculum review and revision and provide a basis for candidate assessment. University administrators and teacher educators, along with arts and sciences
faculty, could review their institution’s family and consumer sciences teacher preparation curriculum and align coursework and assessments with the Expectation Statements. For example, after reviewing the Expectation Statements, staff at a higher education institution may realize the current curriculum is limited in a specific content area and decide to provide more content instruction to fill that gap.

In particular, the Expectation Statements could be used in establishing performance indicators and assessment criteria at various points in family and consumer sciences teacher preparation. Programs could adopt the Expectation Statements as the basis for evaluating students as they progress through the teacher preparation program, using a range of assessment tools such as exams, portfolios, or interviews. For example, students might include participation in a service learning project in a portfolio to demonstrate their ability to “Engage in civic activities to generate reciprocal support between communities and programs” (Expectation Statement for Standard 8, Professionalism).

The Expectation Statements could also be a tool for assessment and accreditation of family and consumer sciences teacher preparation programs. Programs can use the Standards and corresponding Expectation Statements as an organizing framework when preparing accreditation documents. The faculty would identify and communicate how the relevant skills and content knowledge are addressed and assessed within the teacher preparation program, report candidate assessment data, and provide evidence of program effectiveness. This, in turn, gives accreditation review teams a well-grounded basis for evaluating the teacher education program.

Additionally, the Expectation Statements can be used for state-level review and assessment of teacher candidates. Licensing authorities can use the Expectation Statements to determine if an individual possesses the necessary skills and knowledge to receive a state teacher’s license in family and consumer sciences. For instance, some states require a portfolio review system through which individuals submit documentation for specific Expectation Statements corresponding to the ten areas of the Standards.

The Expectation Statements also may generate topics for professional development activities for family and consumer sciences teachers. Professional development providers and state administrators could review the Expectation Statements and identify gaps that should be addressed. For example, Standard 10, Integrating Student Organizations, and its corresponding Expectation Statements emphasize the importance of Family, Career and Community Leaders of America (FCCLA). This may spur some states to give greater emphasis and assistance for family and consumer sciences teachers in providing FCCLA opportunities for middle and secondary students.

Finally, the Expectation Statements provide family and consumer sciences teachers a model for professional growth and development. The Expectation Statements help to delineate key concepts, skills, and knowledge of effective family and consumer sciences teachers. Individual teachers can review the Expectation Statements, reflect on their current situation, and initiate professional development in areas they deem appropriate. For example, the Expectation Statements might encourage an educator to update their knowledge in a specific FCS content area, prompt them to design additional instructional strategies that emphasize critical thinking and problem solving, or provide momentum to start a FCCLA chapter.
Future Directions

The Expectation Statements represent key concepts for each of the ten Standards; they elaborate and clarify the Standards and serve as indicators for desired knowledge, attitudes, and skills. The Expectation Statements are not meant to be a stagnant set of statements, but adaptable to meet the specific goals of states and institutions and to address changes in societal needs, teacher licensure, and other areas. The Expectation Statements provide a foundation for research, including but not limited to the areas that Fox, Stewart, and Erickson (2008) proposed: (a) analysis and description of the underlying knowledge, attitudes, and skills teacher candidates need in order to achieve the Standards; (b) identification of observable behaviors and materials that could be used as assessment indicators; (c) examination of various resources, strategies, and delivery methods for the preparation and assessment of teacher candidates; (d) exploration of potential collaborations among various professional entities and institutions to accomplish teacher education; and (e) documentation of relationships among teacher education, teacher qualities, and middle and high school student learning. (p. 12)

Several uses have been outlined for the Expectation Statements. As these are implemented, it will be important for teacher educators to disseminate descriptions of their work and share supporting documents, such as additional or revised Statements, program structures, and candidate assessment tools. This could be done in tandem with the periodic review and validation of the Standards, as well as at other points in time. Overall, such implementation, research, and dissemination are essential for the continued growth and development of the field.

References


Appendix A

Participants at Family and Consumer Sciences Teacher Education Conferences
2005, 2006, and 2007; Indianapolis, Indiana

September 30 - October 2, 2005
Karen Bergh, Central Washington University; Lucy Campanis, Eastern Illinois University; Debra DeBates, South Dakota State University; Ruth Dohner, Ohio State University; Janine Duncan, Fontbonne University; Janice Elias, Youngstown University; Patricia Erickson, Bowling Green State University; Paulette Farago, Ohio Department of Education; Wanda Fox, Purdue University; Eleanor Glover, South Carolina Department of Education; Cheryl Hausafus, Iowa State University; Jacquelyn Jensen, Eastern Kentucky University; Jane King, Ohio Department of Education; Diane Klemme, University of Wisconsin-Stout; Mary Koch, American Association of Family and Consumer Sciences Representative; Judith Kreutzer, Fairmont State University; Trudy Landgren, College of St. Catherine; Dawn Mallette, Colorado State University; Bette Montgomery, Northern Illinois University; Chris Moore, Brigham Young University; Andrea Mosenson, SUNY-Queens College; Jane Pluhal, University of Minnesota; Carolyn Reynolds, New Jersey Association of Family and Consumer Sciences; Kelly Ritter, University of Wisconsin-Stevens Point; Bettye Smith, University of Georgia; Jennifer Staley, Indiana Department of Education; Daisy Stewart, Virginia Tech; Cecelia Thompson, University of Arkansas; Chris Ward, Oregon State University; Peggy Wild, Indiana Department of Education; Sally Yahnke, Kansas State University.

September 22-24, 2006
Karen Alexander, Texas Tech University; Karen Bergh, Central Washington University; Mari Borr, North Dakota State University; Katherine Brophy, University of Connecticut; Lucy Campanis, Eastern Illinois University; Wanda K. Cheek, Mississippi State University; Sue Couch, Texas Tech University; Debra DeBates, South Dakota State University; Virginia Draa, Youngstown State University; Patricia Erickson, Bowling Green State University, Emeritus; Wanda Fox, Purdue University; Miwako Hayashi, Mie University, Japan; Julie Johnson, University of Nebraska-Lincoln; Ethel Jones, South Carolina State University; Shirley Klein, Brigham Young University; Diane Klemme, University of Wisconsin-Stout; Claudine Laing-Kean, Purdue University; Marsha Larson, University of Wisconsin-Stevens Point; Margaret Lichty, California State University-Long Beach; Dawn Mallette, Colorado State University; Cheryl Mimbs, University of Kentucky; Bette Montgomery, Northern Illinois University; Chris Moore, Brigham Young University; Andrea Mosenson, SUNY-Queens College; Terri Owens, University of Arkansas; Mary Pickard, East Carolina University; Jane Pluhal, University of Minnesota; Renee Ryburn, University of Central Arkansas; Bettye Smith, University of Georgia; Daisy Stewart, Virginia Tech; Nancy Thompson, Ball State University; Meta VanNostran, Ohio University; Haishan Wang, Purdue University; Peggy Wild, Indiana Department of Education; Sally Yahnke, Kansas State University.
Expectation Statements: Fox and Klemme

Appendix A, continued

Participants at Family and Consumer Sciences Teacher Education Conferences
2005, 2006, and 2007; Indianapolis, Indiana

September 21-23, 2007
Karen Alexander, Texas Tech University; Barbara Allison, Texas Tech University; Sue Bailey, Tennessee Tech University; Kathryn Beard, Virginia Tech; Lucy Campanis, Eastern Illinois University; Sue Couch, Texas Tech University; Kathy Croxall, Southern Utah University; Debra DeBates, South Dakota State University; Ruth Dohner, Ohio State University; Virginia Draa, Youngstown State University; Janine Duncan, Fontbonne University; Patricia Erickson, Bowling Green State University, Emeritus; Wanda Fox, Purdue University; Allison Hendricks, Fontbonne University; Jacquelyn Jensen, Eastern Kentucky University; Julie Johnson, University of Nebraska-Lincoln; Paula King, Southeast Missouri State University; Diane Klemme, University of Wisconsin-Stout; Mary Kohl, Ohio Department of Education; Michelle Krehbiel, University of Vermont; Margaret Lichty, California State University-Long Beach; Dawn Mallette, Colorado State University; Cheryl Mimbs, University of Kentucky; Bette Montgomery, Northern Illinois University; Chris Moore, Brigham Young University; Andrea Mosenson, SUNY-Queens College; Mary Pickard, East Carolina University; Kay Soltesz, Bluffton University; Jennifer Staley, Indiana Department of Education; Betty Trost, Iowa State University; Peggy Wild, Indiana Department of Education; Barbara Woods, East Carolina University; Sally Yahnke, Kansas State University.
Notes

We acknowledge all of the individuals who participated in conference sessions, provided feedback on drafts, and otherwise contributed to the development of the Expectation Statements. We especially recognize Debra DeBates, who served as NATEFACS president during this time and assisted with implementation of the online survey.

The review of this invited manuscript was coordinated by Daisy Stewart and Patricia Erickson, guest editors for the *Journal of Family and Consumer Sciences Education*. It was accepted for publication under their editorship.

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Citation


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Standard 1. Career, Community, and Family Connections

Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.

Expectation Statements

- Explain career choice in an interrelated context of family, community, and work.
- Explain career pathways in relation to family and consumer sciences.
- Examine careers and career transition skills.
- Apply career, community, and family concepts in curriculum and instructional planning (pedagogical).

Chapter 3
Career, Community, and Family Connections: Implementation in Family and Consumer Sciences Teacher Education
Maureen E. Kelly
Marilyn Filbeck

Chapter 4
Career, Community, and Family Connections: Addressing the Complexities of Life Work in Family and Consumer Sciences Teacher Education
Wendy Way

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New and emerging careers resulting from the changing global marketplace and technology require new ways of thinking in education. Today’s teachers are challenged to provide students with better, more appropriate learning experiences so they can successfully transition into advanced education or training or into immediate employment. Standard 1 of the National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004), Career, Community, and Family Connections, addresses these challenges by suggesting that family and consumer sciences teachers create partnerships to ensure a meaningful and relevant education that connects student learning with knowledge and skills required in the real world (Paris, 1997). This paper suggests strategies for implementing Standard One into family and consumer sciences teacher education programs and assessing beginning teacher competence. A list of suggested strategies and resources is included.

Career, Community, and Family Connections is an overarching concept that frames the preparation of beginning family and consumer sciences teachers. This concept also is the focus of Standard 1 of the National Standards for Teachers of Family and Consumer Sciences, which states that beginning family and consumer sciences teachers will be able to “analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes” (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004).

It is essential that all family and consumer sciences practitioners make clear connections among the three ideas in Standard 1, for they enable individuals to understand and make choices that join seemingly disparate content into a meaningful whole. In essence, family and consumer sciences content assists in preparing individuals for the multiple responsibilities we have in life. In America, an individual who does not make clear connections among career, community, and family is unlikely to live a well-balanced and integrated life.

Theoretical Support for Standard 1

Our field focuses on individuals nested within families and by implication, how work and communities affect the precarious balance that keeps us centered. We help individuals and families maximize their contributions to society through their personal and professional lives. Since virtually everyone needs to earn a living, the choice of career is critical to an individual’s ability to survive, or indeed, to prosper in today’s economy. The changing world, including a global marketplace, new and emerging careers, and complex uses of technology, challenges family and consumer sciences teachers to provide more appropriate learning experiences so
students can have successful and satisfying lives. This requires a successful transition into advanced education or training or into immediate employment. In an economically-based society such as ours, this is essential to lift or keep people out of poverty. Standard 1 addresses these challenges by suggesting that family and consumer sciences professionals have the capacity to create partnerships to ensure a meaningful, relevant, and integrated education to connect learning in school with knowledge and skills required in the real world (Paris, 1997). This paper suggests strategies for implementing and assessing Standard 1 and includes a list of suggested strategies and resources to assist teacher educators in developing these connections in a preservice program.

Bronfenbrenner’s (1976) ecological model offered a way to understand this standard. Viewed as an ecosystem or a living organism, the balance between family, community, and career systems is in constant flux (Way, 2000). The ecosystem consists of a variety of microsystems such as an adolescent’s family or school. Any change in these microsystems influences one’s ecosystem. Using the previous example, a person’s view of employment or community-based issues might change as the result of a parent losing his/her job. Also, how an individual or family experiences employment is embedded in one’s culture, reflecting values that are called the macrosystem. Effects of social change on individuals depend upon their age at the time the change occurs. For instance, the term “labor” may connote hard physical work for some, an organization or voting block for others, or something you pay others to do for a third group. For curricular purposes, a teacher needs to see family, community, and careers as overlapping microsystems that interact with and influence each other.

Using the ecological or systems-based approach helps both teacher and student bring the world into a clearer focus. Accepting that most people operate within such multiple spheres helps one realize that centering and balancing these systems are their keys to success. This approach emphasizes that core issues within each microsystem must be explored and balanced to succeed in the ecosystem. Thus, one must try to understand one’s likes, talents, and abilities as one chooses among work options that may be satisfying.

**Family and Consumer Sciences Career Pathways and Their Organization**

Since most people spend their prime non-sleeping hours either preparing for or earning a living, guidance in understanding and choosing an appropriate career pathway is important. Career pathways are commonly thought of as “…clusters of occupations and careers that are combined together because many of the people within them share similar interests and strengths. All pathway clusters include entry-level, para-professional, and professional occupations” (AZ Tech Prep, 2006, n.p.).

Family and consumer sciences can offer a variety of relevant career pathways, all leading to future employment. Employment projections through 2016 indicate that all of the family and consumer sciences career pathways have positive employment possibilities. Population trends and how they impact the labor force as well as demand for goods and services will influence future job opportunities (United States Bureau of Labor Statistics, 2009a). Therefore, it is critical that educators responsible for planning and offering programs in career pathways stay apprised of the current and future job market.

While some careers show much greater growth than others, there are positive employment growth projections through the year 2016 for all family and consumer sciences (FCS) career pathways. According to the Occupational Outlook Handbook (United States Bureau of Labor Statistics, 2009b), some of these job projections are: child day care (includes preschool teachers, teacher assistants, and child care workers) to grow about 34%, educational services
Standard 1: Kelly and Filbeck

(includes private and public school teachers, counselors, librarians, and professors in higher education) to grow 11%, interior designers (includes interior designers and architects) to grow 19%, food and beverage services (includes chefs, cooks, servers, hosts, and bartenders) to grow 11%, the leisure and hospitality services industry (includes housekeeping, food preparation and service, desk clerks, guest services, and recreation) to grow 14.3%, financial related careers to grow 14.4%, real estate and property management to grow 14.4%, careers in retail trade to grow by 4.5%, clothing and accessories retail (includes managers and buyers) to grow by 7%, social and human services (includes assistants with relevant work service experience or post-secondary education) to grow 34%, and the health care industry (includes dietitians and diet technicians, personal and home care aides, food preparation workers, and recreation workers) to grow 49%. It is recommended that career education help students focus on potential jobs in various career pathways. In June 2007, 47 states, plus the District of Columbia, Puerto Rico, and Guam, were implementing career pathways (National Association of State Directors, 2007). Some states refer to these as FCS occupational or vocational programs while other states label them FCS career and technical education (CTE) programs.

The most common organizational model, developed by the United States Department of Education with validation by a collaborative approach among state departments of education, involves 16 career clusters along with 79 national career pathways (States’ Career Clusters Initiative, 2009). The ways in which career pathways are named and organized vary by states. For example, Arizona (AZ), California (CA), Indiana (IN), and Georgia (GA) have different and similar family and consumer sciences career pathway titles. They are organized either by career clusters (AZ and IN), industry sectors (CA), or neither (GA). Ideally, FCS career pathway programs build upon the content and learning outcomes of traditional FCS subject matter areas. For example, nutrition, food science, and food preparation concepts that are commonly taught in traditional FCS programs can provide important background information for FCS career pathway programs such as culinary arts, food service, and dietetics. Table 1 displays how FCS career pathways are named in four states (AZ, CA, IN, and GA). For purposes of this article, they are organized by traditional FCS program areas with the realization that career pathways related to food service could be listed under management and hospitality and textile design could be listed in the apparel and textile area as well as the interior design area. While the program standards, content, and learning outcomes of these FCS pathway programs may be similar, their similarities and differences will only be realized after careful examination of their state related curricular documents.

**Implementation in a Teacher Education Program**

In significant ways teacher education programs are bound by state mandates and credentialing requirements. However, programs are implemented using a variety of procedures, from a traditional approach with an added occupational emphasis to the creation of an entirely new approach, making career, community, and family connections the core. In the traditional approach, an occupational emphasis can be accomplished through an added course like “Career Education in Family and Consumer Sciences” such as the one taught at Purdue University (Fox, 2008). This course focuses on three major categories: (a) life and career exploration and planning, (b) analysis of career paths and opportunities in family and consumer sciences, and (c) career preparation through laboratory and cooperative education programs. In contrast, career, community, and family connections is the core of a recently reorganized program at the
Table 1

<table>
<thead>
<tr>
<th>Traditional FCS Subject Matter Areas</th>
<th>Titles of FCS Career Pathways</th>
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<tbody>
<tr>
<td>Apparel and Textiles</td>
<td>Design and Merchandising, Option 1 Fashion (AZ)</td>
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<tr>
<td></td>
<td>Fashion Design, Manufacturing, and Merchandising (CA)</td>
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<td></td>
<td>Visual Arts: Fashion Design (IN)</td>
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<tr>
<td></td>
<td>Visual Arts: Textile Design (IN)</td>
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<tr>
<td>Child Development</td>
<td>Early Childhood Education (AZ)</td>
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<td>Child Care (CA)</td>
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<td></td>
<td>Education (CA)</td>
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<td></td>
<td>Education: Early Childhood Education (GA)</td>
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<td></td>
<td>Education: Teaching as a Profession (GA)</td>
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<tr>
<td></td>
<td>Early Childhood Development and Services (IN)</td>
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<tr>
<td>Consumer Education</td>
<td>Consumer Services (CA, IN)</td>
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<tr>
<td></td>
<td>Family and Consumer Sciences: Consumer Services (GA)</td>
</tr>
<tr>
<td>Family Studies</td>
<td>Family and Human Services (CA)</td>
</tr>
<tr>
<td></td>
<td>Family and Community Services (IN)</td>
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<tr>
<td>Food and Nutrition</td>
<td>Culinary Arts (AZ, GA)</td>
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<td></td>
<td>Food Science, Dietetics, and Nutrition (CA)</td>
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<tr>
<td></td>
<td>Food Service and Hospitality (CA)</td>
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<tr>
<td></td>
<td>Family and Consumer Sciences: Nutrition and Food Service (GA)</td>
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<td></td>
<td>Food Products and Processing Systems: Dietetics/Nutrition (IN)</td>
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<td></td>
<td>Support Services: Nutrition/Dietetics (IN)</td>
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<td></td>
<td>Support Services: Food Service (IN)</td>
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<tr>
<td></td>
<td>Restaurant and Food/Beverage Service (IN)</td>
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<tr>
<td>Interior Design and Housing</td>
<td>Design and Merchandising: Option 2 Interior Design (AZ)</td>
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<tr>
<td></td>
<td>Interior Design, Furnishings, and Maintenance (CA)</td>
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<tr>
<td></td>
<td>Family and Consumer Sciences: Interior Design (GA)</td>
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<tr>
<td></td>
<td>Visual Arts: Interior Design (IN)</td>
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<tr>
<td>Management and Hospitality</td>
<td>Hospitality Education (AZ)</td>
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<tr>
<td></td>
<td>Hospitality, Tourism, and Recreation (CA)</td>
</tr>
<tr>
<td></td>
<td>Travel and Tourism (IN)</td>
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<tr>
<td></td>
<td>Recreation, Amusement, and Attractions (IN)</td>
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<td></td>
<td>Lodging (IN)</td>
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</tbody>
</table>

Note: Arizona (AZ), California (CA), Georgia (GA), and Indiana (IN)

University of Arizona (Kelly, 2008). In this program, students are required to take two related content courses and have a field experience in each of the four family and consumer sciences
high school career pathway programs (Early Childhood Education, Design and Merchandising, Culinary Arts, and Hospitality Education). By working with established teachers in FCS programs in all four career pathways, Program Planning and Methods courses draw on both content and work experiences of university teacher candidates, helping them to understand and apply their experiences to career preparation programs. Although Arizona currently takes a decidedly occupational focus in its secondary programs, this approach for teacher education is sufficiently flexible to allow for future curricular adjustments that may add more family-focused content. Thus, it should be evident that despite differences in approach, there are common elements that are important to prepare competent FCS teachers. These include relevant occupational experiences and an ability to develop a career-based program that will prepare students to meet projected employment needs. Some strategies and resources to assist teacher educators in developing an undergraduate career, community, and family connection in a preservice program are listed in the Strategies and Resources sections of this article.

Assessments to Ensure Competent Teachers for Standard 1

Assessment is an essential component to ensure programs of quality and, thus, well prepared teachers. Plans for program assessment and preservice teacher assessment must be carefully designed to ensure that teachers have the competencies needed to plan and teach standards-based secondary and post-secondary family and consumer sciences career pathway programs.

Recommended steps in developing a plan for teacher education program assessment include (a) student learning outcomes that are based on national and state pathways and standards, (b) course alignments with the student learning outcomes, (c) course assessments matched with the student learning outcomes (embedded assessments), and (d) other assessments determined important to ensure teacher competence. Some important resources for program assessment would include an industry-based advisory committee, quality alignments with state adopted career pathways and standards, and the results of preservice teachers’ performance assessments.

Preservice teacher assessments should be based upon the student learning outcomes and how well they are achieved. At Purdue University, preservice teachers are expected to complete a series of assignments in EDCI 356/547 including an electronic portfolio entry for a family and consumer sciences career area and a personal assessment of their readiness to teach three types of career education programs. Family and consumer sciences education program graduates must complete an employment record with documentation, to meet the state licensure requirement. In Indiana, preservice teachers must verify 4,000 clock hours of successful employment in FCS or 1,500 clock hours of supervised FCS work under an approved teacher education program, or a combination equivalent of these (Fox, 2008). In contrast, preservice teachers at the University of Arizona document their subject matter, work experience, and professional preparation in a teaching portfolio (Kelly, 2008). Two hundred and forty hours of documented FCS related work experience or a practicum is required. This begins in the two methods courses where they develop a plan for a coherent sequence of instruction for a student in a FCS career pathway (also called a plan of study), sample lesson plans, and active learning strategies for each of the four previously mentioned FCS career pathways. Assessment of these assignments involves carefully designed rubrics. An additional assessment could involve examination of existing FCS career programs to determine their compliance with Perkins IV as reflected in the state plan and recommend improvements if needed (Carl D. Perkins Career and Technical Education Act of 2006).
Another important assessment of teacher competence is student teacher performance. At the University of Arizona, the student teaching assessment rubric includes family and consumer sciences career subject matter competence. This assessment involves ratings from both the cooperating teacher and university supervisor (College of Education, University of Arizona, 2009).

**Educational Reform**

Since the changes we make now in teaching and teacher education will affect those who will be employed through much of the 21st century, it is important that family and consumer sciences educators become major players within career education and in high school reform. Since almost all careers align with a career pathway the documentation on career pathways would indicate that FCS teachers should help middle and high school students explore their talents, interests, and abilities more thoroughly and thoughtfully than they have up to this point. Focusing on career pathways that are aligned with traditional as well as new and emerging careers will help students make sense of their choices. While not all of these students will further their education within a FCS program, we need to help students realize that there are personal, family, and community concerns that will influence their career decisions. These include challenging financial issues such as pay equity, the cost of living, and consumer debt.

The holistic approach of seeing the person, family, community, and careers as microsystems that overlap and are reciprocal is clearly the advantage we bring to career education. The state of New Jersey has already recognized that family and consumer sciences standards for consumer, family, and life skills represent key content that must be an integral part of their career and technical education (CTE) program. In fact, beginning in 2004, high school freshman are required to take at least five credits in career education and consumer, family, and life skills or vocational-technical education. Writing about their core curriculum standards for career education and family and life skills, New Jersey educators stated:

Rapid societal changes, including innovations in technology, information exchange, and communications, have increased the demand for internationally competitive workers and for an educational system designed to meet that demand. Today’s students will be employed through much of the twenty-first century and will, therefore, need increasingly advanced levels of knowledge and skills. To obtain and retain high-wage employment that provides job satisfaction, they will also need to continue to learn throughout their lives. The career education and consumer, family, and life skills standards identify key career development and life skills that students must accomplish in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth. (New Jersey Department of Education, 2004, n.p.)

With respect to addressing the whole person rather than just one’s career, family and consumer sciences programs have a decided advantage. Teacher educators have the potential to influence proposed changes in the way schooling is conducted. When you think about it, one of the most important connections a person can make in choosing a career is learning to balance family and work. We need to emphasize our ability to teach such critical content along with the vital family and consumer sciences career occupational preparation embodied in the career pathway approach.

Support for a thoughtful, balanced family and consumer sciences CTE program can be found in *The Best Schools: How Human Development Research Should Inform Educational Practice* by Thomas Armstrong (2006). In this book, Armstrong identified the kinds of learning outcomes that students should achieve as they progress from early childhood education through
high school. His recommendation for middle schools—to emphasize social, emotional, and metacognitive growth—is consistent with the holistic approach that comprehensive family and consumer sciences courses provide. First, one must connect to the larger society and find out what one is good at or enjoys. He criticized high school college preparatory programs because they do not prepare students, other than to pass tests, for the developmental tasks required of independent young adults. Armstrong wrote, “Educators should help students reflect on who they are, how to get along with others, how to nurture other living beings, and how to discover inner preferences and proclivities to fuel future career aspirations” (p. 139). He further added:

A Human Development Discourse is concerned with helping students understand their own development (where they have been, where they are now, where they are going in life) so that the decisions they make about higher education and career choices will be congruent with their inner needs. (p. 154)

He recommended that high schools provide a real world learning environment and implement developmentally appropriate practices such as small learning communities, career academies, internships, job shadowing, and apprenticeships.

What Armstrong proposed is exactly what has been implied in Standard 1. Elements of successful partnerships must be both taught and modeled to all teachers as recommended by the developers of the comprehensive school reform initiative, “Achieve Texas” (Texas Education Agency, 2006). With shared accountability, a positive high school environment, and a committed team, family and consumer sciences can reach more students and empower the future generation of workers. Since the changes we make now in teacher education will affect those who will be employed through much of the 21st century, it is important that family and consumer sciences teacher educators become major players in reforming career education. As stated in Reinventing the American High School for the 21st Century (Association for Career and Technical Education [ACTE], 2006):

It will be a tragic miscalculation to pit academic course-taking against access to rigorous career-oriented and interest-based programs. Students need to be taught in a way that is rigorous and relevant to their areas of personal interest and career aspirations, and supportive of a learning environment that emphasizes connections and of relationships. (ACTE, p. 24)

**Strategies**

These strategies will assist teacher educators in developing career, community, and family connections in a preservice program.

1. Articulate the unique value of balancing career, family, and community connections (FCCLA, Career Connections, 2009)
2. Recognize that student skills for success in careers, families, and communities are embedded in the family and consumer sciences secondary curriculum (American Association of Family and Consumer Sciences/FCS standards).
3. Embrace the mission, vision, and goals of a career and technical program, especially those of family and consumer sciences.
4. Use national and state career and technical education curriculum concepts such as career clusters, career pathways, plans of study, jobs versus careers, standards, program alignment, and authentic assessment.
5. Examine credible sources for local, state, and national labor market projections (Miller, 2008; United States Department of Labor in the 21st Century).
6. Identify and/or adjust programs based on labor market and community needs.
7. Convey the idea that career development is lifelong and can be achieved via multiple sources (DeRocco, 2006; Gray & Herr, 2000).
8. Recognize the qualities of rigorous and relevant career pathway programs.
9. Self-assess one’s competence to teach the family and consumer sciences career pathway standards, knowledge, and skills.
10. Create teaching strategies and resources that will effectively teach “soft skills” such as honoring your word, being prompt and courteous, following through, thinking ahead, using time wisely, resolving conflict, listening attentively, and being honest and flexible (Bancino & Zevalkink, 2007; The Conference Board, 2006).
11. Identify teaching strategies and resources to help students to make informed career choices (Gray & Herr, 2000).

**Resources**

*Content codes*
A=Analyze family, community, and work interrelationships
B=Investigate career paths
C=Examine family and consumer sciences careers
D=Apply career decision making and transitioning processes

**America’s Career InfoNet (B & C)**
Web Link: http://www.onetcenter.org
This primary source of online occupational information is continually updated by surveying a broad range of workers from each occupation. The database also provides career exploration tools and allows searches for occupational information, industry information, and state specific labor market information.

**Directory of Online Resources for Classroom Teachers (A-D)**
Web Link: http://www.aafcs.org/fcs/pages/ccf.html
Links to a variety of Web sites containing information, ideas, or lesson plans to facilitate teaching Standard 1, Career, Community, and Family Connections to secondary students. Links are organized by government, educational, organizational, and commercial sources and coded by content area addressed.

**Family Economics and Financial Education (A)**
Web Link: http://www.fefe.arizona.edu
Provides curriculum and fully developed lesson plans for units on career development, decision-making, paychecks, financial institutions, taxes, insurance, and transportation. Another spectacular resource is the simulation games that are available. The three versions available are Life in the United States, Montana, and North Dakota. Each simulation is designed to emulate the budgeting constraints typical households encounter in that state when managing their finances.

**Family, Career and Community Leaders of America**
Web Link: http://www.fcclainc.org/fccla.tmpl?pagename=store
This Web site features many resources. As quoted below from their 2008 resource catalog, these two should be especially relevant:

**Career Connections and Leaders at Work CD-ROM (C & D)**
Shows students how to link options and skills for success in careers, families, and communities. Through individual, cooperative, and competitive activities, students can discover their strengths, target career goals, and initiate a plan for achieving the lifestyle they desire. This new program offers activities in six unit areas.

**Inspire! (Team Building and Group Development CD-ROM) Activities, Games, Events, and Adventures for Helping Youth Learn Team Building and Group Development (A)**
This volume includes 20 activities for teaching effective group communication and team building skills. The activities on the CD-ROM address critical thinking, leadership, collaboration, individual self esteem, competition, group dynamics, and team confidence. You can watch it, hear it, and read it. The interactive multimedia program, Inspire!, shows users how to set up, lead, and process each activity. In addition to watching and hearing video, users can read and print instructions for any activity.

**Interest and Personality Inventories (B & C)**

- **Strong Interest Inventory Web Link:** http://www.hollandcodes.com/strong-interest-inventory.html
- **Holland Self-Assessment Web Link:** http://www.brunswick.k12.me.us/bhs/guidance/Careerdocs/Holland%20SelfAssessment.pdf
- **ASVAB Career Exploration Program Web Link:** http://www.asvabprogram.com

There are a number of existing resources to assist secondary students in exploring and identifying careers. The three most commonly used are listed above. Results of these aptitude tests and the interest inventories enable students to evaluate their skills, estimate performance in academic and career and technical endeavors, and identify potentially satisfying careers.

**Kelly, M. E. Rubrics for analyzing program, unit, and lesson plans.** Unpublished document, Norton School of Family and Consumer Sciences at University of Arizona, Tucson, AZ. Available on request from mekelly@cals.arizona.edu (A-D)
Two- to four-page rubrics based on a four-point Likert scale. Although specific to Arizona State standards for teacher preparation, this could easily be modified to meet other state’s requirements.
Real Games (A)
Web Link: http://www.realgame.org
To facilitate middle school students analyzing family, community, and work interrelationships, we suggest using this 8 to 10 week activity based unit. By role playing single adults 10 to 15 years older than themselves, middle school-aged students experience the outcomes of career preparation, work weeks, wages and/or salaries, transferable skills, and leisure time of a hypothetical person in the community. From there, they select housing and transportation options based on their monthly income and form neighborhoods. As they learn about their daily routines (or lack of), they pay bills, balance budgets, and learn about career options and limitations. Students regularly draw chance cards that illuminate career development options or change personal lives. Later, a natural disaster or a regional development opportunity for the community is revealed and acted upon where the impact on personal lives and transferrable skills are re-examined. Available as a stand alone or digitally enhanced simulation game, these resources can be customized to almost any situation or level from middle to high school. The considerable impact of these simulation games on career and academic outcomes is reported on the Web site. Other games available are “The Be Real Game” for 9th to 10th graders focused on career planning and “The Get Real Game” for grades 11 and 12 focused on career training.

States’ Career Clusters Initiative (B)
Web Link: http://www.careerclusters.org
This Web site serves as a clearinghouse for research, products, services, and technical assistance regarding career clusters.

United States Department of Labor in the 21st Century (B & C)
Web Link: http://www.dol.gov
Provides extremely important resources for family and consumer sciences CTE teachers. Includes the top 20 requested items such as: Occupational Outlook Handbook, wages by area and occupation, state labor laws, state minimum wage laws, compliance assistance related to the Family and Medical Leave Act, statistics on professional and related occupations, connections to state labor offices, and information on state labor laws.

References


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Chapter 4
Career, Community, and Family Connections: Addressing the Complexities of Life Work in Family and Consumer Sciences Teacher Education

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The Career, Community, and Family Connections standard calls for family and consumer sciences teacher educators to help future teachers learn to “analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes” (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2005). This article describes how career, community, and family connections frame the content of the field, points out the limitations of dominate frameworks that work against use of a “connections” viewpoint, and suggests alternate frameworks, as well as strategies and resources, that can be used to implement the standard.

The nature and significance of life work roles, how they are enacted and connected across multiple contexts, and how they change over time, are arguably some of the most fundamental concepts in family and consumer sciences teacher education. To use an artistic metaphor, what this standard means is that family and consumer sciences teachers should be able to develop programs that fully capture the paintings and symphonies of life, and not just its individual colors and notes. Mary Catherine Bateson, who has researched the life stories of women and men who have made difficult life transitions successfully, put it this way:

…women have [long lived] their lives experiencing multiple simultaneous demands from multiple directions. Increasingly men are also living that way. So thinking about how people manage this is becoming more and more important. One way to approach the situation is to think of how a painter composes a painting: by synchronously putting together things that occur in the same period, and finding a pattern in the way they fit together. [Another way is to] look at the change that occurs within a lifetime – discontinuities, transitions, and growth…like that of a symphony with very different movements that can characterize a life. (Bateson, 2005, n.p.)

At its most basic level, family and consumer sciences education seeks to help learners develop the knowledge, skills, and dispositions needed to make intellectually and ethically defensible decisions regarding the significant challenges of everyday living and to prepare for family and consumer-related careers (Fox, 2000). As I have argued elsewhere (Way, 2000), the real demands and responsibilities of everyday life are not easily compartmentalized, and many of today’s most challenging questions, involve continuities and discontinuities among family, career, and community roles and responsibilities. For example, many adults have trouble reconciling work and parenting responsibilities, education leaders face controversy over business incentives to sell products in schools and the value of employment for school-age children, and communities struggle with how to balance private and public responsibility for youth behavior. The family and consumer sciences teacher education standard concerning career, community, and family connections challenges teacher education candidates to develop an understanding of
the complexity of life work (including the continuities and discontinuities among life work roles), and its significance to professional practice and the quality of personal and public well-being. It also calls for beginning professionals to develop an understanding of strategies and tools for designing educational programs that make ‘life work’ possible, meaningful, and productive.

**Limitations of Dominant Frameworks and Practices**

Thinking holistically about life roles and the multiple, interacting contexts within which they are enacted may seem straightforward and non-controversial. Most of those engaged in the modern field of family and consumer sciences understand that the field has recognized the need to address family issues critically, and within the broader societal context since the field was founded during discussions at the Lake Placid Conferences on Home Economics in the early 1900s. And, family and consumer sciences education has been included as a specified and/or allowable use of funds under federal career and technical education legislation since its inception with the Smith-Hughes Act in 1917. The problem is that federal policy has variously cast family and consumer sciences education as principally: (a) preparation for the work of homemaking (e.g., Smith-Hughes); (b) preparation for home-related occupations such as food services or child care services or more recently as education which could also facilitate “balancing” work and family (e.g., federal Perkins legislation), as if they were not really integrated with either each other or other kinds of work such as community contributions. Several deeply ingrained traditions, often ones that have served the interests of those in positions of relative power, have worked against use of a more holistic view in the development of educational policies and practices.

A number of these conceptually-limited traditions have been discussed elsewhere (see, for example, Gregson, 1995 and Way & Rossmann, 1994) so they will be touched on only briefly here. One tradition is the industrial-era philosophy termed scientific management or “Taylorism,” which served as the foundation for industrial-era manufacturing (Taylor, 1911). Assembly lines were originally conceived as a way to increase efficiency by breaking production into small tasks with workers specializing in only one task at a time. During industrial times, such compartmentalization of work did serve this purpose. However, some scholars have argued that such principles no longer serve the increasingly complex economy well, and in fact serve as outdated models for contemporary schools where subjects are dished out like they have little connection and teachers are not able to plan or teach collaboratively across disciplines (Way & Rossmann, 1994; Wilms, 2003). Terms like “core” and “encore” are, for example, used to distinguish academic subjects from others such as career and technical education programs, art, and music; as if they had little or nothing to do with one another or as if some were more “central” to being an educated person. It is interesting to speculate what it might mean to leave “no child behind” if Taylorist principles were not driving current federal education policy. Would the No Child Left Behind Act (2002) still focus mainly on increasing test scores in highly separated academic areas (e.g., science, reading/language arts, and mathematics)? Might it instead include teaching and testing related to life course planning? Community leadership? Financial literacy? Parenting? And the academic skills clearly associated with those subjects?

A second tradition that mediates against educational coherence is the widespread use of a male experience standard as a foundation for personal action and public policy. For example, it is still much easier for men than women to select a career based solely on personal goals and interests. One illustration is that the vast majority of U.S. children growing up in single parent families live with their mothers only; over 80%, according to the Annie E. Casey Foundation...
Thus, public policy is more likely to call on mothers than fathers to consider how to meet children’s needs and work demands at the same time. Welfare reform requires adult recipients to work in order to receive benefits for dependent children and places a lifetime limit of five years on those benefits (Personal Responsibility and Work Opportunity Reconciliation Act, 1996.) But most parents receiving public assistance are single women.

Still another tradition that works against developing programs to consider life as lived holistically is the present dominance of the instrumental action perspective in Western society. Instrumental action is the framework underlying the view that education for paid employment is more “valuable” than education for unpaid work roles in family and community, because the benefits (e.g., wages) are more easily quantified (Way & Rossmann, 1994). One visible example of this view is the manner in which the Gross Domestic Product (GDP) is calculated (What’s Wrong with the GDP?, 2006). Neither the dollar value of household work nor of community volunteer service is included. However, most would agree that our nation could not function economically without these contributions and, in fact, losses of these resources are routinely considered in wrongful death litigation (Stephenson, 2005).

**Contemporary Frameworks for Professional Action**

Fortunately, there are a number of more contemporary frameworks that can be used to conceptualize and implement family and consumer sciences education programs that more accurately reflect today’s interrelationships among career, family and community roles. Ecological systems theory, the theory of life careers, and social capital theory represent ways of thinking about how family, community, and work interrelationships affect personal and social development. These are important concepts to introduce to students as part of the content of both family-focused and job-focused family and consumer sciences education programs.

Two other frameworks, Epstein’s (1995) concept of school, family, and community partnerships and Bryk and Schneider’s (2003) model of relational trust, emphasize how interrelationships among those situated in various contexts such as family, community, and schools can positively affect educational outcomes among students. Family and consumer sciences teachers can use these concepts to enhance the effectiveness of their own programs and to serve as important resources on the topics in schools and communities more broadly. Brief descriptions of the frameworks follow.

**Ecological Systems Theory**

Ecological systems theory, proposed by Urie Bronfenbrenner in 1977, suggests that human development is a function of the interactions within and between the variety of physical and social contexts in which the individual resides. These contexts exist in a nested arrangement, one within the next, as follows: the **microsystem**, at the center, which is the immediate physical setting containing the individual, such as the family, school, and work site; the **mesosystem** which is the interactions among the microsystems, such as between family and work; the **exosystem** which is the broader social structures that do not themselves contain the individual, for example, the world of work or educational system; and finally, the **macrosystem** which is the belief systems of the culture that determine the existence and functioning of the other systems, for example, whether polygamous (versus monogamous) marital relations are permitted or whether capitalist (versus socialist) principles should govern economic matters (Bronfenbrenner). Much more information about ecological systems theory is available at the Psi Café, a psychology resource site: http://www.psy.pdx.edu/PsiCafe/KeyTheorists/EcoApp.htm. Using an ecological systems framework would suggest that family and consumer sciences
education programs focus on how development occurs over time and in particular, how the variety of physical, social and ideological contexts may facilitate and/or impede development.

**The Theory of Life Careers**

The theory of life careers, originally proposed by Donald Super (Super, 1980; Super, Savickas, & Super, 1996,) suggests that individuals participate in an array of interacting and interdependent roles throughout five stages of the lifespan (growth, exploration, establishment, maintenance and disengagement), including child, student, worker, spouse, homemaker, parent, citizen, leisurite, and eventually pensioner. The theory further posits that the roles are played out in four contexts or theaters: home, school, workplace, and community. Because both intrinsic and extrinsic values may be sought through any of these roles, the theory is useful in considering the interrelationships between various roles at different stages of the lifespan and in examining how much time/space is devoted to each of the roles in relation to what might be desired. Many resources for learning more about life careers frameworks can be found at Contact Point, a Canadian website focused on career-related resources, learning, and networking. It is located at: http://www.contactpoint.ca/resources/dbase.php?type=user_list&cat=&format=10&searchText=&maxResultsPerPage=10&section=&sortby=authors.

**Social Capital**

Social capital is another useful framework (rather cluster of frameworks) that can be helpful in teaching (and learning) how to analyze family, community and work interrelationships. Social capital can be thought of as non-economic resources that are gained by an individual (or community) as a result of the relationships that the person or community has. These non-economic resources can in turn enhance acquisition of economic resources (such as greater income).

James Coleman (1988) posited that people acquire social capital because of knowledge, norms, and reciprocal obligations that are shared among individuals who know each other. For example, I am more likely to go to college or get a “good” job if I know others that can tell/show me how to do it. Robert Putnam (2000) pointed out that relationships also produce social capital for communities (e.g., crime is reduced when neighbors know and watch out for each other). Pierre Bourdieu (1986) noted, however, that not everyone has access to the same kinds and levels of social capital. Such differences can seriously disadvantage those who are already less privileged in society (e.g., women, those with low income, and members of minority groups). Social capital theory suggests that family and consumer sciences education programs should give attention to how relationships provide resources for individuals and communities and, in particular, how important non-economic resources may be unfairly distributed because of such relationships. One of the best websites for learning more about social capital and how it can be used in teaching and learning is the Social Capital Gateway located at the University of Rome: http://www.socialcapitalgateway.org.

**Concept of Family, School, Community Partnerships**

Family, school, community partnerships is a concept that has been utilized by Joyce Epstein (1995) to create the National Network for Partnership Schools located at Johns Hopkins University. Using research suggesting that family and community involvement can enhance student learning and development, Epstein created a model of types of involvement that schools can use to foster positive outcomes. These include promoting (a) positive parenting, (b) regular school-home communication, (c) volunteerism at school and in the community, (d) learning at
home, (e) participation in school-related decision making, and (f) school-community collaboration. Family and consumer sciences education teachers are well versed in concepts such as the importance of parenting and home-school communication to educational achievement. Thus, teachers should be prepared to model development of such partnerships and also to point out how they and the family and consumer sciences education curriculum can serve as natural sources of expertise on these issues in the school setting. More information about the National Network for Partnership Schools and the types of involvement it seeks to promote can be found at: http://www.csos.jhu.edu/p2000/program.htm.

Model of Relational Trust

Relational trust is a construct that has recently been highlighted as necessary for building effective partnerships between schools, families, and communities, and also for building effective partnerships within the school that contribute to high levels of student academic achievement. Based on a 3-year study of 12 Chicago schools, Bryk and Schneider (2003) of the University of Chicago concluded that trust, between principals and teachers, between school personnel and parents, and among teachers themselves, was a critical resource for boosting student achievement over time. Four indicators of trust in these relationships were identified, including presence of respect (e.g., courteous interaction, listening in genuine ways), personal regard (e.g., caring about each other both personally and professionally), personal integrity (e.g., trusting each other to put the interests of children first, keeping one’s word), and competence (e.g., believing in each other’s ability and willingness to fulfill responsibilities). A particularly helpful resource on building trust in schools, which addresses the relationship between trust and family involvement, how to work with diverse families, and how to overcome obstacles to trust building, was developed by Brewster and Railsback (2003) and is available from the Northwest Regional Educational Laboratory at http://www.nwrel.org. Another interesting resource describing the importance of school culture in nurturing academic achievement, and in particular how teacher/student relationships can positively affect student academic identity and achievement, is discussed by Schaps (2003).

Strategies and Resources for Implementing the Standard

Helping pre-service teachers analyze the interrelationships among work, family, and career contexts from both personal and professional perspectives is an important first step in addressing this family and consumer sciences teacher education standard. Beginning professionals should also become familiar with strategies and resources for designing programs that help students investigate and prepare for family and consumer sciences careers and build capacity for meaningful lifelong career development.

Program Alignment - Career Clusters and Pathways

One of the most important strategies for designing and implementing family and consumer sciences education programs today is to ensure that programs are aligned with what are now being called programs of study, also often called career clusters and career pathways. The latest federal legislation that provides support for career and technical education programs, including those in family and consumer sciences education, was signed into law on August 12, 2006. Perkins IV (officially the Carl D. Perkins Career and Technical Education Improvement Act of 2006) contains several new emphases that apply to family and consumer sciences education, including a requirement that the local career and technical education program content be:
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aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses [connecting] secondary education with postsecondary education…leading to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. (n.p.)

The idea of career-related programs of study has actually been under development for several years, as a result of funding through the U.S. Office of Education and the support of the National Association of State Directors of Career and Technical Education (2006). The original work was based on an analysis of occupations listed by the U.S. Department of Labor in the O’NET (Occupational Information Network) database (http://online.onetcenter.org) and resulted in 16 clusters of occupations and a total of 81 career pathways within those clusters. The 16 clusters are: agriculture, food, and natural resources; architecture and construction; arts, audio video technology and communications; business, management, and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety, and security; manufacturing; marketing, sales and service; science, technology, engineering, and mathematics; transportation, distribution, and logistics. Now, with Perkins IV in place, states are free to either use the 16 career clusters identified by the United States Department of Labor or develop their own career clusters based on identified regional employment-preparation needs. The challenge for family and consumer sciences educators is that these clusters now vary across states (e.g., Indiana is using 14 clusters while Michigan is using six; see other state career and technical education profiles on the National Association of State Directors of Career Technical Education Consortium website located at: http://www.careertech.org/state_profile/). Also, there is not just one cluster to which family and consumer sciences education programs may obviously relate. Some states and local districts are designing programs that align with several clusters such as hospitality and tourism (culinary arts), education and training (child care services), and human services (family and community services programs). To be consistent with the new Perkins legislation (Perkins IV), states and local districts must not only design programs so that they link secondary and post-secondary education coursework and reinforce challenging academic content addressed in the No Child Left Behind Act of 2001 (2002) legislation, but also lead to industry-recognized credentials, certificates, or associate or baccalaureate degrees. In addition, they must also focus on high wage, high skill, and/or high demand occupations.

Family and consumer sciences professionals should be prepared to articulate how their programs address these imperatives of the legislation. The most recent National Assessment of Vocational Education (Silverberg, Warner, Fong, & Goodwin, 2004) indicated, for example, that child care and education and food service and hospitality programs were two of the four fastest growing career and technical education programs and were associated with occupations reporting higher than average employment growth. Secondary-level family and consumer sciences education programs are being designed in many states to lead to industry-recognized certificates such as child care teacher licensure and/or ServSafe food safety certification (http://www.nraef.org/servsafe) and are also being articulated with associate and baccalaureate degree programs in areas such as child development, family studies, textile and apparel design, interior design, nutritional and food science, culinary arts, hospitality management, and consumer science.

Besides focusing on how to develop family and consumer sciences programs that focus on “occupational work,” pre-service teachers should also be prepared to articulate how family and consumer sciences programs provide an important foundation in “family work” that is
relevant to the entire family and consumer sciences education program as well as all other career and technical education programs. A growing body of literature shows, for example, that personal and societal economic well-being depends not just on having marketable job skills, but also on being able to manage personal financial resources effectively and successfully balance work and family demands. A number of resources are available for exploring these ideas, including the Families and Work Institute at http://www.familiesandwork.org, the Jump$tart Coalition at http://www.jumpstart.org, the National Council on Economic Education at http://www.ncee.net, and the National Endowment for Financial Education at http://www.nefe.org. A wealth of additional information about family and consumer sciences career pathways is available in the teacher resource directory posted on the website of the American Association of Family and Consumer Sciences a http://www.aafcs.org.

A second change in new Perkins legislation is an increased emphasis on accountability. Under the prior (1998) Perkins Act, the major provisions of the Perkins accountability system applied only to states. The new law extends the accountability system to local programs, which will now be required to report on separate core performance indicators for secondary students (Perkins IV, 2006). These will include factors such as student attainment of academic content standards and career and technical skill proficiencies, as well as student graduation rates, placement in postsecondary education and employment, and participation in programs that led to non-traditional fields. Performance data will also have to be disaggregated by special populations. Local recipients that fail to meet at least 90\% of any level of performance for any core performance indicator will be required to develop a program improvement plan (Perkins IV).

To meet these new requirements, teachers will need to be proficient in collecting and using data, including student assessment data, for school improvement purposes. Basic familiarity with survey research methodology, descriptive and inferential statistics, and data analysis software such as Statistical Package for the Social Sciences would be extremely helpful. An excellent example of a conceptual framework for data-based decision making is At Your Fingertips: Using Everyday Data to Improve Schools (Levesque, Bradby, Rossi, & Teitelbaum, 1998). Creighton’s (2007) Schools & Data: The Educator’s Guide for Using Data to Improve Decision Making provides an outstanding introduction to quantitative data analysis software and its use in answering significant educational questions.

**Work-Based Education Models, Tools, and Issues**

There are a number of work-based education models and tools that can be used to help students prepare for family and consumer sciences careers and/or develop meaningful lifelong career, community, and family connections. To start, beginning family and consumer sciences professionals should become familiar with the broad concept of career education which suggests that career development is a lifelong process which ideally begins with opportunities to learn about work in elementary school (awareness), then middle school (exploration), and finally high school and beyond (preparation). This model suggests that career education should be included as a topic in family-focused parenting and child development classes as well as occupationally-focused middle and high school family and consumer sciences classes. For both uses, it is important to distinguish between traditional and newer models of career development, which now give much more attention to lateral, versus simply vertical, career transition; the role of computer technology in career development; and the unique needs of ethnic minorities, women, and students with special needs, and the trend toward greater integration of life roles as
technology blurs traditional boundaries of time and place. A great resource on career education trends and resources was developed by Brown (2003).

A number of other models are available for structuring middle and high school career-focused family and consumer sciences programs. In general, the models include some combination of school-based learning, workplace-based learning, and connecting activities. These include cooperative education programs, career academies, service learning programs and activities, and school-based enterprises. Pre-service teachers will want to become familiar with these general models (e.g., see Gray & Herr, 1998) as well as the job-focused family and consumer sciences curriculum guides in their home state available through state departments of public instruction. They may also benefit from reviewing exemplary programs in family and consumer sciences education. A number of the recent national teacher of the year awards, for example, have gone to individuals who have developed innovative career-focused family and consumer sciences programs at the middle and high schools levels. These awards have been published by the American Association of Family and Consumer Sciences (AAFCS) and can be reviewed at: http://www.aafcs.org/resources/index.html.

Service learning, used as a stand-alone approach or in combination with one of the other career-focused models, seems to have particularly good potential for helping students understand career, community and family connections, which is the focus of this standard. Two great resources related to service learning are the National Service-Learning Clearinghouse located at www.servicelearning.org and the independent federal agency, Learn and Serve America, which can be found at http://www.learnandserve.gov.

Other resources available for implementing career-focused family and consumer sciences programs that simultaneously give attention to family and community connections can be found sprinkled in a number of other locations. The Family, Career and Community Leaders of America student organization has an array of programs and activities that have long been successfully engaging students in exploring these relationships, including for example, the Career Connection and Community Service programs. These can be found at http://www.fcclainc.org, and are particularly useful because they also emphasize development of leadership, decision making, and problem solving skills that are highlighted in the national standards for family and consumer sciences education (National Association of State Administrators of Family and Consumer Sciences [NASAFACS], 2008).

Computer-based career development sites, many of which evolved from early occupational information systems, are also rich resources for implementing family and consumer sciences programs focused on career, community, and family connections, although they may not be identified as such specifically. Several of them, for example, include activities designed to help the user examine the relationship between desired lifestyle and career choices as well as educational requirements and opportunities. WisCareers (http://www.wiscareers.wisc.edu) is an example of a state-focused site of this kind. The most comprehensive government-supported career-related resource is the CareerOne Stop website maintained by the United States Department of Labor and located at http://www.careeronestop.org. It contains an extensive array of career information, labor market data, a searchable national job bank, and career-related services locator. Persons responsible for secondary-level family and consumer sciences career-focused programs will also want to be familiar with state and national employment laws, and particularly those pertaining to youth employment. Typically, these cover such aspects of employment as work permits, minimum wage requirements, labor standards (e.g., hours of employment, breaks and meals, honesty testing, plant closings), fair employment laws, and family and medical leave policies. Most are administered through state departments of workforce...
development and in some cases, the equal rights divisions of these departments (see for example, the Wisconsin Department of Workforce Development website located at http://www.dwd.state.wi.us/er/labor_standards_bureau/default.htm). Such topics related to the employment of children and young adults are certainly relevant to both family-focused and job-focused secondary family and consumer sciences education programs, and more importantly, serve as a good example of why it is important to link preparation for career, community, and family roles in the secondary school curriculum.

Assessing the Standard

Since the career, community, and family connections standard focuses on helping teachers learn to prepare students for multiple life roles, it may go without saying that future teachers also need to be able to assess the relevance as well as the rigor of their instruction, but there are important forces working against such an approach. Current provisions of the No Child Left Behind Act have made “high stakes testing” the norm, despite the warnings of educational leaders (e.g., Cawelti, 2006, Daggett, 2005, Guilfoyle, 2006) that such approaches to assessment will lead to greater fragmentation of the curriculum and greater emphasis on rigor to the exclusion of relevance. Future family and consumer teachers need to understand these pressures and concerns, and be aware of alternative frameworks that can be used for assessing both the rigor and relevance of instruction.

Two such frameworks provide good examples. One is the Rigor/Relevance Framework developed by Daggett (2005) of the International Center for Leadership in Education and the other is the Guide to Authentic Instruction and Assessment developed by Newmann, Secada, and Wehlage (1995) while they were at the University of Wisconsin-Madison. Daggett’s Rigor/Relevance Framework is a tool that can be used to distinguish assessments that merely measure knowledge acquisition from those that also assess students’ ability to think about content in complex ways and apply what they have learned within and across multiple, unpredictable, and real-world situations. For example, a low-rigor, low-relevance student assessment might ask learners to plot data on a grid. A high-rigor, high-relevance assessment might ask students to devise a scale to measure the “family impact of public policies,” graph test results, and describe how such data might be used in the family, community, or workplace.

The Newmann, Secada, and Wehlage (1995) framework is similar, but uses seven standards for judging assessment tasks and the extent to which they reflect authentic human achievement. These criteria are organized into three categories: (a) organization of knowledge (the degree to which learners can organize information and consider alternative ways of doing so); (b) disciplined inquiry (extent to which students understand key concepts/theories of the discipline, can use methods of inquiry of the discipline, and communicate understandings to others in writing); and (c) connection to the world beyond the classroom (task reflects a problem that is relevant to life beyond school and involves sharing or acting with an audience beyond the school). Extending the example above, in this model, students might be asked to share their results with relevant community leaders such as the school board, city council, or state legislators.

Principles for Further Action

This brief review of models and strategies for helping pre-service family and consumer sciences teachers learn to address career, community, and family connections in secondary family and consumer sciences programs certainly cannot address all the possible options and opportunities, or barriers, that might be encountered in attempting to do so. Several overall
principles can be used as guides for identifying and adopting other approaches for addressing the standard that may not have been mentioned here. These principles include the following.

1. **Considering a variety of subject-matter connections is fundamental to designing high quality FCSE programs.** It is important to give attention to the fact that student development will be shaped by interactions that occur both within and between career, community, and family contexts across the lifespan. Educators should seek to prepare students for life roles holistically and help learners appreciate that there is no one ‘right’ formula for composing a meaningful and satisfying life over time. Students will need learning opportunities that promote both personal and professional development and academic as well as occupational/vocational development. This underscores the importance of both family-focused and job-focused FCSE and explains why academic education must be well integrated with career and technical education.

2. **Relationships are as important to nurturing student development as academic, and career and technical education subject matter.** Secondary school students need opportunities to become familiar with the non-economic resources (e.g., norms, reciprocal obligations, and understandings known as social capital) that can only be harnessed through the relationships that are built in career, community, school, and family contexts. They need to know how these resources can contribute to academic achievement and career development. Also future teachers need to be mindful that establishing trusting relationships with others – students, administrators, parents, fellow educators - can pave the way for individual commitment, innovation, and program growth in ways that would not otherwise be possible.

3. **Career, community, and family connections are best addressed within a critical science-based educational framework, because the connections can work both for and against human development.** New FCSE professionals need to move beyond the status quo ‘balancing work and family mindset’ that suggests career, community, and family connections can be satisfactorily addressed through technical or technological solutions like simply accessing more career information or developing child care contingency plans. Unless, pre-service FCSE teachers also recognize, and learn how to address gender, race, and class-based challenges associated with career, community, and family roles, we will fail to realize the potential benefit of this teacher education standard.

4. **Considering both rigor and relevance in instruction are key to developing effective approaches to assessing the career, community, and family standard.** Future family and consumer sciences education teachers should be mindful of current pressures to emphasize primarily academic knowledge in student assessment systems. However, they should also be familiar with the limitations of such approaches to assessment and prepared to implement more authentic forms of student evaluation that give attention to both rigor and relevance. Such approaches will better ensure that instruction organized around the career, community and family standard prepares students for life, and not just further schooling.

**Footnote**

1. “The demand for [our field] which will be met in time is a different kind. It is the demand which shows that the making of bread is not an essential part of the making of a home…that the obligations of home life are not by any means limited to its own four walls, that
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[family and consumer sciences] must always be regarded in light of its relation to the general social system, that men and women are alike concerned in understanding the processes, activities, obligations, and opportunities which make the home and family effective parts of the social fabric.” -Marian Talbot, Fourth Lake Placid Conference, 1902 (Stage, 1997, p. 28).

Family and consumer sciences education programs have historically been funded through federal vocational education legislation which has focused on preparation for work. The Smith-Hughes Act, which was passed in 1917 as the first piece of such federal policy, included funds to support family and consumer sciences education (then called home economics education), as well as agricultural education and trade and industrial education. It was argued that home economics was needed both to prepare girls for their future as homemakers as well as provide technical training for gainful employment. While family and consumer sciences education serves both domestic and occupational purposes and now serves students of both genders in nearly equal numbers (Werhan & Way, 2006), there is still very little acknowledgement in either education policy or practice of the interconnectedness of life roles. There have long been calls for more instruction within family and consumer sciences education focused on “balancing work and family” (e.g., Felstehausen & Schultz, 1991) and much has been written within the general education literature about home-school connections and in particular, the need for more parental involvement in education. However, strong traditions persist that work against designing educational programs that address career, community, and family roles equally.

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Standard 2. Consumer Economics and Family Resources

Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.

Expectation Statements

- Assess the influence of values held by individuals and families (dispositions).
- Evaluate the management of human, material, and fiscal resources to achieve goals (knowledge).

Chapter 5

*Consumer Economics and Family Resources: Importance of Financial Literacy*

Cheryl A. Mimbs Johnson
Angela Radford Lewis

Chapter 6

*Consumer Economics and Family Resources: Internet Delivery of Consumer Economics and Family Resource Management Courses*

Mary J. Pickard
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Chapter 5
Consumer Economics and Family Resources:
Importance of Financial Literacy

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This paper examines Standard 2, Consumer Economics and Family Resources of the National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004). The background and scope of the Standard are reviewed and essential skills and processes needed for competency by beginning teachers are described. The Standards were approved in 2004 and intended as foundational competencies for beginning family and consumer sciences teachers. The focus of Standard 2 is the responsible use of resources. Therefore, this study examines literature on the content areas of consumer economics and family resources, specifically financial literacy and its impact on the responsible use of resources, the process skills used to teach these concepts, and examples of application of the content and process through best practices. A brief review of selected resources to assist teachers in Standard 2 is included.

The National Standards for Teachers of Family and Consumer Sciences were approved in December 2004 by the National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS, 2004). Included is Standard 2, Consumer Economics and Family Resources: “Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel” (NATEFACS).

The premise behind the development of these Standards is that they are what beginning family and consumer sciences teachers should know and be able to do. There was considerable discussion at the Standards development meetings on the best way to include the wide variety of content in family and consumer sciences as evidenced in the National Standards for Family and Consumer Sciences Education for secondary students (National Association of State Administrators of Family and Consumer Sciences [NASAFACS], 2008). The progress of refining the Standards for teachers was challenging, but done for the purpose of making them general enough for states and other groups to make the necessary connections to the Standards, while still meeting the competency requirements unique to their location or program. It was determined that the process of “using resources responsibly” was more central to a requirement for beginning teachers than to expect competence in a wide variety of consumer-related subject matter that varies from state to state.

The new Standards are in keeping with our tradition of home economics and family and consumer sciences and the content it has encompassed over time. Many family and consumer sciences professionals are familiar with the Ellen H. Richards Creed, which includes the statement, “The utilization of all the resources of modern science to improve the home life”
(Baldwin, 1949, p. 17, as quoted in Blankenship and Moerchen, 1979, p. 6). In *Toward Better Teaching of Home Economics*, Fleck (1968) described eight issues for families that are central to the content in the teaching of home economics, four of which relate directly to the new Standard 2. They are (a) “consumption and other economic aspects of personal and family living,” (b) “management in the use of resources, so that values and goals of the individual, the family or of society may be attained,” (c) “textiles for clothing and for the home,” and (d) “housing for the family, and equipment and furnishings for the household” (pp. 25-26). In the third edition of this text (Fleck, 1980), the emphasis of home economics content was five areas, three of which relate to the new Standard: (a) “consumer education and home management,” (b) “clothing, apparel and textiles,” and (c) “housing, living environments, furnishings and home equipment” (pp. 21-23).

At the core of family and consumer sciences is decision making regarding consumer choices. We are all consumers of goods and services, and beginning family and consumer sciences teachers need to be very familiar with and develop competencies in financial literacy, decision-making skills, and processes regarding the responsible use of resources to teach these skills and concepts to their students. By examining the related literature and best practices in teaching consumer economics and family resource management today and in the future, this paper will describe process skills needed to be competent in Standard 2 and the impact of financial literacy on the responsible use of resources.

**Process Skills**

The practical problem solving approach to teaching family and consumer sciences (FCS) and the development of a critical science methodology “has undergirded much of the curriculum work in the field since the late 1970s” (Thomas, 1998, p. 23). It integrates through and across all areas while emphasizing the reoccurring practical problems faced by families and the decision making processes to solve those problems. Many would describe the FCS classroom as an applied laboratory in which students get a chance to do hands-on activities that they will use in their home and work lives. The four process skills that are built into the *National Standards for Family and Consumer Sciences Education* (NASAFACS, 2008) are thinking/problem solving, communication, management, and leadership. This process skills orientation has been emphasized in FCS curriculum for secondary students in recent years and this orientation is applicable to Standard 2 of the *National Standards for Teachers of Family and Consumer Sciences* because it expects teachers to be competent in responsibly using resources in decision making. Vail (1998) stated that the national standards for secondary students “require students apply the process of reasoning for action” (p. 8). Chamberlain and Cummings (2003) described the four types of questions used in practical reasoning, which include “context, valued ends, means, and consequences” (p. 221). Knowing how to make decisions effectively that apply to context and circumstance, fit within access to resources, and have outcomes that lead to reasoned action to meet goals and needs requires the use of all four process skills.

The reasoning for action concept is essential to contextual teaching and learning, which was found to be prevalent among Georgia family and consumer sciences teachers, especially those who taught in work focused programs and teachers from rural areas (Shamsid-Deen & Smith, 2006). Mimbs (2005) found that Missouri FCS teacher leaders who were trained in the use of critical thinking and problem-based curricular approaches were successful integrating problem solving skills by modeling and practicing them with their students. Radford (1996) completed a study of Tennessee FCS teachers’ analysis of consumer economics and management concepts and determined that the decision-making process, consumerism, and the management
process were concept areas the teachers felt more comfortable with than specific content like saving and investing, insurance, and credit.

Resource management concepts used in family and consumer sciences include systems theory which relies on the premise that every action or input into our system has a consequence and impact on us and others, and how we manage these inputs determines outcomes (Goldsmith, 2005). Anderson and Nickols (2001) emphasized understanding the family ecosystem as a key component in the integrative nature of the profession. It is important to remember that teaching facts and figures and theories and concepts is only part of the family and consumer sciences teachers’ role in teaching consumer economics and family resources. Teaching students how to think critically, use process skills, make choices based on responsible reasoned action, and examine the context and consequences of the consumer decisions they make will provide them with the truly transferable skills they need to survive in a world where the facts and figures change constantly. The following section of this paper will provide a background from the literature in the common terminology and content areas important for competency in Standard 2.

**Related Literature**

**Consumer Education: Definition and Objectives**

Consumer education can be defined as the process of gaining the knowledge and skills in managing consumer resources and taking actions to influence the factors which affect consumer choices (Bannister & Monsma, 1982). Hellman-Tuitert (1999) reported that according to the 1995 Nordic Council of Ministers:

The objectives of consumer education at school are to educate independent, discriminating and informed consumers. It is to equip the pupil with knowledge and insight into the conditions of being a consumer in a complex, multi-faceted society by providing basic knowledge in such areas as consumer legislation, personal finances, economics, advertising and persuasion, consumption and the environment, global resources, housing, clothing, price and quality, diet and health. Schools should contribute to making pupils aware of the influences they are exposed to with respect to life styles, consumer habits, values and attitudes. (p. 15)

Hellman-Tuitert (1999) summarized that the basic objectives of consumer education are to:

1. Give pupils knowledge to act as informed consumers.
2. Give pupils understanding of the functioning of society and the economy as a whole and the specific roles of consumers.
3. Develop skills to act as informed and responsible consumers.
4. Help students feel it is important to be an informed consumer.
5. Teach students to act as informed, educated and responsible consumers (pp. 14-15).

Family and consumer sciences teachers should have competence in basic consumer education to better illustrate it for their students through relevant applications. Being an informed consumer and modeling the behavior themselves is another way for teachers to demonstrate competence to their students.

**Financial Literacy: Definition and Benefits**

Financial literacy represents the culmination of financial access, education, and understanding, as well as an individual’s interest, attitude, and practice that directly benefits the financial efficiency and effectiveness of that individual, and indirectly and ultimately benefits that of society at large (Coussens, 2005). Being financially literate can be defined as (a) being knowledgeable, educated, and informed on the issues of managing money and assets, banking,
investments, credit, insurance, and taxes; (b) understanding the basic concepts underlying the management of money and assets; and (c) using that knowledge and understanding to plan and implement financial decisions (Hogarth, 2002). Financial literacy denotes one’s understanding and knowledge of financial concepts and is crucial to effective consumer financial decision making (Fox, Bartholomae, & Lee, 2005). O’Neill (2002) described the following as the significant components for regular review for families to assure financial wellness: “Financial Goals, Net Worth Calculation, Cash Flow Analysis, Spending Plan, Financial Ratios, Credit Card Analysis, Income Tax Analysis, Insurance Analysis, Retirement Analysis, Investment Performance Analysis, Asset Allocation Analysis and Rebalancing, and Estate Planning Analysis” (pp. 54-58).

Hogarth (2002) found that financial literacy is important because well-informed, well-educated consumers should make better decisions for their families; increase their economic security and well-being; contribute to vital, thriving communities; and foster community economic development. Additionally, aging baby boomers will be more responsible for their own retirement income security, youth are coming to financial independence with limited role models and experiences, an increasing number of immigrants will need to learn to manage their finances in the U.S. marketplace, and the financial marketplace of the 21st century has become more complex. All of these factors contribute to the need for appropriate financial literacy education.

Jacob, Hudson, and Bush (2000) stated in their report to the Woodstock Institute that “financial knowledge has become not just a convenience but an essential survival tool” (p. 7). Financial product innovation and marketing, technological advances, consolidation and restructuring of the financial services industry, changes in retirement and pension plans, and shifts in consumer attitudes are several trends that are significantly influencing financial attitudes and decisions (Coussens, 2004).

Research gives evidence that modern consumer education is a lifelong process essential to the economic well-being of society (Knapp, 1991). Knapp surveyed consumer professionals to gather their views on the benefits of consumer education. It was found that consumer education offers the following benefits to individuals: (a) encourages critical thinking, (b) imparts life skills that contribute to success in everyday living, (c) promotes self-confidence and independence, (d) fosters broadly accepted values, and (e) improves the quality of life. In addition, consumer education encourages citizen awareness and promotes a stable society. Customer satisfaction, more realistic expectations of products and services, and increased sales are some of the benefits of consumer education for businesses (Knapp). Family and consumer sciences teachers can make the connection between society and the family in application of these competencies to help their students make informed consumer decisions that improve the quality of life for themselves and for their families.

McGregor (2000) summarized from several reports additional benefits of consumer education that included: (a) promotes interdependence from a global perspective; (b) fosters a respect for the value clarification process; (c) reduces apathy; (d) reduces social alienation produced by exploitation in the marketplace and replaces it with empowered, enabled citizens; (e) prompts the consumer to critically examine the role of the national economy in relation to a stable society; (f) leads to more satisfactory purchases and better relationships with the business sector; (g) generates the ability to handle and challenge commercial persuasion and advertising; (h) helps people live within their income and plan for the future by teaching them to make good decisions and to problem solve; (i) exposes people to their rights and responsibilities as a consumer relative to business and government; (j) leads to discriminating and informed citizens;
(k) helps people appreciate the relationship between work and money; (l) enables people to raise standards across professions and industry sectors; and (m) prepares people to engage in self-management, growth, and enlightenment as global citizens (p. 15).

In addition to the list of benefits of consumer education stated above from Knapp (1991) and McGregor (2000), Coussens (2005) indicated that improving household financial behavior also benefits the consumer in addition to the larger financial system. The most significant benefits for consumers are: (a) reduced likelihood of falling victim to predatory lending or credit-related fraud, (b) a better understanding and awareness of options in the marketplace for financial services, (c) a decrease in credit risk and/or unintended investment risk, (d) lower vulnerability to economic shocks such as unexpected job loss, and (e) improved planning and balance between current expenditures and future financial needs. Financial institutions and the financial system benefit through improved efficiency of market operations and competitive forces; decreases in bankruptcies, defaults, and their effects; and increases in investment for future economic development (Coussens). Specific consumer groups should also be considered. The following will share research related to teenagers, which is particularly important for family and consumer sciences teachers who teach this age group.

**Teenagers and Financial Literacy**

According to Laura Levine, executive director of the Jump$tart Coalition, “Our best chance of improving the money management skills of today’s youth is through financial education in school, after school, and at home” (“Financial Literacy Day,” 2006, pp. 1-2). Texas Democratic Congressman Ruben Hinojosa stated, “Personal financial literacy is essential to ensure that individuals are prepared to manage money, credit, and debt, and become responsible workers, heads of households, investors, entrepreneurs, business leaders, and citizens” (“Financial Literacy Day,” pp. 1-2).

Breitbard (2003) found spending and saving habits form early and that the best way to tackle personal financial problems seems to be with education, beginning as soon as kindergarten and lasting through twelfth grade. Although parents should be helped in teaching their children about financial management, the best starting point is to teach young people in school classrooms because most parents themselves are poorly informed about personal finance issues and frequently make bad role models. Even financially savvy parents often find it difficult to talk to their children about money and money management. According to Stanger (1997), individuals who learn financial management at a younger age tend to do better financially than those who do not have financial education.

**Teenage Spending**

According to a survey conducted by the Jump$tart Coalition for Personal Financial Literacy in early 2006, high school seniors on average answered 52.4% of a 30-question financial survey correctly (Hagenbaugh, 2006). This figure was up from 52.3% when the survey was conducted in 2004, but down from 57% in 1997. Students taking the survey in 2006 demonstrated an increased aptitude and ability to manage financial resources such as credit cards, insurance, retirement funds, and savings accounts at a level slightly higher than in 2004. In contrast, only 22.7% understood concepts about interest on savings accounts and only 40.3% understood concepts about health insurance. According to the survey, only 16.7% of the students had taken an entire course in money management or personal finance, a number that was down from a high of 20.1% in 2004. The mean financial literacy score for students who had taken a money management or personal finance course was 51.6%, slightly below the average for all
students (Hagenbaugh; SmartPros, Ltd., 2006). Some previous Jump$tart surveys had shown this figure to be slightly above the national average and some slightly below, but it is clear that students do not appear to be learning or retaining those things that are needed for making important financial decisions in their own interest (SmartPros, Ltd.). However, the importance of youth financial literacy and effective programs are critical as the buying power of young people continues to increase. Children’s spending has roughly doubled every ten years for the past three decades and tripled in the 1990s. Teenagers in the United States between the ages of 12 and 19 spent more than $169 billion in 2004, a 40% increase from $122 billion spent in 1999 (Holdsworth, 2005).

**Best Practices: Implications of the Standard**

As teen spending increases in a culture without strong financial literacy skills, it is especially important for family and consumer sciences teachers to be prepared to teach concepts relative to Standard 2 to assist youth in becoming more financially literate. Some of the best practices from recent research are shared here along with an overview of several specific online resources to assist teachers in the classroom.

**Strategies for Teaching Consumer Economics and Family Resource Management**

Fabian (2004) applied a practical reasoning approach to family and consumer sciences curriculum in Wisconsin to address “family-focused content for consumer economics” (p. 70). A curriculum guide was developed based on the use of these four questions:

1. What is the current state of affairs for families regarding consumer economics?
2. What are the reciprocal relationships in the economic system?
3. What consequences does consumer action have on the economic system?
4. How does financial literacy empower consumer action? (Fabian, p. 70)

Hira and Mugenda (1999) found a connection “between self-worth and financial satisfaction” and encouraged educators to consider this relationship when teaching about financial matters (p. 82). In a study that examined Hira and Mugenda’s findings using a different sample, Grable and Joo (2001) also found it important that educators consider the importance of self-worth when teaching financial concepts.

Varcoe et al. (2001) asked a diverse group of teens from four Southern California counties to identify what they know and want to know about financial management. The survey group was comprised of probationary or juvenile hall teens, teens participating in migrant education programs, teens participating in pregnant and parenting programs, teens in public high schools, and teens participating in youth groups. Based on the findings of this study, the following recommendations were given for teaching financial management education:

1. Focus financial management education lessons on what the teens want to learn.
2. Create teachable moments.
3. Incorporate other information that “they need to know, but may not be interested in learning” into lessons in such a way as to show relevance to the topics about which they have shown greater interest.
4. Survey the audience to determine the most appealing or appropriate method for delivery of educational material—be aware that teens in differing circumstances have different interests. (Varcoe et al., p. 33)

An example of a program for improving financial literacy was reported by Bowen and Jones (2006). It was called the Commonwealth Credit Program (CCP), which teaches teens about credit card use and provides sessions on credit card terms, ways to reduce cost, credit card...
reports, and the impact of credit card use on the students’ future, among other topics (p. 35). Results from this study determined that even a short term intervention within an educational setting results in improving the students’ understanding of the importance of improving their financial literacy and aids in changing their behavior.

O’Neill, Bristow, and Brennan (1999) found that family and consumer sciences educators can play a key role in helping learners process through stages of behavioral change to take actions that improve their financial well being by:

1. Starting with “the basics.”
2. Building on the positives.
3. Starting a campaign.
4. Using “hooks” to reach learners.
5. Taking a multi-pronged approach.
6. Helping learners assess readiness for change.
7. Helping learners assess their progress.
8. Focusing on learner interests.
9. Monitoring financial changes over time. (pp. 46-48)

Hellman-Tuitert (1999) suggested a socially-responsible perspective for teaching consumer education as developed by Consumers International, a federation of consumer organizations dedicated to the protection and promotion of consumer interests world-wide, through research, information, and educational activities. This socially-responsible perspective includes:

1. Critical awareness: Consumers need to learn how to distinguish needs from wants; and how to ask informed questions about price, availability, and quality of goods and services.
2. Action and involvement: Once they have acquired knowledge and awareness, consumers can confidently act to make sure their voices are heard.
3. Social responsibility: Consumers should act with concern and sensitivity, aware of the impact of their actions on other citizens, particularly on disadvantaged groups.
4. Ecological responsibility: Consumers should be aware of the impact of their decisions on the physical environment and aware of possible conflicts between their desire to own things and the destruction of this environment.
5. Solidarity: The most effective consumer action is through the formation of citizens’ groups. Together such groups can acquire the strength and influence to make sure that adequate attention is given to the consumer interest. (pp. 15-16)

Norquist (2002) described an 8th grade consumer education course that was supported by the school district and parents and after being implemented for a few years became a required course. The objectives for the course included problem solving, goal setting, decision making, and consumer responsibility; team activities using resource management skills; and the impact of consumer decisions on family, business, and the larger community. A significant contribution to the success of the course was the access to community resources and the relevance of the materials and learning experiences to students’ lives.

The following suggestions may be helpful in becoming a more effective consumer education teacher (Hellman-Tuitert, 1999):

1. Be realistic and practical.
2. Cover a wide range of consumer behavior.
3. Be attuned to youth.
4. Be positive about private business.
5. Help students to develop values (p. 57).

Duguay (2002), Executive Director of Jump$tart Coalition for Personal Financial Literacy, described a goal for the Coalition for 2007 to have all students ready after graduating from high school to be financially prepared with “skills and concepts falling within four core areas: income; money management; saving and investment; and spending” (p. 37).

The No Child Left Behind Act has emphasized the importance of math and other core areas in the classroom. Math is easily integrated in resource management and consumer economics subject matter such as budgeting, financing loans, and checkbook balancing, and the related process skills of problem solving, thinking, and communication are helpful in reaching the expectation to leave no child behind (Card, 2004). Newell (2004) also emphasized how family and consumer sciences helps students integrate academics through “real-life experiences that are relevant to the student” (p. 14). Franklin (2004), who teaches life management, described her financial literacy unit as one that “boosts math, language arts, and technology skills while also teaching youth how to make wise choices with their money (pp. 22-23).

Resources for Teaching Consumer Economics and Family Resource Management

Family and consumer sciences teaching professionals have the responsibility of helping middle and high school students use resources responsibly. A key in fulfilling this responsibility is to provide educational opportunities in which students can learn about consumer economics and resource management concepts. Beginning teachers have access to a wide variety of materials and resources that can be used successfully to teach these concepts. These resources are designed for various age groups and can be used in a variety of instructional settings.

Council for Economic Education (CEE)
Web Link: http://www.councilforeconed.org/
CEE is a nationwide network that leads in promoting economic literacy with students and their teachers. CEE’s mission is to help students develop the real-life skills they need to succeed: to be able to think and choose responsibly as consumers, savers, investors, citizens, members of the workforce, and effective participants in a global economy.

Family Economics and Financial Education (FEFE)
Web Link: http://fefe.arizona.edu
FEFE provides educators with no-cost curriculum materials and the skills and confidence to effectively teach family economics and finance to their students.

Institute of Consumer Financial Education (ICFE)
Web Link: http://www.financial-education-icfe.org
The ICFE/Kids sections offer money tips for young Americans, financial information and education resources, a credit education course for high school seniors and college students, education and information on the dangers of debt accumulation while young, savings and investment information, first-time credit information, and financial planning education.

Jump$tart Coalition for Personal Financial Literacy
Web Link: http://www.jumpstart.org
Jump$Start is a national coalition of organizations dedicated to improving the financial literacy of kindergarten through college-age youth by providing advocacy, research, standards, and educational resources. Jump$Start strives to prepare youth for life-long
Successful financial decision-making. Working collaboratively, more resources and expertise are available to accomplish this task.

National Endowment for Financial Education (NEFE)
Web Link: http://www.nefe.org

NEFE is a non-profit 501 (c) (3) foundation dedicated to helping all Americans acquire the information and gain the skills necessary to take control of their personal finances. NEFE accomplishes its mission primarily by partnering with other concerned organizations to provide financial education to members of the public - in particular, to underserved individuals whose financial education needs are not being addressed by others. Their high school financial planning program is offered in partnership with the U.S. Department of Agriculture Cooperative State Research, Education, and Extensive Service and participating Land-Grant University Cooperative Extension Services.

Conclusion

The literature provides several successful programs, strategies, and suggestions for teaching consumer economics and family resource management content and concepts. Financial literacy, social responsibility, informed decision making, behavioral change, life skills, and ultimately financial well-being require having well-informed, well-educated consumers. Family and consumer science teachers have a unique opportunity to inform and educate youth to be those consumers. They have the opportunity to make a difference in the lives of secondary students by being prepared to assist them in becoming more financially literate and by helping them make consumer choices that will improve their lives and those of their families. FCS secondary curriculum is grounded in critical thinking and process skills, and the FCS teachers’ ability to assist students in applying these skills to consumer and resource management decisions is very important. By applying the knowledge for using resources responsibly to a variety of content areas as applicable to the national standards for secondary students and the appropriate state and local program competencies, new FCS teachers will assist students in meeting their needs and those of their families and communities so that the values and goals of the individual, the family, and the society may be attained.

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Standard 2: Mimbs-Johnson and Lewis

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The majority of Americans lack the skills to manage their finances as evidenced by a national negative savings rate, a trillion dollar consumer debt, and increasing numbers of people filing for bankruptcy. The mission of family and consumer sciences is to provide for the well-being of individuals and families. Family and consumer sciences teachers facilitate the development of financial literacy: the ability to read, analyze, manage, and communicate about financial conditions that affect family well being. A severe shortage of conventionally prepared family and consumer sciences teachers is the impetus to provide alternative teacher certification routes. Frequently individuals seeking their teaching credentials via the alternate routes require additional university coursework to become highly qualified teachers. Courses in consumer economics and family resource management lend themselves well to online delivery. These courses delivered via the Internet result in comparable student achievement and little additional cost compared to face-to-face classes. This article addresses alternative delivery of coursework to meet Standard 2 of the National Standards for Teachers of Family and Consumer Sciences: Consumer Economics and Family Resources.

The National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS) provided leadership for the development of standards to describe what beginning family and consumer sciences teachers should know and be able to do. Four of the 10 standards identify family and consumer sciences content knowledge, skills, and attitudes to facilitate student learning and the remaining six standards address professional practice.

The focus of this article is the Internet delivery of college courses that develop the financial literacy knowledge, skills, and attitudes a beginning family and consumer sciences teacher needs to acquire to meet Standard 2: Consumer Economics and Family Resources. As stated in this Standard, a family and consumer sciences teacher should: “Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel” (NATEFACS, 2004).

Background and Rationale for the Standard

A Treatise on Domestic Economy, written by Harriet Beecher in 1884 (as cited in Jerpbak, 2005), was one of the original textbooks of the family and consumer sciences profession. In this text, Beecher proposed that education in “domestic economy” would help individuals overcome the poor living conditions of the times. Teaching household resource management continues to be central in the profession. The American Association of Family and Consumer Sciences (AAFCS, 2004) adopted the following mission statement during the 2006 annual meeting:
The mission of the American Association of Family and Consumer Sciences (AAFCS) is to provide leadership and support to professionals whose work is to assist individuals, families, and communities in making informed decisions about their well being, relationships, and resources to optimize their quality of life. (n. p.)

Today many people use the Internet to locate information. The largest multilingual free-content encyclopedia on the Internet is Wikipedia, consulted by many individuals seeking to acquire information about a topic or concept. On Wikipedia, these seekers will find multiple entries describing family and consumer sciences. For example:

1. “Family and consumer science is the academic discipline which combines aspects of consumer science, nutrition, cooking, parenting, and human development, interior decoration, textiles, family economics, housing, apparel design, and resource management as well as other related subjects” (Wikipedia, 2006, n. p.).

2. “…is the study of providing for the well-being of individuals and households in the context of how they are influenced by marketplace institutions and communities, drawing from fields such as economics, household finance, and consumer protection” (Wikipedia, n. p.).

3. “Family and consumer science, or home economics, is an academic discipline which combines aspects of consumer science….family economics and resource management as well as other related subjects” (Wikipedia, n. p.).

This widely used Internet resource articulates that family and consumer sciences does provide the information and instruction Americans need to manage their personal and household resources for the development of healthy families and productive individuals. The mission statement and the Wikipedia definitions indicate that family and consumer sciences provides professional leadership to develop the knowledge and skills, which facilitate management of personal finances and family resources.

Need for Consumer Economics and Family Resource Management Education

The National Endowment for Financial Education (NEFE, 2006) indicates the average student who graduates from high school today lacks the basic knowledge and skills to be able to manage their personal financial affairs. They have no insight into the basic survival skills of earning, spending, saving, and investing (NEFE). The Jump$tart Coalition is a non-profit organization, with more than 170 national partners and 44 affiliated states, which seeks to improve the personal financial literacy of students in kindergarten through college (Jump$tart Coalition, 1997). It is mentioned prominently each year in Congressional resolutions proclaiming April as “Financial Literacy for Youth” Month. The Jump$tart Coalition’s direct objective is to ensure that basic personal financial management skills are attained during the K-12 educational experience.

A biennial survey of financial literacy sponsored by the Jump$tart Coalition measures the personal financial knowledge level of a representative sample of high school students. “In the current [2005-06] survey, white students scored an average of 55 percent while African Americans scored significantly lower at 44.7 percent and Hispanics, 46.8 percent” (Jump$tart Coalition, 2006, p. 2). Lewis Mandell, Ph.D., is a professor of finance and managerial economics at the State University of New York at Buffalo School of Management. He conducts the biennial Jump$tart financial literacy survey of high school students and reported that “… despite the
attention now paid to the lack of financial literacy, the problem is not about to resolve itself any time soon‖ (Jump$tart Coalition, p. 2).

**Marginalized Population Subgroups**

In education and population demographics, Texas and California are the first states to exhibit trends, which become evident later in other states. According to Zhu-Sams and Hayes (2004), in Texas the proportion of Hispanic elementary and secondary school students is predicted to be more than 66% by 2040, the African American population will be more than 8%, and the Anglo population will be less than 19% by 2040. The proportion of non-white students is also increasing in other states (Clotfelter, Ladd, & Vigdor, 2005). As classroom populations include more non-white students, the need for financial literacy education multiplies. The Jump$tart survey results also indicate that students from the highest income families, those having incomes of more than $80,000 per year, have widened their margin of greater financial understanding over the next highest group, those families with incomes from $40,000 to $80,000 annually (Jump$tart, 2006). Not only is there a knowledge gap among ethnic groups in the United States, there is also a knowledge gap between income groups.

These statistics, indicating the lack of financial literacy, are alarming to local and national government agencies because they indicate a majority of households and individuals are not successfully managing their financial resources. Alan Greenspan, the former chairman of the Federal Reserve from 1988 until his retirement in 2006, said, ―No matter who you are, making informed decisions about what to do with your money will help build a more stable financial future for you and your family‖ (Greenspan, 2002, p. 1).

The information about the financial health of the U. S. population is discouraging. In 2006 the national savings rate was a negative 0.5%, the lowest since the Great Depression (Bureau of Economic Analysis, 2006), and the national consumer debt was over $2 trillion (Federal Reserve, 2006). The number of bankruptcy filings increased even though a new law was in place that was supposed to make it more difficult to file for bankruptcy (Administrative Office of the United States Courts, 2005). There was also concern that the average retirement savings of less than $50,000 would not be sufficient (DeVaney & Chiremba, 2005). More than ever individuals need education in consumer economics and family resource management to navigate the complexity of today’s financial environment. Enrollment in family and consumer sciences secondary education programs is one sure way to teach these basic and vital survival skills to high school students.

**Increased Personal Financial Responsibilities**

Our national financial system has become increasingly complex, placing more responsibility on individuals to manage their own finances. As America experiences a shrinking middle class, the gap between the “have’s” and the “have not’s” expands. Petroleum companies raised prices monumentally in answer to stockholder’s demands for increased profits, and the comfortable incomes generated from manufacturing and technology jobs have moved off shore. Managerial level employees no longer have job security as companies merge and down size. The specter of increasing energy costs, rising health care costs, a shrinking pool of workers to support retirees’ Social Security payments, and the elimination of corporate pensions by bankruptcy courts has many Americans’ greatly concerned about their financial futures.

Individuals today are experiencing a different kind of economy, where the labor market is less stable and millions of employees are labeled the "working poor." This creates an
economic education challenge. More than ever, we need to help individuals and families become financially literate: to have the ability to read, analyze, manage, and communicate about personal financial conditions that affect their material well-being. Financial literacy includes “the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond competently to life’s changes that affect everyday financial decisions including events in the general economy” (Vitt, Reichbach, Kent, & Siegenthaler, 2005, p. 9). According to the National Endowment for Financial Education (NEFE, 2000), many Americans, especially those at the lower income levels, have very limited financial literacy knowledge and skills. It is the children of disadvantaged and low-income families who are disproportionately enrolled in career and technical education programs (Association of Career and Technical Education [ACTE], 2007; Goldfarb, Olabisi, & Lawrence, 2006), and who most likely will not learn to manage their financial resources unless they are taught to do so by their family and consumer sciences teacher.

Strategies for Implementation and Assessment of the Standard

The family and consumer sciences teacher candidates who complete the traditional on-campus family and consumer sciences education degree take face-to-face courses with the appropriate financial literacy content as requirements for their college major and degree. Such courses include The Family as Consumers and Family Resource Management at East Carolina University, Resource Management and Family Financial Management at Virginia Tech, and Consumer Economic Issues and Personal and Family Finance and Management at the University of Idaho. In these face-to-face courses, the teacher candidates have opportunities to acquire the knowledge, skills, and dispositions for teaching this content to others. In today’s face-to-face classes, instruction may follow the didactic, information delivery model, or may include a combination of didactic instruction and problem-based scenarios involving students in the application of content principles to real-life scenarios.

Another option for today’s college students is the mixed model for delivery of instruction in which online meetings replace a significant portion of the face-to-face instruction, utilizing electronic delivery tools. In both methods of content delivery, teacher candidates demonstrate acquisition of the knowledge and skills to teach family resource management and consumer economics by paper and pencil tests of content knowledge and by creation of performance-based assessments. Teacher candidates must also successfully complete a student teaching/internship before receiving endorsement for certification from their college or university.

Meeting the Demand for Family and Consumer Sciences Teachers

Shortages of fully certified teachers have led some states to approve alternative means to become a highly qualified teacher (U. S. Department of Education, 2004). In some states (e.g., Idaho, Texas, North Carolina, California) these alternative pathways permit individuals with a college degree to become certified as teachers by meeting specified education requirements during their initial years of employment as a teacher. Rarely are these individuals able to attend the additional face-to-face college classes they need while they are working full-time as teachers.

Throughout history, students have come to the university for their education and institutions had residency requirements forcing students to be on the campus. Today access to higher education has radically changed with Internet delivery. Courses available via the Internet enable time- and place-bound individuals to complete the college classes they need to become
certified teachers. With an Internet connection and computer, college coursework is accessible anytime and anywhere.

In the states that provide for alternative access to teacher certification, individuals who did not complete the traditional teacher preparation program can become certified teachers. Lateral entry is a term used in North Carolina to describe the process by which individuals with a related undergraduate degree, such as Child Development, Retail Merchandising, or Hospitality Management, can begin teaching secondary family and consumer sciences courses while completing the education and employment requirements for teacher certification. This form of on-the-job training and coursework, completed while under the supervision of an administrator or mentor teacher, leads to full certification as a family and consumer sciences teacher. Individuals who are teaching full time at a distance from a college campus are the individuals who most need the online delivery of courses. In North Carolina the majority, estimated by the state family and consumer sciences education specialists to be 90%, of newly hired family and consumer sciences teachers attending the Summer Career and Technical Education Conference are individuals seeking certification via the lateral entry/alternative route process.

For many universities with small family and consumer sciences teacher preparation programs, there is an availability gap for consumer economics and family resource management courses, since enrollment may not be sufficient to offer the course every semester or even every year. Generally, there are limited numbers of faculty who are prepared to teach such a course. The Great Plains Interactive Distance Education Alliance (2007) has compiled information about family and consumer sciences online courses. Included on their Web site are online courses in consumer economics and family resource management.

Many universities (e.g., Grand Canyon University, University of Phoenix, Kaplan University, Ashford University, Drexel University) offer education degrees online. Some universities sponsor mostly online programs leading to a master’s degree in Family and Consumer Sciences Education (Iowa State University, 2006). A search of the Learning and Life U.S. News Web site indicated there were more than 1,000 online graduate degree programs available at that time (U.S. News & World Report Online, 2006). In fact, today, 90% of four-year public institutions and more than 50% of four-year private institutions offer online education, while approximately 25% of K–12 public schools offer e-learning, according to the United States Department of Education as reported by Baker (2007). The Pew Internet and American Life Project reported that 88% of 18 to 29 year olds use the Internet, so concerns about technology proficiency are less of an issue today than a few years ago (Pew, 2006). Previously reported gender differences in rates of computer or Internet use no longer exist (DeBell & Chapman, 2003).

**Effectiveness of Internet Delivered University Courses**

Education faculty from Texas State University compared the teaching of instructional planning skills to education students in face-to-face and online course sections using a quasi-experimental design. “Both groups made significant gains in learning to plan technology-supported, problem-based learning and a willingness to implement innovative instruction. Post assessment results showed no significant difference between groups” (Peterson & Bond, 2004, p. 345). Researchers from Harvard University reviewed alternative certification outcomes and report students in online courses received at least equal if not higher scores than students in face-to-face delivered courses (Johnson, Aragon, Shaik, & Palma-Rivas, 2000; Johnson, Birkeland, & Peske, 2005).
When full-time faculty members teach online courses they are more expensive to deliver, because of the higher personnel costs, than when they are taught by part-time adjunct faculty, but are also considered to be of higher quality (Milam, 2000). Thompson (2002) reported an Effective Distance Education (EDE) model. “The number and variety of teaching/learning strategies were positively correlated with the experience level of the instructor. The experienced teacher used 40 of 46 strategies. The less experienced instructor used 27, and the novice instructor used six” (Thompson, p. 21). In the virtual classroom “the teaching/learning strategies used by the experienced instructor were rated significantly higher than those used by the less experience instructor” (Thompson, p. 21).

Advanced physician training courses involving manipulation of instruments with patients in Intensive Care situations were taught face-to-face and online. Both courses used the same graphics and text but substituted video, rather than live demonstrations of procedures, for the online instruction. Students self selected into either the face-to-face or online sections. Baseline data from each group included performance of practical skills and a written test. Final test results, including the practical aspects of the training, showed a slightly greater, but not statistically significant difference for the online students. Overall, the learner satisfaction rating by online students was significantly higher than that of the traditional classroom students, a finding consistent with results from other researchers comparing the two methods. (Aragon, Johnson, & Shaik, 2002; Bello, et al., 2005; Neuhauser, 2002).

A number of studies looked at whether students who select online learning differ in ways that affect their academic performance. Katz and Yablon (2003) reported that students who participate in online courses become more favorable to learning via technology. Online students seem to value convenience and flexibility more than face-to-face interaction with instructor and peers (Roblyer, 1999). Abbott (2006) reported that the “smart classroom” is essential to 21st century school reform and education improvement. Smart classrooms are those facilities that have internet access and PowerPoint capabilities as well as other technology available on college campuses. “College students [in face-to-face classes] who have grown up in the high technology environment frequently request that their professors prepare their lecture notes using PowerPoint, have a course Web site, and use multimedia to illustrate key themes” (Debevec, Shih, & Kashyap, 2006, p. 293).

**Time Commitments and Online Teaching**

Cavanaugh (2005) indicated faculty in various departments across campuses express the opinion that teaching online takes considerably more time than traditional face-to-face instruction. There is little recent data from family and consumer sciences teacher educators to support or disprove this belief. The number of students in the online class is a predictor of faculty time commitment, according to Cavanaugh since faculty-student interaction via e-mail requires considerable time.

Hislop and Ellis (2004) secured records of instructor time for seven comparable pairs of online and traditional course sections. They reported the total time expended by instructors was approximately 5 minutes more per online student when compared with the traditional sections, a difference that was not statistically significant. Due to the nature of online technology and faculty experience with distance education technology, faculty may perceive an increased effort involved in teaching an online course because online courses require an increased level of interactivity on the part of the instructor (Hislop & Ellis). Faculty also need to rearrange their schedules so that students’ expectations of immediate responses for answers to questions and
requests for interaction are met. “The amount of work on the weekend by faculty was the same for online and traditional sections, averaging 1.4 hours per student per section during an 11 week quarter” (Hislop & Ellis, p. 28). Faculty can limit the amount of weekend time they must spend with online students by establishing a mid-week assignment deadline when they are at work and available to students when most questions arise (Young, 2002).

**Delivery Costs for Online Courses**

Milam (2000) performed a complex hybrid method of cost analysis of online courses for the Andrew H. Mellon Foundation. Analysis factors included student/course enrollment, departmental consumption/contributions, space utilization/opportunity costs, direct non-personal costs, computing support, faculty/staff workload, and administrative costs and revenue streams. The study involved four pairs of courses: English, management information systems, decision sciences, and astronomy. The study found that total expenditures for traditional and online courses were relatively the same, but net costs per section were higher for online courses. In addition, departments with multiple course sections benefited by offering online courses. An understanding of how to manage technology costs effectively was a positive byproduct for the faculty who were involved in the study.

**Effectiveness of Online Family and Consumer Sciences Instruction**

A few research studies are available which consider the effectiveness of online family and consumer sciences teacher education and preparation outcomes. Johnson, Burnett, and Rollings (2002) reported a comparison of internet and traditional classroom instruction for a consumer economics course. They reported the online group had a significantly higher achievement level on the pretest and post-test than did the face-to-face group. A family and consumer sciences education faculty member at the University of Idaho who teaches both face-to-face and on-line sections of the Consumer Economics and Personal and Family Finance courses reports “their [online students] grades tend to be higher and they tend to do better [work on assignments] than on-campus students. They certainly do more comprehensive work on the assignments when they post them online for their classmates to see and react to (which is) something I don't do with my on-campus students” (V. Junk, personal communication, May 8, 2006). Other family and consumer sciences faculty teaching online courses have indicated similar outcomes. Johnson et al. indicated that their online students reported spending 6 to 10 hours per work working on the course while the face-to-face classroom students reported working 5 hours or less per week on the course. Online students also averaged a significantly longer workweek than did the traditional students (Johnson et al.)

**Online resources for family and consumer sciences teachers**

There is a wealth of material online to facilitate teaching financial literacy. These sites can be especially helpful to teachers who are completing their family and consumer sciences teacher certification coursework. Montana State University, in cooperation with the Take Charge America non-profit financial counseling and debt management service, operated the Family Financial Literacy project and provided an annual Family Economics and Financial Education Conference (FEFE, 2006) to help teachers implement their curricular materials. The FEFE program recently moved to the University of Arizona.

The National Endowment for Financial Education (NEFE) also provides multimedia delivery of personal financial literacy and self-help education materials for the public, as well as
a curriculum to guide instruction in the secondary classroom. NEFE has a six unit High School Financial Planning Program (HSFPP) curriculum available online with portals for teachers, students, and sponsors. An 18-month evaluation of the HSFPP indicates that students who used the program made significant gains in their financial knowledge, behavior, and confidence after completing the program. This evaluation used responses from 202 teachers and 5,329 high school students (NEFE, 2006).

Conclusions

“As adults are faced with the necessity of continuing education throughout their lives, the need for convenient distance education programs is intensified” (Howland & Moore, 2002, p. 183). With unrelenting demand for family and consumer sciences teachers, and lateral entry/alternative routes to teacher certification, the need for distance delivered courses is urgent. The need for family and consumer sciences teachers and for lifelong education opportunities behoove family and consumer sciences programs to develop and offer an increasing number of the required teacher preparation courses online. Research indicates that medical students are able to learn complex and technical information and skills online. Johnson et al.(2002) found their online students did significantly better than did the face-to-face students in their consumer economics courses. The advent of digital photography, live web cams, and technologically proficient faculty and students make this alternative delivery of courses a viable option for the development of the dispositions, knowledge, and skills that beginning family and consumer sciences teacher candidates need.

Costs of instruction and time commitment of faculty become moot issues as faculty develop increased competency with the tools of the virtual classroom. Access to appropriate courses delivered in an any-time, any-place format are critical to strong and vital secondary family and consumer sciences programs because enrollments in traditional teacher preparation programs are stagnant and the demand for certified family and consumer sciences teachers continues to be strong in the majority of states.

Brief Annotated List of Print Resources


This book, written for higher education faculty, consists of two parts. Part One provides a basic framework with which to organize activities. This framework serves to engage student into the online environment. Part Two presents activities to promote engagement among online learners on a phase-by-phase basis.


This paper-bound college text provides strategies from the basics of using credit cards to the ins and outs of investing in the stock market. It is unique in the Personal Finance textbook field in that it includes an entire chapter devoted to the intangible costs and sacrifices involved in caring for others.


This is a college level textbook designed to introduce students to the best of management thinking and practice. Part I begins with an explanation of management and the process
of using resources to achieve goals. Part II examines the basic concepts underlying the field of management. Part III provides specific application to time, work, family, stress, fatigue, environmental resources, and finances in a “how-to” section.


This college level textbook introduces students to a management process model first used to address three questions: What is management? Why manage? Who manages? It continues with a focus on the home and environment as a context within which individuals and families manage, apart from the other areas in social science. It includes an examination of the basic concepts underlying the field of management, and then provides applications for time, work, family, stress and fatigue, environmental resources, and finances. It concludes with an analysis of technology, quality of life and family, and global change.


This national field study was commissioned and supported by the Fannie Mae Foundation, Institute for Socio-Financial Studies, Middleburg, VA.


This is a secondary level text useful for teaching life management concepts in the secondary school.

**Brief Annotated List of Electronic Resources**

**Take Charge America**
Web Link: http://www.takechargeamerica.org/
Take Charge America is a non-profit financial counseling and debt management service. It sponsors a personal finance case study competition among college teams annually. Following an introduction, the teams have 36 hours to analyze the case and prepare a verbal, written, and PowerPoint presentation for a panel of judges who determine the winner. Cash prizes are awarded to the students’ university departments.

**Family Finance and Economic Education (FEFE)**
Web Link: http://www.familyfinance.montana.edu/
FEFE’s mission is to provide educators with complimentary curriculum materials and the skills and confidence to effectively teach family economics and finance. Educators participate in a free weeklong Master Teacher Program to facilitate using the curriculum materials in the secondary classroom.

**National Endowment for Financial Education (NEFE)**
Web Link: http://www.nefe.org/
NEFE is a non-profit foundation dedicated to helping all Americans acquire the information and gain the skills necessary to take control of their personal finances by
providing funding, as well as the logistical support and financial planning expertise needed to create personal finance programs and materials for the public. They maintain two Web sites for this purpose.

Get Smart About Your Money
Web Link: http://www.smartaboutmoney.org/nefe/pages/home.asp
This NEFE sponsored Web site has the general public as the target audience. The Web site includes links for financial planning, managing credit and debt, saving, investing, and retirement.

Youth Helping Youth
Web Link: http://www.ntrbonline.org/english/index.html
This is a Web site targeted to teens using the NEFE High School Financial Planning Program to provide them with a greater understanding of and ability to manage their personal finances in the areas of goal setting, budgeting, and saving. The program uses unique games, simulations, case studies, and interactive exercises to provide hands-on experience for students to test and apply the financial principles and concepts taught.

References


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Standard 3. Family and Human Development

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.

Expectation Statements

- Relate theory and principles of human development, interpersonal relationships, and families to continuing concerns that families face across the lifespan.
- Analyze contexts in which individuals and families function.

Chapter 7
Family and Human Development: Developing Preservice Teacher Competencies
Shirley R. Klein
Christine M. Moore

Chapter 8
Family and Human Development: Current Trends, Teaching Strategies, and Resources for the 21st Century Classroom
Michelle Krehbiel

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Chapter 7
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, caregiving, 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>
<thead>
<tr>
<th>Level</th>
<th>Characteristic</th>
<th>Application to FCS Educators</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Family emphasis minimal</td>
<td>In the context of the institutional school setting, teachers interact with parents about child’s educational progress. Teachers dispense information and need a knowledge base about content along with clear communication and delivery skills. Engage students in cognitive learning in Level Two and add affective domains of learning by eliciting feelings and experiences.</td>
</tr>
<tr>
<td>2</td>
<td>Information and advice</td>
<td>Work in group settings to solve common family problems and concerns.</td>
</tr>
<tr>
<td>3</td>
<td>Feelings and support</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Brief focused intervention</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Family therapy</td>
<td></td>
</tr>
</tbody>
</table>

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). 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 coded 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, & Knuegar, 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, Dershimer, & 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**


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


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](http://www.ncfr.org/products).


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.


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


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**


This site provides resources for school/youth marriage education programs designed “to-teach-right-out-of-the-box” with no training needed.
This resource is provided by a group of parenting education professionals who are interested in building the field of parenting education.

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.

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

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Chapter 8
Family and Human Development: Current Trends, Teaching Strategies, and Resources for the 21st Century Classroom

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Teaching about human development, parenting, family life, and interpersonal relationships is one of the ways that family and consumer sciences educators work to strengthen individual and family life. This article examines current social trends impacting individual and family life and addresses what family and consumer sciences teachers should know and be able to do when teaching family and human development. Other topics included in this article are discussions about determining appropriate subject matter, developing suitable curriculum, creating a positive learning environment, and assessing teacher candidates’ progress. A list of government agencies, professional organizations, and non-profit organizations that provide services or content related to family and human development also is included.

The profession of family and consumer sciences has historically viewed the family as the central institution of society and has been primarily concerned with strengthening family life (Green, 2001). Over one hundred years ago the early founders of the profession believed that “the family is the most important of human institutions” (as cited in Green, p.1). This is still true today. Both the American Association of Family and Consumer Sciences and the Family and Consumer Sciences Division of the Association for Career and Technical Education state their purpose is working to improve and strengthen individual and family life (American Association of Family and Consumer Sciences [AAFCS], 2006; Association for Career and Technical Education [ACTE], 2008). One way to achieve the goal of improving individual and family life is through education.

Family and consumer sciences (FCS) is taught at the elementary, middle, secondary, postsecondary, and community levels. The emphasis on the importance of the family as a human institution and the goal of strengthening individual and family life provides the foundation and rationale for teaching about family and human development. In 2004 the National Association of Teacher Educators of Family and Consumer Sciences (NATEFACS) developed 10 standards for middle and secondary level FCS teachers. These standards identify the necessary skills and knowledge that beginning family and consumer sciences educators should possess. Standard 3 addresses Family and Human Development. The purpose of this article is to discuss appropriate subject matter, elements of effective teaching, and assessment as they relate to FCS teacher candidates meeting Standard 3, Family and Human Development.

Current Individual and Family Trends

Standard 3, Family and Human Development, 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” (NATEFACS, 2004). One way to equip family and consumer sciences educators about family and human
development is for them to recognize current social trends of individuals and families. Identifying trends in individual and family life helps determine appropriate subject matter and provides teachers with insights on factors that may influence how students develop and learn. Data from the United States Census Bureau reveal that families are diverse. Family types can vary from single person households to grandparents raising grandchildren. Here are some United States Government statistics that give a snapshot of contemporary family life.

- One out of every four households is a one-person household (Simmons & O’Neil, 2001) with 31% of men and 25% of women who never marry.
- According to the 2003 Current Population Survey 4.6 million heterosexual couples and approximately 600,000 same-sex couples were cohabiting meaning that they were “sharing living quarters and also had a close personal relationship with each other” (Simmons & O’Connell, 2003, p.1).
- United States Census data showed that there were 12 million single parent households in 2003 (Fields, 2004).
- 2.4 million grandparents had primary responsibility for their grandchildren under the age of 18 (Simmons & Dye, 2003) and almost 6 million children lived with a grandparent (Simmons & Dye) according to the 2000 United States Census.
- Almost 4 million families living in the United States are multi-generational meaning that more than two generations live together in the same household (Simmons & O’Neil, 2001).

The types of families in which children and youth are raised impact individual and family development. Environmental conditions such as parental incarceration, substance abuse, poverty, immigration, and child abuse or neglect impact family life and functioning and in turn affect how a child grows, develops, and learns. Listed below are some United States Government statistics that state how many children and families are impacted by these issues.

- In 1999 an estimated 1.5 million children had a parent in a state or federal prison (Mumola, 2000).
- According to the 2001 National Household Survey on Drug Abuse 6 million children lived with at least one parent who abused or was dependent on alcohol or an illicit drug during the past year (Office of Applied Studies, Substance Abuse and Mental Health Services Administration, 2003).
- According to the 2000 United States Census, 11.7% of the United States population was foreign born (Larsen, 2004) and 47 million people age five or older reported speaking a language other than English at home (Shin & Bruno, 2003).
- According to the Survey of Income and Program Participation in 2002, 63% of children under the age of five were in regular child care and the average length of time spent in child care was 32 hours a week (Johnson, 2005).
- According to the 2002 Current Population Survey 15.8 million children under the age of five had some kind of developmental delay (Steinmetz, 2006).
- In 2003 over 900,000 children were determined to be a victim of child abuse or neglect. Sadly, about 1,500 children a year died because of child abuse or neglect (National Clearinghouse on Child Abuse and Neglect Information, 2004). As a result of child abuse or neglect 523,000 children were in foster care in 2003 (U. S.
Department of Health and Human Services, Administration for Children and Families, 2006).

The current data inform family and consumer sciences professionals that families are diverse in their structure and functioning. This snapshot of individual and family life in the United States provides FCS educators with some facts about students’ family structure and living environment. An awareness of a student’s home environment informs FCS educators about what they should be teaching in regards to human development, parenting, family, and interpersonal relationships and provides a context for understanding the social and educational needs of students.

**Family and Human Development Content**

It is important that family and consumer sciences teacher candidates have knowledge of family and human development. To specifically meet the requirements of Standard 3, teacher educators must ask, What is essential family and human development subject matter? One way to answer this question is by examining the *National Standards for Family and Consumer Sciences Education* (National Association of State Administrators of Family and Consumer Sciences [NASAFACS], 2008) These Standards for middle and high school students include 16 Areas of Study. Of these, four are specific to the subject matter of Standard 3, Family and Human Development: (a) Human Development, (b) Interpersonal Relationships, (c) Family, and (d) Parenting. The Standards in these four Areas of Study help determine what family and consumer sciences educators must know and be able to do when teaching family and human development in middle and high school settings.

When teaching the Human Development Area of Study (NASAFACS, 2008), it is important that family and consumer sciences educators recognize the principles of human development and conditions that impact how children and individuals grow and develop. First, it is critical that FCS educators can identify the various stages of human development: prenatal; infancy; early childhood; middle and late childhood; adolescence; and early, middle, and late adulthood. It is also essential that FCS educators recognize basic human development theories such as Erikson’s Eight Stages of Psychosocial Development (see *Childhood and Society* by Erik Erikson [1963]), Piaget’s Cognitive Stages (see *The Growth of Logical Thinking from Childhood to Adolescence* by Bärbel Inhelder and Jean Piaget [1958]), Bandura’s Social Learning Theory (see *Social Foundations of Thought and Action: A Social Cognitive Theory* by Albert Bandura [1986]), or Bronfenbrenner’s Ecological Systems Theory (see *The Ecology of Human Development* by Urie Bronfenbrenner [1979]). Knowledge of the stages of human development and theories serve as a foundation for educating about families, parenting, and interpersonal relationships. Understanding how children grow and develop impacts parent-child relationships, parenting practices, and how families function and interact with each other. For example, the social, emotional, cognitive, and physical abilities of a toddler influence parental expectations, family communication patterns, and roles of family members.

Humans do not grow and develop in isolation. All individuals are in some form of relationships whether it is as a family member, peer, friend, or community member. For these reasons it important to educate children and youth about the Interpersonal Relationships Area of Study (NASAFACS, 2008). Knowing how to communicate, resolve conflicts peacefully, and express emotions are basic social and emotional skills children, youth, and adults need in interpersonal relationships. When preparing family and consumer sciences educators it is important that they gain knowledge and skills in building and maintaining positive interpersonal relationships. FCS teacher candidates should not only know the elements of good
communication they should also practice good communication with students, parents or caregivers, fellow co-workers, and community members (Tucker & Stronge, 2005). Other areas for knowledge and skill development include: (a) cooperation, (b) decision making, (c) listening, (d) self concept, and (e) characteristics of healthy or unhealthy relationships.

One of the most important interpersonal relationships for children and youth is their family. Families greatly influence how one grows, develops, and meets basic human needs. In the Family Area of Study (NASAFACS, 2008), topics include: (a) types of families, (b) family structure, (c) family functioning, (d) transitions in families, (e) families in crisis, (f) family law and policy, and (g) families in society. Family and consumer sciences educators need to know family theories and research trends. It is also vital that FCS teacher candidates have skills in teaching contentious issues. This is particularly important in the Family Area of Study. Same-sex marriages, child custody laws, parental rights regarding discipline, or governmental assistance to financially distressed families are examples of a few of controversial topics that might be discussed. FCS teacher candidates not only need a knowledge base in the Family Area of Study, they also need to have skills in teaching sensitive subject matter.

Parenting is another Area of Study (NASAFACS, 2008) addressed in Standard 3, Family and Human Development. Teaching about parenting involves having knowledge about human development, interpersonal relationships, and family. The following examples illustrate how human development, interpersonal relationships, and family influence parenting. Prospective family and consumer sciences educators must recognize how the stages of development (e.g., infancy, adolescence, or adulthood) influence parental expectations and discipline. Parenting styles such as authoritarian, permissive, or authoritative often are influenced by interpersonal relationships with the child’s mother or father, grandparents, extended family, and community members. Family structure, such as one or two parent households or blended families, impacts decisions regarding living arrangements, parenting goals, and parental roles. These subjects are just a few of the possible topics that FCS teacher candidates need to understand in order to teach parenting. Other parenting topics include: (a) responsibilities of parenting, (b) laws related to public policy, (c) selecting child care, and (d) types of child abuse and neglect.

The Areas of Study of Human Development, Interpersonal Relationships, Family, and Parenting (NASAFACS, 2008) each have unique content; however, family and human development concepts, theories, and research interact with one another and teacher candidates must recognize this interdisciplinary nature of the family and consumer sciences profession. For example, if one is teaching about adolescent development, one will need to examine issues of interpersonal relationships such as friendships and dating, an adolescent’s role in their family, and parent-child interactions. Not only are the four above-mentioned Areas of Study interrelated, they also are related to the other 12 Areas of Study in the National Standards for Family and Consumer Sciences Education (NASAFACS) and with the other content-focused standards in the National Standards for Teachers of Family and Consumer Sciences (NATEFACS, 2004): (a) Standard 1, Career, Community, and Family Connections; (b) Standard 2, Consumer Economics and Family Resources; and (c) Standard 4, Nutrition, Food, and Wellness. When teaching about family and human development, it is essential to discuss housing, family resource management, and nutrition because these areas impact how children, youth, and adults grow and develop.

Identifying the integrated nature of the various content areas demonstrates the holistic approach of the discipline of family and consumer sciences. Family and consumer sciences educators should be acquainted with the theoretical framework of the Body of Knowledge of Family and Consumer Sciences (Baugher et al., 2000), which is built on an ecological
perspective that focuses on human interaction with their environment (Bubolz & Sontag, 1993). The Body of Knowledge of Family and Consumer Sciences includes four major components: (a) common body of knowledge, (b) specialization threads, (c) cross-cutting threads, and (d) basic human needs (Baugher et al.). The common body of knowledge component includes systems theory, lifespan development, individual, family, and community. The specialization threads consist of health, food for basic nutrition, food science, clothing and textiles, housing, economics and management, relationships, social leadership, and wellness. The third component, cross-cutting threads, is based on societal trends. These cross-cutting threads are integrated across FCS subject matter and are comprised of basic human needs; communication skills; public policy; critical thinking; diversity; global perspective; professionalism; independence; dependence; creative thinking; community development; technology; and moral, ethical, and spiritual development (Baugher et al.). The framework functions by specialization and cross-cutting threads interacting with the common body of knowledge to address the fourth component, basic human needs. For example, interpersonal relationships are impacted by communication skills, technology, an individual’s development, and environment. These interactions influence how basic human needs of belonging or attachment are met. Thus, the Body of Knowledge of Family and Consumer Sciences enables FCS educators to gain insights about family and human development.

The professional organization, National Council on Family Relations (NCFR) also has developed a framework that is relevant to teaching about family and human development. The Framework for Life Span Family Life Education created by NCFR identifies ten substance areas for providing quality education about family life: (a) families and individuals in societal contexts, (b) internal dynamics of families, (c) human growth and development across the lifespan, (d) human sexuality, (e) interpersonal relationships, (f) family resource management, (g) parent education and guidance, (h) family law and public policy, (i) ethics, (j) family life education, and (j) methodology (Bredehoft & Walcheski, 2003). This framework is comprehensive in regards to teaching about family and human development; however, it lacks the integrative nature of the Body of Knowledge of Family and Consumer Sciences (Baugher et al., 2000). Missing from its framework are the following areas of study: housing, health/wellness, and clothing and textiles. When preparing FCS educators it is important that they understand both the Body of Knowledge of Family and Consumer Sciences (Baugher et al.) and the Framework for Life Span Family Life Education (Bredehoft & Walcheski). Together, these frameworks give FCS teacher candidates the solid knowledge base needed to teach family and human development.

**Teaching Family and Human Development**

Family and consumer sciences educators must know how to effectively teach about family and human development as well as identify appropriate content. In preparing FCS educators to teach family and human development, it is also important that they gain information and skills on how to teach. In the document *National Standards for Teachers of Family and Consumer Sciences* (NATEFACS, 2004), three additional standards address the need for effective teaching. They are: (a) Standard 5, Curriculum Development; (b) Standard 6, Instructional Strategies and Resources; and (c) Standard 7, Learning Environment (NATEFACS). These Standards address the importance of good curriculum development, appropriate teaching methods, and a safe learning environment. The following paragraphs address how these three Standards are applied to Standard 3, Family and Human Development.
In her book, *Powerful Teacher Education*, Darling-Hammond (2006) stated that good teacher education programs have curricula which apply a developmental perspective and demonstrate sensitivity to the social contexts of learners such as the classroom environment, the students’ community, and the learners’ uniqueness. Darling-Hammond argued that good curriculum and teaching strategies are grounded in appropriate child and adolescent development. Providing age-appropriate instruction are elements of Standard 5, Curriculum Development and Standard 6, Instructional Strategies and Resources. It is essential that prospective family and consumer sciences educators have a knowledge base of child and adolescent development because it helps determine subject matter and appropriate teaching strategies. Because some subject matter in human and family development can be sensitive, it is especially important that teacher candidates recognize age-appropriate subject matter and teaching strategies. For example, when teaching about abusive or unhealthy intimate relationships, teaching strategies and curriculum should be different for seventh graders than for seniors in high school. Seventh graders need to know about basic characteristics of unhealthy intimate relationships while twelfth graders need additional information on causes of unhealthy intimate relationships such as power and control.

Another element of good curriculum development is demonstrating sensitivity to the learners’ social context (Darling-Hammond et al., 2005a). The social context of the learning environment consists of an individual’s learning style, student readiness to learn, and family and community expectations (Darling-Hammond et al.). When family and consumer sciences teachers develop human and family development curriculum they must inquire about how students learn, what are important family and community values, and what is age-appropriate subject matter. For example, developing curriculum and creating teaching strategies for the subject matter of human sexuality requires a development perspective and a social context lens. Teaching about puberty to sixth graders in a small rural community in Tennessee should be different than teaching about puberty to eleventh graders in a large metropolitan city in California.

Creating a safe learning environment is another important aspect of good curriculum development (Darling-Hammond et al., 2005a). One element of recognizing the social context of a student is respecting diversity. Standard 7, Learning Environments, of the *National Standards for Teachers of Family and Consumer Sciences* (NATEFACS, 2004) and Standard 4 of the *National Council Accreditation of Teacher Education* (NCATE, 2008) emphasize the need for teacher candidates to be sensitive to issues of diversity. Family and consumer sciences educators need to identify how issues of diversity such as age, family type, gender, race, ability, religion, and sexual orientation impact human and family development subject matter and the teaching strategies used to teach that content.

High quality teacher education programs prepare future educators to develop curriculum to meet local school district or state standards (Darling-Hammond et al., 2005a). Family and consumer sciences teacher educators should prepare teacher candidates to use the *National Standards for Family and Consumer Sciences Education* (NASAFACS, 2008) to guide their curriculum development, teaching, and student assessment. Teacher candidates should ask and be able to answer the question, What is the relationship between family and human development content and state or national standards? For example, Standard 12.1, Human Development, in the *National Standards for Family and Consumer Sciences Education* states, “Analyze principles of human growth and development across the life span” (NASAFACS, n.p.). In addressing this Standard, FCS educators need to determine how subject matter, effective teaching strategies, and
a student’s social context (e.g., culture, age, gender, and learning style) will influence family and human development curriculum and teaching methods and strategies.

**Assessment of the Standard**

According to Carr and Harris (2001) assessment improves instruction, determines how well a student has learned, and indicates how well an instructional program is working. This point illustrates the importance of assessment in family and consumer sciences teacher education programs. It is important to ask the question, How should FCS teacher candidates be assessed to meet Standard 3, Family and Human Development? One way to answer this question is by conducting either authentic or performance assessments. In authentic assessment students are evaluated on their ability to apply their knowledge and skills to real life problems in contextual settings (Gronlund, 2006). One type of authentic assessment is the use of case studies. According to Darling-Hammond, Hammerness, Grossman, Rust, and Shulman (2005b) using case studies are an effective way to evaluate a student’s ability to apply theory to a specific situation. Case studies allow students to examine elements of a particular idea to a real-life situation. For example, What are appropriate teaching strategies for a class of teenage mothers when discussing parenting? Another type of authentic assessment that is found in effective teacher education programs is action research (Darling-Hammond, 2006). In action research, practitioners (in this case teacher candidates) design or conduct an investigation based on their experiences (Darling-Hammond). For example, teacher candidates might investigate how family participation impacts student performance and attendance. Performance assessments require an individual to demonstrate understanding and skills by performing a task (Gronlund). Selecting age appropriate curriculum and teaching strategies during student teaching are examples of performance assessment for FCS teacher candidates. Two of the most common and effective performance assessments in teacher education programs are field experiences and the teacher candidate portfolio (Darling-Hammond). Field experiences give teacher candidates the opportunity to perform various teaching strategies, classroom management techniques, and select appropriate curriculum. Using portfolios allows students the opportunity to reflect on their teaching experiences, illustrate self-awareness, and show their knowledge and skills regarding teaching family and human development (Darling-Hammond).

**Family and Human Development Resources**

Information about family and human development can quickly change and can often be contradictory. The World Wide Web is one source of information about family and human development. Other sources include print materials such as journal articles, newsletters, or books. It is essential that family and consumer sciences educators know how to evaluate information based on factors such as: (a) accuracy, (b) authority, (c) objectivity, (d) time of publication, (e) coverage or depth of topic, and (f) author (Beck, 2006). Listed below are brief descriptions of agencies or organizations that work in the area of family and human development. The various Web sites provide research-based information, statistics, publications, resources, and links to other agencies or resources. When obtaining information from these and other sources it is important to use the above mentioned criteria to evaluate information.


The American Association of Family and Consumer Sciences is a professional organization for family and consumer sciences professionals that strives to improve the
quality and standard of individual and family life through educational programs and public policy.

This professional organization works to promote family and consumer sciences education throughout the United States. It supports the work of ACTE. The FACS Division includes three affiliates: the National Association Teachers of Family and Consumer Sciences (NATFACS), the National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS), and the National Association of State Administrators for Family and Consumer Sciences (NASAFACS).

This United States government agency is a system of health surveillance which monitors and prevents disease outbreaks, implements disease prevention strategies, and maintains national health statistics.

This non-profit organization works to improve the lives of people who are financially distressed by conducting research and policy analysis; advocating at the state and federal levels; and providing information and technical assistance on family policy for United States policy makers, advocates, researchers, and the media.

The United States Department of Agriculture is the parent agency of CYFERnet. It provides peer reviewed content that includes child, youth, and family resources of the public land-grant universities to educators, researchers, parents, youth agency staff, community members, human services and health care providers, students, policy makers, youth, and the media.

CSREES is a part of the United States Department of Agriculture. It acts to solve problems of consumers, farmers, and communities and works in cooperation with land-grant universities, public institutions, and private sector partners. Extension offices can be found at the state and local levels. Family, youth, and communities are specific research and program areas of CSREES.

This is a non-profit research center that provides data to inform decision-making on the changing workforce, family, and communities.
Future of the Children uses research to promote policies and programs for policy makers, service providers, and the media. It is a Publication of the Woodrow Wilson School of Public and International Affairs at Princeton University and the Brookings Institute.

This professional organization works to improve the well-being of all young children (ages birth to eight). NAEYC accredits child care centers, provides resources such as publications and conferences for their members, and advocates on issues on behalf of children.

The mission of this non-profit organization is to improve the well-being of children, youth, and families by reducing teen pregnancy.

The National Council on Family Relations provides information about families and family relationships; establishes professional standards for researchers, educators, and practitioners; and works to promote family well-being. It is a professional organization for those engaged in family life education and researchers who conduct research on the family.

This agency is administered by the United States Department of Justice and provides publications and other resources about family violence, youth violence, juvenile justice, and crime victims.

This organization provides education to the general public, trainings and curricula for community fatherhood initiatives, and works to create community partnerships. Their mission is to improve the well-being of children by increasing the involvement and commitment of fathers.

This research based, non-profit, non-partisan organization provides information on the positive and harmful effects of media on children and youth. The National Institute on Media and Family conducts research and provides education.
Standard 3: Krehbeil

This non-profit organization provides leadership, knowledge, and resources to promote healthy children, youth, and communities. The organization’s work is centered on the 40 Developmental Assets™ which are used to help communities create environments for healthy, caring, and responsible young people.

This is an agency of the United States Department of Health and Human Services. It is a nationwide aging network that provides services to the elderly and helps them remain independent by providing services such as in-home meals, transportation, and at-home services.

This government agency is responsible for 60 programs that promote the economic and social well-being of children, families, and communities including: (a) welfare (Temporary Assistance to Needy Families), (b) child support enforcement systems, (c) Head Start, (d) child care assistance, (e) foster care and adoption state programs, and (f) programs that prevent child abuse and intimate partner violence.

**Conclusion**

To meet Standard 3, Family and Human Development, of the National Standards for Teachers of Family and Consumer Sciences (NATEFACS, 2004), family and consumer sciences teacher educators must give teacher candidates opportunities to gain knowledge and practice skills needed to teach family and human development. Quality FCS teacher education programs should make sure that teacher candidates are obtaining relevant, research-based family and human development content and are able to develop appropriate curriculum that meets the academic needs of students; addresses local, state and national student standards; and ensures a safe learning environment. Knowledge and skills of FCS teacher candidates can be assessed by authentic and performance assessment methods such as case studies, action research, field experiences, and portfolios. High quality content, curriculum, teaching strategies, and teacher candidate assessment ensure that Standard 3, Family and Human Development is met and that FCS teacher candidates are prepared to fulfill the profession’s mission of empowering children, youth, and families to live and work in a diverse global society (NASAFACS, 2008).

**References**


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Promote nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and address related concerns in a global society.

Expectation Statements

- Evaluate nutrition and wellness choices and practices to enhance individual and family well being across the lifespan, using reliable guidelines and sources of information.
- Synthesize principles of food acquisition, safety and sanitation, and preparation to meet long-term nutrition needs of individuals, families, and communities, including special dietary considerations.
- Evaluate impacts of science, technology, and technological advances on wellness, nutrition, foods, and related issues.
- Assess governmental, economic, geographic, and technological influences on nutrition and foods practices, food availability, and related issues in a global society.

Chapter 9
Nutrition, Food, and Wellness: Current Benchmarks, Trends, and Challenges in an Ever Changing Environment
Carol A. Friesen
Joan R. McFadden
Alice A. Spangler

Chapter 10
Nutrition, Food, and Wellness: Rationale and Resources for Implementation in Family and Consumer Sciences Teacher Preparation Programs
Lori A. Myers
Janet F. Pope

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This article encourages family and consumer sciences teacher educators and their nutrition colleagues to challenge pre-service and in-service family and consumer sciences teachers to become familiar with current nutrition knowledge and to build their confidence to meet Standard 4: Nutrition, Food, and Wellness. Family and consumer sciences teacher educators are encouraged to promote better nutrition by emphasizing the importance of teaching nutrition using a variety of techniques to motivate student learning in this critical area. This article provides teacher educators and nutrition faculty with suggested methods, as well as references for current nutrition knowledge, to encourage family and consumer sciences teachers to achieve Standard 4 in both curriculum design and application in their classrooms.

When family and consumer sciences teacher educators prepare students to become family and consumer sciences pre-service or in-service teachers, they must address many content areas in their curriculum. One critical content area is nutrition, food, and wellness. The plethora of issues associated with Standard 4 (e.g., obesity, global food shortages, need for sustainable practices, ethical concerns associated with bioengineered foods), makes it imperative that family and consumer sciences teachers have current knowledge and the ability to teach their students about the impact these issues have on our society, both locally and globally. Family and consumer sciences teacher educators are positioned at the forefront of change where they can successfully provide their students, family and consumer sciences teachers, with an understanding of why people need to make healthier food and activity choices and how to make practical, healthy changes in their diets and daily routines. Remaining at the top of the learning curve, however, is difficult as new research often contradicts previous information. The aim of this article is to provide family and consumer sciences teacher educators (defined throughout this article to include their nutrition colleagues) with suggestions for how to meet Standard 4: Nutrition, Food, and Wellness. Included are specific examples of hands-on activities to reinforce the importance of family and consumer sciences teachers using stimulating teaching methods to teach nutrition, food, and wellness concepts.

Standard 4: Nutrition, Food, and Wellness

The description of the fourth item in the National Standards for Family and Consumer Sciences Teachers (NATEFACS, 2004) is to “Promote nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and address related concerns in a global society.” The family and consumer sciences teacher educator who successfully implements Standard 4 should accomplish the following four expectation statements, developed by NATEFACS (2005, p. 2), within the curriculum:
1. Evaluate nutrition and wellness choices and practices to enhance individual and family well being across the lifespan, using reliable guidelines and sources of information;

2. Synthesize principles of food acquisition, handling, preparation, and service to meet long term nutrition needs and preferences of individuals, families, and communities;

3. Evaluate impacts of science, technology, and technological advances on wellness, nutrition, foods, and related issues (e.g., enriched foods, modified foods, food additives, emerging science of functional foods); and

4. Assess governmental, economic, geographic, and technological influences on nutrition and food practices, food availability, and related issues in a global society.

**Nutrition and Wellness Choices**

The first expectation related to Standard 4: Nutrition, Food, and Wellness states that family and consumer sciences teachers and ultimately their students should be able to “evaluate nutrition and wellness choices and practices to enhance individual and family well being across the lifespan, using reliable guidelines and sources of information” (NATEFACS, 2005, p. 2). Family and consumer sciences teacher educators can include a variety of assignments in their classes to help teachers identify teaching methods and design activities to meet objectives derived from this expectation. For example, the family and consumer sciences teacher educator can assign future teachers to develop a time-specific (e.g., two week) unit and set of lesson plans for a middle school classroom that focus on student-directed activities to increase learning. Such student-directed activities may include evaluating food choices for themselves and for one other person in their family. A variety of resources exist to help teachers bring the most current nutrition, food, and wellness information into the classroom and to teach consumers how to make smarter food choices from within each food group. Teacher educators should ensure their future teachers are familiar with the three resources which are described briefly in the following paragraphs: (a) Dietary Guidelines for Americans (Dietary Guidelines Advisory Committee [DGAC], 2005), (b) MyPyramid, and (c) Nutrition Facts Labels.

**Dietary Guidelines for Americans**

Poor diets and a sedentary lifestyle remain the major causes of morbidity and mortality in the United States (DGAC, 2005). Childhood obesity is on the rise and there is no indication that the trend is reversing (Carson, 2005). The Dietary Guidelines for Americans (DGAC, 2005), published jointly by the Department of Health and Human Services (HHS) and the Department of Agriculture and updated every five years since 1980, provide science-based advice to promote health and to reduce risk for major chronic diseases through diet and physical activity for people two years of age and older. The 80-page 2005 revision of the Dietary Guidelines can be downloaded at http://www.healthierus.gov/dietaryguidelines/.

In general, the Dietary Guidelines encourage consumers to eat a variety of nutrient-dense foods and beverages while choosing foods that limit the intake of saturated and trans fats, cholesterol, added sugars, salt, and alcohol. Specific dietary recommendations include (a) making sure at least half of the grain products eaten are whole grain, (b) eating at least two cups of fruit and two and one half cups of vegetables per day, and (c) drinking three cups of fat-free or low-fat milk or equivalent milk products per day while concomitantly (d) reducing total fat intake to between 20% to 35% of calories, (e) consuming less than 10% of calories from saturated fat, and (f) keeping trans fatty acid intake as close to zero as possible (DGAC, 2005).
The Dietary Guidelines also make several key recommendations related to weight management and physical activity. To reduce the risk of chronic disease in adulthood, the Guidelines encourage adults to engage in at least 30 minutes of moderate-intensity physical activity at least five days per week; children and adolescents are encouraged to engage in at least 60 minutes of physical activity on most, preferably all, days of the week (DGAC, 2005).

Family and consumer sciences teacher educators should become acquainted with the Dietary Guidelines for Americans’ companion text, A Healthier You. This text contains easy, healthy, tested recipes; helpful websites; reproducible worksheets; helpful tips for using the Nutrition Facts label and eating out; and steps for incorporating physical activity into one’s life. This resource can be ordered at http://www.health.gov/dietaryguidelines/dga2005/healthieryou/.

MyPyramid

The latest version of the food guide pyramid, MyPyramid, was published in April of 2005 (USDA, 2005a). A modified version adapted for children ages 6 to 11 years was released later in the same year (USDA, 2005b). The MyPyramid eating patterns are designed to integrate the Dietary Guidelines recommendations into a healthy way to eat for most individuals. The individualized eating patterns in MyPyramid are constructed across a range of calorie levels to meet the needs of most age and gender groups. Detailed information can be retrieved online at http://www.mypyramid.gov.

Both teacher educators and teachers are encouraged to become familiar with MyPyramid Tracker, an on-line computer program that provides an assessment of an individual’s dietary intake and physical activity (USDA, 2005a). Teacher educators could require future teachers to complete the dietary analysis and analyze their diet by writing a paragraph that connects “what I should eat” with “what I do eat.” Teacher educators may want to share with their future teachers an excellent source of PowerPoint presentations, handouts, posters, and activities covering a wide range of food, nutrition, and wellness topics available at http://lancaster.unl.edu/food/resources.shtml. These materials cover fun topics such as “Let’s Play ‘FOOD’ Ball,” “Spending Your Calorie Salary,” “Meet the Grain Group,” and “Cold Pizza for Breakfast: MyPyramid Food Safety Tips for Teens & Tweens Who Cook” (Henneman, 2006).

Nutrition Facts Labels

The Food and Drug Administration’s (FDA) Nutrition Facts label makes it easier for consumers to make quick, informed food choices that contribute to a healthy diet (FDA, 2004). Teaching students how to use the Nutrition Facts panel, however, is challenging. Teacher educators are encouraged to inform future teachers about “Spot the Block!” (FDA, 2007). This new program, a joint effort between the FDA and several network television stations, was designed to urge middle-school students to look for the Nutrition Facts Label on food packages and to read and think about the Nutrition Facts before making food choices. “Spot the Block!” can be accessed at http://www.cfsan.fda.gov/~dms/spotov.html. A wealth of information about the Nutrition Facts panel, including lesson plans and fun, interactive quizzes, are found at http://www.cfsan.fda.gov/label.html.

Family and consumer sciences teachers could also be encouraged to adapt the kit The New Food Label: There's Something In It For Everybody (International Food Information Council, 1994) to teach their students how to use the food label. The complete program, including a 48-page teacher’s guide with lesson plans, learner outcomes, learning strategies,
handouts, charts, worksheets, suggested activities, and a quiz with an answer key, can be downloaded at http://ific.org/publications/other/tnfl.cfm. While the fundamental premise and the student activities in this program are fine, teacher educators are cautioned that, in addition to the revision of the Food Guide Pyramid (USDA, 2005a), a major change has occurred on the Nutrition Facts panel. Effective January 1, 2006, the amount and percent of trans fat must be listed on the Nutrition Facts label (FDA, 2006). Current scientific evidence indicates the consumption of trans fat, along with saturated fat and dietary cholesterol, raises low-density lipoprotein (LDL) or “bad” cholesterol levels, which increases the risk of coronary heart disease, the leading cause of death in the United States (FDA, 2003a). Teacher educators are encouraged to ensure that future teachers understand what trans fat is and why it is important to limit it as little as possible in the diet, so they can explain it in a meaningful way to their students. In addition, the importance of updating any nutrition label lessons created prior to January 2006 should be stressed. An updated, high-resolution Nutrition Facts food label panel can be downloaded at http://www.cfsan.fda.gov/~dms/label-dl.html.

Additional Nutrition Resources and Ideas

While family and consumer sciences teacher educators will encourage future teachers to ensure all students have a basic knowledge of nutrition, food, and wellness, the teacher’s exact choices for classroom activities will be influenced by the needs and goals of the students in the class and resources available. For example, the teacher of a class of juniors and seniors will want to include activities such as those in the Guide to Good Food: Teacher’s Resource Guide, for “Nutrition During Pregnancy and Lactation” and “Nutrition in Infancy and Early Childhood” (Bence, 2006, pp. 97-98). In addition, the “Diets in the Life Cycle” activity and the “Making a Weight Management Plan” in the Guide to Good Food, Student Activity Guide (Bence & Lazok, 2006, pp. 24, 30) require students to apply knowledge they found in the USDA MyPyramid, the Dietary Guidelines for Americans, and the food label analysis.

Bence (2006) included suggestions for activities related to physical activities, cultural influences on food choices, the food supply, food choices and practices, and legislation and regulations. For example, the teacher educator can model the concept of bringing “textbook” concepts to life by inviting guest speakers to talk about issues related to family and consumer sciences. A local nutritionist with the Women, Infants, and Children (WIC) program could be invited to talk about the incidence of childhood obesity, bottle-mouth syndrome, or iron-deficiency anemia in the city or county, giving future teachers an excellent opportunity to understand the connection between classroom knowledge and reality. Similarly, a local Cooperative Extension agent could talk to the future teachers about the Expanded Food and Nutrition Education Program (EFNEP), tying in concepts related to poverty, hunger, economics, and using the Dietary Guidelines, MyPyramid, and Nutrition Facts labels, in order to help families prepare healthy, affordable, nutritious meals.

Food Acquisition, Handling, Preparation, and Service

The second expectation of Standard 4: Nutrition, Food, and Wellness states that family and consumer sciences teachers, and ultimately their students, should be able to “synthesize principles of food acquisition, handling, preparation, and service to meet long-term nutrition needs and preferences of individuals, families, and communities” (NATEFACS, 2005, p. 2). Suggestions to help family and consumer sciences teacher educators explore relevant research
related to the following three specific content areas with their future teachers will be presented: (a) eating patterns, (b) threats to safety of the food supply, and (c) hunger and food security.

**Eating Patterns**

Family meals, although considered important for building relationships and communication skills between adolescents and parents (Fulkerson, Neumark-Sztainer, & Story, 2006), have been challenged by changes in our society, including increased after-school activities, changes in family structure, increased convenience food availability (Kimm et al., 2001) and more eating outside the home (USDA, 2005a). Family meals can provide an opportunity for a pleasant, cooperative time where entertaining conversation and healthy food choices accompany the opportunity to develop strong parent-child relationships and family connectedness. Teacher educators could encourage future teachers to use family and child development classes to reinforce the importance of families being together and having time to talk on a regular basis, emphasizing the important role of family meals to both family dynamics and family nutrition and wellness. Teacher educators are encouraged to demonstrate how the teachers can use a “role play” to model entertaining dinner table conversation, since not all youth have experienced this at home.

As children grow older, they spend less time with the family and eat more meals away from the home. Teens cite reasons such as a desire for autonomy, conflicting schedules, a dislike of the food served, and dissatisfaction with family relations, while parents cite conflicting schedules and being busy (Child Trends Data Bank, 2006). In 2003, less than half (42%) of adolescents ages 12 to 17 ate a meal as a family six to seven days a week, 27% ate a meal as a family four to five days a week, and approximately one third (31%) ate meals as a family from zero to three days a week (Child Trends Data Bank). Adolescents whose parents have less than a high school degree are more likely than those with parents who have a high school degree or more to eat meals six to seven days a week with their family (61% versus 46% and 39%, respectively, in 2003) (Child Trends Data Bank).

Eating with parents is also an important factor for the nutrition and eating habits of adolescents, with research showing that family meals and parental presence at meals is associated with higher intake of fruits, vegetables, and dairy products (Videon & Manning, 2003). In addition, family mealtimes may influence whether an adolescent develops disordered eating. One study found adolescents who reported frequent and structured family meals and a more positive atmosphere at family meals were less likely to have disordered eating habits, with the association being stronger for girls (Neumark-Sztainer, Wall, Story, & Fulkerson, 2004).

Families who learn to cook healthful and quick meals have been shown to increase their opportunities for greater nutritional intake (Fulkerson et al., 2006). In contrast, families who watch television during mealtimes have been found to have a lower consumption of fruits and vegetables and a higher consumption of calorie-dense foods such as pizzas, snack foods, and sodas (Coon, Goldberg, Rogers, & Tucker, 2001). The association between frequency of eating dinner with family and measures of diet quality was studied in a national convenience sample of 16,202 children who were 9 to 14 years of age. Results indicated an increased frequency of family dinners was associated with substantially higher intakes of fiber, calcium, folate, iron, vitamins B6, B12, C, and E, a lower glycemic load, and lower intakes of saturated and trans fat as a percentage of energy (Gillman et al., 2000). The frequency of eating family dinner also has been found to be inversely associated with the prevalence of overweight among 14,431 children aged 9 to 14.
years. Children who ate family dinner “on most days” and “every day” were significantly less likely to be overweight than children who ate family dinner “never” or “some days” (Taveras et al., 2005).

Larson, Story, Eisenberg, and Neumark-Sztainer (2006) assessed adolescent involvement in preparing and shopping for food to determine if the level of involvement was related to diet quality. Results indicated the majority of adolescents reported helping prepare dinner (68.6%) and nearly half reported shopping for groceries (49.8%) at least once during the past week. Frequency of preparing food was related to lower intakes of fat (p < 0.01) and higher intakes of fruits and vegetables, fiber, folate, and vitamin A among all adolescents, lower intakes of carbonated beverages among female adolescents (p < 0.01), and lower intakes of fried foods among male adolescents (p < 0.01). The researchers concluded adolescents should be encouraged to help with meal preparation and/or enroll in basic food preparation classes or programs that teach skills for cooking and making healthful purchasing decisions. Unfortunately in many of today's households, the number of sit-down family meals and the time spent in the kitchen preparing food as a family is dwindling, and so are the food preparation skills of today's youth. If families do not model appropriate food preparation techniques to their children (e.g., how to prepare foods, what to prepare, when to prepare each meal component so everything is ready at one time), then family and consumer sciences teachers must ensure we teach fundamental food preparation skills to our students. To achieve this objective, teacher educators should encourage their future teachers to consider developing lessons that require students to prepare simple foods or meals at home that are verified by a parent or guardian signature. Lastly, teacher educators should make certain all future teachers know these key research findings and can cite them when needed to support the need for their foods program.

**Threats to the Safety of the Food Supply**

The events of September 11, 2001, heightened the nation's awareness and placed a renewed focus on ensuring the protection of the nation's critical infrastructures, including our food and water supply. The Food and Drug Administration (FDA) has delineated a plan to ensure the safety and security of the food supply (FDA, 2003b).

The U.S. food supply is increasingly characterized by centralized production and wide distribution of products, making a deliberate contamination possible (Sobel, Khan, & Swerdlow, 2002). A terrorist attack on the food supply could present itself in a manner similar to an unintentional food borne disease outbreak occurring over a wide geographical area. Depending on the biological agent and type of food contaminated, the attack could slowly become evident with only a few cases initially or as an explosive epidemic suddenly producing many illnesses (Sobel et al., 2002). One of the most likely scenarios that poses the greatest threat to the food supply is the release of botulinum toxin in cold drinks such as milk (Danzig, 2003), resulting in the potential poisoning and death of several hundred thousand individuals (Wein & Liu, 2005). Family and consumer sciences teacher educators should make sure their future teachers are aware of the potential catastrophic events that could occur if local, state, and federal officials do not work in concert to protect our food supply.

In order to emphasize the potential for contamination during handling, storage, preparation, serving, and consumption, teacher educators may invite the county “serve-safe” food handler’s certifying agent to speak to the future teachers about the local efforts that have been taken to comply with the federal law that requires restaurants to have at least one employee who meets the requirements necessary to assure they serve safe food. By using this approach, the
teachers will become aware of who the “serve-safe” certifying agent is in their county and what the “serve-safe” program is doing to protect the food supply.

To provide further emphasis on food safety, teacher educators may require their future teachers to search the web for additional information about food borne illnesses. The teacher educator might provide a list of actual food borne illness outbreaks. During the research process, the teachers could identify when and how the contamination occurred (e.g., during initial handling, storage, preparation, serving, or at consumption) and identify how the contamination could have been avoided. The “Say No to Dangers in the Kitchen” transparency and the “Poison Treatment” activity in the Guide to Good Food, Teacher’s Resource Guide (Bence, 2006, pp. 128-129) would reinforce the importance of safe food selection and handling practices throughout the cycle from selection to consumption. The teacher educator could invite a state or county food inspector, typically housed in the local or state health department, to discuss the processes involved in restaurant inspections and how a food borne outbreak is investigated.

Hunger and Food Security

The presentation of principles related to food acquisition, handling, and preparation must rightfully contain issues related to food insecurity and hunger, both within the United States and throughout the world. Food security is a term used to describe “assured access at all times to enough food for an active, healthy life, with no need for recourse to emergency food sources or other extraordinary coping behaviors to meet basic food needs” (Food Research and Action Center [FRAC], 2007, n.p.). Food insecurity, in contrast, refers to the “lack of access to enough food to fully meet basic needs at all times due to lack of financial resources” (FRAC, n.p.) or a “limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain availability of acceptable foods in socially acceptable ways” (Anderson, 1990, p. 1598).

Hunger is defined as “the uneasy or painful sensation caused by lack of food” (FRAC, 2007, n.p.). The U.S. Department of Agriculture (USDA) reported that in 2006, based on a national U.S. Census Bureau survey of households representative of the U.S. population, 10.9% of the 12.6 million U.S. households were “food insecure.” Of these, 4.6 million were classified as “hungry” or “very low food secure” (Nord, Andrews, & Carlson, 2007). Groups particularly vulnerable to food insecurity and hunger include immigrants and their children (Van Hook & Balistreri, 2006), older adults (Frongillo & Horan, 2004; Hall & Brown, 2005), WIC recipients (Andig, Osborn, & Gorman, 2006), and households receiving food from emergency food providers, such as food pantries and soup kitchens (Kim, Ohis, & Cohen, 2001).

Results from the Panel Study of Income Dynamics (PSID) were examined to determine the prevalence of and persistence in food security between 1997 and 1999 among families with children under age 13 years (Hoffert, 2005). Key findings included: (a) food stamps play a positive role in preventing food insecurity, (b) immigrants were more likely to become food insecure than non-immigrants, (c) food insecurity is persistent, (d) families with young children are more at risk than families with older children, (e) families with younger heads are more vulnerable than families with older heads, (f) families with less educated heads (less than 12 years of school) were highly likely to become food insecure and to remain food insecure, (g) large families (with three or more children) were more likely to become food insecure than smaller families, and (h) low-income families (below 185% of poverty) were likely to be and remain food insecure.

On a global basis, the Food and Agriculture Organization has reported more than 840 million people (one out of every 13 people) do not have enough to eat (Food Insecurity and
Vulnerability Information and Mapping Systems [FIVIMS], 2006) and over half of deaths worldwide are associated with malnutrition (Pelletier, Frongillo, Schroeder, & Habicht, 1995). Within families, the youngest are most vulnerable to malnourishment (World Bank, 1997). A position paper of the American Dietetic Association (ADA) summarized the need for balancing people, food, and the environment within a global perspective (ADA, 2003).

Family and consumer sciences teacher educators can help future teachers be ready to address hunger with their students. Requiring a service learning experience at a local food pantry or soup kitchen is one simple way to open students’ eyes to what has become too many people’s reality. Participation in a “hunger banquet” lets students learn about hunger from the points of view of those who experience it every day. Oxfam (2006) has a 10-minute computer simulation of a hunger banquet (http://www.hungerbanquet.org/) and the Evangelical Lutheran Church of America (ELCA) website (http://www.elca.org/hunger/resources/youth.html) provides instructions for hunger simulation meals as well as a hunger Jeopardy game, a hunger quiz, and hunger dramas for youth (ELCA, 2006).

Impact of Technology on Nutrition and Food Practices

The third expectation of Standard 4: Nutrition, Food, and Wellness states that family and consumer sciences teachers, and ultimately their students, should be able to evaluate impacts of science, technology, and technological advances on wellness, nutrition, foods, and related issues (e.g., enriched foods, modified foods, food additives, and functional foods) (NATEFACS, 2005, p. 2). Science and technological advances have a great potential to enhance our food supply and improve health and overall quality of life, but only if both the benefits and costs of these advances are understood. Dramatic changes have impacted our food supply and our understanding of the complex relationship between food and health. Family and consumer sciences teacher educators should emphasize the impact of scientific and technological advances on nutrition, food, and wellness when preparing teachers who will be teaching advanced nutrition and/or foods courses in secondary or technical schools. This section will discuss three specific content areas: (a) biotechnology, (b) functional foods, and (c) fortified foods.

Biotechnology

The term “biotechnology” is a general umbrella term meaning any process that uses living things or organisms to accomplish a desired outcome (Penn State University, 2002). Crops produced through biotechnology are significant components of the U.S. harvest. Biotech crops are estimated to account for 38% of corn, 80% of soybeans, and 70% of cotton grown in the United States (International Food Information Council [IFIC], 2004). Benefits of biotechnology include greater disease resistance, reduced pesticide use, more nutritious composition of foods, herbicide tolerance, more rapid growth of crops, and improvements in taste and quality (IFIC). Benefits that can be expected in the near future include (a) reducing levels of natural toxins, such as allergens, in plants; (b) providing simpler and faster methods to locate pathogens, toxins, and contaminants to reduce risk of food borne illness; and (c) extending a product’s freshness (IFIC).

The world’s population, currently about six billion, is projected to grow to about nine billion by 2050. Biotechnological advances will be crucial to help avoid hunger and starvation worldwide in this century, as crops will be better able to withstand environmental factors (IFIC, 2004). Scientists are currently focusing on engineering food products that could increase crop production and maximize the healthy components in a variety of foods. Products estimated to be in the market in a few years include (a) enhanced protein quality in corn and soybeans; (b)
modification of acid production in potatoes and peas grown to remain sweeter and produce higher crop yields; (c) smaller, seedless melons for use as single servings; (d) bananas and pineapples with delayed ripening qualities; (e) peanuts with improved protein balance; (f) fungus-resistant bananas; (g) tomatoes with a higher antioxidant (lycopene) content; (h) fruits and vegetables containing higher levels of vitamins such as C and E to potentially protect against the risk of chronic diseases such as cancer and heart disease; (i) garlic cloves that produce more allicin to help lower cholesterol levels (IFIC); and (j) oils engineered to change the fatty acid composition so it does not have to be hydrogenated, resulting in the reduction of trans fatty acids in food products (Penn State University, 2002).

The World Health Organization noted that biotechnology is not without risk as some of these products have not been in the food supply previously (World Health Organization [WHO], 2006). However, WHO also pointed out that foods in international markets have passed safety assessments and are not likely to carry significant risk. Various regulatory groups have jurisdiction for monitoring development and testing of plant and animal products produced through biotechnology. Some of these groups include the Food and Drug Administration (FDA), U.S. Department of Agriculture (USDA), and the Environmental Protection Agency (EPA). The International Life Science Institute (ILSI) provides a database which shows comparisons of risk characteristics of conventionally bred crops and those bred/grown utilizing biotechnology. Some scientists believe the current safety review process used by the FDA is inadequate and are pushing for stricter guidelines and more detailed safety testing of genetically modified foods (Gurian-Sherman, 2003). This ethically-charged discussion will continue to be a topic all family and consumer sciences teacher educators and teachers should follow.

Functional Foods

Consumers have long sought the “perfect food” or the “magic bullet” which offers a promise of health and/or special benefits. One definition of functional foods is “foods that provide health benefits beyond basic nutrition” (International Life Sciences Institute [ILSI], 1999). Unmodified whole foods such as fruits and vegetables, as well as modified foods which have been fortified with nutrients or enhanced with phytochemicals or botanicals, fit this definition. Biotechnology, spurred by consumer demand, will continue to drive the development of new functional foods. Examples of functional foods that have strong evidence of providing the “promised” effect of reducing both total and low density lipoprotein (LDL) cholesterol include fortified margarines containing plant sterols and stanol esters, psyllium which contains a type of soluble fiber, soy protein foods, and whole wheat products containing glucans. Other examples of functional foods with at least moderate or weak evidence of various health benefits include green tea, black tea, spinach, tomatoes, cruciferous vegetables (e.g. cabbage, cauliflower, broccoli), fermented dairy products, tree nuts, and grape juice or red wine. The impact of functional foods and their bioactive component have been summarized in a recent position paper of the American Dietetic Association (ADA, 2004).

Fortified Foods

The American Dietetic Association (ADA) published a position paper on the use of fortified foods and/or supplements (ADA, 2005), one category was functional foods. The ADA promoted the consumption of a widely and wisely chosen variety of foods to promote optimal health and reduce the risk of chronic disease. The association acknowledged additional nutrients found in fortified foods and/or supplements can help some people meet their nutritional needs
utilizing standards such as the Dietary Reference Intakes. The ADA position paper provided coverage of several topics including (a) nutrient density, (b) rationale for consuming a variety of foods and beverages, (c) regulatory framework for supplementation and fortification, (d) nutrient bioavailability, (e) technical feasibility of fortification including sensory properties, (f) biotechnology, and (g) when supplementation is appropriate. Teacher educators are encouraged to become familiar with this document.

Teacher educators working with future teachers who have a major interest in nutrition and foods, or whose position may involve only the teaching of foods, can encourage the development of curriculum for an advanced course that may meet a science credit requirement for graduation. Such a course would have expectations that the secondary students not only learn advanced preparation techniques, but also learn about the application of biotechnology to foods, functional foods, and fortified foods.

**External Influences on Nutrition and Food Practices**

The fourth expectation of Standard 4: Nutrition, Food, and Wellness states that family and consumer sciences teachers, and ultimately their students, should be able to assess governmental, economic, geographic, and technological influences on nutrition and food practices, food availability, and related issues in a global society (NATEFACS, 2005, p. 2). This review will focus on three key areas: (a) integration of curriculum with school wellness policies, (b) economic and/or geographic influences on nutrition and food practices, and (c) sustainability of global resources.

**Integration of Curriculum with School Wellness Policies**

Family and consumer sciences educators have a tremendous opportunity to reinforce the relationship between nutrition, food, and wellness with the mandated school wellness policies. Section 204 of S.2507, the Child Nutrition and WIC Reauthorization Act of 2004, required all school districts with a federally-funded school meal program to develop and implement wellness policies that address nutrition and physical activity by the start of the 2006-2007 school year (Child Nutrition and WIC Reauthorization Act of 2004). Each school’s wellness policy can be a wonderful tool for teachers to integrate nutrition, food, and wellness into their curriculum in a very practical and real way. To that end, teacher educators should ensure their future teachers are aware of the mandated school wellness policy. Every family and consumer sciences teacher should be encouraged to become a leader in efforts related to their school’s wellness policy, working diligently to connect their curriculum with specific items included in their school’s policy.

Learning is easier to achieve when principles of good nutrition and health can be reinforced with specific, concrete examples, and the school wellness policies include many examples. When trying to operationalize the concept “we need to eat more whole grains,” teachers could have their students identify specific ways that goal is being met in their school (e.g., the cafeteria is serving whole grain tortillas, whole grain bread, and whole grain rolls; the vending machines include servings of whole grain cereals and cereal bars). The reinforcement of course concepts through concrete examples in the school wellness policy should ultimately enhance the adoption of a healthier lifestyle for a larger percentage of the population, beginning at an earlier age.
Economic and/or Geographic Influences on Nutrition and Food Practices

Many economic and geographic factors influence the foods, and thus the nutrients, individuals consume. Teacher educators should help their future teachers understand the synergistic relationships between economic resources, food availability, and family food choices and their impact on nutrient intake. For example, while affordable fresh fruits and vegetables might be readily available in most suburban grocery stores, small inner-city convenience stores often have an extremely limited availability of fresh foods at a significantly higher price than those found at a larger supermarket. Canned fruits and vegetables, while available at convenience stores, are bulky and heavy. Consequently, individuals who live in the inner city and lack reliable transportation often have a difficult time meeting their MyPyramid recommendation for fruits and vegetables – not from lack of knowledge about their importance, but because fresh fruits and vegetables are not available or affordable and bulky canned foods are hard to carry on a bus.

Another important factor influencing food selection, quality, and nutrient intake is the knowledge and skills of the food preparer. Teacher educators will want to emphasize the importance of including information about the selection, storage, preparation, and service of food as an important part of nutrition, food, and wellness. Teacher educators also should be encouraged to help future teachers better understand the multidimensional nature of food decisions. An exploration of food economics, time management, and assessing the nutrient quality of diets based on the use of the Food Guide Pyramid and the Nutrition Facts label become useful activities in the family and consumer sciences teacher’s classroom. Practical assignments that compare time, cost, and nutrient value of “convenience foods” compared to “home made foods” should be encouraged. Teacher educators could incorporate an activity where the future teachers analyze the cost, taste, texture, and time to make instant oatmeal compared to “quick” oatmeal. Above all, teachers should emphasize the importance of having their students give careful attention to preserving major nutrients while preparing palatable, high-quality products with an appropriate appearance, texture, and flavor. By using clear examples, practical assignments, and fun demonstrations using foods from a variety of cultures, teachers will be able to reach their students and help them more clearly see the relationships between food science, geography, culture, food choices, and one’s quality of life.

Sustainability of Global Resources

Sustainability of the earth’s resources is a civic responsibility. Teaching students about actions that can be taken by individuals and families to foster sustainability is an appropriate activity for the family and consumer sciences teacher. Technological advances, food choices, and food handling all have an impact on the utilization of global resources, including energy, water, air, and management of solid waste. Issues abound related to resource consumption and generation of waste among developed countries in contrast to the scarcity of food and limited resources among developing nations (Rosegrant & Sombilla, 1997). Global population growth will have a major impact on environmental, economic, and social concerns related to the food system (Brown, Gardner, & Halwell, 1999). Biotechnology can help address the issue of food production and decrease the need for toxic pesticides.

Conservation of energy reduces the stress on the energy generation and distribution system while concomitantly saving money for individuals and families (Vann, Ahmadi, & Friesen, 2004). In addition, conservation of energy reduces the release of toxic air pollutants into the environment and the depletion of non-renewable resources, thus improving the quality of life.
in the communities where individuals live and work in the present, and enhancing the availability of resources in the future. Family and consumer sciences teachers should be prepared to be key players in resource development and sustainability issues (Atiles & Cude, 2002). Teacher educators can help future teachers learn how to select the most energy efficient systems and, to the limits imposed by the system, how to operate the systems using the most energy-efficient behaviors possible. As Anderson (2003) so clearly stated, “Today’s choices affect individual, family, and community well-being as well as our children’s future” (p. iii). By teaching students to select energy-efficient systems and to adopt energy-conserving behaviors, teachers will have taken yet another step toward ensuring our future.

**Summary**

Promoting nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and in a global society is complex and challenging. To achieve this standard will require a tremendous breadth of knowledge and current information. Family and consumer sciences teacher educators must enable future teachers to assume an integral role in this process. In addition to the suggestions for teacher educators throughout this article, the teacher educators should provide future teachers opportunities to become familiar with the use of texts and supplemental books that are rich with suggestions for such things as curriculum development through content sequencing, assessment techniques (with test creation software), and bulletin board ideas that can be used to enhance the teaching of this standard. Additional suggested resources for teacher educators to review with future teachers are identified in the Appendix.

**References**


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Appendix

Selected Classroom Teaching Activities to Reinforce Concepts Associated with Standard 4: Nutrition, Food, and Wellness

New food, nutrition, and wellness texts such as Largen and Bence’s (2008) Guide to Good Food, with teacher and student supplements, correlate standards for nutrition and wellness with the content of the text. Family and consumer sciences educators will also find Largen and Bence’s (2008) text and supplemental books rich with suggestions for such things as content sequencing, assessment techniques (with test creation software), and bulletin board ideas, to mention a few, that can be used to enhance the teaching of this standard. Other publishers have similar resources available. Student activities related to food, nutrition, and wellness careers are included in the Guide to Good Food, Student Activity Guide, “Career Activities,” (Bence & Lazok, 2006, p. 37-42) and in Jackson’s (2003) Teacher’s Resource Guide to Careers in Focus: Family and Consumer Sciences. A variety of additional teaching ideas and resources to aid the family and consumer sciences teacher educator can be found in this Appendix.

Dietary Guidelines for Americans


MyPyramid

1. Translate Food into Exercise. If you have a chocolate chip cookie lab or a candy lab, have the students calculate how many minutes of exercise they will have to complete to burn the calories from the foodstuff they have made using the http://www.mypyramid.gov web site.
2. “Vote for Your Favorite Nutritious Meal” campaign. Students work in small groups to follow the food guide pyramid to develop a nutritious meal. The class holds an election. Students tally and graph the results. The winning menu is prepared by the class with the winning team members as guests.
3. Have students record their food and physical activity for three days. Enter the data in the MyPyramid Tracker at http://www.mypyramidtracker.gov/. Compare the results to recommendations of the Dietary Guidelines for Americans.

Nutrition Facts Labels

1. Read the labels as you shop and pay attention to serving size and servings per container. Compare the total calories in similar products and choose those items with the highest nutrient density.
2. Collect nutrition facts from local fast food restaurants. Which foods are lower in saturated fat, trans fat, and cholesterol? Is there a fast food restaurant you would recommend?
3. Compare the sugar and fiber content of various breakfast cereals and breakfast bars. Which cereals have the highest amount of fiber? The highest amount of sugar? Measure the sugar in your favorite breakfast cereal (5 grams of sugar = 1 tsp. sugar). Rank order the cereals in order by grams of fiber and by grams of sugar per serving.
Hunger and Food Security
1. Assign Oxfam America’s “Hunger Banquet” at http://www.hungerbanquet.org/. During this 10 minute on-line exercise, students role play various characters who represent individuals at various socioeconomic levels throughout the world. The purpose of the exercise is to help students understand the root causes of hunger (e.g., distribution of food, education, resources and power).
2. Take the hunger quiz http://www.hungerbanquet.org/page.php?id=hunger_quiz
3. Volunteer at a food pantry or soup kitchen.
4. Conduct a food drive for a food bank.

Food Safety and Threats to Food Supply
2. Explore the web site “Countering Bioterrorism and Other Threats to the Food Supply” at http://www.foodsafety.gov/~fsg/bioterr.html. Have your students prepare a handout or brochure for a specified target audience describing tips for emergency preparedness.
3. Play "Lose a Million (Bacteria)," a fun, interactive game based on the popular TV game show, "Who wants to be a Millionaire." The game begins with a million bacteria. The object of the game is to lose bacteria. Access the game at http://www.cfsan.fda.gov/~cjm/million.html
4. Have your students explore various careers in the food safety field. The search can begin at http://www.cfsan.fda.gov/~dms/careers.html

Importance of Family Meals
1. Have students develop a week’s menu that meet the minimum MyPyramid recommendations for each food group. Create a shopping list that corresponds to the menus. Encourage students to shop with a parent and assist in the meal preparation.
2. Visit Purdue University’s Promoting Family Meals Web site. Share the annotated bibliography “Selected References: Family Meals” with the students: http://www.cfs.purdue.edu/cff/promotingfamilymeals/Meal_Time_References.pdf. Have students create a research-based brochure or handout to be shared with a local school, worksite, or church that encourages families to make time for each other.

Biotechnology and Functional Foods
2. Identify foods consumed that likely have had some form of biotechnology applied to the ingredients.
3. Have students review Nutrition Labeling and Education Act (NLEA) regarding health claims; examine products with health claims and compare to NLEA requirements.
4. Review the Dietary Supplement Health and Education Act, relative to functional foods and labeling.
5. Review advertising regulations in regard to health claims.
6. Visit a grocery store and examine the fruit flavored water with additional nutrients; note the product’s cost compared to water; note nutrients added – where can these nutrients be obtained through other foods? How much of the flavored water can be consumed before the nutrient intake level becomes potentially toxic? Note labeling – for whom has the product been developed? Have students think of other products they could make that would have similar nutrition value or greater nutrition value.

7. Learn more about the viewpoints of the food manufacturers regarding genetic engineering by visiting the following websites:
   - Food Marketing Institute: http://www.fmi.org
   - International Food Information Council (IFIC): http://ificinfo.health.org
   - Grocery Manufacturers of America: http://www.gmabrands.com

**Fortified Foods**
1. Have students write about why the fortification of grain products with folic acid is a public health concern and how it could impact each local pregnancy.
2. Prepare a presentation on how and why the bioengineering and genetic modification of food products to optimize the food’s nutrient profile (e.g., reduce fat, increase protein, extend shelf life) are important contributions of science and agriculture to our food supply and its nutritious quality.

**School Wellness Policies**
1. Include a guest speaker from the local School Wellness Committee who will discuss the goals and activities planned by the Committee and discuss how your class can get involved in the goals of this committee.

**Sustainability of Global Resources**
1. Visit a landfill; initiate a recycling program in school, community organization.
2. Conduct a waste audit in home, school, community building.
3. Prepare a report on environmental issues in developing countries related to food production (such as massive tree removal for farm fields).
4. Visit websites provided in American Dietetic Association position paper on conservation of natural resources.

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Chapter 10

Nutrition, Food, and Wellness: Rationale and Resources for Implementation in Family and Consumer Sciences Teacher Preparation Programs

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Food and nutrition has been an essential content area within family and consumer sciences education since the profession’s origin. Because food is a basic human need and society’s focus on health and wellness has increased, the content area’s importance and role in the family and consumer sciences (FCS) classroom could not be stronger. This article provides a research-based rationale to support the nutrition, food, and wellness expectations in the National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004). A literature review highlights the relevance of the Standard and its relationship to secondary FCS programs. Suggestions for implementing and assessing the standard are provided along with an annotated listing of print and online resources that could be useful to preservice and beginning FCS teachers.

Historically, nutrition, food, and wellness content have been identified as an integral component of the secondary family and consumer sciences curriculum (Cheek, Hastings, & Lokken, 2001; Karza, 1990; Smith, 1992; Stanek, Reischol, & Grandjean, 1991; Stroh, 1988). Wendland and Torrie (1993) reported that food and nutrition was perceived by high school students, parents, and guidance counselors as the most valuable and the most efficient content area. In a list of most popular family and consumer sciences (FCS) courses taught nationwide, those relating to nutrition, food, and wellness included: (a) cultural foods; (b) food science.; (c) foods, nutrition and wellness; (d) sports nutrition; (e) food service; (f) professional baking; and (g) professional foods (Werhan & Way, 2006). Upon review of literature from 1985 through 2004, Browne, Myers, Gentzler, and Hausafus (2006) reported that FCS-based food, nutrition, and wellness programs are effective in increasing students’ knowledge and improving students’ attitudes toward nutrition. Hence, food, nutrition, and wellness content remains a viable component of the FCS secondary curriculum. Given that the National Standards for Family and Consumer Sciences (National Association of State Administrators for Family and Consumer Sciences [NASAFACS]), 2008) includes content related to nutrition and wellness, food production and services, food science, and dietetics, it is appropriate that FCS teachers are knowledgeable of and prepared to teach the content. Thus, food, nutrition, and wellness subject matter merits inclusion in the educational preparation and training of FCS teachers.

Teaching Food, Nutrition, and Wellness Content

With the emphasis on teacher preparation, it is important to note the relationship between a teacher’s content knowledge, the educational training received, and their ability to teach in the
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subject matter area. Although not specific to nutrition, Darling-Hammond, Chung, and Frelow (2002) and Wilson, Floden, and Ferrini-Mundy (2002) reported that teachers spent more instructional time on content in which they had received or possessed the most adequate and appropriate training. More specifically, Kubik, Lytle, Hannan, Story, and Perry (2002) acknowledged that adequate teacher training increases teachers’ awareness of current nutrition issues and supports healthy lifestyles as well as enhances teaching efficacy. Teachers who spend more time teaching nutrition often have had increased training regarding nutrition information (Birch & Fisher, 1998; Cantrell, Young, & Moore, 2003). Teachers who have sufficient training in nutrition education will deliver instruction that is more comprehensible and more readily applied (Contento, Balch, & Bronner, 1995). Furthermore, training in nutrition is likely to improve not only the teacher’s interest in nutrition, but their attitudes toward the subject matter and the time spent on nutrition education (Contento, Manning, & Shannon, 1992).

Celebuski, Farris, and Carpenter (1996) reported that family and consumer sciences (FCS) teachers provided 92% of nutrition education in public schools. Additional research studies (Karza, 1990; Stanek et al., 1991; Stuhldreher, Zuchowski, & Liddel, 1996) have documented that FCS teachers possess the background necessary to teach nutrition content. Thus, FCS teachers can play a vital role in nutrition education in secondary schools.

Hence, it is imperative that family and consumer sciences teacher preparation programs continue to ensure that beginning FCS teachers have the appropriate knowledge, skills, and resources to teach in the content area. This article provides a research-based rationale; implementation and assessment strategies; and resources to support the nutrition, food, and wellness standard and related expectations in the recently adopted National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004). Nutrition, food, and wellness content is included in Standard 4 which states, “Promote nutrition, food, and wellness practices that enhance individual and family well being across the lifespan and address related concerns in a global society” (NATEFACS, 2004). If FCS teacher preparation programs address this standard, then teacher candidates will be prepared to meet the following expectations (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2005):

1. Evaluate nutrition and wellness choices and practices to enhance individual and family well being across the lifespan, using reliable guidelines and sources of information;
2. Synthesize principles of food acquisition, handling, preparation, and service to meet long term nutrition needs and preferences of individuals, families, and communities;
3. Evaluate impacts of science, technology, and technological advances on wellness, nutrition, foods, and related issues; and
4. Assess governmental, economic, geographic, and technological influences on nutrition and foods practices, food availability, and related issues in a global society.

**Rationale for Standard**

The United States Department of Health and Human Services (2000, 2005) reported that relationships among nutrition and health, wellness, and disease prevention are well established. According to the National Center for Health Statistics (2002), the three leading causes of illness and death in the United States – heart disease, cancer, and strokes – and six of the top ten, are all related to dietary factors. Governmental agencies, such as the Centers for Disease Control and Prevention (2006, 2007), the Food and Drug Administration (2004), the United States
Department of Health and Human Services (2000, 2005, 2006), the United States Department of Agriculture (2005), and the American Dietetic Association (2006b, 2006c, 2007b), have issued nutrition guidelines and tools to help consumers maximize health and minimize disease risk. Research shows while Americans, as a whole, have made positive dietary changes in recent years, eating habits remain less than ideal (American Dietetics Association, 2002; International Food Information Council, 2006a). The typical American diet is higher in fat, saturated fat, cholesterol, simple sugars and sodium, and lower in fruits and vegetables, whole grains, and low-fat dairy products than is recommended. Poor dietary practices are prevalent among American children and adolescents (Larson, Neumark-Sztainer, Hannan, & Story, 2007; Neumark-Sztainer, Story, Hannan, & Croll, 2002; Sanchez et al., 2007). Obesity is at an all-time high, and obesity-related disorders, including type 2 diabetes and metabolic syndrome, are no longer rare occurrences in American youth (Centers for Disease Control and Prevention, 2006; Cook, Weitzman, Auinger, Nguyen, & Dietz, 2003; Cruz et al., 2004; Koopman, Mainous, Diaz, & Geesey, 2005; Ogden, Flegal, Carroll, & Johnson, 2002; Weiss et al., 2004). Eating disorders, and the more common “disordered” or abnormal eating patterns, are most often diagnosed in teens (Grunbaum et al., 2004; Neumark-Sztainer, Story, Hannan, Perry, & Irving, 2002). Among lower-income families, food insecurity resulting in under-nutrition is not uncommon (American Dietetics Association, 2006a).

The nutrition content standard indicates that in order to effectively promote nutrition, food, and wellness practices, family and consumer sciences teacher candidates should be able to (a) provide nutrition education using reliable resources; (b) teach the skills necessary to purchase, prepare, and serve healthy food; (c) evaluate current nutrition and food related issues; and (d) assess various influences on food and nutrition in today’s global market (NASAFACS, 1998).

Nutrition knowledge does not always translate into behavior change (American Dietetics Association, 2007b; Epstein, Valoski, Wing, & McCurley, 1994; Sahota et al., 2001). Therefore, quality nutrition education programs should focus on changing attitudes, motivating individuals, and providing the skills necessary to adopt healthy behaviors (American Dietetics Association, 2007b; Contento, Balch, Bronner, Paige, et al., 1995; Gortmaker et al., 1999). According to the American Dietetics Association (2006b), nutrition habits track over time; those individuals who establish positive behaviors early in life are more likely to continue those behaviors for a lifetime. Family and consumer sciences educators who teach junior high and high school age students can provide relevant nutrition information using age-appropriate, creative, and stimulating strategies; instill positive attitudes; and provide the skills needed to establish healthy nutritional habits (American Association of Family and Consumer Sciences, 2004).

Nutrition information is readily available to consumers (American Dietetics Association, 2006b). Television, magazines, and the Internet provide an almost constant supply of news articles and features about nutrition-related topics. The supply of advertisements, particularly those targeting children and youth, appears to be endless. Misinformation about nutrition abounds, and consumers are often caught up in the quick fix mentality. Quick fixes to lose weight, increase muscle mass, lower cholesterol, and so forth, not only do not produce long-term results, but also can exacerbate existing problems. Even among reliable resources, information can be confusing due to conflicting results of research studies. This misinformation and contradictory information can be especially overwhelming to adolescents. By training family and consumer sciences teachers to recognize and use reliable sources of nutrition information and to
evaluate research, they can in turn help adolescents to learn to evaluate nutrition information sources and to discern fact from fiction.

Larson, Story, Eisenberg, and Neumark-Sztainer (2006) surveyed middle and secondary students in Minnesota and reported that 49.8% shopped for groceries and 68.6% assisted in preparing dinner. While many middle and secondary students are interested in nutrition and health, research shows that fewer youth are skilled in food budgeting, purchasing, handling, preparation, and service (Achterberg & McCullum, 1997; Antosh, Soliah, & Walter, 2006). Furthermore, the United States Bureau of Labor Statistics (2000) indicated that restaurants and eating establishments were the most common worksite for youth ages 15 through 17. Youth who prepare food in or outside of the home may put themselves or others at risk for foodborne illness. Preparing individuals to shop wisely to extend the value of their food budget, to store foods to extend their shelf life, and to prepare foods using safe food handling practices to minimize waste and prevent foodborne illnesses are skills that can be used for a lifetime.

Research in the area of food technology and food safety has increased exponentially in the last five years and greater increases can be expected in the future (Food and Drug Administration, 2007). Students of today have more options in the marketplace than ever before. More organic and natural foods are available, genetically engineered foods are common, and newer packaging methods increase convenience, while also extending shelf life (Aase, 2007; Stein, 2007). Consumers recognize the value of the benefits of food technology. However, at the same time, rarely a month goes by when some food is not implicated in a potential or actual outbreak of foodborne illness, and issues such as food additives, hormones, and pesticides are debated in the media (Food and Drug Administration). If family and consumer sciences teacher candidates possess a basic understanding of these issues, they can help others make informed decisions about their own food supply.

Because of the global economy, high school students need to recognize the many factors that influence the availability of foods. Conservation of natural resources, minimization of waste, and economic sustainability of the food supply are issues being addressed by Americans today and in the future (American Dietetics Association, 2007a). It is important for high school students to understand that actions related to food production, manufacturing, and service have global consequences.

The American Dietetic Association (2003) recommends that schools provide learning experiences that will enable and empower school age children and adolescents to develop lifelong eating habits to promote health and well-being. Public schools have been charged with developing and implementing wellness policies (United States Department of Agriculture, 2007). These policies are required by the Child Nutrition and WIC Reauthorization Act of 2004 (U.S. Congress, 2004). The legislation requires that staff members who provide nutrition education must have adequate training. Because not only is nutrition education one of the major goals, family and consumer sciences (FCS) teachers prepared to teach nutrition education are uniquely suited to provide leadership in planning, developing, and implementing these wellness policies. By ensuring that beginning FCS teachers possess the expertise and competency to effectively teach nutrition and wellness content in secondary FCS classrooms, teacher education programs are preparing FCS teachers to play a critical role in school wellness initiatives. With the recently adopted standard and expectations for nutritional content, FCS beginning teachers will have the necessary educational background and preparation to be a valuable team player in planning, implementing, and maintaining a successful school wellness program.
Implementing and Assessing the Standard

Strategies for implementing and assessing Standard 4 in a family and consumer sciences teacher preparation program could involve the integration of professional coursework in food, nutrition, and wellness, which includes content related to food production and services; food science, dietetics, and nutrition; and nutrition and wellness, since these are identified in the National Standards for Family and Consumer Sciences (NASAFACS, 1998) that guide secondary family and consumer sciences programs. Yahnke and Wissman (2000) suggested general education coursework in the biological, psychological, and physical sciences and specialized courses in wellness and nutritional science. Additional strategies might involve pedagogical courses in curriculum development and educational methods to prepare teachers to offer adequate nutrition education and authentic learning experiences, such as problem based learning, service learning, and scenario based assessments.

Lolkus (2004) proposed that nutrition courses that provide opportunities to learn foundational content knowledge and to integrate and apply the content to real-life situations will give future teachers the skills necessary for teaching nutrition effectively. Individuals who understand and care about the importance of nutrition are likely to put forth more time and energy into teaching the content than those individuals who do not find the content relevant and valuable. Furthermore, “students who acquire skills to further their own learning are better able to continue building their own nutrition knowledge” (Lolkus, p. 335). Examples of strategies for implementation and assessment of the standard are discussed for each expectation.

Expectation #1: Nutrition and Wellness Choices and Practices

Course content and related experiences ensure the beginning teachers’ competence to understand the role of nutrients and their relationship to wellness; to evaluate reliable, accurate sources of nutrition information; and to emphasize the use of the dietary guidelines and recommendations for dietary intake (Yahnke & Wissman, 2000). Although knowledge of nutritional needs throughout the life cycle is necessary for family and consumer sciences teacher candidates, understanding the eating habits and food choices of adolescents is especially important for these future teachers since they will be teaching nutrition content to an adolescent population. An examination of adolescents’ food habits indicated a greater consumption of soft drinks, grains, fruit drinks, chips, and candy than whole milk, vegetables, and beef and pork (Enns, Mickle, & Goldman, 2003). In the same national study, “less than one-half of the adolescents consumed the recommended number of servings [from the Food Guide Pyramid]” (p. 15), and the intake of added sugars and fat far exceeded the recommendation. Changing the eating habits of adolescents may be a focus of nutrition education in secondary classrooms. Thus, coursework in educational methods for teacher candidates can emphasize the instructional methods and strategies that promote changes in nutrition knowledge, attitudes, and behaviors.

Rafiroiu and Evans (2005) reported that videos, workshops, and group discussions were the preferred approaches for learning about nutrition, while cooperative learning and demonstrations were listed as the most effective methods of learning nutrition. These teaching strategies and approaches can be utilized in teacher education programs to aid retention of nutrition-related content and to model the use of the strategies in teaching nutrition.

The use of computerized diet assessment programs have been used frequently in nutrition education (Probst & Tapsell, 2005). Family and consumer sciences teacher candidates can assess their own diets to learn how to use computer-assisted diet assessment programs or self-assessment programs, such as those found on the Internet. Probst and Tapsell reviewed 29
computerized diet assessment programs and highlighted the features of each as a useful tool in nutrition education. Although they made no recommendation for the use of specific software programs, Probst and Tapsell encouraged educators to consider the age, ethnicity, and literacy level of the learners before choosing a diet assessment program. If teacher candidates were given the opportunity to use the diet assessment software, they could evaluate their own diets with regard to caloric or nutrient intake or to recommended dietary intake. The assessment data collected could be helpful in making more informed choices and decisions regarding diet. In turn, the teacher candidates would be able to use that knowledge and skill to help middle and secondary students to assess their diets as well.

**Expectation #2: Food Acquisition, Handling, Preparation, and Service**

Knowledge, skills, and behaviors related to the study of nutrition, food science, and food preparation can be developed through course content and related experiences. Beginning teacher competencies include the ability to “select, store, prepare, and serve nutritious and aesthetically pleasing food” and to “promote safe food handling, appraisal of safety and sanitation practices, . . . [and the] examination of food borne illnesses” (Yahnke & Wissman, 2000, p. 165).

Several studies (Barclay et al., 2003; Ellis & Henroid, 2005) stressed the importance of incorporating food safety into schools at early stages and then continuing through high school. The family and consumer sciences classroom seems to be an appropriate context since content already focuses on health, nutrition, and food preparation. Family and consumer sciences teachers participating in the Ellis and Henroid study agreed that food safety was important and many of the teachers were integrating food safety concepts into several classes.

Family and consumer sciences teacher candidates could get involved and plan activities to promote National Food Safety Education Month, held annually in September (National Restaurant Association Educational Foundation, 2008). In addition, hands-on techniques, such as food labs, demonstrations, and problem-based learning, can be implemented in the university classroom to promote critical and creative thinking and problem solving. Whether the purpose is observational, experimental, or productive in nature, food labs offer an opportunity for experiential learning that is process-oriented and stimulates problem solving (Chamberlain & Cummings, 2003). Encouraging teacher candidates to develop and present food demonstrations allows them to think logically and sequentially about a food-related process and to exhibit proper food handling and preparation techniques.

Duffrin (2003) observed that problem-based learning used in an undergraduate foods classroom “enhanced the classroom environment and acquisition of knowledge while developing students’ communication, critical-thinking, problem-solving, and teambuilding skills” (p. 5). Four sample problems were provided as examples that can be used in the classroom. Incorporating the problem-based approach in teacher education programs models the instructional strategy for teacher candidates and prepares them to use the strategy in the family and consumer sciences classroom.

Family and consumer sciences (FCS) teacher preparation programs could give teacher candidates an opportunity to participate in food safety certification programs, like the ServSafe program (National Restaurant Association Educational Foundation, 2009b). ServSafe, the food service industry standard for food safety training and certification, emphasizes factors associated with foodborne illnesses, good personal hygiene, critical risk factors in food service operations, and sanitary facilities. Upon successful completion of the program and the certifying assessment, FCS teacher candidates would hold the industry-based certification and would be eligible to
integrate the curriculum and offer the certification through their own secondary FCS program. This could serve as an assessment tool for evaluating food safety knowledge.

Foodservice is one of the nation’s fastest-growing industries, and job openings are expected to be plentiful until 2016 (United States Bureau of Labor Statistics, n.d.). The trend could be beneficial for food production and food service curricula like those taught within the family and consumer sciences (FCS) classroom. Beginning FCS teachers can explore professional development opportunities to seek specialized training in culinary arts and/or food service programs, such as the ProStart program sponsored by the National Restaurant Association Educational Foundation (2009a). The ProStart program involves two years of training and education, and prepares secondary students for careers in the foodservice and restaurant industry. These programs are increasing in number as states encourage industry-based certifications in career and technical education programs to meet the needs for program relevancy, accountability, consistency, and credentialing (Wilcox, 2006). Building an awareness of these certifications into teacher education programs could ultimately result in training more FCS secondary students for careers in the growing foodservice industry.

**Expectation #3: Impact of Science and Technology**

Because of the scientific nature of the study of food and nutrition, an adequate background in the sciences may prove helpful for beginning family and consumer sciences teachers. Nutrition and wellness content provides the perfect context for integrating academic content, such as mathematics and science, into the family and consumer sciences curriculum. Food, nutrition, and health-related concepts incorporate principles from mathematics, microbiology, chemistry, and biology. With the No Child Left Behind federal legislation (United States Congress, 2001), middle and secondary schools have increased accountability regarding the core content areas of math and science. The integration of academic content into the FCS classroom validates how the FCS curriculum aligns with legislative requirements.

The Food, Math, and Science Teaching Enhancement Resource (FoodMASTER) Initiative is one example of a collaborative partnership with kindergarten through 12th grade programs and university faculty and students (Duffrin, Cuson, & Phillips, 2005). The program provides positive outcomes in using food as a tool for teaching math and science content. To reinforce nutrition content, family and consumer sciences teacher candidates could partner with secondary classes to implement a similar hands-on, inquiry based program or activities.

Biotechnology and genetically modified foods are two ways in which the development and production of food is changing. According to the International Food Information Council (2006b), genomic research has “tremendous potential to improve the quality of human nutrition” (p. 5). The term nutrigenomics has been coined to define the application of genomic research to nutritional science. In a recent survey, the majority of consumers indicated a favorable attitude toward the use of genetic information to offer nutrition-related recommendations. Yet, consumers may not be prepared for those changes and their consequences. Brady and Brady (2003) reported education as the most important factor influencing consumers’ knowledge of and attitude toward genetically modified foods. If the scientific and technological advances could be infused into their undergraduate training, family and consumer sciences beginning teachers would have a greater awareness of these new advances in food development, preparation, and production that could impact future trends. Furthermore, discussions among teacher candidates regarding the ethical practices would stimulate thinking about the appropriate uses of the new technology.
**Expectation #4: Influences on Food Practices and Availability**

According to the American Dietetic Association (2003), all individuals have the fundamental right to nutritious, safe, and culturally appropriate food. Food insecurity is directly related to the availability of food. Holben (2005) asserted that nutrition educators have the responsibility to “understand and be aware of the prevalence and consequences of food insecurity and to understand the concept and importance of community food security” (p. 343). The negative effects of food insecurity impacts the health of individuals across the lifespan. Holben surveyed accredited nutrition and dietetic programs to determine how food security issues were addressed in nutrition coursework. From the survey, approximately 30 to 50 examples of classroom activities were suggested by university faculty to incorporate the content in nutrition-related coursework, from basic nutrition to life cycle and community nutrition to food production. The examples would help teacher candidates learn about food security through their experiences. In addition, Chabot and Holben (2003) recommended the implementation of service learning experiences in the nutrition classroom. Not only do teacher candidates learn about the content, they are able to apply their knowledge in a real-life context and then reflect upon the experience.

**Additional General Assessment Strategies**

Standardized assessments, such as those used for state teacher certification, can also be used to evaluate the nutritional knowledge, attitudes, and behaviors of teacher candidates. Nutrition topics are included in the Praxis II Family and Consumer Sciences Specialty Exam (Educational Testing Service, 2005) and the certification exam offered by the American Association of Family and Consumer Sciences (2004). A review of those standardized assessments would determine their correlation and alignment to the National Standards for Teachers of Family and Consumer Sciences (NATEFACS, 2004).

Byrd-Bredbenner et al., (2007) developed and evaluated a food safety knowledge questionnaire for use with undergraduate students. The instrument could be useful in determining a baseline assessment of one’s knowledge of food safety and sanitation. Further, Brenowitz and Tuttle (2003) developed and validated the Nutrition Teaching Self-Efficacy Scale which determines teacher’s self-efficacy in relation to whether a teacher feels confident in delivering nutrition content and whether it will lead to desired outcomes. Higher self-efficacy resulted in more time spent teaching the concept. Although the scale was validated with elementary school teachers, the authors encouraged its modification for middle and secondary school teachers. Sample (2006) adapted the scale and used it to assess middle school teachers’ knowledge and ability to teach nutrition. The study concluded that family and consumer sciences teachers were more confident regarding their nutrition knowledge and spent more time teaching nutrition than health and physical education teachers.

Performance-based assessments are designed to demonstrate that teacher candidates “can actually use the knowledge they have about teaching and their content specialty” (Miller, 1996, p. 54). Over the years, teacher education programs have used portfolios as a tool for performance based assessment (Anderson & DeMeulle, 1998; Pecheone, Pigg, Chung, & Souviney, 2005; Stone, 1998). Teacher candidates can use portfolios to document knowledge and skills that they have learned related to Standard 4: Food, Nutrition, and Wellness. In addition, the portfolio serves as a record of the experiences in which they have participated that demonstrate mastery of the Standard.
Conclusion

A planned sequential curriculum that emphasizes nutrition fundamentals is necessary to enable middle and secondary school students to change nutritional behaviors and improve overall health. Family and consumer sciences teachers can provide the planned curriculum, with appropriate individual learning experiences. However, family and consumer sciences teachers need appropriate and adequate coursework and related experiences to prepare them to teach nutrition related content. By addressing the nutrition content standard recommended by the National Standards for Teachers of Family and Consumer Sciences (NATEFACS, 2004), teacher education programs can ensure that their graduates make a significant impact on the nutritional health of future generations.

Resources

Textbooks, the Internet, journals, magazines, and materials from public agencies and nutrition-related organizations are recommended sources of instructional resources (Cullen, Ley, & Burge, 2000; Ellis & Henroid, 2005; Yahnke & Wissman, 2000). More specifically, the texts utilized in undergraduate food and nutrition courses are great resources for beginning family and consumer sciences teachers. In addition, the Internet provides easy access to information and resources, and professional journals serve as the main source of new research, ideas, and knowledge. The resources related to the Nutrition, Food, and Wellness Standard include, but are not limited to, those annotated below.

Books


This textbook developed by family and consumer sciences educators can be utilized in an educational methods course. The content focuses on instructional methods for family and consumer sciences topics, generally, and food and nutrition topics, specifically.

Family, Career and Community Leaders of America (FCCLA). (n.d.) Student body. Available at http://www.fcclainc.org/content/student-body

This national program developed by FCCLA is a peer-education program that focuses on nutrition and encourages adolescents to be physically fit. The manual provides information on incorporating the program into the family and consumer sciences classroom and FCCLA chapter.


This text focuses on basic nutritional science, such as nutrient function and chemical classification. Case studies, nutrition label activities, and a special Healthwatch segment are features of the newest edition to the text.


This basic nutrition textbook offers introductory and basic nutritional principles for non-majors. Through special book features, common misconceptions about nutrition are
addressed, as well as an emphasis on the relationship between nutrition and individual health and daily living.

**Internet Sites**

**AAFCS Directory of Online Resources**
Web Link: http://www.aafcs.org
This index of Web sites provides links in each of the following areas related to Standard 4: food production and services, food science, and nutrition and wellness. The Web sites range from government, educational, and commercial sites with information and resources for educators and students.

**International Food Information Council (IFIC) Foundation**
Web Link: http://ific.org
The goal of the foundation is to communicate science-based information on food safety, nutrition, and health to consumers. The Web site provides access to print materials and resources that can be utilized by family and consumer sciences teachers to gain up-to-date information and research to prepare accurate and appropriate teaching materials.

**Journals and Newsletters**

**Great Ideas! In Teaching Nutrition**
This newsletter is published by Addison Wesley and Benjamin Cummings, divisions of Pearson Publishing, as a service to nutrition educators and is available at their Web site (http://www.aw-bc.com/greatideas). The resource is filled with innovative teaching and assessment activities that promote active learning, critical thinking, and Internet tools. The activities are developed and submitted by nutrition educators on four year university and community college campuses.

**Food Insight: Current Topics in Food Safety and Nutrition**
This newsletter is published throughout the year by the International Food Information Council (IFIC). It provides up-to-date information and research on topics relevant to family and consumer sciences teachers. The newsletter is free to nutrition educators and can be ordered from the IFIC Web site (http://ific.org).

**Journal of Food Science Education**
The peer reviewed journal published by the Institute of Food Technologists aims to improve food science education at the elementary, middle, secondary, undergraduate, and graduate levels. The journal, available online at http://www.blackwell-synergy.com/loi/jfse, provides book reviews, scholarly research articles, and classroom techniques related to food science education.

**Journal of Nutrition Education and Behavior**
The peer reviewed journal is published by the Society for Nutrition Education and features scholarly research articles, reviews of educational materials, and educational “gems” that provide ideas, resources, and activities for teaching nutrition.

**Journal of the American Dietetic Association**
The professional journal for dietetics professionals provides scholarly research articles and abstracts, as well as information for practitioners working with a variety of audiences.

References


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Standard 5. Curriculum Development

Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas.

Expectation Statements

- Develop and justify curricular choices that meet the needs of all learners.
- Implement curricula that address recurring concerns and evolving family, consumer, career, and community issues.
- Design curricula that reflect the integrative nature of family and consumer sciences content.
- Integrate family and consumer sciences content and grade level core academic standards.

Chapter 11
Curriculum Development: A Critical Science Perspective
Bette Montgomery

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Standard 5: Montgomery

Chapter 11
Curriculum Development: A Critical Science Perspective

Bette Montgomery
Northern Illinois University

Standard 5 of the National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004) focuses on the development, justification, and implementation of issue or problem-based curriculum. This paper (a) examines the meaning of curriculum; (b) examines family and consumer sciences curriculum from empirical-rational and critical science-based perspectives; and (c) identifies strategies to develop, justify, and implement family and consumer sciences curriculum.

Curriculum development and implementation are important components of a teacher’s responsibilities (Danielson, 1996). It is essential that family and consumer sciences (FCS) teachers are able to develop and implement issues-based curriculum in order to meet the needs of individuals, families, and communities today. This is further expressed in Standard 5 of the National Standards for Teachers of Family and Consumer Sciences which states that beginning teachers of family and consumer sciences should be able to “Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas” (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004).

The purpose of this paper is to examine the meaning of Standard 5, Curriculum Development, for family and consumer sciences teachers. More specifically this paper includes an overview of the meaning of curriculum and examination of FCS curriculum from empirical-rational and critical science-based perspectives. In addition, strategies to develop, justify, and implement FCS curriculum will be identified.

Meaning of Curriculum

Broadly, curriculum identifies “what should be taught” in the classroom. More specifically, as defined by Posner (2004), curriculum includes official and operational components. The official curriculum, known as the written curriculum, includes the content to be taught as well as provides the basis for lesson plans, student evaluation, and teacher accountability. The operational, or implemented, curriculum is the content that is actually taught to students, including the importance of what is taught and the learning outcomes for which students are ultimately held accountable. In relationship to Standard 5, it is expected that the teacher will be able to both write curriculum and implement curriculum.

What is actually implemented in the classroom, however, may or may not match the written curriculum. This can have positive consequences. For example, the written curriculum in a high school level family relationships course included the student learning outcome of “identify alternative parenting styles.” However, when engaged in the lesson, students moved beyond identification of parenting styles but also engaged in perspective taking (a component of critical thinking) as they role played parent-child interactions from different parenting approaches. In the follow-up discussion, the teacher further emphasized the importance of perspective taking as related to parenting. Lastly, the teacher assigned a poster project upon
which the students were assessed regarding both the identification of parenting styles and their perspective taking ability. In this example, the curriculum that was ultimately implemented in the classroom helped students to exceed the goals of the written curriculum. Conversely, if the written and implemented curricula do not match, it can have negative consequences. For example, if the written curriculum includes parenting styles but students are not taught about this concept, they will have limited understanding of alternative parenting approaches. And, when tested with questions based on parenting styles, points would be deducted for their lack of understanding.

In addition, curriculum should be used with professional judgment. Curriculum which is outdated, inaccurate, hinders learning, or is harmful should not be taught. In addition, there should be room for flexibility to incorporate new knowledge, skills, or teaching and learning strategies. In any case, teachers need to make professional judgments about curriculum and should have the autonomy to do so (Richardson, 2003; White, 1992).

Ultimately, it is the written curriculum that provides the foundation for what happens in the classroom and communicates the focus of family and consumer sciences to other teachers, administrators, and parents. While curriculum development can be a complex undertaking, a written curriculum is important in order to (a) create quality FCS middle and high school programs and courses; (b) build connections among and within FCS subject areas and core academic areas; (c) be accountable to the school, district, and other teachers in FCS and other subject areas, with regard to what is (and is not) taught; (d) communicate to others, including students and parents, the subject matter and significance of FCS; and (e) assist FCS teachers in reflecting upon their teaching practices and beliefs.

To achieve the “develop, justify, and implement curricula” component of Standard 5, there should be a close match between the written and implemented curricula. To help attain this goal in middle and high school level family and consumer sciences education, questions need to be addressed such as:

1. What is the focus of family and consumer sciences education?
2. What is the view of the family upon which the curriculum is based?
3. What subject matter or content should be taught?
4. What is the focus of learning?
5. What is the role of the teacher and the student?

Responses to these questions should help determine the nature of the written curriculum that is developed and the curriculum that is implemented. Teachers should be able to address these questions in order to help provide justification to the family and consumer sciences curriculum. These questions, however, may be answered differently from alternative educational perspectives (Eisner, 1979; Grundy, 1987).

**Educational Perspectives in Family and Consumer Sciences**

Two educational perspectives in family and consumer sciences include the empirical-rational science-based perspective and the critical science-based perspective (Brown, 1978; Brown & Paolucci, 1979; Montgomery 2003, 2006). Historically, empirical-rational science provided the foundation for family and consumer sciences education. Many middle and high school level programs continue to be based in this perspective. However, family and consumer sciences education is moving toward a more critical science-based approach.
**Empirical-Rational Science-Based Curriculum Perspective**

In the empirical-rational science-based perspective of family and consumer sciences curriculum, the primary purpose of education is to prepare adolescents for their future roles within the family or a future career. Families are viewed as producers to meet the needs of the family by making items such as food and clothing. Subject matter is organized by predetermined and separate subject areas such as food and nutrition or clothing and textiles. Although study of the subject matter may draw from multiple disciplines, including academic areas such as reading or math, greater emphasis is given to the family and consumer sciences subject matter content.

In the empirical-rational science-based perspective, emphasis is placed on hands-on activities in order to apply factual knowledge in the completion of a product (e.g., making a food or clothing product) or the completion of a goal (e.g., complete a research report on child abuse). Students are engaged in decision making or problem solving as a step-by-step process which may or may not include the examination of values related to the problem (Montgomery, 2003). Problems under study are those of a “how-to” nature. For example, the problem of how to ensure kitchen safety and sanitation is frequently taught by giving students the rules of how-to behave in the kitchen (e.g., carry knives with the point down, wash your hands with soap before food preparation, and don’t run in the kitchen). While it is very important to apply safety and sanitation principles, the how-to-do-it remains the focus of the problem.

Family and consumer sciences teachers are viewed as knowledge experts and students are the recipients of teachers’ expertise. Teachers are to be well-prepared in technical actions such as sewing, food preparation, and child care. Students are taught through teacher-as-expert activities such as lectures and demonstrations. A course textbook may serve as another expert source of information. Student-centered activities consist of labs related to the subject itself including clothing construction labs, foods labs, and child development labs. Students are primarily evaluated by paper and pencil tests, and their skill in making products. Although family-based issues may be included as a component of study in empirical-rational science-based family and consumer sciences curriculum, issues are not a central focus.

In the late 1970s and early 1980s, Marjorie Brown and Beatrice Paolucci, as philosophical leaders, proposed critical science-based curriculum as an alternative perspective. Overall, it was perceived that as a foundation for curriculum, the empirical-rational science-based perspective did not fully address the needs of individuals, families, and society, and a change was needed within the profession. Since this time, critical science-based curriculum has taken a more central role in family and consumer sciences middle and high school level education.

**Critical Science-Based Curriculum Perspective**

In the critical science-based curriculum perspective, families are viewed more as consumers rather than producers of goods and services. Learning experiences focus on the integration of how-to skills and knowledge, as well as critical thinking and problem solving. Students examine their multiple life roles (e.g., as family members, workers, and citizens) and family, career, and community issues. Hands-on activities remain an important component of the learning process, but emphasis also is placed on the development of cognitive and social skills. This is further emphasized in the National Standards for Family and Consumer Sciences Education (for middle and high school students) as organizing processes (e.g., thinking, communication, leadership, and management) (National Association of State Administrators for Family and Consumer Sciences [NASAFACS], 2008). Students may be evaluated by paper-and-
pencil tests as well as performance or product assessments (which include evaluation of both the content and processes used). Rather than a knowledge expert, as in the empirical-rational science-based curriculum perspective, the teacher is viewed more as a facilitator who structures active learning experiences in which the students will engage.

The central focus of the critical science-based perspective is for individuals, families, and communities to think about the problems or issues of everyday life and to take action toward the improvement of those problems (Gentzler, 1999; McGregor, 2003). These problems or issues can be persistent in that they occur over and over again across generations, that is, they are perennial (Brown, 1978; Brown & Paolucci, 1979; Montgomery, 1999). Because of this focus, a critical science-based curriculum perspective best addresses the perennial family, career, and community issues component of Standard 5.

Table 1 compares the focus, view of the family, subject matter, focus of learning, and role of the teacher and student for the two perspectives.

Table 1
**Alternative Family and Consumer Sciences Curriculum Perspectives**

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Empirical-Rational Science-Based</th>
<th>Critical Science-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Students prepare for their future roles in a single context (e.g., the family or specific job/career).</td>
<td>Students examine current and future roles within multiple contexts (e.g., the family, work, and community settings,) and their interrelationship</td>
</tr>
<tr>
<td>View of the Family</td>
<td>Producers</td>
<td>Consumers</td>
</tr>
<tr>
<td></td>
<td>• Emphasis on technical or “how to” actions.</td>
<td>• Emphasis on multiple actions: technical, interpretive, reflective.</td>
</tr>
<tr>
<td>Subject Matter</td>
<td>Selected and organized by predetermined subject areas:</td>
<td>Selected based on perennial and evolving family, career, and community issues, such as:</td>
</tr>
<tr>
<td></td>
<td>• Food Preparation and Nutrition</td>
<td>• What should be done about family and human development?</td>
</tr>
<tr>
<td></td>
<td>• Clothing and Textiles</td>
<td>• What should be done about food and wellness?</td>
</tr>
<tr>
<td></td>
<td>• Family Relationships</td>
<td>• What should be done about consumerism and family resources?</td>
</tr>
<tr>
<td></td>
<td>• Parenting/Child Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Housing and Interior Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consumer Education</td>
<td></td>
</tr>
<tr>
<td>Focus of Learning</td>
<td>Emphasis on:</td>
<td>Emphasis on:</td>
</tr>
<tr>
<td></td>
<td>• Facts, how-to skills; narrow topics</td>
<td>• Broad concepts</td>
</tr>
<tr>
<td></td>
<td>• Make product or complete goal</td>
<td>• Apply processes</td>
</tr>
<tr>
<td></td>
<td>• Decision making</td>
<td>• Problem solving, critical thinking</td>
</tr>
<tr>
<td></td>
<td>• Hands-on learning</td>
<td>• Active learning</td>
</tr>
<tr>
<td></td>
<td>• Paper-and-pencil tests</td>
<td>• Tests, performance, and product assessment</td>
</tr>
<tr>
<td>Role of the Teacher and Student</td>
<td>Teacher as expert; students are recipients of knowledge.</td>
<td>Teacher as facilitator, students and teachers as co-investigators.</td>
</tr>
</tbody>
</table>
Perennial problems. Although the word problem may create a negative image, perennial problems are not necessarily negative. According to Brown (1978), “‘Problem’ is used to mean a difficult question for thought or inquiry” (p. 14). For example, parenting is a problem which requires ongoing attention. Parenting may involve somewhat ordinary and everyday questions which need to be addressed, such as: (a) What should I feed my child? (b) Why should they eat those foods and not eat others? (c) What stories should I read to my child? and (d) When and why should I start reading to my child? However, some parenting problems may require more in-depth consideration, such as: (a) How can I best facilitate the development of my child until they become an adult? (b) How can I help my child achieve their career goals? and (c) What resources do I need in order to nurture, as well as financially support my child? Based on this definition of problem, parenting involves difficult questions that require thought and inquiry.

There can be instances, however, when the problem is not addressed and a gap results in meeting the needs of the individual and/or family. Evidence that family needs may not be met include, for example, a high degree of marital conflict, domestic violence, child abuse or neglect, family income at poverty levels, or family members who are malnourished. Gaps such as these indicate a need for further individual or family support, intervention, community resources, and/or preventive education.

Perennial problems are never fully resolved and may be responded to in different ways from generation to generation. For example, the problem of teenage pregnancy will never be fully resolved. In 1991, 39 of every 1,000 teens between the ages of 15 and 17 became pregnant. In 2003, 22 of every 1,000 teens were pregnant (Federal Interagency Forum on Child and Family Statistics, 2005). Although teenage pregnancy rates have declined, the problem is still significant. Different generations may pose different solutions to a perennial problem. Over the past century, solutions to teen pregnancy have included marriage, adoption, single-parenting, abortion, and/or education regarding pregnancy prevention. Even the meaning of what is a good parent has changed over the past century. In the idealized 1950s a good father was a breadwinner; a good mother was a stay-at-home mom and the primary caregiver. Today, a good parent (father or mother) may be viewed as a nurturer who shares parenting responsibilities. In any case, a recurring issue for the family is a perennial problem that is never answered once and for all time, and may be answered in different ways across generations.

Posing these perennial problems in the form of a question helps to take a more inquiry-based approach to both curriculum development and implementation. These questions are usually stated as “what should be done about” questions. Examples of perennial problems which may guide curriculum include: (a) What should be done about the family and human development? (b) What should be done about nutrition, food and wellness? and (c) What should be done about consumerism and family resources? In developing a written curriculum document, questions such as these guide teachers’ decisions about “what should be taught” (Montgomery & Davis, 2004; Nebraska Department of Education, 1995).

As shown in Table 2, each question may be further broken down into sub-questions. For example, in thinking about the perennial problem of human development, sub-questions such as the following may be included: What should be the individual, family, and community’s responsibilities regarding human development? What should be done to nurture human development across the lifespan? What should be done to insure that human development needs are met? What should be done about parenting?

Adolescents also need to understand perennial problems. As stated in the National Standards for Family and Consumer Sciences Education, middle and high school students
should be able to “analyze recurring [perennial] and evolving family, workplace, and community concerns” (Reasoning for Action, Standard 2, NASAFACS, 2008).

Although the term “evolving” is used in Standard 5 of the National Standards for Teachers of Family and Consumer Sciences and in the Reasoning for Action standard of the National Standards for Family and Consumer Sciences Education (for middle and high school students), the concept of evolving issues or concerns is not readily defined in family and consumer sciences literature. To extend Brown’s (1978) thinking about perennial problems, it can be assumed that evolving problems or issues are much like perennial problems in that they require thought and inquiry, but are new in that they have not been readily addressed before. Examples of evolving issues in our society today include homeland security, genetic manipulation, and global warming. While these are examples of broad societal issues, they have direct implications for family, work, and community life. The nature of the perennial or evolving problem determines what actions are needed to help address the problem.

Table 2
Examples of Perennial Problems

<table>
<thead>
<tr>
<th>What should be done about the family and human development?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What should be the individual, family, and community’s responsibilities regarding human development?</td>
</tr>
<tr>
<td>• What should be done to nurture human development across the lifespan?</td>
</tr>
<tr>
<td>• What should be done to insure that human development needs are met?</td>
</tr>
<tr>
<td>• What should be done about parenting?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What should be done about nutrition, food, and wellness?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What should be the individual, family, and community’s roles regarding nutrition, food, and wellness?</td>
</tr>
<tr>
<td>• What should be done to meet individual and family needs regarding nutrition both within the United States and globally?</td>
</tr>
<tr>
<td>• What should be done to empower individuals and families in order to achieve health and well being?</td>
</tr>
<tr>
<td>• What should be done to meet the nutritional needs of all family members?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What should be done about consumerism and family resources?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What should be the individual, family, and community’s roles regarding consumerism?</td>
</tr>
<tr>
<td>• What should be done about the responsible use of family resources?</td>
</tr>
<tr>
<td>• What should be done about obtaining food, clothing, and shelter?</td>
</tr>
<tr>
<td>• What should be done about developing and sustaining resources?</td>
</tr>
</tbody>
</table>

Adapted from: Montgomery & Davis, 2004; Nebraska Department of Education, 1995

**Systems of action.** To address both perennial and evolving problems, multiple forms of action may need to be taken by individuals, families, or communities. Although in-action may be a choice, without taking action a perennial or evolving problem will not be resolved on its own. There are at least three forms of action that may be needed: technical, interpretive, and reflective. They are viewed as a system because the actions are interrelated and all three types of action
may be required. Reasoning for action, including technical, interpretive, and reflective actions, is a central process for middle and high school level students (NASAFACS, 2008).

Technical actions are those which are considered to be how-to actions in which there is a pre-specified goal or the completion of a product. Once the goal is achieved or the product is finished the action is complete. Within the family, examples of technical actions include how to prepare nutritious food or balance the family budget. Employees or volunteers, within the workplace or community, might help families identify available community services, guide individuals in completing the forms to receive assistance, or provide direct financial assistance through fund-raising events. Technical actions are those which are most frequently emphasized in the empirical-rational science-based curriculum perspective.

The second of the three forms of action, interpretive, are those which help to achieve shared beliefs or mutual understanding. These actions focus on engaging in deeper communication in which family members transmit culture and family traditions, or develop nurturing relationships. Examples of interpretive actions include, for example, a couple coming to an understanding about how they will share the responsibilities of their home and family, or parents coming to a shared set of values important to raising their children. Interpretive actions may also occur within the workplace, as a family services worker, for example, may facilitate a dialogue among parents about the meaning of culture in their own families. Community members may engage in interpretive actions by coming to a mutual agreement regarding the development and implementation of family-based policies.

Reflective actions, the third form, are the deeper questions which need to be examined regarding beliefs and assumptions about perennial and evolving problems. For example, a Caucasian couple, in preparing for the adoption of an African-American child, need to examine their own assumptions about African Americans and parenting a child of a race different from their own. Critical questions the parents need to ask themselves include: (a) What are our beliefs about African Americans? (b) Why do we hold these beliefs? (c) What will it be like to parent an African-American child? and (d) How will others perceive our family? A family services worker would also need to examine their own beliefs, or pose questions for others, such as: (a) What assumptions do I hold about families? (b) What do I believe families should look and act like? (c) Why do I believe this? (d) Is this belief held by everyone? and (e) If my beliefs are different should I change my perceptions? The community itself may need to also address critical questions. For example, in a local high school, it has become apparent there are racial tensions among students. Students, teachers, administrators, and others within the community need to examine critical questions, such as: (a) Why do these racial tensions exist? (b) What are the distorted beliefs about students of different races? and (c) Why do these distorted beliefs exist within the school? All three actions, technical, interpretive and reflective, need to be considered in addressing perennial and evolving problems.

**Broad concepts.** Rather than an emphasis on factual knowledge and skills, as in the empirical-rational science-based approach, broad concepts become the foundation of critical-science based curriculum. After consideration of the perennial or evolving problem, as well as the actions needed to help resolve the problem, broad concepts (in effect, the subject matter) are selected for study in the middle or high school level classroom. Broad concepts selected for study should be those which lead to enduring understanding. “Enduring refers to the big ideas, the important understandings, that we want students to ‘get inside of’ and retain after they’ve forgotten many of the details” (Wiggins & McTighe, 1998, p. 10). For example, when considering the perennial problem “what should be done about parenting?” broad concepts, such as family, systems of action, care giving, communication, leadership, and human development,
should be the focus of the curriculum. Examination of concepts such as these will help students understand more fully the meaning, responsibilities, and problems related to parenting. Wiggins and McTighe suggest emphasis should be placed on studying a few concepts in which students may delve deeply rather than on the coverage of many topics. Hauxwell and Schmidt (1999) further state that a focus on broad concepts helps to see the whole picture as well as make connections between sub-concepts. Broad concepts are not meant to be used only by teachers, rather these concepts should be a clear component of the written curriculum and explicitly used with students as part of the implemented curriculum.

Because curriculum is driven by perennial and evolving problems, the subject matter studied in family and consumer sciences becomes more integrated. This subject matter includes both family and consumer sciences subject areas as well as core academic areas (Daggett, 2003). For example, to examine problems related to parenting, students need to learn about concepts such as human development, selecting and preparing nutritious food, making appropriate clothing choices for children, creating a safe emotional and physical living environment, and maintaining/developing family resources. In addition, students integrate core academic areas such as math, language arts, or science. For instance, mathematics is used as family financial resources are examined, reading and comprehension are required to understand food labels, and biological sciences are incorporated when learning about fetal development during pregnancy. In contrast to the empirical-rational science-based curriculum perspective, the critical science-based approach does not maintain clear subject matter boundaries.

A critical science-based curriculum perspective best meets the intent of Standard 5. In this curriculum perspective, major emphasis is placed on perennial and evolving problems of individuals, families, and communities (as well as the actions needed to help move toward their resolution). In addition, the critical science-based perspective reflects the integrative nature of family and consumer sciences and core academic areas. Teachers with an understanding of this perspective should be able to develop, justify, and implement curricula from this approach as stated in Standard 5. Teachers may engage in several strategies to help facilitate this process.

**Strategies to Develop, Justify, and Implement Curriculum**

Through curriculum development and implementation, teachers engage in a decision making process (Burden & Bryd, 2007). There are several strategies that teachers may use to assist in making decisions as well as provide justification or support of their decisions. Strategies include:

1. *Examine the perennial or evolving problem.* Complete a gap analysis exercise as outlined in Table 3. Examine a perennial or evolving problem and identify the current state of affairs and the ideal state of affairs. From this information, identify the gap which exists between “what is” and “what should be” with regard to the problem (Johnson & Montgomery, 1997).

2. *Develop a curriculum rationale statement.* Write a statement which addresses questions such as: (a) What is the perennial or evolving problem? (b) What are the consequences for addressing or not addressing this problem? (c) Based on this problem, what are the concept(s) which are the focus of this program, course, or unit of study? and (d) Why is it important for middle school and/or high school level adolescents to understand these concepts? (Kister, 1999).
3. Develop key curriculum questions. Key questions are broad questions which are developed to help establish an inquiry mode to education (Holcombe & Fedje, 1983). Examples of key questions related to parenting include: (a) What is parenting? (b) What assumptions do people hold about parenting? (c) In what ways might parenting differ across cultures, socio-economic levels, and generations? and (d) What are my beliefs about parenting and why do I hold these beliefs? Comer, Hittman, and Fedje (1997) also suggest technical, conceptual, and critical questions as a framework, as illustrated in Table 4.

4. Identify broad concepts. Use the criteria identified by Wiggins and McTighe (1998) to identify and further reflect on the concepts selected. Ask to what extent each concept: (a) Represents a big idea having enduring value beyond the classroom for individuals, the family, and society? (b) Resides at the heart of the discipline? (c) Addresses perennial or evolving issues? (d) Examines the systems of action? (e) Requires in-depth study or examination – something that can be delved into? and (f) Offers the potential for engaging students?

Strategies such as these can assist teachers in curriculum development.

Table 3  
Gap Analysis

1. Create an initial list of questions related to the perennial or evolving problem.
   a. Identify questions based on a perennial or evolving problem.
   b. Generate a list of questions important to the problem.
   c. Group content, valued end, alternative means, and consequence questions in separate categories (i.e., practical reasoning process). Revise/add questions.

2. Develop initial thinking on the “current state of affairs” or “what is.”
   a. Hypothesize potential answers to the questions based on your own thinking and experiences.
   b. Develop initial thinking on the “ideal state of affairs” or “what should be.”
   c. Brainstorm possible statements for the ideal state of affairs which are free from bias and based on understanding human principles.

3. Investigate the problem and develop a chart and/or write a paper.
   a. Find resources to support or revise the current state of affairs.
   b. Find resources to support or revise the ideal state of affairs.

Adapted from: Johnson & Montgomery, 1997
With regard to the implementation of curriculum, teachers should select or develop instructional strategies which are consistent with the critical science-based perspective. One framework for doing this is to use the actions (i.e., technical, interpretive, and reflective) as an instructional framework. For instance, students’ understanding of technical actions can be supported through hands-on activities, such as labs with emphasis also placed on the processes used (e.g., communication, collaboration, and resource management). While students may love to do hands-on lab experiences, teachers are responsible for balancing this with other
instructional strategies to facilitate students’ understanding of perennial and evolving problems, and the actions needed to help resolve them.

An understanding of interpretive actions can be achieved through concept-based instructional strategies, such as Taba’s inductive reasoning model (i.e., list, group, and label ideas related to the concept) or Brunner’s concept attainment model (i.e., compare and contrast “yes” and “no” examples of the concept) (Burden & Byrd, 2007). An understanding of reflective actions can be facilitated as students are engaged in problem solving processes, such as practical reasoning. In the practical reasoning process the goals, context, consequences, and alternative ways of solving the problem are examined, in order to form a judgment about “what to do” in relationship to the problem (Olson, 1999).

Summary
As stated in Standard 5, Curriculum Development, beginning family and consumer sciences teachers should be able to “Develop, justify, and implement curricula that address perennial and evolving family, career, and community issues; reflect the integrative nature of family and consumer sciences; and integrate core academic areas” (NATEFACS, 2004). There are different forms of curriculum (written and implemented) as well as alternative curriculum perspectives. Both the form of curriculum and the perspective upon which curriculum is based need to be considered in making curriculum decisions. Historically, family and consumer sciences curriculum has been based in an empirical-rational science-based curriculum perspective. Ongoing movement is being made toward a more critical science-based approach. The critical science perspective best supports Standard 5 with regard to developing, implementing, and justifying perennial and evolving problem-based curriculum. In addition, the critical science-based perspective supports the integrative nature of family and consumer sciences and the core academic areas. In order to develop, justify, and implement curriculum, teachers may engage in several strategies to facilitate this process. Instructional strategies should also support a problem-based curriculum approach. One framework for further assisting in this process is the systems of action (technical, interpretive, reflective), as these can be used to help further select or develop instructional strategies.

Curriculum development, justification, and implementation are important professional responsibilities of FCS teachers. It is through these components that we define and communicate the nature and significance of family and consumer sciences.

Suggested Resources

**Critical Science**

Provides a foundation for the critical science-based perspective, examines core FCS concepts and curriculum transformation process.

Standard 5: Montgomery

Provides an overview of the critical science-based approach, as well as using critical science in the classroom.

Excellent critical science-based curriculum example.

Examines the systems of action (technical, communicative, and reflective/critical) and includes reflections of one teacher in applying these ideas to the classroom.

Examines critical theory and critical science; attention given to dispositions of curriculum development.

Curriculum
Examines alternative curriculum orientations.

Discussion of curriculum as a product or process; examines curriculum from technical, interpretive, and critical perspectives.

Examines alternative meanings of curriculum in family and consumer sciences.

Examines alternative meanings of curriculum and theoretical approaches.

Excellent critical science-based curriculum example.

Perennial and Evolving Problems
A film set in the 1930s follows a Texas family through crises and getting back on their
feet. The problems and issues the family encounters provide a foundation for discussing perennial and evolving problems.


Examines perennial problems as opposed to technical problems.


A series which followed families taking part in a living history project, it provides a snapshot of alternative family actions. Teaching resources and other information for this series are available at: http://www.pbs.org/wnet/frontierhouse/resources/index.html

**Teaching Methods**


Includes both planning and implementing instruction. Provides a framework for thinking about teaching models consistent with the critical science-based curriculum perspective.


Focuses on teaching models that can be used to help implement a critical science-based perspective in the middle and high school level classroom.


Focuses on in-depth teaching models or strategies which can be used to implement


Family and consumer sciences teaching examples to facilitate the understanding of perennial problems.
References


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Standard 6. Instructional Strategies and Resources

Facilitate students’ critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.

Expectation Statements

- Justify and implement a variety of best-practice strategies to help all students learn.
- Critique methods, materials, technologies, and activities as related to lesson goals and diverse learning needs of all students.
- Utilize community, business, and industry resources to enrich all student experiences.
- Integrate family and consumer sciences content knowledge and skills with pedagogically appropriate strategies and resources.

Chapter 12
Instructional Strategies and Resources: Exploring the Use of Technology
Andrea B. Mosenson
Julie M. Johnson

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Instructional Strategies and Resources: Utilizing the Internet as a Technology Tool in Family and Consumer Sciences Classrooms
Mary J. Pickard
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Chapter 12
Instructional Strategies and Resources: Exploring the Use of Technology

Andrea B. Mosenson
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Through a review of current literature on the use of technology in education, it was found that new teachers are not being adequately prepared to teach with technology. In order to help preservice family and consumer sciences teachers develop a “thinking with technology” perspective, two areas need to be addressed in teacher education programs: (a) technology integration should be modeled with content-specific examples and demonstrations, and (b) self-efficacy in using technology should be encouraged with positive examples. Numerous examples and resources are provided to illustrate how technology can be used in family and consumer sciences education programs to enhance preservice teachers’ knowledge and abilities in using technology effectively. In particular, using technology to enhance students’ critical thinking skills is discussed with promising examples.

Technology has impacted every facet of our life so profoundly that we couldn’t imagine our lives without it. Computers, the Internet, digital cameras, MP3 players, cell phones, and personal digital assistants (PDAs) are just some of the technological advances we use everyday. And today’s youth are even more technologically savvy about these technologies than youth of the past. In order to fully prepare today’s youth to thrive in this digital world, educators must help students “use their native intelligence about technology in sophisticated, responsible ways that serve them well as they make their way in the Digital Age” (North Central Regional Educational Laboratory [NCREL], 2003, p. 2).

According to Standard 6 of the National Standards for Teachers of Family and Consumer Sciences, the beginning family and consumer sciences teacher will “facilitate students’ critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace” (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004). This article will focus on the use and value of technology as an instructional strategy and resource in family and consumer sciences (FCS) education. The information in this article is based on a review of current literature on the use of technology in education and in FCS.

Use of Technology in Today’s Schools

Access to technology has been one of the highest priorities in public education. Internet access was available to 35% of the schools in 1994, while today 99%, or virtually every school, has Internet access (Parsad & Jones, 2005). But access to technology is not enough today. Technology has become an integral component of our world and is transforming how people think, communicate, and manage their everyday lives. In order to prepare people for the new “Digital Age” they must learn how to use technology to its fullest potential.
More than 21 million individuals in the 12 to 17 age group (87%) use the Internet today, while 16 million (78%) use it at school. Most of these youth (86%) believe it helps them do better in school (Hitlin & Rainie, 2005). Children report they use technology for big projects at school and to complete their school assignments at home (United States Bureau of the Census, 2003).

Technology has changed our world and our near environments. Work settings and assignments have changed. Individuals must have technological skills as well as “an intellectual toolbox” that includes team building, critical thinking, problem solving, and accessing resources. Business and education leaders, however, have questioned whether students are able to compete internationally and whether students are able to think critically and engage in creative problem solving. Kay and Honey (2005) indicated that there are six literacy skills that are critical to a students’ success in the workplace: (a) effective communication, (b) analysis and interpretation of data, (c) understanding computational models and simulations, (d) managing and prioritizing tasks, (e) problem solving, and (f) safety and security. Technology is a critical tool to help learners acquire these crucial skills.

This represents a major national investment in educational technology. In fact, as a nation, over $66 billion has been invested in school technology (Quality Education Data [QED], 2004). Schools have spent increasing proportions of their discretionary funds to acquire computer equipment, software, and related supplies and services (Pelavin Research Institute, 1997). At this level of investment, legislators and the public are now looking for returns on this investment. Has there been an increase in student achievement as a result of this investment?

**Technology and Student Achievement**

One of the important concerns in using technology in teaching and learning has been whether or not its use contributes positively to student achievement. The authors found no literature specifically related to the effects of using technology in family and consumer sciences on student achievement. The literature related to technology and student achievement in education, in general, was also limited. A number of meta-analyses, however, have been summarized by Waxman, Connell, and Gray (2002) in a report to the Institute of Education Sciences (IES) and funded by the United States Department of Education. These authors examined meta-analysis studies from 1975 through 2002. Overall, these analyses indicated educational technology has positive effects on student achievement. According to the Center for Applied Research in Educational Technology (Knezek, Christensen, Bell, & Bell, 2006), technology can improve student learning when it (a) supports curriculum objectives being assessed; (b) provides feedback about student performance to both the teacher and student; (c) allows for student collaboration, discussion, and reflection; (d) adjusts for diversity of learning styles and abilities of students; (e) extends curriculum content beyond the classroom; and (f) is supported by the school district and community.

In addition to examining the meta-analyses studies of others, Waxman, Connell, and Gray (2002) conducted a systematic search of the impact of technology on student outcomes. Their results indicated there was a “modest, positive effect of teaching and learning with technology on student outcomes” (p. 12). According to their findings, teaching and technology processes can directly or indirectly impact student outcomes. The analysis had several limitations, however, which are indicated below:

1. Having few quantitative research studies in peer reviewed journals is a serious problem in this research and in the field.
2. There were few randomized, experimental studies. Most were descriptive or exploratory and did not report specific findings.
3. The studies lack specificity resulting in difficulty in coding and analysis.
4. The findings are correlational and do not result in strong causal inferences.
5. Some of the studies were a decade old and technology has advanced greatly during this time frame.

The authors of this study recommend additional, continuous, high quality research on the impact of technology on student achievement (Waxman, Connell, & Gray, 2002).

**Technology Standards**

The National Council for Accreditation of Teacher Education (NCATE, 2006) provided recommendations for teacher education programs in preparing preservice teachers to use technology effectively in kindergarten through high school classrooms. In addition, the International Society for Technology in Education (ISTE, 2000) has developed two sets of technology standards, one for teachers and one for students. The ISTE National Education Technology Standards (NETS) for teachers focuses on understanding and integrating technology into the curriculum to maximize student learning. The ISTE NETS for students emphasizes that students’ use technology safely and ethically to communicate and interact with others, to research topics and issues, to produce products that enhance learning, and to help them make informed decisions and solve real-life problems. While both sets of ISTE standards are interrelated, teachers should use the NETS for students as a guideline in planning hands-on, engaging, technology-based activities for the classroom.

Teacher education programs should be preparing preservice teachers to use technology by incorporating the ISTE NETS for teachers. All beginning teachers should be able to meet the following standards:

1. Demonstrate a sound understanding of technology operations and concepts.
2. Plan and design effective learning environments and experiences supported by technology.
3. Implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. Apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Use technology to enhance their productivity and professional practice.
6. Understand the social, ethical, legal, and human issues surrounding the use of technology in PreK through 12 schools and apply that understanding in practice.

In order to assess preservice teachers on these standards, they must demonstrate their ability to use a variety of computer applications and advanced technologies throughout the teacher education program. A list of strategies and projects to be used in a family and consumer sciences teacher education program can be found in Appendix A. These projects should be assessed with appropriate rubrics to measure a preservice teacher’s performance in using different technologies. Rubrics help identify the criteria and experiences necessary for a preservice teacher to meet (or exceed) the standards. Assessment is vital in teacher education programs to ensure that preservice teachers have mastered an acceptable level of competency in using and applying technology in creating units and lessons for the family and consumer sciences secondary classroom.
Technology Integration in Teacher Education Programs

Studies indicate that new teachers feel unprepared to teach with technology (National Center Education Statistics [NCES], 2000; United States Department of Education, 2000). Though preservice teachers are equipped with technical skills, they are not being adequately prepared to integrate technology into the curriculum in effective and meaningful ways (Doering, Hughes, & Huffman, 2003; Hughes, 2005). In recent years, there has been a shift in how preservice teachers learn about technology. Instead of taking technology courses that focus solely on technical skills, preservice teachers are learning how to use technology in content-based courses (Jacobsen, Clifford, & Friesen, 2002; Niess, 2001). They “need to be educated through models that emphasize learning with [italics added] technology, rather than learning from [italics added] technology” (Doering et al., p. 343). Hughes found that teachers who learned technology within a content-based framework were more likely to use technology in the K through 12 classroom. In addition, preservice teachers who are learning with technology are more engaged in the learning process and, therefore, able to construct their own knowledge from it. Technology becomes a cognitive tool for the learner to represent or express what they know. These tools facilitate cognitive processing where students are able to think more deeply about the subject matter they are learning and engage in knowledge construction rather than knowledge reproduction (Jonassen, 1994).

In what ways can teacher education programs help preservice teachers become more proficient at integrating technology into their curricula, which in turn, will promote student learning? First, let’s define what is meant by “learning or thinking with technology.” According to Ertmer, Conklin, and Lewandowski (2001), thinking with technology can be defined as “a state of mind when teachers use discriminating thinking to identify [and generate new examples of] activities using technology” (p. 351). It is not when a teacher uses technology to create a presentation, to prepare lesson plans or worksheets, or to record grades and student information. While these are other ways to use technology, they do not involve the students in the active learning process. The goal is to prepare future teachers who will use different technologies throughout the curriculum to help students expand their thinking and enhance their learning in the family and consumer sciences classroom.

Researchers’ found two areas that must be addressed in a teacher education program if preservice teachers were to develop a “thinking with technology” perspective: (a) to emphasize the value of integrating technology in the classroom through relevant examples and demonstrations (Doering et al., 2003; Hughes, 2004, 2005) and (b) to build each candidate’s self-efficacy in using technology as a cognitive tool (Ertmer et al., 2001). Hughes (2005) found that the more content-specific the examples were in using technology, the more likely teachers saw the value in it and used it in the classroom. She stated “the farther the example is from the teacher’s content area, the lower the likelihood that the teacher would spend time developing other possibilities for the technology” (p. 296). After taking a methods course in which technology was infused into the curriculum and used by participants, a group of preservice teachers’ changed their perceptions about using technology in the classroom from “a vehicle to deliver information” to a “mind tool with which students could learn” (Doering et al., p. 350).

In addition to building their skill level of technology, preservice teachers need to build their self-efficacy of teaching with technology. According to Bandura (1997), self-efficacy refers to one’s beliefs about their ability to perform an action. A person can have knowledge and skill of technology, but without self-efficacy, they may never attempt to use technology. Ertmer et al. (2001) stated that teachers with higher levels of self-efficacy for using technology in the
Standard 6: Mosenson and Johnson

classroom are more likely to spend time and effort, and persist longer on technology-related
tasks than teachers with lower levels of self-efficacy. Researchers (Bandura; Schunk, 2000)
described three areas that can influence an individual’s self-efficacy: (a) personal experiences
and mastery of the material, (b) observation of material modeled by others, and (c) positive
social persuasion from peers and mentors. As these areas build up for an individual in using
technology, fear and anxiety diminish and they feel more confident in their ability to integrate
technology into the classroom. In other words, the more positive experiences a preservice teacher
has using technology in their content area, the more value they see in it and the more confident
they become in using technology in the classroom.

Another area of concern in developing a “thinking with technology” perspective for
preservice teachers is their student teaching placement. The role of the cooperating teacher can
either enhance or inhibit a preservice teacher’s use of technology in the classroom. If a
cooperating teacher does not regularly integrate technology into the curriculum, a preservice
teacher’s ability to work with technology during their student teaching experience will be limited
(Doering et al., 2003).

In order to provide preservice teachers an opportunity to observe teachers using
technology during their student teaching, case studies can be presented via video or CD-Rom
(Ertmer et al., 2001; Hughes, Packard, & Pearson, 2000). This is particularly important for
preservice teachers who are not placed with a cooperating teacher who regularly uses technology
in the classroom. If preservice teachers are to develop a “thinking with technology” perspective,
they need access to models of exemplary teachers teaching content with technology. Ertmer et al.
found the use of electronic models a viable means for increasing preservice teachers’ ideas and
self-efficacy for technology integration.

Technology Trends Impacting Education

New technologies are emerging every year and are making a significant impact in higher
education. In order to adequately prepare the future generation of family and consumer sciences
teachers, educators must keep abreast of these new technologies and integrate them into their
teacher education programs. While this might seem like an impossible task as new technological
advances are developing at warp speed, this article will help sort out the technology trends and
ways to use them in the college classroom. For examples, see Appendix A: Strategies to Enhance
Intellectual and Process Skills in Preservice Teachers and Appendix B: Teaching and
Management Tools.

According to The Horizon Report, a collaboration between the New Media Consortium
and the Educause Learning Initiative (2006), two technologies will continue to expand and
impact the higher education environment: social computing and personal broadcasting. Social
computing is described as “the application of computer technology to facilitate collaboration and
working in groups” (New Media Consortium and Educause Learning Initiative, 2006, p. 8).
Unlike the widely used technology tools that promote asynchronous group work (like e-mail and
computer management systems), social computing tools promote synchronous “virtual” meetings
and the ability to share information and receive feedback in an online community. The use of
blogs, wikis, instant messaging, and interactive video conferencing are some of the technological
tools used for social computing. These tools allow for more knowledge generation and
knowledge sharing in a collaborative learning environment. One example of using these tools
could be to create an online network of family and consumer sciences educators where topics
and resources are shared and discussed. This is particularly important since family and consumer
sciences (FCS) educators are spread out across the country. The use of social computing tools can help to promote more collaboration in constructing research projects and increasing the exchange of ideas in teaching practices. Other examples and resources for using these tools in FCS education are listed in Appendix A.

The second emerging technology trend described by The Horizon Report was personal broadcasting. It is described as “informally produced personal audio and video content … as a form of personal expression and as a means of information delivery” (New Media Consortium and Educause Learning Initiative, 2006, p. 11). The report mentions podcasting, webcasting, and video blogging (or vlogging) as the main types of personal broadcasting. With the widespread use of portable listening devices like MP3 players and iPods, podcasts are quickly making their way onto college campuses and into museums. They are audio recordings that can be downloaded from the Internet into a personal listening device and then played back anytime or anywhere.

Webcasts are video recordings which are streamed live to the Internet and made available to an intended audience. Institutions like Stanford and MIT are using webcasts to provide students a recording of class sessions for future review. And video blogging is a “form of blogging where the main content is in the form of video clips and text entries of annotations” (New Media Consortium and Educause Learning Initiative, 2006, p. 11). The potential of using personal broadcasting in education is in its infancy, but the possibilities are endless (see Appendix A for examples). Think about the following ideas to use in a family and consumer sciences education program with preservice teachers:

1. To record an interview with a family and consumer sciences teacher or expert as a podcast.
2. To shoot a digital video during fieldwork and then share it with others as a multimedia presentation or webcast.
3. To capture video clips of what goes on inside family and consumer sciences classrooms to add to an e-portfolio.

Using Technology to Enhance Critical Thinking

While critical thinking has been well defined in the literature, its meaning is not always clearly understood by educators. They may confuse critical thinking with creative thinking, thinking at the analysis level, or higher level thinking. Technology can enhance all types of student thinking and learning, but it is particularly useful when teachers want students to engage in critical thinking.

Paul and Elder (2006) indicated that “critical thinking is the art of analyzing and evaluating thinking with a view to improving it.” A critical thinker:

1. raises vital questions and problems, formulating them clearly and precisely;
2. gathers and assesses relevant information, using abstract ideas to interpret it effectively;
3. comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
4. thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
5. communicates effectively with others figuring out solutions to complex problems (Paul & Elder, p. 4).
Educators want to teach their students to think critically, to analyze their thinking, and to understand how to develop a rational basis for the beliefs they hold, as well as a way to examine their own beliefs, and test and evaluate them for their soundness.

According to a report from the 21st Century Literacy Summit (2002) the explosion of technology has afforded us the “unique opportunity to engage our citizens in economic and civic life” (p. 4). The exponential growth of knowledge combined with greater globalization and a high rate of change has required us to think critically about the information we are presented. We are bombarded by information from all types of media. Critical thinking skills are necessary skills for students because it causes them to examine the information and search for the truth. They can begin to pose critical questions, explore issues, and solve problems. These critical questions may include: Is the information we receive true? Does it apply to all cultures? What expertise is needed to resolve an issue? What criteria can be used to judge the expertise of the authors of new knowledge?

The following are examples of using technology to enhance critical thinking in students. While they were written for family and consumer sciences teachers to use in secondary classrooms, they can also be used in family and consumer sciences teacher education programs as good content-specific examples of “learning with technology.”

**Practical Reasoning, Research Projects, White Papers, Letters**

**Practical reasoning.** Teachers can choose a variety of strategies to help students solve perennial problems and practice the skills involved in critical thinking. Practical reasoning is one process used to resolve complex, continuing concerns (Olson, 1999). Through the practical reasoning process, students explore questions related to (a) revealing the context of the situation, (b) determining the valued ends or goals of those affected by the issue, (c) identifying the possible means or alternatives to resolving the issue, (d) identifying the consequences of the valued end or means, and (e) coming to a reasoned judgment. Teachers might find examples of a family or community issue on the Internet and students could use the Internet to find answers to the questions they pose. For example, the teacher might share a news story on the crisis in Israel and Lebanon and the continuing violence and war in these countries. Then she might pose the question, “What should be done to strengthen families?” using this scenario or case study.

**Research projects.** Students might investigate a question or concern about families or communities. Examples could be: Should the legal drinking age be lowered? Should schools require community service? As part of the assignment, they would find at least two, but possibly more, conflicting views on the topic through an Internet search. Students could identify the specific conclusions of each author and examine the reasons each author gives for his/her view. Using a graphics program they might make a Venn diagram showing the opposing reasons and similarities or agreements between two authors. Again, as part of their research project assignment they might keep a list of words or phrases that the authors used that were ambiguous or evoked emotion. They could determine the strength of the evidence and the credibility of the authors. Who are they? Again, they may need to search the Internet for information about the author. A research report might be the final result with several assignments, as described, helping them move through the critical thinking process.

**White papers or letters.** A fun assignment for students is to develop two “white” papers or two letters that could be sent to the mayor, senators, or an influential person about an issue
they have investigated. They (or their team) write two different letters that come to two conflicting conclusions. Each letter must be convincing and sincere. Of course, the research for these letters comes from Internet searches for evidence to strengthen their argument. Students may even choose to send one, but the exercise is meant to flex their mind muscles with this critical thinking exercise.

**Developing a Podcast or News Broadcast**

Students could investigate a topic or issue; perhaps, the obesity issue. They might brainstorm the perspectives on this issue and the information that a variety of people might provide. Each student could investigate this issue after being assigned a role. For example, one person might be a fast food company president or representative, another might be a nutritionist, another might be a cattle rancher producing beef for consumption, another might be a medical doctor, another a consumer, and another might be a grocery store owner. After preparing, they might have some time on a panel that would be recorded for a podcast. The podcast might be shared on the school website or with parents on school night. Another idea is to have students give a five-minute news broadcast about obesity and the effects on our national economy. Several students might do the research and one would do the broadcast.

**WebQuests – A Teaching Strategy Using Critical Thinking**

One teaching strategy used to develop critical thinking is a WebQuest, originally developed by Bernie Dodge and Tom March. This teaching strategy is “an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web” (Dodge & March, 1997, p.1). The strategy is designed to help students examine multi-disciplinary, real world problems. These problems can include those on sensitive topics such as human rights, courage, and prejudice, or they can be on other everyday problems affecting families and communities. The WebQuest strategy lends itself well to the critical science orientation, one curricular approach for teaching family and consumer sciences in middle and high school classrooms (Johnson & Fedje, 1999). This approach is directed toward resolving recurring concerns of the family and community, such as multi-dimensional issues recurring generation after generation. Recurring concerns or practical perennial problems require examining multiple perspectives and making reasoned judgments about what ought to be done.

A WebQuest includes an introduction, a task, a process, resources, an evaluation, and a conclusion (Yoder, 1999). The introduction and task can bring real world problems into the classroom where students can create products or solutions and can help build critical and creative thinking skills. It may be an ethical issue, such as euthanasia and its potential impact on families and society, or it could be an everyday problem such as the effect of the rising cost of gasoline on families and the services and products they need for everyday life. They could also use their imagination on a “pretend trip” to a future time period when they already have families of their own and the problems they may encounter.

The process used in a WebQuest can vary. Generally, the teacher facilitates the students’ work and they may identify a step-by-step linear process or may include cooperative learning strategies. The teacher also identifies a number of relevant and acceptable resources that can be used by the students. This usually includes Internet sites, but can also include books, videotapes, field trips, people, and other useful resources. The websites and other resources may include inaccurate information, conflicting views, and incomplete data. This is particularly helpful to start a discussion about judging the value of the information.
It is important to have an evaluation section in the WebQuest to see if the student has mastered the learner outcomes. This section should include rubrics for the teacher and the student to evaluate the students’ knowledge and skills. The rubrics should include criteria and appropriate descriptors.

The final section of the WebQuest is the conclusion which allows the students to review their learning and to reflect upon the process and result of their learning. This may also include time for the teacher to get additional feedback from the students.

**Cooperative Learning**

While cooperative learning does not have to be directed toward helping students think critically, it can be used as one component in a critical thinking exercise. As a team, students can identify a goal and the various perspectives related to a family or community issue. Armed with their specific goal, the team could investigate websites from the Internet to gather information about a topic. They could assign each other roles. For example:

*Researcher(s):* One or more persons would do the initial searches for information.

*Credential’s Checker:* Once material is found on the topic, the credential’s checker uses the Internet to check the credentials and background of the author and perhaps rates the information based on criteria the students set up to judge the credibility of the information.

*Conflict Character:* Another student may have the assigned task to look for areas of conflict in the information. This student might develop a list of conflicting ideas found and then search more specifically for information about the conflicting ideas.

*Illustrator:* Another student may be the illustrator and create a visual, using PowerPoint, a graphics program, or some other computer related program, to help the team share their learning in a visual way.

As you can see in all of these examples, the teacher becomes the facilitator of learning and not the *sage on the stage*. One teacher saw his role differently when he was asked about changing instruction to use more technology, “...students want to use technology to learn, they don’t want teachers to use it to teach them” (Rice, Wilson, & Bagley, 2001, p. 222).

**Social, Ethical, and Legal Issues Surrounding Technology**

In the process of preparing tomorrow’s family and consumer sciences teachers to effectively integrate technology into their curricula, care needs to be taken to also address issues related to the social, ethical, and legal uses of technology in the classroom. Many concerns have been raised by parents and educators regarding Internet safety and helping young people use technologies in a responsible manner (Berson, Berson, & Ralston, 1999; Hoj, 1998).

A major concern focuses on the reliability, credibility, and appropriateness of certain websites. This has more than 90% of school districts nationwide installing filtering software to their computer systems (National School Board Foundation, 2002). Unfortunately, filtering software is not 100% effective in protecting students from inappropriate and harmful material on the Internet. School districts have also instituted rules on how technology can be used safely in the classroom through Accepted Use Policies (AUPs). While AUPs and filtering software are helping to protect students and minimize misuse of technology in schools, it is the teacher who is ultimately responsible for maintaining safety within their classroom (Hicks, Sears, Gao, Goodman, & Manning, 2004). Cunningham (2002) stated that “teachers with no practical
preparation or experience in social, ethical, and legal issues surrounding digital technologies create another area of concern” (p. 31).

Teacher education programs need to ensure that preservice teachers are prepared to use technology, especially the Internet, in a safe and ethically responsible manner. This way, teachers can then “lead students on exciting, educationally enriching learning adventures” (Willard, 2002-03, p. 4) with the help of technology.

One study of beginning teachers who learned how to safely integrate technology into their lesson plans reported they were not fully aware of the social and ethical issues of using technology prior to taking the technology course in their program (Hicks et al., 2004). The teachers gained a clearer understanding of “their roles and responsibilities as a teacher in [the] 21st-century classroom” (p. 477). The researchers developed a WebQuest called “Ethics and Technology in the Classroom (ETC)” to help prepare beginning teachers to use technology safely at their schools. The purpose of the WebQuest was two-fold: (a) to show how to use technology as an instructional strategy, and (b) to expose beginning teachers to the ethical and social issues surrounding the use of technology in the classroom. The WebQuest can be used as a short-term or long-term project and is filled with excellent resources for teaching preservice teachers about the topic.

There are numerous websites, articles, and books available on the social, ethical, and legal issues of using technology in today’s classroom. Safety concerns include access to inappropriate material, violation of personal privacy, and being the recipient of sexual predation, harassment, stalking, or scams. Issues concerning responsible use of the Internet include netiquette, plagiarism, copyright infringement, cyberbullying, computer security violations (such as hacking and spreading viruses), and dissemination of harmful or abusive material. A list of resources on this topic can be found in the Annotated Bibliography.

Conclusion

The current literature on the use of technology in education shows that great strides have been made to provide access to technology, but it is not being used to its fullest potential to help students think more critically and creatively. In order for this to happen, preservice teachers need to be adequately prepared in their education programs on how to integrate technology into the curriculum. As a result of reviewing current research, the authors recommend two areas that should be addressed at the post secondary level if preservice teachers are to develop a “thinking with technology” perspective: (a) demonstrate how to integrate technology through relevant examples that will transfer into the secondary classroom, and (b) build each candidate’s self-efficacy in using technology. A list of strategies and project examples are included to help family and consumer sciences teacher educators enhance the intellectual and process skills of the preservice teachers in their programs (see Appendices A and B).

A key component of Standard 6 is that a beginning teacher will be able to “facilitate students’ critical thinking and problem solving in family and consumer sciences” (NATEFACS, 2004). Several examples are provided of how technology can engage students in these important process skills, while at the same time enabling student learning in the family and consumer sciences (FCS) content areas, which relate to Standards 1 through 4 for beginning teachers. In fact, technology is an integral component within all ten Standards. Whether it is being used as a management tool, a strategy to teach the FCS content, or to engage teachers in professional practice, the use and application of technology can enhance a preservice teacher’s knowledge and skills within all ten Standards. If the next generation of FCS teachers is expected to
effectively use and integrate technology into their teaching, then FCS teacher educators must provide them with more opportunities to acquire the technological skills necessary to succeed. And it all starts with just one click.

**Annotated Bibliography**

**Help Using Technology**
Brooks, S. & Byles, B. (2000). *Technology tutorials found on the web*. Retrieved September 8, 2007, from http://www.internet4classrooms.com/on-line2.htm This website provides tutorials on how to use different software programs commonly used on computers. There are tutorials on all the Microsoft Office programs, multimedia presentation programs like HyperStudio, graphic programs like Inspiration, and webpage development programs like Dreamweaver.


Educause Learning Initiative. *7 things you should know about series*. Retrieved October 17, 2008, from http://www.educause.edu/7ThingsYouShouldKnowAboutSeries/7495 This resource provides the most current information on emerging technologies. Each brief in the series focuses on one technology tool or practice and describes it in detail with respect to teaching and learning.

Imperial College Department of Computing. (2006). *FOLDOC: Free on-line dictionary of computing*. Retrieved September 8, 2007, from http://foldoc.org This is a dictionary of technology terms. The site is easy to use and provides definitions for over 14,000 terms.

**Online Safety**
*Be CyberSmart! curriculum*. Retrieved September 8, 2007, from http://www.cybersmartcurriculum.org The Be CyberSmart curriculum consists of Kindergarten through 8th grade standards-based lessons for teachers to introduce secure, responsible, and effective use of technology in the classroom. The curriculum is correlated to the *International Society of Technology in Education Standards* and supported by many educational organizations like the National Educational Association, American Federation of Teachers, and National School Board Association. The website also includes a list of good resources.
This website is Cablevision’s education initiative to empower Kindergarten through 12th grade learning in the tri-state area (Connecticut, New Jersey, and New York). Power to Learn created *Internet Smarts* which provides a wealth of information and resources on safe and ethical practices on the Internet. There are also interactive case studies with teacher guides related to a number of topics.

The nation’s consumer protection agency provides tips for socializing safely online and a list of resources to find more information on the topic.

The Federal Trade Commission explains the Children’s Online Privacy Protection Act (COPPA) to kids, parents, educators, and businesses. The site provides tips, resources, and Public Service Announcements as MP3 files.

Get Net Wise is a coalition of private Internet corporations and public interest organizations that provide information and resources about online safety and protecting your computer.

This is a WebQuest for preservice teachers to learn about the social and ethical practices of using technology in today’s classroom. There is a good list of resources included in the WebQuest.

The National Cyber Security Alliance is a public-private alliance of companies, associations, and government agencies that provide help for how to teach young people safe online practices.

**Using Technology in Family and Consumer Sciences**

This article provides a reliable source for nutrition websites on the Internet.

This article explores different ways the Internet can be used in family and consumer sciences classrooms.

This article discusses the history of using technology and provides applications for using it in the family and consumer sciences classroom.


This article reviews many of the online resources available to assist the family and consumer sciences teacher.


This article reports how family and consumer sciences educators perceive how the Internet either positively or negatively affects issues important to families.


This study evaluates a bilingual nutrition game and its impact on student achievement.

**References**


## Appendix A

### Strategies to Enhance Intellectual and Process Skills in Preservice Teachers

<table>
<thead>
<tr>
<th>Technology</th>
<th>Intellectual and Process Skills</th>
<th>Content-based Examples &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blogs (or Weblogs)</td>
<td>Communication</td>
<td>Preservice teachers reflect on their student teaching experience in an online journal called a blog. Other preservice teachers in the same cohort/group are encouraged to read each other’s blogs and respond with appropriate comments. Resources with information about using &amp; creating blogs: <a href="http://www.wtvi.com/teks/04_05_articles/educational_blogging.html">http://www.wtvi.com/teks/04_05_articles/educational_blogging.html</a> <a href="http://www.ibritt.com/resources/wp_blogs.htm">http://www.ibritt.com/resources/wp_blogs.htm</a> <a href="http://edublogs.org">http://edublogs.org</a></td>
</tr>
<tr>
<td>Course Management System</td>
<td>Communication</td>
<td>Preservice teachers discuss family and consumer sciences issues related to teaching through threaded online discussions. This strategy is a good way to keep preservice teachers connected when they are student teaching. CMSs include Blackboard, WebCT, Lotus Notes, and Moodle.</td>
</tr>
<tr>
<td>(CMS)</td>
<td>Critical thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>Concept Mapping</td>
<td>Creative thinking</td>
<td>Preservice teachers create a concept map of a unit plan and represent how the process skills fit into the unit. Concept mapping software that can be purchased includes Inspiration, Decision Explorer, SMART Ideas, and The Graphic Organizer. Resources with information about using and creating concept maps: <a href="http://www.education-world.com/a_tech/tech164.shtml">http://www.education-world.com/a_tech/tech164.shtml</a> <a href="http://www.columbia.k12.mo.us/she/cncptmap.html">http://www.columbia.k12.mo.us/she/cncptmap.html</a></td>
</tr>
<tr>
<td></td>
<td>Critical thinking</td>
<td></td>
</tr>
<tr>
<td>Desktop Publishing</td>
<td>Communication</td>
<td>Working as a group, preservice teachers create a newsletter or brochure on a particular topic in family and consumer sciences to be sent to local elementary or secondary schools, organizations, or local libraries. Resources with information to use desktop publishing to create projects: <a href="http://lessonplans.btskinner.com/dtp.html">http://lessonplans.btskinner.com/dtp.html</a> <a href="http://eduscapes.com/sessions/publishing/evaluating.htm">http://eduscapes.com/sessions/publishing/evaluating.htm</a></td>
</tr>
<tr>
<td></td>
<td>Creative thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical thinking</td>
<td></td>
</tr>
<tr>
<td>Digital Camera and/or Video</td>
<td>Communication</td>
<td>Working as a group, preservice teachers research a social issue and create a public service announcement (PSA) on it, e.g., teen pregnancy, homelessness, etc. Final product can be distributed to local schools and libraries. Ideas for creating digital videos and PSAs can be viewed at: <a href="http://edtech.guhsd.net/video.html">http://edtech.guhsd.net/video.html</a></td>
</tr>
</tbody>
</table>
### E-portfolio

**Communication**

The e-portfolio is a culmination project where preservice teachers display, critique, and reflect on their work. It can include lesson plans, a unit plan, teaching philosophy, classroom management plan, student assessment plan, and other artifacts that document the preservice teachers’ strengths and qualifications as a beginning teacher.

**Creative thinking**

**Critical thinking**

**Leadership**

**Problem solving**

**Reflection**

Resources with information about using and creating e-portfolios:

- [http://electronicportfolios.org](http://electronicportfolios.org)
- [http://members.shaw.ca/dbrear/dseportfolios.html](http://members.shaw.ca/dbrear/dseportfolios.html)
- [http://eduscapes.com/tap/topics82.htm](http://eduscapes.com/tap/topics82.htm)

### E-mail

**Communication**

Preservice teachers can use e-mail to communicate with each other, their teachers, or other professionals in the field. They might e-mail a legislator about a child or family issue as part of an assignment.

**Leadership**

### Internet

**Critical thinking**

Preservice teachers can critique websites for credibility and reliability as a resource, create a topic Hotlist or Scavenger Hunt, or design a Virtual Field Trip.

The following resources provide guidelines on how the Internet can be used in a variety of challenging ways:

- [http://www.library.cornell.edu/olinuris/ref/research/webcrit.html](http://www.library.cornell.edu/olinuris/ref/research/webcrit.html)
- [http://school.discoveryeducation.com/schrockguide/edproj.html](http://school.discoveryeducation.com/schrockguide/edproj.html)

### Podcast

**Communication**

**Creative thinking**

Working as a cooperative group, each member will listen to a different podcast on related family and consumer sciences or educational topics and discuss or teach the topic to their group. Guest speakers might be included in a podcast format.

Resources with information about using and creating podcasts:

- [http://learninginhand.com/podcasting/](http://learninginhand.com/podcasting/)
- [http://recap.ltd.uk/articles/podguide.html](http://recap.ltd.uk/articles/podguide.html)
- [http://www.ibritt.com/resources/dc_podcasting.htm](http://www.ibritt.com/resources/dc_podcasting.htm)
- [http://www.wtvi.com/teks/05_06_articles/classroom-audio-podcasting.html](http://www.wtvi.com/teks/05_06_articles/classroom-audio-podcasting.html)

### PowerPoint

**Communication**

**Creative thinking**

As an introduction to each other, preservice teachers develop a PowerPoint presentation to create a story about themselves. These can include digital cameras to create pictures, clip art, animation, sound, and video clips.

Resources to create presentations that are more engaging and
active are:
http://www1.umn.edu/ohr/teachlearn/tutorials/powerpoint/index.html

| Spreadsheet | Critical thinking | Spreadsheets can be used to count calories, track investments, create budgets, report survey results, etc. Resources with information about using and creating spreadsheets: http://www.internet4classrooms.com/on-line_excel.htm http://www.amphi.com/~psteffen/excel.html |
| WebQuest | Communication | Preservice teachers are given a task or problem to solve where they gather information from the Internet and other resources to complete the project. At the end, they reflect on what they have done. The WebQuest Portal is filled with lots of information about WebQuests, as well as good examples to use. http://webquest.org Other resources on creating and using WebQuests: http://www.eats.ecsd.net/curricular/webquest/create_webquest/ http://midgefrazel.net/lrnwebq.html |
| Wikis | Communication | Different family and consumer sciences and educational concepts are actively explored by preservice teachers when they add links, summaries, explanations, questions, quotations, and images onto a wiki webpage. Each concept explored becomes a collaborative work of many authors. Resources with information about using and creating wikis: http://www.coe.ilstu.edu/etip/activities/usingwikis.shtml http://recap.ltd.uk/wiki/Main/Guide |
| Word Processing | Communication | Preservice teachers create a lesson plan with appropriate worksheets and other assignments. This is just one of many examples that can be used with word processors. |
## Appendix B
### Teaching and Management Tools

<table>
<thead>
<tr>
<th>Technology</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Base</td>
<td>Mailing lists, student records, behavior management records</td>
</tr>
<tr>
<td>E-mail</td>
<td>Communication with parents, students, administrators, other faculty, outside resources – provides a written record of communication</td>
</tr>
<tr>
<td>Internet</td>
<td>Finding resources for teaching</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>Lecture</td>
</tr>
<tr>
<td>Spreadsheet</td>
<td>Inventory, grades, attendance, graphs</td>
</tr>
<tr>
<td>Website</td>
<td>Provide course information, assignments, and activities/events to students and parents</td>
</tr>
<tr>
<td>Word Processing</td>
<td>Lesson plans, letters, worksheets</td>
</tr>
</tbody>
</table>

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Chapter 13

Instructional Strategies and Resources: Utilizing the Internet as a Technology Tool in Family and Consumer Sciences Classrooms

Susan A. Reichelt and Mary J. Pickard
East Carolina University

The Internet is one pedagogically appropriate tool that can be successfully used to teach family and consumer sciences knowledge and skills. Strategies for integration of the Internet include locating and evaluating online information, using templates for technology integration, using family and consumer sciences content specific Web sites, using communication tools such as blogs and wikis, and using online assessment tools. Introducing these skills to pre-service teachers helps to develop their competence in and comfort with technology as a learning tool. The desired outcome is better preparation to engage students in multiple learning opportunities in a technologically advanced world.

An answer to the question “what should students know and be able to do?” after completion of a particular course of study has been sought throughout the history of education, most recently by the development of national content standards. The National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS, 2004) recently developed and approved ten standards related to the initial preparation of family and consumer sciences middle school and high school teachers. Standard Six indicates family and consumer sciences initial teachers will be able to “facilitate students’ critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace” (n.p.).

Expectations for this standard are further delineated as (a) justify the use of a variety of best practice strategies to help all students learn; (b) critique methods, materials, technologies, and activities as related to lesson goals and student diversity; (c) manage community, business, and industry resources to enrich all student experiences; and (d) integrate family and consumer sciences content knowledge and skills with pedagogically appropriate strategies and resources (NATEFACS, 2005).

Background and Rationale for the Standard and Expectations

Accreditation is the process by which a facility becomes officially certified as providing services of a reasonably good quality, so that the public can trust in the quality of its services (Wikipedia, 2006). A specialized accrediting body evaluates particular units, schools, or programs within an organization (Higher Learning Commission, 2003). The National Council for Accreditation of Teacher Education (NCATE), founded in 1954, is recognized by the U.S. Department of Education as a professional accrediting body for colleges and universities that prepare teachers and other professional personnel for work in elementary and secondary schools. NCATE has six standards used for evaluating teacher education programs. Related to instructional strategies and technologies, Standard One specifies:

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge,
skills and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards. (NCATE, 2007, p. 4)

Another organization working for the improvement of teacher education programs is the Interstate New Teacher Assessment and Support Consortium (INTASC). INTASC has also developed a set of standards based on what effective initial teachers should know and be able to do. The INTASC Standards are written as principles. Principle Four, related to instructional strategies and technologies states, “The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills” (INTASC, 1992, p. 20).

Research indicates that teachers who understand how learning occurs are better able to select and develop curriculum that supports rather than undermines the learning process. Necessary for teacher success is ensuring that teachers have access to what is known about specific teaching strategies that foster more productive learning (Darling-Hammond & Bransford, 2005). Standard Six of the National Standards for Teachers of Family and Consumer Sciences reflects this premise and that of the NCATE and INTASC National Standards.

**Use of the Internet as a Teaching and Learning Strategy**

Numerous books and articles are written each year advocating that teachers implement technology in education. School workshops and state conferences include sessions on technology. It is difficult to find a university level teacher education program today that does not require students to complete technology coursework. When technology is properly implemented in the classroom, it can result in positive outcomes including increased student self-confidence and eagerness to learn (Kimble, 1999).

Since it burst on the educational scene in the 1980s, the Internet has expanded rapidly. Roblyer and Edwards (2000) identified “three primary reasons the Internet has become so popular: it is widely available, worldwide; it is easy to use, very simple and intuitive; and it is highly visual and graphical” (p. 209). As teacher and student access to the Internet continues to rise nationwide, opportunities for positive use of it as a teaching tool continue to expand. The information and communication capabilities offered by the Internet for education, research, commerce, and entertainment are seemingly endless (O’Neill, 1999).

Access to technology, including high speed Internet connectivity, is becoming increasingly available in schools today. As of fall 2003, nearly 100% of public schools in the United States had access to the Internet, compared with 35% in 1994; further, no differences in school Internet access were observed that could be based on any school characteristics (National Center for Education Statistics, 2003). Student-centered learning becomes a reality when students (a) learn to think critically about information they are accessing, (b) synthesize data and information received from multiple sources, and (c) use that information to solve problems and evaluate solutions (Maxam, 2002). Educators must prepare for a technology-rich future and keep up with change by adopting effective strategies that infuse lessons with appropriate technologies (Valdez, 2005).

Specific to family and consumer sciences, Daulton (1997) found an increase in teacher adoption rates for computer technology from 5% in 1983 to 83% in 1993. Another study conducted by Harrison, Redmann, and Kotrlik (2000) investigated Louisiana family and consumer sciences teachers perceptions of the value and usefulness of information technology. Their study included computers in general and specifically the Internet, laser discs, and video
standard 6: pickard and reichelt

conferencing. They reported that family and consumer sciences teachers placed a high value on information technology, should know how to use computers, and should have computers available for instruction.

In a recent survey, 91% of university faculty members rated "accessing information on the Internet as essential or required for achieving academic success in their course" (Osika & Sharp, 2002, p. 320). In the same study, 91% of students rated themselves competent in this area. Yet research shows students looking for information on the World Wide Web have a difficult time developing search queries and using a search engine (Lazonder, Biemans, & Wopereis, 2000).

Manley, Sweaney, and Valente (2000) identified three main reasons for family and consumer sciences professionals to stay current and knowledgeable about the Internet: (a) to be able to use the Internet as a tool in many family and consumer sciences related fields and access information quickly, (b) to help prepare students to live in a technologically oriented society, and (c) to prepare their students for today’s workplaces. Levine (1995) urged educators to take advantage of new technology. He stated:

We have to become so familiar with new technology that we can move beyond its glitter and begin to creatively exploit the uses of the technology to better facilitate learning. And, we must do this in ways that are highly valued by the learner. Taking advantage of new technology can’t be merely a matter of saving money, or saving space, or saving time. It has to be a matter of improving the learning potential of people. (¶ 8)

internet learning activities for family and consumer sciences

the national council for the accreditation of teacher education (NCATE, 2007) standard one further delineates the expectation that professional studies for all teacher candidates include knowledge and experiences with educational technology, including the use of computer and related technologies in instruction, assessment, and professional productivity. Perhaps the simplest and most straightforward way of integrating technology into family and consumer sciences classrooms is the potential of the Internet as a source of information.

Every topic covered in any family and consumer sciences course has corresponding information available on the Internet. This is one place where the evaluation of information and critical thinking skills can be taught. According to Colaric (2002), there are 800 million publicly indexable pages on the World Wide Web, existing on over 3 million servers, 86% of which contain commercial messages, with only 6% containing scientific and/or educational content. Anyone can put anything on the Internet. While in theory one might assume an ongoing proliferation of Web sites, evidence gathered by O’Neill, Lavoie, and Bennett (2003) suggested growth in the public Web reached a plateau in 2002. The authors theorized the rush to “get online” during the early years of the Web, was replaced with a desire to refine and develop existing Web sites since that time.

One essential task which needs to be taught is how to easily and efficiently locate information online. There are three basic categories of search tools available to accomplish this: (a) subject directories, (b) search engines, and (c) the invisible Web. The first category is subject directories, which are databases arranged by subject. They are easy to use and identify highly relevant information. Recommended general subject directories include Librarian’s Index, Infomine, Academic Info, About.com, Google Directory, and Yahoo! (Barker, 2006). Search engines are a second tool for locating information online. Search engines search databases of full text Web pages residing on servers. Recommended search engines include Google, Yahoo!,

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Search, and Ask.com. The operation of each of the search engines varies. Search engines allow you to access a great deal of information, however, the relevancy is not consistent. The final search category is the invisible Web, defined as Web pages that cannot be found in search engines and rarely are in subject directories (Barker). It is estimated there are two to three times as many pages in the invisible Web as the visible Web. Tutorials for teaching how to use and access search tools are readily available online.

Once information is located, another critical task is to evaluate it. Schrock (2001) identified five key questions to use in evaluating Web sites:

1. Who wrote the documents and is the author an expert?
2. What does the author say is the purpose of the site?
3. When was the site created and last updated?
4. Where does the information come from?
5. Why is the information useful for my purposes?

A number of lesson plans related to evaluating Web site content are available online (Schrock).

The interactive nature of the Internet also makes it an appropriate medium through which to carry out more extensive activities. Filamentality (2006) is one online resource available to teachers as a technology integration tool. This free site provides teachers with templates to easily construct online, interactive lessons for students. Five specific types of activities can be created. Filamentality labels and describes these activities as follows:

1. Development of a hotlist. A hotlist compiles the URLs for Web sites teachers have researched and found useful related to a particular topic. In addition to the link for the Web site, a short description of the type of information found at each Web site is included on the list.

2. Development of a scrapbook. If learners already have a general understanding of the subject they are studying (i.e., they have done some preliminary learning in class or with traditional resources), teachers might develop guidelines for a Web-based activity known as a multimedia scrapbook. In this activity, learners dig through a collection of Internet sites organized around specific categories such as photographs, maps, stories, facts, quotations, sound clips, videos, virtual reality tours, etc. Learners use the scrapbook to find aspects of the broader topic that they feel are important. Students then download or copy and paste this collection into a variety of formats such as a newsletter, desktop slide presentation, collage, bulletin board, or Web page.

3. Development of a treasure hunt. The basic strategy is for the teacher to find Web pages that have information (text, graphics, sound, video, etc.) that they think is essential to understanding a given topic. After the teacher has gathered these links, one key question is then posed for each Web resource link.

4. Development of a subject sampler. In a subject sampler learners are presented with a smaller number (maybe half a dozen) of intriguing Web sites organized around a main topic. This is a particularly effective way to engage students for many reasons. First, teachers have chosen Web sites that offer something interesting to do, read, or see. Second, students are asked to respond to the Web-based activities from a personal perspective. Rather than uncover hard knowledge (as they do in a treasure hunt), students are asked to describe their perspectives on topics, compare to experiences they have had, interpret artworks or data, etc. Thus, more important than the right answer is that students are invited to join the community of learners surrounding the topic, and they can see that their views are valued in this context.
5. Development of a WebQuest. A WebQuest presents student groups with a challenging task, scenario, or problem to solve. It is better to choose aspects of a topic that are under dispute or that at least offer a couple of different perspectives. Current events and controversial social and environmental topics work well. Also anything that requires evaluation will evoke a variety of interpretations. The reason the Web is so critical is because it offers the breadth of perspectives and viewpoints that are usually needed to construct meaning on complex topics. Students benefit from being linked to a wide variety of Web resources so that they can explore and make sense of the issues involved in the challenge (Filamentality, 2006).

In life outside the classroom, one way of becoming more knowledgeable may result from being immersed in a learning situation. Some experiential learning can be difficult to implement in a classroom (Nabeth, 2006). Simulation games using the Internet allow learners to experience some of the daily responsibilities, decisions, consequences, and pressures inherent in life, without being in the actual situation (Chamberlain & Cummings, 2003). There are many online tools related to simulations of family and consumer sciences content. Some examples include tools that allow students to analyze their dietary intake and activity levels; tools that relate to consumer economics, including balancing a checkbook and investing in the stock market; and tools related to decorating, such as simulating moving furniture or changing wall colors or flooring.

The Internet can also be used as a communication tool to facilitate interaction between students in a classroom at one location and students in another city, state, or country. Online journals, also known as blogs, are a place where students can interact while being monitored for student participation and writing skills. Reflection on current issues impacting families is one example with potential for a blog. A group communication project can be achieved by setting up a wiki. A wiki allows a group of people access to a Web site where all can work together on its creation. These strategies can be integrated into all family and consumer sciences content areas. Comparing apparel traditions by culture, investigating developmentally appropriate practices for interacting with children, and implementing healthy nutritional practices are all family and consumer sciences related topics adaptable to a wiki.

These interactive uses of technology need to be added to family and consumer sciences teaching methods courses or considered as part of a stand-alone course for family and consumer sciences teacher education students. Outcomes of these learning processes may include presentations, products, and projects. The examples provided above lend themselves to authentic assessment to gauge their effectiveness. Existing rubrics found online can be easily adapted to be used as an assessment tool for family and consumer sciences content. The Internet can be utilized by educators to develop valid assessment devices as a measure of online learning.

The use of technology in family and consumer sciences middle school and high school classrooms is contingent upon preparing teacher candidates to be familiar with its capabilities and comfortable with its usage. Robertson and Stanforth (1999) suggested faculty should incorporate Internet activities, projects, and curriculum content into resident instruction to increase students’ positive attitudes toward computers. Such activities would then be conducted in a supported environment where students may begin to experience positive results from Web-based activities. Students with these opportunities during their years at the university would be well prepared to develop Web-based learning experiences inherent to quality instruction and professional advancement.
The Internet has vast potential to enhance critical thinking and problem solving skills of family and consumer sciences students. These skills can be taught through family and consumer sciences content when teachers teach students how to critically evaluate online information, and when students and teachers integrate credible online information into classroom activities via hotlists, scrapbooks, WebQuests, blogs, and wikis. As reflected in the National Council for Accreditation of Teacher Education, Interstate New Teacher Assessment and Support Consortium, and family and consumer sciences teacher education standards, varied instructional strategies are key to effective teaching. The Internet is one strategy with great potential for enhancing learning in the family and consumer sciences classroom.

**Brief Annotated List of Suggested Resources**

**Sites Related to Locating and Evaluating Online Information**

**Easily and Efficiently Locating Information Online**
Web Link: http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html
This site is sponsored by the University of California, Berkeley. The main tutorial includes information on how to effectively use search engines, subject directories, and the invisible Web.

**Evaluating Web Content**
Web Link: http://www.hsl.unc.edu/services/tutorials/eval/Nuts.htm
This site is sponsored by the University of North Carolina. It includes questions for consideration in the categories of credibility, bias, accuracy, currency, relevance, significance, intended audience, and usability.

**E-Valuating the Web**
This site lists questions to ask when evaluating Web-based information.

**Templates for Technology Integration**

**Filamentality**
Web link: http://www.filamentality.com/wired/fil/index.html
This Web site is sponsored by AT & T. It provides easy-to-use templates and free Web space to educators who want to publish hotlists, scrapbooks, treasure hunts, subject samplers, or WebQuests.

**WebQuest Resources**
Web link: http://webquest.sdsu.edu
The WebQuest page is sponsored through the University of San Diego. It contains freely available training materials about WebQuests and links to many ready-to-use lessons, sorted by subject matter and grade level.

**Content Specific FCS Resources**

American Association of Family and Consumer Sciences (AAFCS) Directory of Online Resources for Classroom Teachers
Web Link: http://www.aafcs.org/fcs/index.html
This site provides a listing of family and consumer sciences resources for teaching related to the sixteen areas of study identified in the National Standards for Family and Consumer Sciences.
**Communication Tools**

Blogs and Wikis, Video Blogging
Web Link: http://www.ibritt.com/resources/wp_blogs.htm
This site includes articles, tutorials and templates for developing blogs and wikis for educational purposes.

**Online Assessment Resources**

Kathy Schrock’s Guide for Educators
Web Link: http://school.discovery.com/schrockguide/assess.html
This site contains a collection of assessment rubrics for use on the World Wide Web that may be helpful for you as you design your own.

North Central Regional Educational Laboratory (NCREL)
Web Link: http://www.ncrel.org/sdrs/areas/te0cont.htm
NCREL specializes in the educational applications of technology. Look specifically at the link for technology in education under the Pathways for School Improvement heading.

**References**


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Standard 7. Learning Environment

Create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.

Expectation Statements

- Implement classroom management strategies that support a physically safe and accessible environment.
- Display and promote tolerance, appreciation, and respect for diversity from a perspective that includes exceptionality, race, age, ethnicity, religion, socio-economic status, gender, and sexual orientation.
- Consider basic human needs, human development, relationships, and family dynamics to support students’ high academic achievement.
- Promote a pluralistic environment, engaging students in ethical problem solving and action.

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Chapter 14
Learning Environment: Respecting Diversity and Exceptionality

Melinda D. Swafford and Helen T. Dainty
Tennessee Technological University

Education has a strong correlation with individual success. Many who select family and consumer sciences as a career technical pathway are students with exceptionalities and from diverse cultures. The family and consumer sciences (FCS) teacher educator needs to prepare the teacher candidate for their role as an educator. One part of that role is to ensure that all students regardless of culture, socioeconomic level, family structure, or disability have a safe, supportive learning environment that challenges their thought processes and respects unique differences. This article provides FCS teacher educators with recommendations for the preparation of teachers with background and information regarding the rationale for the National Standards for Teachers of Family and Consumer Sciences on Learning Environments. Also included are strategies and resources that enhance learning and facilitate respect for diversity.

Introduction
The National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004) were developed to provide guidelines for the family and consumer sciences teacher educator to prepare family and consumer sciences (FCS) teachers. The purpose of this article is to provide a rationale for Standard Seven, Learning Environment and include strategies on how a FCS teacher educator can enable a FCS teacher to “create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities” (National Association of Teacher Educators of Family and Consumer Sciences [NATEFACS], 2004); thus enhancing the academic potential for all students.

Significance of this National Standard
Within the last three decades, the United States has seen a change in demographics which has resulted in an increase in the number of diverse families (Bailey, Skinner, Rodriguez, Gut, & Correa, 1999). In addition, landmark legislation, such as the Individuals with Disabilities Education Improvement Act (U.S. Congress, 2004) and No Child Left Behind (U.S. Congress, 2001), and changes with the education system (Lewis & Doorlag, 2006; Turnbull, Huerta, & Stowe, 2006; Yell & Drasgow, 2005) have greatly impacted student population. Data indicate that large portions of students who select career/technical classes are students with exceptionalities and students with limited English proficiency (Division of Vocational-Technical Education, 2005). According to Davis (2006) nearly 40% of the population in the United States represents an ethnic or racial minority and approximately 5.1 million children are English language learners (Snipes, Soga, & Uro, 2007). This may cause teachers to be faced with an ever increasing number of students who may hold cultural values, beliefs, preferences, and languages
different from their own (Sexton, Lobman, Constans, Snyder, & Ernest, 1997). In addition, this may result in family members who do not speak or understand English; therefore, making the adjustment into the community and school difficult. The family and consumer sciences teacher educator is the catalyst for providing family and consumer sciences teachers instructional activities, knowledge, and attitudes that will empower students from diverse backgrounds and students with exceptionalities to become proficient in society (Sileo & Prater, 1998).

Diversity
Diverse does not mean deficient. Diversity includes a number of factors such as race, ethnicity, gender, language, and income. Each factor can influence the relationship between teacher, student, family, and community. According to Rehm and Allison (2006), all students are diverse, even those from the same cultural background. Respecting diversity requires that teachers look at all students with interest and openness, and utilize flexibility when providing instruction. Students may be considered at risk and need the development of resiliency factors to be successful. Teachers who have been taught to appreciate diversity are more self-confident, have increased abilities, and move beyond judging students by superficial attributes such as skin, color, speech patterns, and exceptionality (Sileo & Prater, 1998).

The Individuals with Disabilities Education Improvement Act (U.S. Congress, 2004) was reauthorized in 2004 and revised to align with the six major principles of No Child Left Behind (U.S. Congress, 2001), that guaranteed each child an appropriate education (Lewis & Doorlag, 2006; Turnbull, Huerta, et al., 2006; Yell & Drasgow, 2005). Although there are six major principles, three are specifically related to learning environments: accountability, highly qualified, and scientifically based intervention. The first principle of NCLB, demands accountability as demonstrated with proficiency scores in major academic courses as assessed on standardized state assessments. Career and technical education has changed from the authorization of NCLB by the correlation of academic content in courses and by the sequencing of course work that leads to credentials or industry certification (Career Technical Education, 2008). The participation of students with disabilities in these assessments is provided under IDEA. The second principle, discusses teachers being highly qualified in the subject area taught. All teachers of children with special needs are required to be highly qualified according to IDEA. The final principle addresses the use of scientifically research-based curriculum utilized by highly qualified teachers. IDEA also “requires educators to use scientifically based methods in evaluating a student and then providing an appropriate education to the student” (Turnbull, Huerta, et al., p. 3).

The family and consumer sciences teacher meets these requirements by being highly qualified and incorporating principles of math, science, and language arts into the various courses. Research-based materials are provided to advance career and technical education programs (Career Technical Education, 2008). To become highly qualified, teachers must have a Bachelor of Science degree and demonstrate proficiency in the content area of family and consumer sciences (FCS). Proficiency is demonstrated by evidence of passing a national exam. The Carl D. Perkins Improvement Act of 2006 requires that alignment occur between family and consumer sciences course standards and academic course standards (U.S. Congress, 2006).

Students with Exceptionalities
In order to provide an appropriate education for all students, educators must not discriminate on any basis. Public Law 94-142 of 1975, Public Law 105-17 of 1997, IDEA 2004, Section 504 of the Vocational Rehabilitation Act of 1973, and Public Law 101-336, the
American with Disabilities Act, guarantee the rights of individuals to be free from discrimination (Lewis & Doorlag, 2006; Turnbull, Huerta, et al., 2006). According to Lewis and Doorlag “all students” were originally defined by Goals 2000 as “including not only typical students and those who are academically talented but also students with disabilities, those from diverse cultural and ethnic groups, those with limited proficiency in English, and those who are disadvantaged” (p. 19).

Although IDEA does not address inclusion specifically, it does address the least restrictive environment, and mandates that all students be educated in their least restrictive environment, which is education with their peers to the maximum extent possible. On the continuum of services, the least restrictive environment is full-time placement in the general education classroom, and that classroom may be the family and consumer sciences classroom.

As aforementioned, many students are enrolled in a technical class with the probability of joining the work force rather than the collegiate life choice. The major academic emphasis in the high school curriculum does not meet the requirement of guaranteeing non-college bound students an appropriate education (Bowe, 2005). That is a conundrum for schools and the communities in which these students live. Dever and Knapczyk (1997) suggested a curriculum that would include the functional skills necessary for students seeking post high school employment. Where better to learn these everyday skills than in a family and consumer sciences classroom? The curriculum is established and students with exceptionalities as well as diverse learners would benefit from a life skill oriented curriculum. Family and consumer sciences teacher educators have the responsibility to prepare teacher candidates to teach students a wide variety of life skills such as money management, child development, parenting skills, nutrition, interpersonal relations, and career preparation (McCombie & Zimmer, 2007). Inclusive classrooms allow students to see that life skills, “a distinguishing characteristic of general and special education” (Turnbull, Turnbull, Whemeyer, & Parks, 2003, p. 67), impact quality of life for everyone. Benz, Lindstrom, and Yovanoff (2000) report on two studies, a quantitative and a qualitative, which examine both secondary and transitional procedures. There were six factors discussed which have significant impact on post school outcomes. Two of the six align with the premise that teaching functional skills relate to post school outcomes. The two factors are:

- Participation in vocational classes during the last 2 years of high school, especially classes that offer occupationally-specific instruction, [and] competence in functional academics (e.g., reading, math, writing, and problem solving); community living (e.g., money management, community access); personal-social (e.g., getting along with others); vocational (e.g., career awareness, job search); and self-determination (e.g., self-advocacy, goal setting) skills. (Benz et al., 2000, p. 2; Benz, Lindstrom, Unruh, & Waintrup, 2004, p. 2)

Both studies discussed Youth Transition Program for students with disabilities who will require additional assistance to transition after high school to the work force. It was noted that 82% of participants acquired post school employment or training at the end of the program (Benz et al., 2000, p. 3). FCS classes offer the real world approach (Reiseberg, 1998) where students have the opportunity to merge skills with real life situations.

**Gender**

As an appropriate learning environment, the safe and supportive classroom has many important characteristics. Among the important characteristics, it is a place where learning is expected, bullying is prohibited, and both genders are welcomed. Family and consumer sciences teachers must be aware of gender bias in schools so that both genders are equally welcomed and
represented positively in the family and consumer sciences (FCS) classroom. In today’s society it is helpful for all members in the family to be proficient with the multiple roles of the family. Similarly, it is important to show a balance of males and females in all family roles. The course content in the FCS classroom provides an appropriate educational setting for students to explore supportive and independent gender roles.

**Socioeconomic Level**

The socioeconomic level of a student includes not only income but educational level of the family members as well as the status associated with family’s occupation. One in five of America’s children lives in poverty and approximately one third of students with exceptionalities come from a household with below poverty incomes (Turnbull, Turnbull, Erwin, & Soodak, 2006). In the family and consumer sciences classroom a respectful and supportive learning environment includes teaching strategies and projects that are accessible and feasible to all students regardless of socioeconomic level.

**Literature Review and Rationale for the Standard**

Historically, John Dewey (1933) highlighted three important characteristics of effective teaching. These characteristics include open-mindedness, wholeheartedness, and intellectual responsibility. Open-mindedness refers to the ability to be free from prejudices. Wholeheartedness refers to the enthusiasm the teacher has for teaching. Finally, intellectual responsibility refers to the desire to keep current in pedagogy and to develop teaching strategies that are engaging for the learner. These qualities are relevant and effective in today’s educational environment. Family and consumer sciences teacher educators need to stress to teacher candidates the importance of developing a trusting non judgmental relationship with all students and families regardless of socioeconomic level and other characteristics. Utilizing these qualities ensures that teachers will create a learning environment that is sensitive to the needs of all students and families as indicated by Standard Seven.

The current focus is to develop characteristics necessary to be an effective teacher for diverse populations. In an article by Grant and Gillette (2006), they indicated that it is not enough to have teachers enter the profession who love children and have a desire to help them learn. These characteristics are often forgotten when faced with difficulty planning instruction and the daily requirements of the school environment. Ingersoll reported (as cited in Grant & Gillette) that teachers leave their profession at a higher rate than other professional fields. Research by Grant and Gillette identified several characteristics needed to be an effective teacher regardless of “where, who, or what” the teachers will teach. These skills include the ability to develop curriculum that is relevant to the student; therefore, meeting the student’s educational and social needs. Consequently the skills of reflection, such as the assessment of student learning and identification of problems, are helpful in teaching all populations, including diverse populations.

**Knowledge Necessary to Address the Standard**

There are three main stages of learning (Lewis & Doorlag, 2006). A teacher must understand these stages to determine where each student is in terms of acquisition, maintenance, and generalization. In the acquisition stage a student is acquiring knowledge or initial learning. Maintenance involves maintaining and recalling knowledge that has been acquired. The final stage is generalization; it is where true learning occurs. In the generalization stage a student can apply knowledge learned to new situations. Learning problems can occur in any stage. Students
also bring their own prior knowledge and experiences or lack of experience and knowledge to each stage. Therefore, for learning to occur, the student must find meaning in what is being taught, and the teacher must understand how best to motivate the student to learn. Ultimately the content must have relevance to the learner. This may require the family and consumer sciences teacher to “think outside the box” when planning relevant instructional strategies that recognize and respect the unique characteristics of learners as stated in Standard Seven. An example of the stages of learning involves learning how to write a check. In the acquisition stage, the student needs to learn the parts of a check and how one writes a check. An activity during the maintenance stage may include a student searching a catalog or the Internet for an item of choice. The student then writes a check to the purchasing source for the correct amount. At the generalization stage the student would be able to go to a store, purchase desired items, and pay with a check. Grant and Gilliam (2006) stated that strong communication and collaboration skills along with using technology are also necessary to be an effective teacher with diverse populations. Using technology, as a tool for learning or as a way to enhance collaboration with other peers, the home, and the community, also enhances a teacher’s ability to be effective in providing a supportive learning environment for diverse populations. Research on educational equity by Persell (1997) identified that teachers with higher expectations for students have increased interaction, give more praise, have better behaved students, and demonstrate increased student learning.

At-Risk and Resiliency

As noted earlier, diverse students may be considered at risk. At-risk students are often in danger of dropping out of school. In urban schools nationwide 79% of students are African American, Hispanic, and Asian American. In addition, 64% of students are eligible for free and reduced lunch (Snipes, Horwitz, Soga, & Casserly, 2008). This has caused educators to examine resiliency in regard to academic success. Resiliency is the ability to rise above adversity and develop strength through hardships ultimately becoming an emotionally healthy adult with a productive life (Smokowski, 1998). Progress has been made in the understanding of the resiliency process. The emphasis has begun to shift from a focus on the cause, to one of prevention and intervention. Prevention programming focuses on circumventing situations before an individual experiences the effect (Smokowski). In addition, multidimensional long-term education programs that provide follow-up support have been identified as more successful in the development of resiliency than brief, limited programs.

Diversity and Exceptionality

Awareness of diversity and exceptionality in the family and consumer sciences classroom, which may be deemed the least restrictive environment for many students, is essential. Family and consumer sciences teachers should be mindful of the values and ideologies that individuals and families use to define themselves. According to Allen (2005), cultural competency is an awareness of oppression faced by others and active involvement in social justice. It is important to recognize popular opinion and the existing power relationship used by schools that students and families encounter day to day. Students in special education classrooms may be looked down upon by others in the school environment. In addition, many individuals from marginalized populations (minorities) face oppression and discrimination. “The greater the stigma attached to an ethnic group, the more difficult it is for mainstream professionals to recognize cultural strengths that are different from their own” (Harry, 2002, p. 132). Including students with exceptionalities and students from diverse cultures in the regular classroom.
provides them with opportunities to participate with peers and gain skills and self-esteem. Failure to do this will inhibit the development of a safe and supportive classroom for all students. In addition, the family and consumer sciences classroom provides the perfect environment to showcase the diversity of family roles and traditions, child care practices, and other unique perspectives of family and culture.

The role of the family and consumer sciences teacher educator is to prepare family and consumer sciences teachers that acceptance must first come from the classroom teacher. If the teacher is accepting of students with exceptionalities and those from diverse cultures, the students in the classroom will follow suit. Churchill, Mulholland, and Cepello (2008) discuss that behavioral interventions include using modeling techniques to help reinforce a change in behavior. If teachers accept all students and model behavior coupled with reinforcement then changing behaviors may occur. Blasi’s (2002) study prepared individuals to support diversity by shifting the focus from deficient to one of strength. The goal was for pre-service teachers to view students and families through a strength-based perspective and look for potential instead of deficiencies. This study used the term “of promise” when describing students and families living in poverty, belonging to a cultural/ethnic minority, a family having a non-traditional family structure, and a family who spoke a first language other than English. Utilizing this strategy the teacher educator can instill in the teacher candidate the importance of being non-judgmental and accepting of all families while recognizing the strength of the families and culture. Characteristics needed by individuals to support diversity are (a) self-observation, (b) an awareness of one’s environment, (c) one’s influence on others, and (d) a flexible attitude toward cultural norms and language (Harry, 2002). These qualities will go far in enhancing the environment of the family and consumer sciences classroom.

**Correlation of Family and Consumer Sciences to the National Standard**

Often, the family and consumer sciences teacher is responsible for teaching skills and fostering resiliency; therefore, the family and consumer sciences curriculum can be viewed as having a focus on prevention. The curriculum content areas, such as family; parenting; consumer and family resources; food science, dietetics, and nutrition; interpersonal relationships; and human development, provide all individuals with information needed to face adversity and manage resources well. McMillian and Reed (1994) isolated several factors that contribute to academic success with students who are at-risk. These factors include individual attributes such as intrinsic motivation, a positive attitude, using time wisely, forming a close bond with one’s caregiver, and using school as support outside the home. McMillian and Reed concluded that utilizing instructional strategies that promote a sense of internal control, goal setting, and personal responsibility can foster resiliency that can lead to academic success. Current research by Hanson and Kim (2007) developed a self reporting survey that indicates how educators can improve the school environment to promote resiliency in children. The nature of the family and consumer sciences curriculum and the course competencies allow the student and the teacher to develop a rapport that will foster the growth of individual students. Family and consumer sciences multi-dimensional curriculum offers instruction in goal setting, personal responsibility, and decision-making skills, while providing the student with choices and opportunities for individual expression.

Students enrolled in family and consumer sciences develop skills that enable them to meet the challenges of society. Family and consumer sciences content encourage students to develop goals, which provide a sense of purpose and meaning. Through interactive instruction, students gain knowledge, skills, techniques in leadership, and effective communication skills
(American Association of Family and Consumer Sciences [AAFCS], 2008). These skills ultimately impact quality of life. Quality of life is the ability to satisfy normative expectations and meet needs in major life settings, such as home, family, work, and school, while utilizing available resources and opportunities (Bailey et al., 1998).

Park, Turnbull, and Turnbull (2002) identified three components of quality of life. These included having needs met, enjoying life together, and having opportunities to achieve goals that have meaning. The definition of quality of life varies and is as unique as each individual. Therefore, students enrolled in family and consumer sciences courses develop skills to use throughout the lifespan. These skills can help them achieve meaningful goals and meet the everyday demands of society. Finally, the Family, Career and Community Leadership Association (FCCLA), the student leadership organization associated with family and consumer sciences, provides extracurricular activities that are important for the development of resiliency. FCCLA provides an outlet for expression, application of learning (generalization stage), and opportunity for success (Family, Career and Community Leadership Association [FCCLA], 2008). These positive experiences may help the student to develop a sense of belonging.

**Effective Strategies and Resources**

As a family and consumer sciences teacher, it is important to foster culturally responsive pedagogical strategies that will demonstrate high expectations and acceptance of cultural and learning style diversity. These steps will impact the climate of the classroom. Incorporating an accepting and flexible attitude will enhance the learning potential for all students (Rhem & Allison, 2006). Davis (2006) suggested that in order for diverse learners to feel acceptance, their cultural differences must be viewed as assets rather than deficits. Students will imitate the attitude the teacher is modeling, so teachers must be accepting of all students and recognize their strengths. Sousa (2001) stated that a student must feel physically safe and emotionally secure before learning takes place. Since emotions affect cognition, a teacher must be sure that the classroom environment is one where all students, regardless of their gender, culture, or exceptionality are emotionally and physically safe.

What is not so obvious is having the teachers know themselves and understand that they, too, have a culture that can be imposed upon their students. Davis (2006) devoted an entire chapter of *How to teach students who don’t look like you: Culturally relevant teaching strategies* to reflective questions that each teacher must answer to understand his/her beliefs so the diverse learner can be reached, supported, and taught. One must reach across cultural differences which are enhanced through dialog and an understanding of personal belief systems. The teacher must become “culturally proficient.” That does not mean that one must understand everything about everyone’s culture, but the teacher must acknowledge how beliefs impact actions; building respect and accommodations of cultural aspects of students’ lives formulates a positive belief system (Davis).

Classroom activities that validate other cultures so students gain respect and become informed learners about the world should be a vital part of the curriculum. This can be accomplished by inserting content on how different cultures embrace many topics, such as child-rearing practices, family interactions, food or food preparation techniques, finances, and family values.

**Understanding Biases**

As previously stated, teachers must understand and explore their own biases before they can adequately address diversity in their classes and lessons.
According to Banks and Banks (1997) six biases exist in teaching materials: (a) linguistic bias, (b) stereotyping, (c) invisibility, (d) imbalance, (e) unreality, and (f) fragmentation. Family and consumer sciences teacher educators should instruct family and consumer sciences teachers to avoid the six biases by evaluating materials for equity and imbalance. Negative biases and stereotyping may be exhibited in the classroom by language, tone of voice, and images. Here are some suggestions to help identify and/or eliminate a bias.

If the material contains biases, confront the bias rather than ignore it. Teach students about the various forms of bias (textbooks, bulletin boards, DVDs, videos, etc.) (Banks & Banks).

Use supplementary materials when the textbook is biased.

1. Analyze the class seating chart to see if there are students grouped together by race/gender. Intervene when students segregate by race/gender, and encourage and praise when diverse groups work together.
2. Continue reading and attending professional development in the areas of educational equity.
3. Learn about verbal and non-verbal communication from all cultures in the class. Be aware of mixed messages or words that may mean something totally different in the American culture than another culture.
4. Reflect on personal biases and beliefs and then leave personal biases outside the school building and become the best teacher for all children.

Creating Culturally Diverse Classrooms

To avoid learning outcomes that reflect negative, unrealistic, and fragmented biases, make sure curriculum and other resources, such as audio visual, bulletin boards, and posters, represent both males and females in supportive and nurturing roles within the family. To address invisibility make sure each cultural group in your class as well as individuals with exceptionalities are also depicted in a positive light (Banks & Banks, 1997). The following is a list of suggestions to facilitate the creation of a culturally diverse classroom.

1. Since teachers are models for their students they should use language that respects all diversities. An example would be to use person first language by referring to the student first, such as “the child with special needs rather than the handicapped student”.
2. Discuss contributions of Americans who are minorities or from other cultures such as George Washington Carver, Martin Luther King, Maya Angelou, and Cesar Chaves.
3. Display articles and advertisements that discuss diverse cultures.
4. Display simple phrases or label items in the classroom in multiple languages. Visual aids are more effective when they are graphic and pictorial.
5. Build a classroom community where all are treated with respect (Davis, 2006).
6. Use cooperative learning and activities that enhance a mutual respect and ones that allow students to learn about each other (Davis).
7. Treat each culture as a unique culture by not lumping together all minorities or exceptionalities. Do not assume that all students that speak Spanish speak the same dialect and can understand each other. For example, there are many dialects in Guatemala.
8. Encourage participation of all students even if it requires the uses of nods, hand signals, and visuals.
9. Use peer tutoring and collaborative activities to assist students.

**Implementing Educational Strategies**

Significant landmark legislation, such as IDEA and NCLB, was passed to provide equal treatment and full educational opportunities for individuals with exceptionalities. By receiving appropriate services and support, individuals with exceptionalities are able to achieve at levels that were once considered impossible. This includes graduation from high school, going to college, attending vocational/technical school, and becoming gainfully employed. However, students may have needs that challenge the knowledge and resources of teachers and programs (Wheeler, 2000). Students that IDEA has identified as mentally retarded or cognitively impaired may be the most challenging in regard to what constitutes appropriate services and support.

When focusing on students with cognitive impairments, the major approach is habilitation (Lewis & Doorlag, 2006). Habilitation is essentially preparing students to become successful adults. This is accomplished by teaching the most basic and functional skills. Functional skills are those skills, which are required for the successful completion of everyday life tasks and the skills required to keep a job. These skills include beginning work promptly, task engagement, task completion, and cooperating with co-workers. When planning to meet the diverse needs of your students it is very important to know your audience. The teacher must have knowledge of the stages of learning and of the various learning styles. They must also provide more than one mode of presenting information and use alternatives such as pictures, translated materials, and physical modification of equipment. When working with students with exceptionalities, highlight the strengths of the individual student. Here are some suggestions that are functional in nature.

1. Make appropriate accommodations and modifications in your teaching and assessing so that all children have their needs met (Davis, 2006). An accommodation is when you do not change the curriculum or standards. An example for an accommodation is when you have a student following a recipe which requires chopped onions. The student can use a pizza cutter to chop the onions if using a knife is difficult. The standard is not changed. A modification is when you do change the curriculum and standards for a student. If that same student uses onion flakes rather than chopping fresh onions because of some reason she/he cannot chop onions, then a modification has been made because the standard has been altered when the psychomotor skill was deleted.

2. When using computer programs to translate, it is better to use isolated words and phrases. When whole paragraphs are translated meaning may be loss so it may help to use bilingual professionals to promote accuracy, communication, and instruction (Fradd, 1999).

3. Organize a service event that the class orchestrates. This can be a local event such as a blood drive, a recycling project, or a FCCLA project. It can also be a national service event for the victims of Hurricane Katrina or other natural disasters suffered in our country.

4. Create a Parent Resource Library where books on parenting and community programs are available on loan.

5. Create a classroom Web page or newsletter and feature a specific student each week.

6. To increase attention and retention of what is being taught provide opportunities for practice and repetition, problem solving activities, and application of new ideas and information to daily life. This makes learning relevant for the student.
7. Service learning, which benefits all students, is an effective teaching strategy for at-risk students. This strategy can be one of the factors in promoting resiliency. Service learning projects require students to give to something beyond themselves such as family, peers, and community. It involves addressing real life problems while utilizing the content of course standards. Service learning can easily be incorporated into the family and consumer sciences curriculum and the student leadership organization FCCLA. Students gain decision-making skills and increase problem solving skills, collaboration, and communication skills. Service learning projects are helpful in changing the climate of the classroom to one that is focused on helping others.

Conclusion

Research by Rehm and Allison (2006) indicated that family and consumer sciences teachers are aware of diversity in the classroom. However, most of the modifications for diverse students only include grading and presentation of material. The climate of the classroom was not modified. As stated earlier, students must feel safe and emotionally secure for learning to take place. Incorporating an openness and flexible attitude enhances the learning potential for all students. The strategies and Web links suggested below can be used by the family and consumer sciences (FCS) teacher educator in providing the teacher candidate with techniques to enhance the climate of the classroom, so that it is supportive and respectful of all students including those with exceptionalities and those from every culture. Since education impacts the success of the individual, families, schools, and communities are influenced by our roles as teacher educators in meeting this National Standard in an effort to enable the family and consumer sciences teachers to meet the needs of all students. All students regardless of culture, family structure, or disability, deserve a safe, supportive learning environment that challenges their thought processes and respects their unique differences. The teachers need not only to establish and maintain such a learning environment, but also utilize teaching strategies that enhance the strength of the students selecting a career/technical pathway. The family and consumer sciences teacher educator can incorporate these strategies and suggestions into courses for teacher candidates such as the introduction to teaching course, material and methods course, observation and field experience seminar, and student teaching seminar. The teacher educator must also demand that teacher candidates explore their own bias before entering the classroom. Failure to establish and maintain a desirable learning environment and/or use teaching strategies that motivate students to reach their full potential may result in low enrollment and possible closure of the family and consumer sciences program which will result in students that have unmet needs, and as educators we cannot allow that to happen!

Annotated List of Suggested Web Sites

American Association on Intellectual and Developmental Disabilities  
Web Link: http://www.aamr.org  
This site is part of a professional organization.

Brigham Young University  
Web Link: http://education.byu.edu/diversity/activities.html  
This Web site is associated with Brigham Young University and offers links to over 12 sites for lesson plans to multicultural monthly calendars.
EdChange
Web Link: http://www.edchange.org/multicultural/activityarch.html
This Web site contains awareness activities. There are a variety of topics from understanding prejudice to collaborative problem solving.

JumpStart
Web Link: http://www.jumpstart.com
This link is associated with the Knowledge Adventure Store, but it does have several free online games and a learning style quiz.

Just Choices
Web Link: http://www.justchoices.com/index.html
This Web site provides examples of worksheets, posters, and a video excerpt along with a listing of resources. Teachers can order a free copy for exploring social justice.

LD Online
Web Link: http://www.ldonline.org
This site has a plethora of information about learning disabilities and attention deficit disorder (ADHD) for parents and teachers. Links can also be accessed in Spanish.

LD Resources
Web Link: http://www.ldresources.com
This has been an online resource since 1995 and is now considered a Weblog. It has several links to articles and information for professionals, parents, and persons with learning disabilities.

PBS
Web Link: http://www.pbs.org/wgbh/misunderstoodminds
This is an interactive Web site where parents and teachers can go and experience what children with disabilities experience. It is produced by WGBH in Boston.

Tufts University
Web Link: http://www.cfw.tufts.edu/viewsite.asp?categoryid=3&topicid=62&site=263
This Web site is associated with Tufts University, Child and Family Web Guide. It has links to articles on multicultural education with advice and suggestions for parents and teachers.

Wilderdom
Web Link: http://wilderdom.com/games/MulticulturalExperientialActivities.html
This Web site offers more than 200 games and activities for multiculturalism.

Wisconsin Assistive Technology Initiative
Web Link: http://www.wati.org
This site has information on curriculum, assistive technology services and products, training programs, and a library.
References


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**Chapter 15**  
**Learning Environment: An Overview**

Learning Environments, Standard 7 challenges the beginning family and consumer sciences teacher to “create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities” (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004). In this article, several theoretical components of learning environments are explored as a foundation for grappling with this broad Standard. Resources that provide background material and specific ideas are listed to help beginning teachers as they work to establish quality learning environments. Also included is an annotated bibliography addressing values, character education, and emotional intelligence; safety and caring issues; and a variety of diversity topics including race and ethnicity, gender, and poverty.

**Introduction**

The beginning family and consumer sciences teacher must be able to demonstrate knowledge, skills, and attitudes to enable student learning in four broad content areas: (a) career, community, and family connections; (b) consumer economics and family resources; (c) family and human development; and (d) nutrition, food, and wellness. Additionally, six professional practice standards are outlined including the theme of this article, the Learning Environment. Specifically, Standard 7 requires the beginning teacher to be able to “create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities” (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004).

To further delineate the Standard, the following expectations were created: (a) implement strategies that support safe and accessible environments; (b) display and promote tolerance/respect for diversity (exceptionality, race, age, ethnicity, religion, socio economic status, gender, and sexual orientation; (c) consider basic human needs, development, relationships, and family dynamics; and (d) promote a pluralistic environment, engaging students in ethical problem solving and action (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2005).

What should the beginning teacher do to create that safe, supportive environment that encourages optimal learning for all? What resources, materials, and research can support and guide the beginning teacher in the quest for knowledge to develop the skills and abilities necessary for this practical problem? This article provides suggestions and ideas for addressing issues regarding various types of diversity and values while being sensitive to characteristics of students, families, and communities.

For the purposes of this article, learning environment is defined as the place and setting where learning occurs. It includes not only the physical setting but the interpersonal and instructional characteristics which influence student performance; therefore, it is difficult to separate the learning environment from curricular issues. Safety includes not only physical safety
but emotional safety for the student—e.g., freedom of expression, assurance of confidentiality, and establishment of an atmosphere of respect.

**Background and Rationale**

When creating the *National Standards for Teachers of Family and Consumer Sciences*, consideration was given to previously developed standards from the National Council for Accreditation of Teacher Education (NCATE) and Interstate New Teacher Assessment and Support Consortium (INTASC). Standard One states that candidates should know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. A footnote clarifies that ‘all students’ is intended to include students with exceptionalities and those of different ethnic/racial, gender, language, and socio-economic origins (National Council for Accreditation of Teacher Education [NCATE], 2007, p.4).

The NCATE supporting statements relevant to this article include, but are not limited to, the following ones. Teacher candidates demonstrate knowledge, skills, and professional dispositions necessary to provide learning opportunities supporting students’ intellectual, social, and personal development. They are able to create instructional opportunities adapted to diverse learners. They encourage students’ development of critical thinking, problem solving, and performance skills. They are able to create learning environments encouraging positive social interaction, active engagement in learning, and self-motivation. Teacher candidates foster active inquiry, collaboration, and supportive interaction in the classroom. They understand language acquisition; cultural influences on learning; exceptionalities; diversity of student populations, families, and communities; and inclusion and equity in classrooms and schools (NCATE, 2007). Similarities between the NATEFACS and NCATE standards are apparent and reinforce the necessity for the beginning teacher to be able to create a positive learning environment.

Several of the INTASC principles support Standard 7 of the *National Standards for Teachers of Family and Consumer Sciences*. Principle 3 states, “The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners” (Interstate New Teacher Assessment and Support Consortium [INTASC], 1992, p. 18). A performance disposition states, “[T]he teacher creates a learning community in which individual differences are respected” (INTASC, p. 19). Principle 5 states, “The teacher uses an understanding of individual and group motivation and behaviors to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation” (INTASC, p. 22).

Correlated with the INTASC Standards and based on theoretical research and empirical studies that explored improved student learning, a framework for teaching was developed (Danielson, 2007). The framework divided the complex activity of teaching 22 components clustered into four domains:

1. Planning and Preparation
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities (p.1).

The framework is valuable when examining state standards, professional association standards such as those of the National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS), and other national standards such as those from the National Council for Accreditation of Teacher Education (NCATE). Domain 2 breaks the classroom environment down into five components:
1. Component 2a: Creating an Environment of Respect and Rapport
2. Component 2b: Establishing a Culture for Learning
3. Component 2c: Managing Classroom Procedures
4. Component 2d: Managing Student Behavior
5. Component 2e: Organizing Physical Space (Danielson 2007, p. 28).

This article concentrates on Components 2a, 2b, and 2d.

Additionally, several common themes relevant to Standard 7 are woven throughout the framework. These themes include equity, cultural competence, and attention to individual students, including those with special needs. A commitment to equity is apparent in Domains 2 and 3—those that deal primarily with student interactions. For example, Component 3b of Domain 3 states that classroom instruction uses questions and discussion techniques in the classroom. Consistent with the equity theme, all students would be invited to participate in discussions as well as respond to questions. Cultural competence is addressed in Component 1b of Domain 1 which states that the teacher demonstrates knowledge of students (Danielson 2007). For example, teachers who are aware of their students’ cultures and customs can exhibit and model sensitivity when interacting with students whose cultural backgrounds may differ from many teachers’ expectations of respect.

Utilizing a common framework and determining standards for what the beginning family and consumer sciences teacher should know and be able to do facilitates discussion across teacher education units and builds consensus in the profession. Although there may be varied opinions on exactly how the instructional setting should be structured, most would agree that what is expected from schools today is very different from what was expected a little over one hundred years ago. In the early 1900s, instruction often centered on recitation of lessons and having students mimic skills, e.g., the correct way to form letters when learning to write. There was little intentional application by the student of the knowledge gained. However, theories changed as evidenced by John Dewey’s (1916) observation that children need to be able to integrate what they learn at school with the greater environment while also utilizing outside life experiences within the classroom. Connections must be made between the two environments. This is especially true when looking at families’ cultural impact on the classroom. Dewey also supported the belief that a moral education, taught not as abstract lessons but in the context of real life events, was most effective.

Curriculum reform that advocated constructivist classrooms was supported by the belief that “each of us makes sense of our world by synthesizing new experiences into what we have previously come to understand” (Brooks & Brooks, 1993, p. 4). Based on the work of Piaget, Vygotsky, and others, classroom activities shifted from teacher-centered to learner-centered educational settings grounded in cognitive theory. Specifically, Vygotsky’s dialectical constructivism theorized that knowledge is socially constructed (Woolfolk, 2001). The source of knowledge rests in the interaction between the learners and their environment. As such, the teacher and students co-construct knowledge with the teacher permitting the students to be active thinkers and questioners. Family and consumer sciences classrooms are well-suited to helping students synthesize experiences because of the discipline’s emphasis on practical problem solving, e.g., using case studies or scenarios, and process-oriented curriculum utilizing activities such as the Family, Career and Community Leaders of America’s (FCCLA) Power of One.

Strong quality learning environments tend to be active places where students are engaged in what they are studying and exploring. The quality of the learning environment is not merely a function of where the students “end up” at testing time or how many students “end up” there, but
instead that the students are stimulated, treated fairly, and engaged in the process (Brooks & Brooks, 1993). If students are simply encouraged to perform through memorization rather than gain understanding through exploration, little long-term knowledge is retained. Additionally, to encourage actual student learning rather than simple coverage of material, classrooms must be relatively organized, teachers need to be patient and supportive, work must be challenging, and learning tasks must be authentic (Woolfolk, 2001). Authentic tasks are those that have connections to real-life problems that students will face at some point in life. Memorizing definitions simply because they will be on a test or covering material that has already been mastered provides little motivation to learn and be engaged in learning. For example, having students interview a family member regarding family background, traditions, and customs provides a real-life context for exploring family culture and relationships as well as develops social and questioning skills.

To help students develop the ability to integrate daily classroom tasks with real-life situations, it is suggested that such tasks must be plausible and believable from the students’ perspective. To avoid simply enculturating students into current practices by providing simplistic and well-defined activities, teacher educators must carefully create and compose the activities that comprise the work of the learning environment (Herrington & Herrington, 2006). Because real-life is not simple, if problems are to be deemed pragmatic and worthwhile, the activities chosen should be complex with real-world relevance.

Another characteristic of strong learning environments is that a valid context is developed for how that genuine activity will be used in life. There is a realistic rationale for why this particular task is being studied. For example, rather than simply memorizing the correct components of a business letter, a student could compose a letter thanking a prospective employer for an interview. Herrington and Herrington (2006) further propose and discuss seven additional guidelines for designing quality learning environments. Students should:

1. Have access to experts who perform real-life tasks,
2. Be exposed to multiple perspectives,
3. Participate in collaborative activities,
4. Have opportunities for meaningful reflection,
5. Participate in opportunities for articulation and justification of beliefs,
6. Be coached rather than told by the teacher what should be done, and
7. Be assessed in ways that are consistent with the tasks.

An example for a nutrition class would be to examine the ingredient labels on cereal boxes to compare the calories and nutrients of each. Groups of students could then research the merits of the ingredients and select the more nutritious cereal. The students could be required to justify their choice(s) based on specific criteria, e.g., low sugar, low calorie, high fiber, least amount of preservatives, etc. By requiring students to make informed choices and justify their reasoning, this activity could help prepare the students to grapple with real life.

Experiencing environments that are positive, nurturing, stimulating, and interactive can help enhance students’ mental abilities. Research has shown that not only can the brain change positively in structure and function due to learning but also negatively (Campbell, Campbell, & Dickinson, 2004). Teachers need to establish affirmative, “smart” and safe classrooms that will offer their students opportunities for positive interaction with each other on learning tasks.

Clearly, classrooms must function as safe, supportive learning environments that show sensitivity to the needs of all students. Beginning teachers must demonstrate that they can create and implement such environments. Research has demonstrated that threats and stress can affect
students’ learning because a stressful classroom results in an ineffective learning environment (Jensen, 1998). These threats can originate from the greater environments of home and community as well as from within the classroom, but generally hinder learning from occurring as students grapple with the threats. “Threats activate defense mechanisms and behaviors that are great for survival but lousy for learning” (Jensen, p. 57). Although outside environmental stressors may not be controllable, threats from within the classroom, e.g., bullying tactics of other students, should be minimized. Inappropriate actions by a teacher, such as inconsistent enforcing of classroom discipline, can also contribute to a stressful learning environment. Utilizing stress management techniques, increasing physical activities to elevate moods, and establishing classroom opening routines are all suggestions that teachers can use to help students feel less stressed within the learning environment.

Beginning family and consumer sciences teachers are charged with creating environments that show sensitivity to diversity of students, families, and communities. Diversity, including gender, lifestyle, and socioeconomic differences as well as the more commonly thought of ethnic and cultural differences, will continue to affect classrooms of the future as communities change. The proportions of United States ethnic minority populations are continuing to grow at much faster rates than the general population. Students of color may account for almost 48% of the student population by 2020 (Banks & Banks, 2005). Non-white and lower socio-economic students are becoming a larger portion of schools’ populations. While such diversity can be considered challenging, it can also provide great opportunities for enriching the curriculum and learning environment. Helping students acquire knowledge and skills to be able to take personal, social, and civic action to promote harmonious living in our pluralistic nation and world could be a major goal of the beginning family and consumer sciences teacher’s classroom.

**Resources and Materials**

To create and implement the safe, supportive learning environment that Standard 7 calls for, the beginning teacher will need the theoretical background and also resources that address values and diverse needs. The following section presents major sources that look at values as evidenced in emotional intelligence and character education programs; racial, ethnic, gender, and multiple intelligence diversity; safety in caring and non-violent classrooms; and practical problem solving within the classroom. Several of the resources and concepts are interrelated so it is difficult to examine one area without flowing into another. For example, the term “safe” can refer to emotional as well as physical well-being so violent behavior and bullying can be as relevant as stress and anger. Similarly, “supportive” can refer to teachers caring for students, students caring for each other and the greater community, and the formation of learning communities.

Institutions will have utilized a variety of educational psychology texts within their teacher education programs. These textbooks provide theoretical background information for the beginning teachers. One example, *Psychology Applied to Teaching* (Snowman & Biehler, 2003) has the following chapters that would be relevant to creating a learning environment: (a) Chapter 5, Addressing Cultural and Socioeconomic Diversity; (b) Chapter 6, Accommodating Student Variability; and (c) Chapter 11, Motivation. Another example of relevant textbook support is found in *Becoming a Teacher* (Parkay & Stanford, 2007). The following chapters could be applicable: (a) Chapter 7, Teaching Diverse Learners; (b) Chapter 8, Addressing Learners’
Individual Needs; and (c) Chapter 9, Authentic Instruction and Curricula for Creating a Community of Learners.

The National Standards for Family and Consumer Sciences Education (National Association of Administrators for Family and Consumer Sciences [NASAFACS], 2008) provides the framework for what the beginning family and consumer sciences teacher will be expected to do and teach in the classroom. This document advocates posing problems through real-world scenarios, using higher level questioning, and linking academic and family and consumer sciences content so it is aligned with the concepts of the constructivist classroom. The Reasoning for Action Standard provides the foundation for teachers and students to explore the complex practical problems that are a part of life (Fox, 2007).

If beginning teachers are expected to be able to pose practical problems and encouraged to ask critical thinking questions, they should be able to observe and experience the curricular philosophy during their education. Teacher educators must be willing to conduct our classes in the same manner that we expect students to be able to in the future. One professor’s struggles and successes with the curricular philosophy are recounted and could be used as a reading resource for students (Fox, 1997).

To explore some of the major trends in family and consumer sciences, the beginning teacher could be referred to Family and Consumer Sciences: A Chapter of the Curriculum Handbook (Laster & Johnson, 2001). This comprehensive document provides a presentation of the major trends in family and consumer sciences, selected research, and a listing of curriculum resources including an annotated bibliography and notable state and local programs. It provides excellent background for the expectation statement that the beginning teacher will promote an environment that engages students in ethical problem solving and action.

It is generally accepted that the learning environment develops over time, in part due to how teachers interact with students and to the teachers’ expectations for the classroom. Some educators refer to the unique nature of a teacher’s learning environment as their classroom culture. Culture can have other meanings including “the customary beliefs, social forms, and material traits of a racial, religious, or social group; …and the set of shared attitudes, values, goals, and practices that characterizes an institution or organization…” (Webster.com). It is generally the way of life common to a group of people. In this article, culture is used to refer to two groups. One is the culture (or common ways) in the classroom and the other pertains to the racial and ethnically diverse populations in the classroom.

Each classroom develops its own culture when a community of learners is created. The ways in which teachers and students participate in common activities determines that classroom’s culture or atmosphere. A quality atmosphere would convince students that teachers care about them and believe that they can learn, are sensitive to their differing needs and abilities, have knowledge of their subject matter, and are able to maintain effective classroom discipline. There are three important dimensions of a positive learning environment including the caring atmosphere of the classroom, the physical classroom environment, and the organization of the classroom. Teacher educators may include caring pedagogy to help form the moral foundation of responsible citizenship (Parkay & Stanford, 2007).

Values

To create safe learning environments, beginning teachers need to maintain an atmosphere that is non-violent and not harmful. A safe and caring atmosphere can foster a healthy learning environment. Character education and emotional intelligence, with emphasis on affirmative
values, responsibility, and social skills, can also strengthen healthy student relationships and a positive learning environment. Emotional intelligence is the term that represents the body of skills commonly portrayed as character (Goleman, 1995).

Character education can help create caring communities where students learn to serve others, develop strong personal ideals, and examine universal principles. Lickona (1991) suggested ways to encourage character development in the classroom. Some of his twelve strategies included acting as a caregiver and mentor, building a moral classroom community, using cooperative learning, teaching conflict resolution, fostering caring beyond the classroom, and recruiting parents and the community as partners in character education. These strategies are useful in any classroom and make a positive contribution to the learning environment.

Schools historically addressed topics such as citizenship, responsibility, and morals but recent deterioration of everyday civility has pointed toward an increased necessity to teach social and emotional competencies (Pickard & Toevs, 2006). These social and emotional learning skills can be nurtured and encouraged through the activities of the Family, Career and Community Leaders of America (FCCLA), a career-technical student organization. Several lesson plans focusing on self-awareness, self-regulation, and self-motivation, and aligned with the National Standards for Family and Consumer Sciences, are presented in the monograph, Enhancing Students’ Emotional Intelligence (Pickard & Toevs).

Asset-building schools are regarded as helping to develop “whole” or complete students by not just providing them with the facts that are needed to succeed in life, but with the skills or building blocks that are needed to become valued members of communities and society. These building blocks, called developmental assets (Starkman, Scales, & Roberts, 1999), are the relationships, values, attitudes, and attributes students need for the future. The developmental assets can guide the creation of safe and healthy school and classroom learning environments in which students can achieve academically. School and community success stories demonstrate the importance of this holistic view. Although building developmental assets in young people is fostered best by entire schools and communities, individual teachers can incorporate these strategies into their own classrooms to improve the classroom learning environment.

Safety

Students have the right to feel safe in their classrooms, and teachers have the responsibility to create safe learning environments. Safety includes not only physical safety but also emotional safety. Family and consumer sciences classes provide opportunities for incorporating programs that address bullying, conflict resolution, and school and community violence. The stated purpose of the Family, Career and Community Leaders of America (FCCLA) program, STOP the Violence—Students Taking on Prevention, is to empower young persons to recognize, report, and reduce the potential for youth violence using a peer-to-peer perspective. Trained FCCLA members work within their communities to not only report violence but also take action by implementing projects to help reduce dangerous situations within their schools (Family, Career and Community Leaders of America [FCCLA], 2004; Stop the violence, 2004). Another program that would help teachers address bullying while providing a safe learning environment for students would be “Operation Respect: Don’t Laugh at Me,” a character development curriculum.

For an emotionally safe learning environment to be created, students need to feel safe to share what they think. Establishing ground rules that include confidentiality and respect will work towards that goal. What is said in the classroom should stay in the classroom. Also,
students do not have to agree with others’ statements, but they should refrain from dismissive behaviors such as eye rolling or smirking (Social Psychology Network, 2008). Students should be free to opt out of discussions or activities that make them feel uncomfortable, providing they tell the teacher their reasons. Teachers have the responsibility to respect students’ views by offering positive comments when sensitive or embarrassing feelings are shared. Even though a teacher may disagree with a student’s comment or viewpoint, the teacher should not belittle the remark but turn it into a learning opportunity so that students feel safe to express their opinions.

Thus, the safe, caring learning environment includes not only the physical aspects of the classroom but protection from domination and intimidation within the learning environment. Successful teachers would expose power relationships and share power with the learners, subsequently empowering the students to confront inequalities. For example, if students are encouraged to advocate for others, they learn to take proactive stances in situations that could be harmful. Effective family and consumer sciences teachers would encourage students to respect the diverse needs and developmental levels of classmates and others (Laster & Johnson, 2001).

Diversity

The Standard calls for beginning teachers to be able to show sensitivity to diverse needs of the students. Diversity can refer to many differences in our population. Although the most obvious one is racial and ethnic diversity, gender, socioeconomic class, and types of intelligence also may be considered and explored. “Multicultural education incorporates the idea that all students—regardless of their gender and social class and their ethnic, racial, or cultural characteristics—should have an equal opportunity to learn in school” (Banks & Banks, 2005, p. 3). Family and consumer sciences teachers, due to the real-life, hands-on nature of the field, are in position to provide those opportunities for all students.

Family and consumer sciences teachers must be able to create bias-free learning environments that are welcoming to students of all cultural backgrounds (Allison, 2003). According to Allison, this can be accomplished through several strategies:

1. Analyze and gain understanding of one’s personal cultural identity;
2. Learn about the cultural backgrounds of one’s students;
3. Develop competence in cross-cultural communications;
4. Explore learning preferences and styles of students from varied backgrounds;
5. Implement sound, research-based strategies;
6. Utilize culturally relevant materials and aids;
7. Employ multiple modes of assessments to accommodate the diversity of learning styles;
8. Express the belief that all students can learn and achieve;
9. Actively engage parents or guardians in children’s education; and
10. Encourage participation in Family, Career and Community Leaders of America (FCCLA).

Numerous suggestions for implementation of these strategies, as well as the research background that informs Allison’s ideas, are presented in the article.

Rehm and Allison (2006b) found that Florida family and consumer sciences teachers, who participated in a survey, generally revealed an interest in many cultures and a desire to learn more about the cultures. “Multicultural education can be broadly defined as the use of multiple instructional strategies to empower all students with knowledge, attitudes, and skills needed to actively participate in and successfully function in a culturally diverse democratic society”
The teachers were willing to adapt courses to meet diverse needs as well as employ special strategies. These strategies included cooperative learning, peer tutoring, visual aids, and alternative assignments. Greater breadth and depth of multicultural experiences in the teacher education program were advocated to insure a healthy learning environment and better prepare beginning teachers for the multicultural classrooms of the future (Rehm & Allison).

Experienced family and consumer sciences teachers in Florida offered several suggestions for teacher education programs based on their perceptions of working with culturally diverse populations (Rehm & Allison, 2006a). Often, multicultural education is not completely integrated into the teacher education program but offered separately, which hinders the seamless exploration of beliefs that would provide the beginning teacher with the confidence needed to work with culturally diverse populations. Several teachers advocated the acquisition of a second language by beginning teachers while others suggested that beginning teachers gain experience with methods for ESOL (English for Speakers of Other Languages).

Although many of the comments from teachers in the Rehm and Allison (2006a) study were directed towards teacher education programs, the teachers also offered suggestions that could be helpful to the beginning teacher. The belief that diversity could result in strong bonds within the classroom was evidenced by two statements, “celebrate differences as making life more interesting” and “celebrate ways we are alike” (Rehm & Allison). Teachers found that food preparation courses offered a vehicle for students to learn to appreciate and respect each others’ cultures. Other suggestions included using team building activities, cooperative learning teams, knowledgeable guest speakers, and alternative delivery method for lessons, all of which have the potential to contribute to a positive classroom learning environment.

Focusing on the family and consumer sciences middle school classroom, Allison and Rehm (2006) surveyed sixteen Florida teachers to explore how they met the needs of their diverse learners. Teachers adjusted ways they communicated with students, such as the types of strategies used, or words used to give instructions. Pictures and visual teaching aids were judged to be effective strategies by these teachers. Alternative forms of assessments were deemed necessary. Consistent with other research, cooperative learning and peer tutoring strategies were perceived as effective strategies. When employed with heterogeneous groupings, these strategies tend to encourage inter-ethnic friendships, develop communication skills, and improve academic performance, as well as improve the learning environment.

According to the study participants, strategies that appeared to be less effective included usage of dual language printed materials, guest speakers, and field trips. However, other research has indicated that guest speakers and field trips may be effective because students can experience realistic situations within the community while applying practical knowledge (Allison & Rehm, 2006). Hands-on experiences, common to the family and consumer sciences classroom, such as laboratories, simulations, demonstrations, and field trips allow students of many cultures to be actively engaged in the learning process (Allison & Rehm, 2007).

Providing a safe and secure learning environment for all students should extend to sexual and gender issues also. Advocates of gender education, in addition to sex education, Gurian and Henley (2001) suggest that human growth and development courses should be mandatory. Similar to other “best practices,” sex education should not be a one-time class but should be taught each year of high school becoming increasingly sophisticated and geared to students’ interests as they mature. Addressing issues openly may minimize some problems such as sexual
harassment, gay bashing, sexual objectification, and inappropriate sexual involvement, thus improving the learning environment.

Gardner (1993), in his theory in practice book on multiple intelligences, conceptualized a wider range of intelligences than previously had been tested by typical standardized tests. He defined intelligence as the ability to solve real-life problems, to generate new problems to solve, and to produce something or create a service that is valued within one’s culture. The eight intelligences, because they are influenced by the cultures in which people are born, work with the cross-cultural perspective which will be required in the classroom of the future. It should be noted that Gardner originally described seven intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal, then added an eighth: naturalist.

To gain an understanding of the multiple intelligences and how to utilize them to reach all students, beginning teachers could explore Gardner’s (1993) work. For a more pragmatic approach rather than a theoretical one, beginning teachers could use Teaching and Learning through Multiple Intelligences by Campbell, Campbell, and Dickinson (2004). This book explores each of the eight intelligences thoroughly by (a) defining the intelligence, (b) providing a checklist of qualities, (c) defining learning processes, and (d) demonstrating how to establish each in a learning environment. Activities, lesson plans, and ways to include technology expand the description of Gardner’s multiple intelligence theory. The authors present a balanced view of Gardner’s work responding to those who dismiss the work as categorizing students too soon in life and failing to nurture the whole child. Campbell, Campbell, and Dickinson underscore the utilization of methods such as project-based teaching while deemphasizing teachers’ perceived pressure for “coverage”. A framework for assessing, as well as instructing, the multiple intelligences is also discussed. Acknowledging that students learn in different ways can help to establish a positive learning environment.

Students of poverty also learn in different ways. Beginning teachers also may need to explore their own knowledge of, and beliefs about poverty to be able to work well with all students. Poverty has been defined as “the extent to which an individual does without resources” (Payne, 2005, p.16). Not only does that include financial resources but also emotional, mental, spiritual, and physical resources plus support systems, role models, and knowledge of hidden rules.

Payne (2005) believes that poverty can handicap the success of a student. To support the student of poverty, she suggests that cognitive strategies as well as coping strategies need to be taught to the students. Self-discipline as well as content material should be part of the curriculum to foster a quality learning environment. Lack of the skills and strategies can hinder the student of poverty. For example, students who respond to conflict by physically fighting may not have cognitive strategies, such as impulse control, to solve problems in other ways. These students may bully because that is the behavior they see modeled at home, and they have no other strategy to accomplish what they want to achieve. By helping students to develop coping strategies, the teacher can foster a safer learning environment.

Research has shown that students from poverty are motivated to achieve through the development of relationships (Payne, 2005). Teachers who (a) demonstrate that they care about students, (b) promote student achievement, and (c) serve as role models are all more likely to connect with students than those who do little or nothing to establish relationships. These relationships can do much towards supporting the positive learning environment.
Conclusion

Standard 7 is very complex and must be considered in light of all the other Standards. The importance of creating and implementing a safe, supportive learning environment is vital for the beginning teacher, but challenging because of the expansiveness of the Standard and Expectations. This article has provided a general overview for the Standard and listed several major resources that could be utilized by the beginning teacher. The majority of the resources have additional references, curriculum materials, and sources that could be beneficial to the beginning teacher in establishing and maintaining a healthy and positive learning environment.

Brief Annotated Bibliography

**Values, Character Education, Emotional Intelligence, and Caring**


An extensive discussion of the foundations of character education is presented in this comprehensive book. The book also discusses challenges facing youth, plus ways that healthy lifestyles can be supported.


For the beginning teacher who might not have an extensive background in adolescent literature, this book provides an annotated list of books that could be used to help with value integration in the classroom. One caveat is it does present the material from a Christian worldview, so it may not be appropriate in its entirety for all audiences.


Ways that respect and responsibility can be modeled and encouraged in the classroom are presented in this comprehensive book. Lickona offers help on creating a democratic environment such as a class meeting and working with cooperative learning.


Drawing on the theory of Daniel Goleman, Pickard and Toevs offer lesson plans to help teachers develop self-awareness, self-regulation, and self-motivation in students. The lesson plans are linked to the *National Standards for Family and Consumer Sciences*. The comprehensive plans include learning activities, process questions, and worksheets.


Notable quotes from famous individuals are only one of the appendices in this book. Also provided are frameworks for developing character within classrooms, schools, and communities. Action strategies, including one hundred ways to bring character education to life, help to make this a useful resource for teachers.
Developmental assets can improve academic success for students. Read success stories that can serve as inspiration for change in schools and communities.

Safety
A character development curriculum is available as well as a CD and music by Peter Yarrow of Peter, Paul, and Marry. The organization promotes creating compassionate, safe, and respectful environments.

The peer-to-peer education program empowers Family, Career and Community Leaders of America (FCCLA) members to take action in their schools and communities to recognize, report, and reduce violence.

Thompson believes that a safe and orderly learning environment is established through positive classroom management. This book offers many suggestions for managing through early intervention. Working with many types of diversity, e.g., students who are gifted, at-risk, non-English speakers, have special needs, or live in poverty, is also discussed.

Diversity
Understanding Prejudice
To uncover hidden biases, beginning teachers could take the Implicit Association Tests at this Web site. Reading lists for all grade levels are provided and cover the topics of prejudice, stereotyping, and discrimination. Originally developed to support a college text, the Web site links to over 2,000 resources, as well as interactive exercises. Retrieved from http://www.understandingprejudice.org.

Banks provides background and ideas for working with many different ethnic and racial groups. Also included are strategies for creating and evaluating units and lessons. An extensive reading and resource list is also included.

Allison and Rehm
These two authors have conducted several studies therefore their articles are full of strategies that practicing teachers have deemed successful. Also offered are suggestions for needed research that beginning teachers could consider conducting in the future.

Thompson believes that a safe and orderly learning environment is established through positive classroom management. This book offers many suggestions for managing through early intervention. Working with many types of diversity, e.g., students who are
gifted, at-risk, non-English speakers, have special needs, or live in poverty, is also discussed.

This workbook encourages students to learn by reflectively thinking about a wide range of diversities including gender, ethnicity, and class. For example, the plight of women is examined through activities dealing with hourly wages and nutritional anemia. A case study activity has students examine how low-income mothers of various ethnic groups, e.g., Jewish, Chinese, Native American, and Islamic, would react to a school expense.

This compact and inexpensive book provides checklists for teachers to reflect on their current practices, plus suggestions on how to respond to various types of students and parents. Payne highlights strategies for developing mutual respect with students of all ages.

**Multiple Ways of Learning**
Practical applications of multiple ways of teaching and learning are presented in this workbook. Appreciating differences, global problem-solving, creating an empowering school culture, and examining cultural diversity through the arts are some of the topics that could be of interest to the family and consumer sciences teacher.

**References**


Implementing National Standards for Teachers of Family and Consumer Sciences, Indianapolis.


Author

Candace K. Fox is a Professor and Department Chair in the Department of Family and Consumer Sciences at Mount Vernon Nazarene University in Mount Vernon, Ohio.

Citation


Note. Also published as Chapter 15 in P. Erickson, W. S. Fox, and D. Stewart (Eds.) (2010). National Standards for Teachers of Family and Consumer Sciences: Research, implementation, and resources (pp. 220-234). Published electronically by the National Association of Teacher Educators for Family and Consumer Sciences. Available at http://www.natefacs.org/JFCSE/Standards_eBook/Standards_eBook.pdf
In creating a learning environment, it is necessary to look at all factors that impact the development of students. The physical, intellectual, and emotional aspects of the environment must be considered. The physical characteristics of the room impact those who work within. Some of the characteristics are set and must be incorporated into the educator’s plans. Other characteristics (such as furniture arrangement, displays, and accessories) can be changed and are at the discretion of the educator. The intellectual environment of the classroom includes the standards, expectations, objectives, learning strategies, and assessment that are expressed directly through the written curriculum and covertly through the hidden curriculum. Individual differences among students and teachers need to be recognized and addressed, including learning styles, abilities, interests, and patterns of intelligences (Gardner, 1999). The emotional environment of the classroom is comprised of feelings of safety, support, and respect. Management, discipline, and motivation are important aspects of the emotional environment. The cultural impact is also important to recognize. This includes diversity in social class, race, ethnicity, and gender (Woolfolk, 1998).

Introduction
Standard Seven of the National Standards for Teachers of Family and Consumer Sciences indicates that a beginning family and consumer sciences teacher should be able to demonstrate the ability to “create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities” (NATEFACS, 2004). In creating a learning environment, it is necessary to look at all factors that impact the development of students. The physical, intellectual, and emotional aspects of the environment must be considered. The environment of the classroom and the inhabitants of that environment (the students and the teachers) are constantly interacting and impacting each other, creating an ecological system. The characteristics of the classroom and the tasks and needs of the teachers and students all influence the classroom learning environment (Epanchin, Townsend, & Stoddard, 1994). It is also important to consider that students do not live in a vacuum. They are each impacted by their families and the community in which they live.

This article will explore the creation and implementation of a safe, supportive learning environment in terms of all three components: the physical, intellectual, and emotional environment. Examples of strategies for implementing all three aspects of Standard 7, Learning Environment will be presented. Connections to other standards, primarily Standard 5, Curriculum Development; Standard 6, Instructional Strategies and Resources and Standard 9, Student and Program Assessment are made. An annotated list of resources is also provided.
Learning Environment

Humans have certain basic needs beyond the physical needs of air, water, food, and shelter. Erwin (2004) identifies these needs as survival, love and belonging, power, freedom, and fun. Understanding these needs provides “a solid foundation for creating and managing a high-quality learning environment” (p. 19). Teachers, aware of these needs and working with them in mind, can create an environment where students feel safe and are free to learn, explore, and create. An environment that does not provide for the needs of students results in frustration for students and teachers, and an environment that does not promote learning.

The Physical Learning Environment: Research and Theory

In the classroom of the past, the teacher’s desk, situated at the front of the room, faced orderly rows of students who sat at desk/chair combinations. These classrooms were designed to focus the students’ attention on the teacher and encouraged minimum interaction among students. The room was expected to be orderly and very quiet. Should the principal hear noise or, even worse, laughter coming from the room, the teacher was taken to task. There has been a dramatic change in the classroom of today. Narum (2004) suggests that the learning environment needs to reflect the school’s mission and should plan for an environment that encourages active engagement and a community of learning. The room needs to be versatile (one in which students can do many things) and flexible (easily adapted to changing needs). The importance of furniture, fixtures, and equipment in creating a positive learning environment was explored by Rydeen and Erickson (2002). They suggest that these elements of the environment can help create community, ownership, comfort, security, aesthetics, privacy, and a sense of place.

Education in the United States is moving from a “teacher as authority and purveyor of knowledge” mode to a more collaborative learning model. With this change, the physical environment of the classroom must reflect the collaborative model. Kelly (2004) presents classroom design that supports collaborative learning. Classrooms should provide a physical environment that brings students and teachers together to discuss content, exchange thoughts, communicate, and debate. There also needs to be workstations with resources and computer access for individual work, and areas for group work. Graetz and Goliber (2002) are very specific in their description of the ideal space for collaborative learning. The room should have a level floor, movable seats and tables, writing surfaces on a minimum of three walls, and controlled acoustics. Aspden and Helm (2004) recommends a blended approach when designing classrooms, providing a flexible environment for both technical and traditional approaches to education. The key to success is creating an environment that facilitates connections and engagement between students and other aspects of the learning experience. In this philosophy, effectiveness depends upon the active participation of all individuals involved in the education process.

When creating the physical environment to promote maximum learning, the elements of lighting, temperature, space, and noise must all be considered (Graetz & Goliber, 2002). Heat is known to aggravate feelings of hostility in humans. Therefore, keeping the classroom cool is recommended. Full-spectrum fluorescent lighting or daylight is also optimum. When considering space and noise, it is noteworthy that the ideal levels of both physical conditions are relative. The amount of space needed by the individual student is the “personal space” as defined by culture. In some instances, students with several feet of personal space may feel crowded. Other students may feel very comfortable with the same amount of space. The type of learning activity also impacts the amount of space and the level of noise that is comfortable to students. When
listening to and watching a presentation, students need more space and a low level of noise in the room. However, the same students, engaged in a group project and actively exploring and exchanging ideas, will be comfortable with less space and a higher level of noise in the classroom.

The process of creating a physical environment for learning must always consider the needs of mainstreamed students with physical disabilities. In the past, the focus has been on the students and their personal abilities, rather than the physical environment of the school (Hemmingson & Borell, 2002). Proactive planning can create an environment that reduces both physical and social barriers in educational settings.

**Figure 1.**

<table>
<thead>
<tr>
<th>The Physical Learning Environment: Practical Application of Theory</th>
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<tbody>
<tr>
<td><strong>Physical Learning Environment</strong></td>
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</table>
| The classroom needs a design that supports collaborative learning. | 1. Provide an area for display of students’ work.  
2. Carefully determine chair placement and seating assignments (Wong & Wong, 1998).  
3. Arrange the classroom so that the resources needed for an activity are close to the learning area.  
4. Develop procedures for the handing of equipment and supplies and communicate your expectations to the students. |
| The physical elements of light, space, temperature, and noise must be addressed. | 1. Family and consumer sciences classrooms can appeal to all of the senses, including the sense of smell. For example, baking bread or apple pie on the day students sign up for next year’s classes is guaranteed to increase enrollment!  
2. Bring nature into the room. Plants and flowers add life to the room and can improve the air quality. However, remember that many people are sensitive to strong aromas, so stick to flowers with mild or no fragrance.  
3. Music can set the tone for the class but needs to be carefully chosen (Gardner, 1999).  
4. Should the teacher be unable to control all the physical elements of the room, providing students with interesting, meaningful learning experiences can help them focus on the task rather than the temperature, light, space, or noise. |
| The classroom must address the physical needs of all students, including students with physical limitations. | 1. Be aware of the standards for classroom accessibility and the needs of your students (Gorleski, 2006).  
2. Make a plan for needed changes and present it to the school administration. Be prepared to write a grant, if necessary.  
3. Be creative, often simple adaptations can be made to standard equipment to allow students with physical limitations to participate in classroom activities. |

**The Intellectual Learning Environment**

The intellectual environment of the classroom includes the standards, expectations, objectives, learning strategies, and assessment that are expressed directly through the written curriculum and covertly through the hidden curriculum. Individual differences among students and teachers need to be recognized and addressed, including learning styles, abilities, interests, and intelligences (Gardner, 1999).

Cookson (2005) advises new teachers, “your classroom has a huge impact on your students’ intellectual and emotional growth” (p. 10). The challenging environment, necessary for
active learning and an enriched environment is based on four elements: problem solving, relevant projects, critical thinking, and complex activities. These challenging learning experiences need to be the focal point of the classroom, and extend out of the classroom into the rest of the community (Oblinger, 2006).

*Family and consumer sciences education national standards* identified four process competencies. Thinking (including problem solving and critical thought) is identified as a key process competency to be taught in all family and consumer sciences courses. Critical thought is purposeful and systematic, and analyzes “explanations and arguments in order to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values” (National Association of State Administrators for Family and Consumer Sciences, 1998, p. 18). The other three process competencies taught in family and consumer sciences classrooms are leadership, management, and communication. The development of leadership skills provides an opportunity for students to develop a sense of autonomy. Stefanou, Perencevich, DiCintio, and Turner (2004) suggest that, in addition to classroom instruction and activities, teachers need to provide support to facilitate the development of student autonomy. The skills developed through opportunities for management and communication provides students with the practical experience necessary for problem-solving, thinking and leadership. Curriculum planning that includes these four competencies leads teachers to develop lessons and learning experiences that are problem-based, challenging, and support active learning.

Curriculum developed to challenge all students in the classroom must reflect the individual differences, cognitive styles, and learning preferences of every student. Gardner (1999) identifies nine intelligences possessed by people; each person has all nine intelligences, but at varying levels of ability and in different patterns. Other learning style theories include: whole-to-part/part-to-whole learners; visual versus auditory approaches; field-dependent/field-independent learners; and impulsive/reflective cognitive styles (Kearsley, 2006).

Wolfolk (1998) prefers the use of the term “learning preferences” over “learning styles” and after a study of many different preferences, has identified one theme that unites most of the various styles – a difference between deep and surface approaches to processing information in learning situations. Students who have a deep-processing approach to learning search for underlying concepts or meaning, and tend to learn for the sake of learning. In contrast, students who take the surface-processing approach will focus on memorizing facts rather than understanding them. These students are motivated by grades and other external rewards.

It is a daunting task to prepare curriculum and lesson plans that consider the learning styles and preferences of every student in the class. It may be more important to remember two things. First, even though students may have preferences for specific ways of learning, they may not choose the way that is most effective. Students, particularly those who struggle with learning, may opt for the easiest style rather than the one that would challenge them and help them grow and learn. Second, lessons that are planned with a variety of learning strategies to teach a concept will, over a period of time, reach all the students in the classroom. Keeping students engaged in active, meaningful learning with a variety of approaches will help ensure that all students are given the opportunity and encouragement to learn (Wolfolk, 1998).
### The Intellectual Learning Environment: Practical Application of the Theory

<table>
<thead>
<tr>
<th>Intellectual Learning Environment</th>
<th>Suggested Techniques for Addressing the Issue</th>
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<tr>
<td>A stimulating learning environment teaches the students to think.</td>
<td>1. Questions are the key to stimulating thought in students and need to be carefully planned with the students’ needs and the teacher’s objectives in mind (Kobrin, 2004).</td>
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<td>2. Questions that stimulate thinking often ask the students to sort, classify, differentiate, explain, imagine, solve, or brainstorm (Harmin, 1994).</td>
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<td>3. Problem-solving is encouraged with the use of scenarios and case studies, and can help the students transfer the concept from the classroom to their personal lives.</td>
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<td>4. Discussions can help the students think, identify personal beliefs and values, and communicate with others. It is important to structure the discussion to proceed in the direction desired and to give all students the opportunity to participate. Suggested strategies to promote equal participation include: “Whip Around – Pass Option” (the teacher asks a question and goes around the room, giving each student the opportunity to share an idea or pass); “Question, All Write” (the teacher asks a question, then provides the students with the time to write their ideas – this is an excellent technique for starting a class and introducing the day’s topic); “Outcome Sentences” (following a discussion or presentation of material, students are asked open-ended questions on which they may reflect and write); “Voting” (students are asked to vote, using raised hands, thumbs-up/thumbs-down, or voting cards); “Sharing Pairs” (students are paired and given time to share their ideas with a classmate, a particularly effective technique to use with shy students) (Harmin, 1994).</td>
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<td>5. Graphic organizers (mind-maps, diagrams, t-charts, etc.) can help students connect ideas and concepts, organize them visually, and develop meaning.</td>
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<td>Teaching strategies should reflect a variety of approaches, determined by the needs of the students and the concept being taught.</td>
<td>1. Using a variety of teaching strategies brings interest to the lesson and reflects respect for students’ different learning preferences.</td>
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<td>2. Contracts, individualized instruction, and collaborative learning provide for successful learning by all students.</td>
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<td>3. Assessment strategies should provide an opportunity for all students to demonstrate what they have learned in the classroom. A variety of techniques may be needed in order to meet that goal.</td>
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<td>4. The curriculum, including learning objectives, teaching strategies, student engagement, and assessment must focus on the needs of the students and the concept being taught.</td>
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### The Emotional Learning Environment

The emotional environment of the classroom is comprised of feelings of safety, support, and respect. Management, discipline, and motivation are important aspects of the emotional environment. The cultural impact is also important to recognize. This includes diversity in social class, race, ethnicity, and gender (Woolfolk, 1998).

The role of emotions in learning is rooted in the physical composition of the brain itself. The portion of the brain that regulates emotion and memory is the limbic system, located between the R-complex (consisting largely of the brain stem, the portion of brain concerned primarily with physical survival) and the neocortex (or “thinking brain”). Because of its location and function, the limbic system has a primary role in determining what is learned and remembered (Caine & Caine, 1994; Sylwester, 1995). The limbic system can help the brain...
associate events with emotions. If the emotions are pleasant, or provide a manageable level of stress, the students place the facts associated with the events in long-term memory storage. If the level of stress is not manageable, or the brain perceives the situation as a threat, the brain will “downshift,” shutting down the neocortex and reverting to the use of the R-complex for survival. The R-complex is not the thinking portion of the brain, and the students will not learn.

For example, people can normally recall what they did on their previous birthday, or Christmas Day, or the first day of school. Most people recall what they were doing when they heard of the attacks on the World Trade Center on September 11, 2001. These events are associated with emotions, stimulate the limbic system, and are placed into long-term memory storage. Inversely, few people can remember what they ate for dinner two weeks ago, what happened the week before their birthday, or what they were doing on the third day of the Winter Olympics in Salt Lake City. These events were not associated with strong emotions (unless you were participating in Olympic Alpine Skiing), and were not placed into long-term memory.

Under high levels of stress, caused by such things as physical threats, hunger, abuse, unrealistic expectations, and grief, a human being does not learn. The mind shuts down to focus on survival. Emotions play a key role in the physical process of learning and must be included in the creation of the learning environment.

Morris (2004) discusses the impact of brain research on the design of lessons, particularly the significance of the stimulation of good emotional responses to the retention of information by students. Rock (2004) takes the role of emotion in the classroom one step further, suggesting that educators need to teach students the skills, abilities, and knowledge that lead to the development of emotional competency. VanDeWeghe (2006) addresses the importance of student engagement in the process of learning, and divides “engagement” into three types: behavioral, cognitive, and emotional.

In order for students to participate fully in the educational process, they must feel safe. Beyond physical safety, the students need to feel that unique, individual differences are accepted and respected. These differences include diversity in social class, race, ethnicity, and gender. The feeling of safety should be reflected in both teacher-to-student and student-to-student interactions (Canter & Associates, 1998).

Wolfolk (1998) identifies five aspects of education designed to address the needs of a diverse population. The first, and most familiar, is the need for content integration in which the teacher uses examples and content from a variety of cultures and groups. The second is the knowledge construction process that helps students understand how cultural assumptions within a content area influence how knowledge is constructed within that culture. Third, diversity education should reduce prejudice by identifying characteristics of students’ racial attitudes and exploring how teaching techniques can modify these attitudes. The fourth aspect of diversity education is an examination of the school culture and the group and labeling practices, extracurricular participation, and staff-student interactions. The goal of this process is the development of an empowering school culture that respects and enhances every student. The final aspect of diversity education is a pedagogy that promotes equity among students. Teachers need to match teaching styles to students’ learning styles, creating a classroom environment in which all students can learn.
**Figure 3.**
The Emotional Learning Environment: Practical Application of the Theory

<table>
<thead>
<tr>
<th>Emotional Learning Environment</th>
<th>Suggested Techniques for Addressing the Issue</th>
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<tr>
<td>Students must feel safe within the learning environment.</td>
<td>1. Clearly present the classroom expectations and rules.</td>
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<td>2. Plan a variety of “getting-to-know-you” activities for the beginning of the course to foster a sense of community within the classroom.</td>
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<td>3. Establish an atmosphere of trust between students and the teacher. As often as possible, use the students’ names. Respond positively to students’ ideas. Pay attention to students’ moods. Focus on students’ strengths and positive qualities. Provide positive feedback, to the students, and to the students’ parents. Respect the students’ right to try new approaches, and to fail (Canter &amp; Associates, 1998).</td>
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<td>4. It is equally important to develop student-to-student trust. Model the belief that all students have the right to learn in a safe, peaceful classroom. Every student has the right to express ideas and opinions. Each student can contribute by showing respect and consideration for others.</td>
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<td>5. Create a time for a community circle where students can discuss issues of importance to the group. Students can ask questions and raise issues to the group, or the teacher can provide a container where students can place anonymous notes throughout the day.</td>
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<td>6. Use mistakes as a springboard for learning and risk-taking. Errors made in the laboratory setting are perfect examples to use for creative problem solving. Reassure students that mistakes often teach much more than perfection.</td>
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<td>7. Make time for classroom celebrations. Create a bulletin board that displays individual and group successes.</td>
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<td>8. Capture collective memories by taking and displaying pictures of activities, projects, and students’ work.</td>
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<td>Students must feel that their individual differences are respected.</td>
<td>1. Plan opportunities for students to share experiences and values. Always thank students for sharing.</td>
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<td>2. Curricular materials, displays, and art work in the room should depict a variety of individuals, examples, and values that respect diversity among people.</td>
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<td>3. Help students develop empathy by asking questions and making statements that encourage students to see things from others’ perspectives.</td>
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<td>4. One should not confuse meaningless positive reinforcement with honest praise. The students know the difference.</td>
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<tr>
<td>Teachers must provide for personal emotional support.</td>
<td>1. Participate in a support group of other teachers with a similar amount of experience.</td>
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<td>2. Find a mentor.</td>
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<td>4. Participate in professional development activities.</td>
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<td>5. Appreciate and reaffirm yourself (Hodges, 2002).</td>
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**Integration of the Classroom Environment with the Other National Standards for Teachers of Family and Consumer Sciences**

The National Standards for Teachers of Family and Consumer Sciences are integrative in nature. Teaching the standards that address family and consumer sciences content is dependent upon the established learning environment. The learning environment, created by the teacher, provides the backdrop for all of the instruction. A rich, vibrant culture of learning, established in an environment that provides for the physical, intellectual, and emotional need of the students, enables the students and teacher to focus on the content; its meaning in individual lives; and the
use of that content in solving problems of individuals, families, and communities. It is through the choice of curriculum, instructional strategies, and assessment that the learning environment of the classroom is established.

**Learning Environment Assessment**

Danielson (1996) has developed rubrics for the assessment of the components of teaching. Four domains are presented, including domain two: the classroom environment. The importance of creating a positive learning environment of respect and rapport is explained:

Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. In a respectful environment, all students feel valued and safe. They know they will be treated with dignity, even when they take intellectual risks. High levels of respect and rapport are sometimes characterized by friendliness and openness, and frequently by humor, but never by a teacher forgetting her role as an adult. (p. 79)

Five components of classroom environment are identified and described by Danielson (1996): (a) creating an environment of respect and rapport; (b) establishing a culture of learning; (c) managing classroom procedures; (d) managing student behavior; and (e) organizing physical space. Each of these components is further broken down into specific elements, with detailed descriptions of observable characteristics that describe unsatisfactory, basic, proficient, and distinguished performance levels. Figure 4 is an example of one element included in the organizing of physical space.

**Figure 4.**

<table>
<thead>
<tr>
<th>Element</th>
<th>Un satisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td>Accessibility to Learning and Use of Physical Resources</td>
<td>Teacher uses physical resources poorly, or learning is not accessible to some students.</td>
<td>Teacher uses physical resources adequately, and at least essential learning is accessible to all students.</td>
<td>Teacher uses physical resources skillfully, and all learning is equally accessible to all students.</td>
<td>Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.</td>
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</table>

Quoted from: Danielson, 1996, p. 89

It is noteworthy that beginning teachers would be expected to perform at the “basic” level, occasionally demonstrating “proficient” skills. Only master teachers would be expected to perform at the “distinguished” level. However, providing new teachers with a rubric that describes graduated performance levels, helps them set goals and envision the behaviors that would allow them to attain those goals.

Certainly, Danielson’s rubric is not the only tool for assessing the learning environment created by a new teacher. Teachers, departments, school systems, and individual states are encouraged to create or adapt an assessment tool that meets individual needs; however, it is reassuring to know that one does not have to begin the daunting task from scratch. Danielson’s work is an effective, useful beginning for the assessment process.
Suggested Readings

Following is a list of suggested readings for teachers interested in exploring the topic of learning environments. Many of the books include very practical suggestions and activities designed to improve the classroom environment.


References


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**Citation**


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Standard 8. Professionalism

Engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development.

Expectation Statements

- Relate historical and philosophical perspectives of family and consumer sciences and career and technical education to current and future professional practice.
- Engage in civic activities to generate reciprocal support between communities and programs.
- Advocate for public policies that support individuals and families (knowledge and skills).
- Justify professional practices based on knowledge of ethics and the enduring values and beliefs of the profession (dispositions).
- Implement a plan to enhance professional growth.

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Chapter 17
Professionalism:
Ethical Professional Practice for Teachers of Family and Consumer Sciences

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The National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004) suggest that family and consumer sciences (FCS) teachers are expected to engage in practices that reflect both the technical and ethical standards of the calling to which they are committed. The purpose of this article is to promote understanding and encourage implementation of Standard 8, Professionalism, which calls for FCS teachers to engage in ethical professional practice. The article (a) addresses the unique ethical responsibilities of educators, (b) describes the major theoretical perspectives that support ethical practice, (c) provides an overview of historical and philosophical bases of professional ethics in FCS education, (d) gives examples of formal codes of ethics that guide the professional practice of FCS teachers, (e) examines significant ethical issues in public education and their implications for FCS education, and (f) suggests strategies and resources to help teacher educators prepare beginning FCS teachers to fulfill their ethical responsibilities to those they serve.

It is timely and appropriate that the National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004) emphasize the importance of ethical professional practice. Standard 8, Professionalism, states that family and consumer sciences (FCS) teachers will “engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development” (NATEFACS). The standard suggests that ethical practice is fundamental to the concept of professionalism; that family and consumer sciences teachers serve not only students, but also the public interest; and that they are required to maintain professional competence in order to fulfill their obligations to those they serve.

As indicated in Standard 8, ethical professional practice has been a concern for family and consumer sciences education throughout our history. This concern is reflected in the writings of Blankenship and Moerchen (1979), Brown and Paolucci (1979), East (1980), and Thomas (1986), among others. More recently, the Education and Technology Division of the American Association of Family and Consumer Sciences devoted a yearbook to the topic, Thinking for Ethical Action in Families and Communities (Laster & Thomas, 1997), and the Journal of Family and Consumer Sciences published a theme issue on ethics (Anderson, 2005). Craig (1996) described ethical practice as the “heart” of the profession, “…if we really are a profession that has as its goal the improvement of quality of living for individuals and families, ethics must be at the heart of our education, training, and performance” (p. 150).

So, what does it mean to say that family and consumer sciences teachers are professionals who engage in ethical professional practice? The term “professional” may be defined broadly to refer to any person who engages in an activity for gain or livelihood, or more narrowly to describe a person who is engaged in a calling that requires specialized knowledge and often long
and intensive academic preparation (Mish, 1988). The latter definition provides a good basis for exploring the professional role of family and consumer sciences teachers. It assumes that teachers will engage in practices that reflect both the technical expertise, based on the specialized content and pedagogical knowledge and skills described in the Standards document, and the ethical standards of the calling to which they are committed. Using this definition, the term “ethical professional practice” becomes somewhat redundant, given that ethical behavior is an inherent part of what it means to be professional.

When considering what ethical professional practice is, it also is useful to consider what it is not. For example, ethical behavior cannot be defined solely in terms of one’s personal value system. Although ethics and values clearly are related, not all value systems are equally ethical. Some values are consistent with moral principles, but others are rooted in self-interest, expediency, or other non-ethical or unethical motives. Further, ethical behavior is not synonymous with that which is legal. Moral principles often are codified into law, but it goes without saying that some laws are based on stronger moral foundations than others.

Like most professionals, family and consumer sciences teachers provide services to clients (i.e., students) and the larger society. Because they serve others, professionals are expected to adhere to certain standards of performance, as reflected in the wording of Standard 8. Ethical professional responsibilities include, but are not necessarily limited to, showing respect for all persons, maintaining confidentiality, avoiding conflicts of interest, separating the public interest from self-interest, being an effective advocate for those who are served, and ensuring continuing competence through professional development.

Greenfield (1991), Lashaway (1996), and Sergiovanni (1992) all have observed that education professionals face unique ethical challenges. For example, because educators facilitate students’ access to knowledge, they have significant influence on the quality of life in local communities and beyond. Therefore, they have a responsibility to serve both their students and the public good. Teachers must be particularly cognizant of ethical obligations to their primary clients -- students who are subject to the authority of the school and have little power of their own.

Laster (1997) has suggested that students often lack the maturity and capability of making moral judgments on their own, and may look to teachers for moral direction. A related challenge for teachers, as noted by Niehoff (2006), is the moral certitude of students who assume that the answers to ethical questions are obvious, even though “they may not even have framed the questions correctly” (p. 1). For example, most people who live in the United States take the convenience of bottled water for granted, and some believe that it is superior in quality to tap water. Family and consumer sciences teachers can lead students to consider questions such as: What are the costs and benefits of drinking bottled water from different sources, e.g., “pure natural spring water” from some far-away place or water from a public water source labeled “PWS”? What are the energy costs associated with bottling water and transporting it to retailers and recycling the plastic bottles? How long does it take for a plastic bottle to biodegrade? What are the environmental costs of clogging public landfills or littering the landscape with plastic bottles that are not recycled?

Theoretical Frameworks

“Ethics” refers to the discipline or field of study that deals with principles of right and wrong behavior, and the term also may be used in reference to the principles themselves. Although it is possible to differentiate between the terms “ethical” and “moral,” in practice, the
two are used interchangeably. Indeed, one term frequently is used to define the other; for example, Frankena (1963) defined ethics as “…philosophical thinking about morality, moral problems, and moral judgments” (p. 3).

The study of ethics emerges from a variety of theoretical perspectives. The two basic schools of ethical thought are the teleological theories and the deontological theories. (For a more thorough discussion of these theories, see Arcus, 1997.) The teleological approach holds that the morality of a certain behavior is based on the consequences of that behavior. People who subscribe to this approach sometimes are described as consequentialists. Utilitarianism, a well-known example of the teleological theories, judges the rightness of a given action depending on competing outcomes or consequences. Ethical behavior is defined as that which generates the greatest possible benefits for the largest number of people and does the least harm. The utilitarian perspective can be applied either in terms of the direct consequences of a specific action or by considering the outcomes if the action became the general standard for behavior.

The deontological ethical theories assume that there are universal principles that determine the morality of an action. These principles are absolute and unconditional, regardless of the outcomes or consequences of the action taken. Therefore, people who advocate this approach to ethical decision-making may be called non-consequentialists. Arcus (1997) cites Immanuel Kant’s duty ethics as an example of deontology. Kant argued, for instance, that parents choose to take care of their children because they have a moral obligation to do so, rather than to reap the benefits of raising healthy, well-adjusted offspring or to avoid the negative consequences of neglecting them.

Both sets of theories have obvious limitations. The teleological approach, for example, assumes that the consequences of individual actions can be anticipated, and ignores the problem of unintended consequences. In addition, teleologists assume no moral responsibility for the minority who may be harmed by actions that benefit the majority. On the other hand, deontologists offer little assistance when it is necessary to choose among competing ethical principles, as is true for many, if not most, ethical dilemmas. Perhaps because of these and other limitations, researchers have attempted to integrate the two approaches to describe how people make moral decisions.

A two-dimensional model developed by Forsyth (1980) is an example of an approach that draws on both teleological and deontological traditions. The model is based on the dimensions of relativism, “the extent to which individuals reject universal moral rules,” and idealism, “the extent to which individuals believe that, with the right action, desirable consequences can always be obtained” (Forsyth, pp. 175-176). Forsyth articulated four ethical positions or ideologies that explain why people’s ethical judgments differ:

1. Absolutists (low relativism/high idealism) assume that the application of universal moral principles always produces the best possible outcomes.
2. Subjectivists (high relativism/low idealism) reject universal rules and base moral judgments on their own personal perspectives.
3. Exceptionists (low idealism/low relativism) believe that morality is determined by the consequences of the behavior.
4. Situationists (high relativism/high idealism) make moral decisions by considering both universal rules and individual circumstances and situations.

Forsyth’s model could be used to examine the issue of academic dishonesty: Is it ever okay to cheat on a test or assignment? Students who take the absolutist position would, of course, say that it is never acceptable to cheat, based on the universal principle of honesty. On the other
hand, subjectivists might decide that cheating is okay because of the personal benefits to be gained (e.g., higher grades). Exceptionists would focus on the consequences of cheating, such as Am I likely to get caught? If I do get caught, how severe are the consequences? Do the potential benefits of cheating outweigh the possible negative consequences? Universal moral principles might persuade situationists that cheating is wrong. On the other hand, circumstances (e.g., everybody else cheats) could convince them that they have to cheat in order to compete on a level playing field.

**Historical and Philosophical Perspectives**

Ethical professional practice is rooted in the history of public education in the United States, including the growth of vocational and career education, and in the history of the family and consumer sciences profession. Blankenship and Moerchen (1979) noted that, from its beginnings in the late 19th and early 20th centuries, the profession once known as “home economics” has been closely tied to such ethical concerns as the democratic ideal of public education for all, the idea that education should help people to improve their lives, and the desire to improve the quality of education for women, who were at one time excluded from many educational pursuits.

Thomas Jefferson and other early advocates of education for all clearly envisioned that public education would serve the common good by ensuring an educated citizenry, rather than merely provide a private benefit to individual citizens. (See, for example, Hogg, 1999; Miller & Gregson, 1999; *Thomas Jefferson on Politics and Government: Educating the People*, 2001.) Although the idea of public education for everyone is no longer considered revolutionary, the question, “Who is public education designed to serve?”, remains a fundamental ethical issue underlying current controversies over school reform. For example, Cookson and Shroff (1997), in a discussion of urban school reform, asserted that “educational justice” is an important goal of public education. The concept of educational justice recognizes that every child, regardless of circumstances of birth or family, has the same right to educational opportunity as every other child. Because public education is part of the “social marketplace,” Cookson and Shroff argue that its effectiveness ought to be measured in terms of success in providing education to all citizens. (For a compelling portrait of poor children who have been denied educational justice in America’s schools, see Jonathan Kozol’s 1991 book, *Savage Inequalities*.)

The growth of family and consumer sciences and other career and technical education programs represents a gradual expansion of educational opportunities, and reflects the belief that education should help people improve their lives. For example, John Dewey, an early proponent of education that is useful and practical, maintained that vocational education should play a reconstructionist role in a democracy, serving to correct, rather than perpetuate, unfair privilege and deprivation (cited in Miller & Gregson, 1999). Thomas (1986) spoke to this same point when she proposed an interventionist view of home economics education that emphasizes reducing barriers and increasing opportunities for economically, socially, or culturally disadvantaged groups. Thomas also recalled, “…the roots of intervention are found in the Lake Placid proceedings where discussions focused on the poor, on educating children and females from urban ghettos, and on assisting immigrants in cultural assimilation” (p. 174).

It is important to recognize the role of federal legislation in the democratization of education that expanded educational opportunities for disenfranchised individuals and groups. Examples include the Morrill Land Grant Act in 1862 (*Land-grant act: History and institutions*, 2007), establishing land-grant universities to serve “ordinary citizens;” the Smith-Hughes Act in
1917 (Hillison & Burge, 1988), that provided the first federal funding for vocational education; Title IX of the Education Amendments in 1972 (Title IX: Education amendments of 1972, 2007) and the Education for all Handicapped Children Act in 1975 (U.S. Congress, 1975), which addressed issues of gender equity and disability, respectively; and a variety of other legislative mandates that supported greater educational opportunities for those previously excluded or underserved. Teachers, administrators, parents, civic leaders, and others have contributed to the nation’s progress toward educational justice, but federal policy-makers clearly have pointed the way.

In their seminal work, Home economics: A definition, Brown and Paolucci (1979) reminded us that professionals do intervene in the lives of those served, and “cannot legitimately maintain the myth of moral neutrality” (p. 23). Brown and Paolucci noted that the family itself is an ethical/moral enterprise with responsibilities to those beyond its boundaries, as well as to its own members. Brown and Paolucci stated, “It would be morally irresponsible to encourage egocentric attitudes and orientations among individual families merely to meet their own needs, and to be selfishly indifferent to the needs of others” (p. 21).

**Codes of Ethics**

Like other professions, the family and consumer sciences (FCS) profession and the field of public education have established formal codes or standards of behavior to guide the professional practice of their members. A thorough examination of formal codes of ethics for FCS and education professionals is beyond the scope of this article. However, three such codes provide examples of principles that guide the professional behavior of FCS educators:


Each of the documents consists of a preamble and statements of specific ethical principles. The NEA code is the shortest of the three, with 16 statements of guidelines for ethical conduct. The ACTE code identifies 22 specific guidelines and the AAFCS code includes 33. Even a cursory review of these documents reinforces the idea that family and consumer sciences teachers are engaged in an ethical endeavor. The preamble to the NEA code, for example, states:

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all….The educator recognizes the magnitude of the responsibility inherent in the teaching process. (NEA, 1975, p. 1)

Not surprisingly, a comparison of the NEA, AAFCS, and ACTE documents reveals a number of similarities. It also is clear that each of the codes reinforces certain aspects of professional practice identified in Standard 8. The Standard’s call for civic engagement and advocacy is reflected in ethical principles related to professional responsibilities to clients/students and accountability to the community. The importance of continuing professional development is reflected in the theme that professionals must maintain individual professional competence and work to ensure the collective competence of the profession as a whole. Other
unifying themes found in the three codes include guidelines regarding confidentiality, avoiding conflicts of interest, and respect for diversity.

There also are some interesting differences. The AAFCS code, for example, is the only one that includes a section on ethics in research and scholarship, although the other documents do imply the need to utilize current research to ensure professional competence. Although each code emphasizes respect for diversity, only the NEA code prohibits discrimination based on sexual orientation – a noteworthy difference, given that the NEA code was developed in 1975.

Another major difference in the three documents is that all of the 33 specific statements of ethical principles in the AAFCS code and the 22 comparable statements in the ACTE code emphasize what professionals should do. The NEA document, on the other hand, emphasizes what educators should not do. Fifteen of the 16 statements in the NEA code are of the “shall not” variety, and some are quite specific, for example, “The educator shall not knowingly make false or malicious statements about a colleague” (NEA, 1975, p. 2).

Couch (2005) noted that formal statements of ethical principles, sometimes focused primarily on compliance, offer limited guidance for “doing the right thing” in the broader sense. The examples discussed here demonstrate that professional codes of ethics are useful and necessary, but that legalistic adherence to such codes does not satisfy one’s ethical obligations, that is, it does not guarantee that the educator is engaging in ethical professional practice. As with the law, ethical behavior may involve doing more than what a code of ethics requires and/or less than what it allows. For example, ethical principles prohibit a romantic relationship between a teacher and a student, even if a specific code of ethics does not. Perhaps this is why Craig (1996) warned that, while professional codes and other formal statements of ethical principles provide good starting points for guiding professional practice, “the greatest possible danger may come from unquestioning acceptance of any code, standard or set of practices” (p. 150).

**Ethical Issues in Public Education**

Many current educational issues are intertwined with the ethical professional practice of teachers. As stated earlier, educators facilitate students’ access to knowledge and the decisions teachers make can have long-term and even life-changing impacts on students and their families. Unethical decisions and actions may result in some students being marginalized; therefore, educational professionalism demands a capacity that we will call ethical objectivity. Objectivity, as defined by *Webster’s Ninth New Collegiate Dictionary* (Mish, 1988), is treating or dealing with facts without distortion by personal feelings or prejudices. Ethical objectivity requires decisions and actions in ethical situations be made on facts without distortion from personal feelings or prejudices and may require education professionals to confront their own opposing personal values or biases.

A current educational issue confronting teachers and schools which requires ethical objectivity is society’s changing family structures. Family and consumer sciences teachers, especially, need to exercise ethical objectivity when teaching content related to families and family structures. Further, they have an ethical charge to be an advocate for all families.

The American family has changed significantly in the last 20 years and includes diverse structures different from the traditional family, such as dual income families, stepfamilies, hands-on fathers, families headed by gay and lesbian parents, and adoptive families. In fact, the 2000 Census recorded 24,722 different household combinations of the more than 105 million existing United States households (Hobbs, 2005). Same-sex headed families (Dingfelder, 2005) illustrate the need for ethical objectivity from family and consumer sciences educators. The
national media and legislative attention given to gay marriage has polarized some communities resulting in very strong opinions toward gay marriage and gay and lesbian families. However, educators must realize that even though individuals may have conflict with gay and lesbian family systems because of personal values and/or religious beliefs, educators are ethically and legally responsible for ensuring the educational needs and personal safety of all children.

The family and consumer sciences profession reinforced this ethical charge at the 2006 Annual Meeting of the American Association of Family and Consumer Sciences (AAFCS) by passing a non-discrimination resolution:

Whereas AAFCS supports diversity and has consistently advocated to end discrimination, and

Whereas AAFCS is a professional society rooted in scientific principles and knowledge generated by research,

Therefore be it resolved that the American Association of Family and Consumer Sciences does not tolerate discrimination with respect to an individual’s or group’s race, ethnicity, gender, religion, sexual orientation, marital status, age or disability, and

Therefore be it resolved that the American Association of Family and Consumer Sciences endorses the concept that all persons, regardless of individual’s or group’s race, ethnicity, gender, religion, sexual orientation, marital status, age or disability are entitled to equal protection and privilege under the law. (AAFCS, 2006, n.p.)

As school safety remains in the forefront of educational issues, teachers must recognize their ethical responsibility includes creating a safe learning environment for all students. While there is some evidence that school safety has improved (Indicators of school crime and safety, 2007), the issue remains a great concern because a single act of school violence can disrupt the educative process for many students. In the 2005-2006 school year, the Indicators of school crime and safety reported that 78% of schools experienced one or more violent incidents of crime and 17% experienced one or more serious violent incidents. Additionally, 24% of public schools reported that student bullying was a daily or weekly problem. With regard to other discipline problems occurring at least once a week, 18% of public school principals reported student acts of disrespect for teachers, 9% reported student verbal abuse of teachers, 3% reported daily or weekly occurrences of racial/ethnic tensions among students, and 2% reported widespread disorder in classrooms.

Bullying and other forms of harassment are of particular concern for many students. Olweus (1993) identified three essential elements of bullying behavior: (a) the behavior is aggressive and negative, (b) the behavior is carried out repeatedly, and (c) the behavior occurs in a relationship where there is an imbalance of power between the parties involved. Bullying is further defined with the identification of a variety of behaviors. The first subtype is direct, physical aggression, and the second subtype is indirect behavior such as name calling, social exclusion, or rejection. Direct bullying often takes the form of overt, physical contact in which the victim is openly attacked. Indirect bullying often takes the form of social isolation and intentional exclusion from activities (Olweus).

Educators have an ethical responsibility to confront direct and indirect bullying situations in the classroom and school hallways because often the victims do not possess the power to resolve the situation. Further, it is critical for educators to help students recognize bullying and harassing behaviors, such as derogatory or offensive language, as students may not even be aware of the meanings of their words and actions. For example, currently, a popular phrase used
by adolescents is "that's so gay" or "you're so gay". According to the 2005 National School Climate Survey (Kosciw & Diaz, 2006), phrases such as "that's so gay" or "you're so gay" really mean stupid or worthless. Unless confronted, these phrases become the accepted language and can eventually lead to the use of more derogatory or offensive language such "faggot" or "dyke".

**Enhancing Ethical Behaviors**

With the aforementioned issues, ethical objectivity can be enhanced through the awareness of the impact that discrimination and derogatory language can have on individuals and families. Discussing problem-solving scenarios and case studies in teacher preparation courses can help future teachers formulate solutions to potential classroom and school situations. An example is the following case study used by Alexander in a teaching methods course:

You have a very outgoing student in class who likes to tell jokes and make the other students laugh. While the student is often very funny, the joke today contains an offensive racial slur. How do you handle this classroom situation?

Once there is ample opportunity to discuss this situation and how it should be appropriately addressed, the scenario should be changed to indicate that the joke used sexist language and then changed again to discuss a joke that referred to sexuality with derogatory language. When this case study was applied in previous class situations with teacher candidates, it was interesting to observe the level of acceptance for the various scenarios. The teacher candidates unanimously agreed that a racial slur is unacceptable and should never be tolerated by students; however, there were varying degrees of acceptance with sexist language and the language referring to sexuality. This led to further discussion on questions such as: (a) Do we tolerate derogatory language more for some groups than others? (b) Is derogatory language ever appropriate? (c) What are the affects of language and jokes using these slurs? (d) What happens when we are silent or laugh? and (e) What classroom rules and guidelines should we have in place to promote a safe environment for all students? Discussion of similar types of scenarios and case studies can help teacher candidates develop more objectivity and stronger advocacy for all types of individuals and families.

Advocacy necessitates reading and understanding of the research related to current issues confronting individuals and families. Education professionals should routinely familiarize themselves with current literature by reading high-quality, unbiased research. Litman (2007) explains that quality research seeks the truth based upon all available information; whereas, poor research predetermines a conclusion and identifies facts, often taken out of context, to support the conclusion. Quality research should empower the reader to reach their own conclusions by including:

1. A well-defined research question.
2. Description of the context and existing information about an issue.
3. Consideration of various perspectives.
4. Presentation of evidence, with data and analysis in a format that can be replicated by others.
5. Discussion of critical assumptions, contrary findings, and alternative interpretations.
6. Cautious conclusions and discussion of their implications.
7. Adequate references, including original sources, alternative perspectives, and criticism (Litman, p. 2).

Teacher educators can prepare teacher candidates to be good consumers of research in teacher preparation courses by introducing and critiquing research studies. Questions that
determine quality of the studies can be derived from the above list of characteristics and applied to current educational research. In-depth analysis of existing research will help teacher candidates develop conclusions on the value of research outcomes and applications to support their classroom practice and work with individuals and families. Exposure to a variety of research methods and outcomes may even encourage the classroom teacher to more actively engage in action research, a beneficial professional development behavior.

In discussing the development of ethical professional practice, it is imperative to include the issue of academic integrity. The Center for Academic Integrity (CAI) (1999) defines academic integrity “as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values, flow principles of behavior that enable academic communities to translate ideals to action” (p. 4).

Research conducted by CAI (1999) and McCabe (2005) provides a shocking picture of what is happening on the nation’s university campuses in regard to academic integrity. McCabe surveyed nearly 50,000 undergraduates on more than 60 campuses and found that 70% of students admitted to some cheating and nearly 25% admitted to serious cheating in the last year. On written assignments, nearly 50% admitted to one or more instances of serious cheating.

Teacher candidates, as college students, are faced with issues surrounding academic integrity on a regular basis, which provides a very relevant context for studying ethics as a part of family and consumer sciences teacher education. For example, academic integrity could be used as a basis for discussing (a) the overall topic of ethical professional practice, (b) the teacher candidates’ individual beliefs about particular ethical issues (in this case academic integrity), (c) the responsibilities of future teachers to practice ethical behavior and to serve as role models for their future students, and (d) how teacher candidates will promote academic integrity in their future classrooms.

High school students appear to be cheating nearly as often as undergraduates. In an annual survey on the Ethics of American Youth, conducted in 2004 by the Josephson Institute on Ethics, 62% of the high school students surveyed admitted they cheated on exams and two-thirds agreed that “in the real world, successful people do what they have to do to win, even if others consider it cheating” (Ethics of American youth, 2004, p. 5). Still, a large majority of the students stated that ethics and good character are very important and reported high self-appraisals of their own character. Michael Josephson, President of the Josephson Institute said:

Though the Report Card on the Integrity of American Youth continues to contain failing grades, there is reason for hope. For the first time in 12 years, the cheating and theft rates have actually dipped downward and the stated devotion to ethics is the strongest we’ve seen…. Still, it can’t be comforting to know that the majority of the next generation of police officers, politicians, accountants, lawyers, doctors, nuclear inspectors, and journalists are entering the workforce as unrepentant cheaters. (Ethics of American youth, p. 2)

Although these statistics seem unbelievable, there are strategies available to increase academic integrity at the secondary and postsecondary levels. First, CAI (1999) reports that academic honor codes can effectively reduce cheating. Results of surveys conducted in 1990, 1995, and 1999, with over 12,000 students on 48 different university campuses, indicated the impact of honor codes and student involvement in the control of academic dishonesty. Serious test cheating on campuses with honor codes was typically one third to one half lower than the level on campuses that did not have honor codes. Further, the level of serious cheating on written assignments was one fourth to one third lower (McCabe, 2005).
A second solution can be to report students for academic misconduct when cheating is suspected. Cheating behaviors with students will continue if in their minds the consequences are minimal. In fact, faculties resist taking action against suspected cheaters. Of the almost 10,000 faculty surveyed, 44% indicated that they were aware of students cheating in their courses but took no action to report the incidences to the appropriate campus authority. Additionally, student respondents indicated that cheating was higher in courses taught by faculty who consistently ignored the problem (McCabe, 2005).

Besides having a zero tolerance for cheating policy for each course, which is clearly shared with students, a third strategy is to spend time teaching students about academic integrity. Mini lessons at the beginning of each course could clarify many of the gray areas that students misunderstand. If students are not taught the correct behavior and the faculty assumes that students should know better, then faculty, too, have erred and should be held accountable for the missed opportunities to correct inappropriate behaviors.

Increased development and use of technology contributes to academic misconduct, especially with questions about the acceptable use of the Internet. McCabe (2005) indicated that cut and paste plagiarism is acceptable in the minds of students. The majority of students surveyed (77%) believed that it was not a very serious issue to take several sentences or bits of information without citing from various Web sites and reconstruct them into a paper submitted as their work (McCabe). Current technology provides information that is readily available at students’ fingertips making plagiarism too easy and too inviting in comparison to taking the time to locate resources, conduct adequate research, and write or create the well-crafted assignment.

**Additional Classroom Strategies**

The following strategies promote the discussion and development of ethical professional practice and are appropriate for family and consumer sciences teacher education programs, as well as for secondary family and consumer sciences classrooms. As more secondary programs adopt the Career Cluster framework, career preparation, which includes knowledge and skill development in professionalism and ethical behaviors, will be emphasized.

Technology has created many related sub-issues of which family and consumer sciences teachers need to be aware, for example the ethical use of technology to produce, purchase, and deliver consumer goods and services and the impact of technology on individuals and families. The PBS Teachers Web site (http://www.pbs.org/teachers/) is a good source of information on hundreds of ideas for classroom activities. The following are some examples of interdisciplinary learning activities focused on technology that could be used with family and consumer sciences teacher education students. The first, *Genetically modified foods: From the lab to the dinner table* (Fetters, n.d.), focuses on the production and consumption of genetically modified foods. Lesson directions and online resources are provided. The second, *A penny for your thoughts, movies, or music?* (Greeves, n.d.), is presented in similar format (directions and online resources) and focuses on fair use of the Internet, especially for downloading music and entertainment. The third, *The introduction and diffusion of household technology* (The First Measured Century, n.d.), has students research and describe the development of common household items such as electricity, refrigeration, and cell phones, during the 20th Century. The last, *18 ways to make a baby* (NOVA, n.d.), is an examination of ethical, legal, and social implications of in vitro fertilization. The lesson also promotes discussion of issues related to post-menopausal births.

An effective instructional strategy for introducing ethical professional practice is the movie, *The emperor’s club* (Hoffman, 2002), available on video and DVD (PG-13). The film is
the story of a high school student and son of a powerful United States Senator, who cheats, and of the dedicated teacher who overlooks it and in the process, allows the student to gain an unfair advantage over his classmates. Years later, when the former student is campaigning for his father’s Senate seat, the teacher, played by Kevin Kline, is forced to examine the consequences of his actions. The film is based on a short story, “The Palace Thief,” by Ethan Canin (1994) that could be used as a companion reading assignment. An examination of the characters in the movie and/or short story would also enhance perspective-taking skills. Discussions could be led from the students’ perspectives as well as from the teacher’s, and then the roles could be switched.

A more in-depth reading assignment is John C. Maxwell’s There’s no such thing as “business” ethics (2003). Maxwell proposes that there is only one rule for making decisions—the Golden Rule. Although the book is written for the business world, the principle can be applied to education. Maxwell believes that ethical decision making has been ruined with situational ethics, which has allowed different ethical standards to be applied in different situations. These changing standards have resulted in many people making unethical decisions which could have circumvented by regularly applying the Golden Rule. Maxwell states, “the Golden Rule can become your North Star when it comes to ethical navigation” because asking yourself how you would like to be treated in a situation “is an integrity guideline for any situation” (p. 21). Additionally, there is only one rule for everyone and most religions have a variation of the Golden Rule. This book is an easy, quick read, and each chapter is followed with thought-provoking discussion questions. The reading level is appropriate for secondary and postsecondary students.

Another learning strategy is Where do you draw the line? An ethics game, by R. Garry Shirts (1977). The game is designed for up to five groups of participants to make ethical judgments about the behavior of people described in a variety of situations. In addition to indicating its own opinion, each group also indicates how it believes most businesspersons and most members of society would respond to the same situations. The discussion of situations is directed toward discovering the assumptions and the implications of the assumptions which were used by the groups to make their judgments. The game can be played in 50 minutes and can be a springboard for more in-depth discussions and learning activities.

Summary

In summary, the National Standards for Teachers of Family and Consumer Sciences remind us that we are engaged in an ethical enterprise, and that we have significant moral obligations to our students and their families, our profession, the communities in which we practice, and the larger society. Laster (1997) observed that, even with a history of concern for ethical practice, the family and consumer sciences education community has been ambivalent, inconsistent, and sometimes superficial in addressing ethical concerns. To be engaged in ethical professional practice, as required by Standard 8, we cannot opt for moral neutrality. Instead, we must recognize the moral nature of our work and accept the responsibility to help individuals develop the capacity to address the moral issues they encounter in their own lives. Ultimately, ethical professional practice is about how we fulfill our responsibilities to those we serve.
Brief Annotated List of Suggested Resources

This short story is the basis for the movie, *The Emperor’s Club* (2002). The story is about a high school student and son of a powerful United States Senator, who cheats, and of the dedicated teacher who overlooks it and in the process, allows the student to gain unfair advantage over his classmates. Years later, when the former student is campaigning for his father’s Senate seat, the teacher is forced to examine the consequences of his actions. The story could be used as a companion reading assignment to the movie.

This lesson focuses on the pros and cons of producing and eating genetically modified foods. Directions for the lesson and online resources are provided. This resource is appropriate for secondary and postsecondary students.

This lesson focuses on fair use of resources and information from the Internet. Copyright laws are addressed. Directions for the lesson and online resources are provided. This resource is appropriate for secondary and postsecondary students.

The film is the story of a high school student and son of a powerful United States Senator, who cheats, and of the dedicated teacher who overlooks it and in the process, allows the student to gain unfair advantage over his classmates. Years later, when the former student is campaigning for his father’s Senate seat, the teacher, played by Kevin Kline, is forced to examine the consequences of his actions. The movie is rated PG 13 and would be appropriate for secondary and postsecondary students.

This paper discusses the importance of good research and provides a list of characteristics of good research. It also discusses the probable causes of research bias and provides guidelines for evaluating research including the quality of data. Finally, the paper describes examples of poor quality research. This resource is appropriate for the postsecondary level student.

Maxwell, J. C. (2003). *There’s no such thing as “business” ethics*. United States: Warner Books. Although the book is written for the business world, the principle of “The Golden Rule” can be applied to education. Maxwell believes that ethical decision making has been ruined with situational ethics, which has allowed different ethical standards to be applied in different situations. These changing standards have resulted in many people making unethical decisions which could have circumvented by regularly applying the Golden
Rule. This book is an easy, quick read, and each chapter is followed with thought provoking discussion questions. The reading level is appropriate for secondary and postsecondary students.

This lesson examines the ethical, legal, and social implications of in vitro fertilization. It also discussed the issues surrounding post-menopausal women giving birth. Directions for the lesson and online resources are provided. This resource is appropriate for the secondary and postsecondary students.

This learning game is designed for up to five groups of participants to make ethical judgments about the behavior of people described in a variety of situations. The game can be played in 50 minutes and can be a springboard for more in-depth discussions and learning activities. It is appropriate for secondary and postsecondary students.

In this lesson, students research and develop a matrix describing the introduction and spread of common household items such as electricity, refrigeration, and cell phones, from 1900 to 2000 in the United States. Directions for the lesson and online resources are provided. This resource is appropriate for secondary and postsecondary students.

**References**


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Chapter 18
Professionalism:
Ethical Decision Making as a Foundation for Professional Practice

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Targeting the preservice teacher educator, the authors investigate components of Standard 8: Professionalism of the National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004). Standard 8 prescribes that the family and consumer sciences (FCS) teacher engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development.

An ethical perspectives model is presented as a means for FCS teachers to promote their realization of professional practice. The model encourages ethical deliberation, espouses the best interests of the student, upholds deliberative pluralistic decision-making, and is uniquely representative of the FCS philosophy. Additionally, rationale, strategies, and assessment are provided for teaching civic engagement, advocacy, and ongoing professional development.

Standard 8: Professionalism of the National Standards for Teachers of Family and Consumer Sciences prescribes that the beginning family and consumer sciences (FCS) teacher “engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development” (NATEFACS, 2004). In this paper we investigate components of this standard and present an ethical perspectives model as a means to realize optimal levels of professionalism as a FCS teacher. Because beginning teachers will encounter new problems in which they lack prior experience, development of purposeful ethical deliberation skills is a critical component in preservice education. Implementation of this model fosters pluralistic ethical decision making that serves as a solid foundation for high standards of professionalism.

Defining Professionalism

Concepts of professionalism are familiar to us all, yet they are often individualized and vocation specific. To embody the conception of professionalism, the individual interprets and translates the characteristics of the profession into patterns of action that are ethically defensible. Brown and Paolucci (1979) suggested that ethical decision-making and moral reasoning¹ are at the heart of the profession. The capacity to engage in purposeful deliberation forms the building blocks to the foundation of professionalism and is an essential antecedent to teaching FCS.
A model that employs an ecosystems approach and encourages pluralistic ethical decision making was proposed by Roubanis, Garner, and Purcell (2006). The individual, or the student, is at the center of this model, with concentric spheres expanding that focus to include family and community (see Figure 1). This model puts the well being of the individual, family, and community as the central motivation in making ethically defensible decisions. This centrality is uniquely representative of the missions of the Association for Career and Technical Education (ACTE) and the American Association of Family and Consumer Sciences (AAFCS), and shares intent with other recognized doctrines in education. The heart of the model encourages questions such as “What is best for the student?” or “How will this action affect the student?”

**Ethical Perspectives Model**

Ethical decision making is the foundation to professional practice in family and consumer sciences (Craig, 1996), and is a necessary skill for a teacher to forge a path to professionalism. In this section we investigate an ethical perspectives model that encourages pluralistic deliberation in arriving at professional decisions about ethical dilemmas. The model shown in Figure 1 serves as a tool for the FCS teacher to actualize the philosophies of family and consumer sciences and career and technical education.

![Ethical Perspectives for FCS Professionals](image)


The multiple perspectives ethics model is especially targeted for the FCS teacher because it includes components for consideration that are unique to professional FCS pedagogy (Roubanis et al., 2006). The heart of the model encourages a focus on the individual, family, and community. For the FCS teacher this central focus is the student and her/his family and community. According to the National Board of Professional Teaching Standards, a cardinal precept for accomplished teaching is that teachers are committed to students and their learning (National Board for Professional Teaching Standards, 2002). Success in teaching hinges on the teacher’s belief in the dignity and worth of all human beings and in the potential that exists within each student.

The central focus dictates that, when arriving at an ethical decision, the primary consideration should be the best interest of the individual or student, with an understanding of the family and community, and their dynamic relationships to the student. On the periphery of
the model, four ethical perspectives coexist in one fluid environment. While each of these perspectives is steeped in its own tradition of ethical philosophy and moral development, they are dynamically located in the professional decision making context to encourage the FCS educator to contemplate multiple perspectives when arriving at a professional decision about an ethical dilemma. The perspectives are discussed directly and include: ethic of justice, ethic of critique, ethic of care, and ethic of the profession.

**Ethic of Justice**

The ethic of justice is perhaps the easiest perspective to understand and serves as the basis of our legal and judicial systems. It takes the position that rules, laws, policies, and principles serve as the best guide to making moral decisions. This perspective upholds that moral principles have objectivism beyond cultural acceptance and that these rules or principles should be universal to maintain right living. Kidder (1995) described this approach to making decisions as “rules based thinking.” The perspective of justice endorses the notion that equal treatment of all individuals according to a standard which is uniformly applied is an appropriate means to achieving a just, equitable, and fair society (Shapiro & Stefkovich, 2005). The ethic of justice has recognizably masculine traits and provides the cornerstone of traditional western thought.

**Ethic of Critique**

Many philosophers are not convinced by the type of logic and rationale promoted in the ethic of justice (Freire, 1998; Giroux, 2003; Greene, 1988). They critique the laws and the social processes through which these laws are brought to fruition and how they are determined to be just. Rather than accept the words of those in power, these philosophers question and challenge the status quo seeking to redefine and reframe the important issues that revolve around social inequities. They pose several questions. What are the barriers to fairness? Who will benefit from this law or policy? Who will be oppressed or silenced? What ought to be? These questions are representative of the thinking underlying the ethic of critique philosophy. This ethic is based on critical theory and is concerned with issues of oppression, privilege, authority, voice, language, and empowerment. It questions who has the power and wealth, and who does not.

**Ethic of Care**

The ethic of care places high value on care-giving and nurturance, which are traditionally feminine roles that have been undervalued in Western thought. With its focus on care, concern, and connection, the ethic of care promotes nurturing and encouragement above achievement (Noddings, 2003). It emphasizes interpersonal relationships and collaboration over competition, and strives to facilitate a sense of belonging. It questions who will benefit from a decision and who will be hurt. This ethic upholds the values of loyalty and trust. Ethic of care is the fundamental basis for social justice, for civic engagement, and for improving quality of life for the individual, family, and community. 

**Ethic of the Profession**

Codes are articulated statements about the role of ethical behavior and best practices as perceived by members of a profession. Serving as professional guideposts, they embody the highest moral ideals of the profession, and thus inspire the ideal image of ethical character of the profession and professional. The ACTE Code of Ethics (Association for Career and Technical Education [ACTE], 2006) and the AAFCS Governing Principles (American Association of
Family and Consumer Sciences [AAFCS], 2004) are two prominent codes for the family and consumer sciences teacher, but there are many other codes that may have relevance in a particular locality and/or pedagogical area of practice. Teachers by definition are in a position of power and responsibility over students in their classrooms and the exercise of this power and responsibility requires ethical and moral decision making (Fenstermacher, 1990). Hence, the ethic of the profession for the FCS teacher is necessarily an integration of the ethics of justice, critique, and care.

Application of Model

The ethical model presented here encourages a pluralistic approach to decision making and places the individual/student at the center of those decisions. Because the model mirrors the professional ideologies of AAFCS and ACTE, it is an appropriate analytical strategy for use with preservice teachers in a quality family and consumer sciences program. The desired outcome from teaching the model is that preservice teachers habitually use this model as a tool to contemplate ethical dilemmas and arrive at judgments in their professional practice. To accomplish this outcome, the students, in this case preservice teachers in a family and consumer sciences teacher-education program, should have multiple opportunities to apply the model, to develop a better understanding of the model, and to continue to apply it beyond preservice teaching experiences.

A preface for teaching this model is the discussion of what constitutes ethical dilemmas and why ethical decision making is such an important foundation for professionalism and accomplished teaching. Presentation of the model commences with discussion of why the concentric spheres of individual, family, and community exist at the heart of the model, placing the ultimate decision-making focus on the best interests of the individual. The preservice teachers should recall that this focus mirrors the philosophies of AAFCS and ACTE. Next, the ethical perspectives of justice, critique, and care are compared and contrasted. The preservice teachers should recognize that all ethical philosophies fall into one or more of these paradigms. The ethic of the profession is offered as an amalgamation of the three paradigms. In the discussion of the ethic of the profession, the ACTE Code of Ethics and the AAFCS Governing Principles are reviewed and statements in the codes that reflect the different ethics of justice, critique, and care, are identified. It should be noted that professional codes are discipline specific.

After presentation of the model, the preservice teachers are ready for its application. Because the expectation is that they will be able to use the model, it is important that several opportunities for its application are provided. As with other professional studies of ethics, the case study approach provides a viable pathway for them to gain adeptness in ethical inquiry application. The first experiential application of the model should be a guided practice that occurs in the group context of the classroom. A relevant case study is introduced, and then a think, pair, and share strategy is employed for discussion of the case study. Discussion of the case study should be guided by a slate of questions that encourages the preservice teachers to focus in on the ethical dilemma(s) that the case study presents and to consider each of these from multiple perspectives. Meta-cognition is an important outcome of this process. Ideally the preservice teachers will recognize which of the three ethical paradigm(s) they are likely to gravitate to first for reflective ethical inquiry. The effectiveness of the model hinges on the notion that there are multiple perspectives that need to be considered, and that the individual takes the important step of going beyond her/his first paradigm of ethical consideration and
deliberates the ethical issue from other ethical paradigms. As a culminating activity each preservice teacher creates her/his own code of ethics that assimilates codes of the profession and her/his personal ethical ideology. From the learning experiences presented here, the preservice teachers will ideally glean the notion that the best professional decisions about ethical dilemmas are considered from multiple perspectives, and will become cognizant of their meta-cognition when making an ethical decision.

**Civic Engagement and Advocacy**

Identified by Standard 8, civic engagement and advocacy are pathways through which FCS teachers enhance their professional practice. Civic engagement involves purposeful participation in the social and political life of a school and community and beyond (Ehrlich, 2000; The Saguaro Seminar, 2003). Advocacy takes that participation to higher levels of aptitude and commitment. Advocacy involves the pleading of valued causes and the needs of oneself and/or others (Carroll, 1996). Advocacy facilitates needed change by taking strategic action. Both civic engagement and advocacy are professional modes of practice that exist on a continuum, moving from participation in civic engagement at one end to pleading one’s cause in advocacy at the other end. Participation in this continuum is a necessary component to the preservice teacher’s educational experience. Because of the commonalities in both civic engagement and advocacy, they are mutually discussed in this section in terms of history, rationale, strategies for teaching, and assessment.

**History**

Civic engagement and advocacy are at the roots of the home economics/family and consumer sciences profession. Impetus for the early inception of the profession at Lake Placid (1899 to 1909) was to reform social ills such as child labor, poor water quality, and lack of professional opportunities for women. The history of the profession is replete with leaders who were civic-minded and actively engaged, and who advocated improving the quality of living where they lived and worked. Early leaders worked to improve living conditions in the home, the institutional household, and the community (American Home Economics Association, 1909). In this context, the home clearly is not contained by four walls and a roof. The profession’s founder, Ellen Swallow Richards, stretched the definition of home to encompass a larger household, the community (Stage, 1997). She is a prime example of one who recognized problems to be resolved and who set the example of a caring, reflective, action-oriented professional through civic engagement and advocacy.

Reminiscent of the original purpose of the profession, the current FCS platform for civic engagement and advocacy is to empower individuals, strengthen families, and enable communities (Fairchild, 2001; Swierk, 2003). The seeds to accomplishing this mission are germinated in the formation of partnerships and collaborations with individuals and organizations that share our mission (Andrews, 2003; Swierk). Out of these relationships grow expanded opportunities for FCS professionals to identify common ground with other stakeholders and to enlarge the impact of joint civic engagement and advocacy initiatives.
Rationale
Empowering the powerless through civic engagement and advocacy is a primary mechanism for meeting needs and for improving quality of living (Braun & Williams, 2002; Montgomery, Brozovsky, & Lichty, 1999). Civic engagement and advocacy are critical competencies for the FCS teacher. Through engaging themselves and their students in the political and social life of a campus and community, teachers nurture the development of social ties, networking, and leadership skills (Greenberg, 2000). These behaviors build social capital, a major advantage for any individual, school, and community.

Strategies for Teaching
Being informed about relevant social issues is a mandatory precursor to intentional participation in civic engagement and advocacy. The ethics model presented in this paper provides a philosophical platform for preparing teachers to practice civic engagement and advocacy as professionals. Each of the ethical perspectives in the model provides a necessary consideration for deliberated moral action: ethic of justice (What are the truths and facts?), ethic of care (Who is being helped or hurt?), ethic of critique (What needs to be changed?), and ethic of the profession (Are the standards of the profession upheld?). As explained below, the “Modified IRAC” strategy (Stewart, Purcell, & Lovingwood, 2003) prepares professionals for civic engagement and advocacy that relies upon consideration of all four ethical perspectives.

Commonly used to resolve judicial matters, the steps of the traditional IRAC method are spelled out in its acronym: issue, rules, application, and conclusion. The modified version includes an additional step that encourages the user to articulate the meta-cognitions used in the application and conclusion portions of the process. A description of each step of the Modified IRAC inquiry process (Stewart, Purcell, & Lovingwood, 2003) follows.

1. An issue is identified as a statement or question. Much care should be taken to clearly and specifically define the issue. How the issue is defined will mitigate the rest of the process.

2. The rules and facts that pertain to the issue are listed. Another way to generate this section is to consider what is known to be true about this issue, and pertinent to its resolution. This section includes, but is not limited to, evidenced-based research, principles of human behavior, laws, and social context. Information literacy is a necessary component for satisfactory completion of this section.

3. The rules are applied to the issue. The scope of this section is based on the information identified in the previous sections.

4. A conclusion is formed that is buttressed by the previous rules and application sections. If the issue being resolved is an ethical dilemma, it will have more than one morally defensible choice for conclusion. The ethics model presented in this paper may serve as a tool to encourage deliberation from multiple perspectives.

5. The meta-cognition used in the previous section is identified and explained. Linked to the previous sections, one or more of the following ethics are identified: critique, care, justice, and/or profession.

Adding a sixth step to the process serves as a transition to civic engagement and advocacy, and requires the formation of a plan of action. The foundation of this plan is based on the thinking delineated through the Modified IRAC steps. The plan may be reflective of an individual’s action or of a group’s concerted action. The Family, Career and Community Leaders of America (FCCLA) espouses a planning process strategy that can provide the conduit from conclusions
generated in the Modified IRAC process to intentional participation in community service and advocacy. To secure more information about the FCCLA Planning Process and examples of how it has been successfully used, see the FCCLA webpage at http://www.fcclainc.org/.

The strategies suggested above can be used in a variety of venues. After preservice teachers understand the mechanics of the Modified IRAC inquiry method, the teacher educator provides a series of ethical dilemmas on which students construct their own morally defensible conclusions using the method. The teacher educator provides student feedback on the soundness of the process they used, before moving to the FCCLA Planning Process.

The domain of family and consumer sciences provides a plethora of opportunities for civic engagement and advocacy that may take many forms including community service, volunteering, and service learning (Furco, 1996; McGregor, 2002). The ability to formulate morally defensible conclusions is an important skill to be developed in the preservice teaching experience that will later serve as the bases for moral action in civic engagement and/or advocacy.

**Assessment**

After the Modified IRAC has been conducted as a written activity for an ethical dilemma, the teacher educator provides the student feedback on the soundness of the use of the process, and its moral defensibility. The initial steps of the process are founded on the ethic of justice, hence students will identify this ethic in their meta-cognitive process. For the later steps, the teacher educator should challenge students to go beyond the ethic of justice to consider and resolve the issue. See the Appendix for a template that can be adjusted to serve as a scorecard to assess this process.

With successful completion of the Modified IRAC inquiry method and the formulation of an action plan, the preservice teacher is ready to participate in meaningful civic engagement and/or advocacy. Portfolios are an effective assessment tool that can capture the essence of these experiences, and are discussed in greater detail later in this paper.

**Ongoing Professional Development**

Professionalism in teaching entails ongoing professional development. Standard 8 identifies ongoing professional development as a third pathway through which FCS teachers engage to expand their professional competence. Lifelong learning is a necessary commitment for any discipline of teaching, but especially for areas of practice in career and technical education (Wright, 2002). This section addresses the promotion of professional development in the preservice education of the FCS teacher. It includes the following sections: rationale, strategies for teaching, and assessment.

**Rationale**

Accomplished teaching is a status that is continually evolving. It is not a static end point, but one meant to inspire continual development. To achieve accomplished teaching, ongoing professional development is a necessity to form the foundation and frame the rich mosaic of knowledge, skills, disposition, and beliefs.

**Strategies**

The best strategy to encourage ongoing professional development is to ensure that the preservice teacher accepts the rationale underlying its requirement. Teacher participation in
ongoing professional development models the disposition they hope to nurture in their students: enthusiasm for and commitment to learning. Three aspects of ongoing professional development investigated here are the expanding FCS research base, pedagogical content knowledge, and self reflection.

The research base for family and consumer sciences is continually growing. This trend is evidenced in the growing number of areas of specialization in FCS programs, increasing from one program in the early 1900’s to as many as 16 programs of FCS specialization today (AAFCS, 2000; National Association of State Administrators for Family and Consumer Sciences 2008). The ethic of justice and the ethic of the profession dictate that teachers acquire the content knowledge of their teaching areas throughout their career, and designates that they be responsible for maintaining a grasp of that knowledge. Mastery of the content knowledge is an ongoing process that can be secured through reading content-specific literature, participating in subject-related professional organizations, and conducting research (Rodriguez & Toews, 2006). In addition to mastering content, excellent teachers know how to convey the content to their students and have developed pedagogical content knowledge (Banks, Leach, & Moon, 2005; Deng, 2007). Sources for this development include education research, scholarship, and professional networking. Professional organizations such as AAFCS, ACTE, and Kappa Omicron Nu provide excellent opportunities for networking.

Reflective inquiry is an additional pathway for continued professional growth (Bolton, 2006). Through reflective inquiry teachers critically examine their practice on a systematic basis to target areas of knowledge expansion, broaden their repertoire of skills, and integrate new findings into their teaching. It is also important to reflect on philosophy and question how new ideologies and pedagogies are shaping personal philosophy and rationale of good practice (McGregor, 2005). Reflection on practice can be targeted through a variety of strategies. Boyd and Boyd (2005) recommend that teachers maintain a teaching journal as a means to reflect, keep course in what is going well, and improve on areas not going well.

Assessment

While acceptance of the rationale for ongoing professional development should occur in the preservice experience, practice of ongoing professional development begins after the preservice teacher graduates from the teacher education program. A challenge in assessing ongoing professional development is that the teacher educator is measuring for potential or likelihood of the preservice teacher engaging in ongoing professional development after graduation from the program. When assessing for ongoing professional development, the target measures are acceptance of its rationale and the knowledge and skills to facilitate its occurrence.

Because portfolios often involve collecting information from real-life situations, they are an ideal means to assess potential for ongoing professional development (Klenowski, Askew, & Carnell, 2006). Portfolios are performance-based, authentic assessments to measure quality (Bergen, 1994). Xu (2004) recommended that the organization of portfolio material be related to professional development. She suggested that the portfolio is a composite of workshops, seminars, professional conferences, and university classes that have been completed, and a description of how those contributed to knowledge gained and potential use in teaching. Additional assignments to be included in the professional development portfolio are a five-year professional development plan, and a philosophy statement on the importance and ethical considerations of ongoing professional development. Reflection on teaching-journal entries
provides direction for areas of professional development, to be included in the professional development plan.

**Conclusion**

Ethical decision-making provides the foundation for professional practice and philosophy in FCS pedagogy. To reflect the history, philosophy, and current best practices of family and consumer sciences and of career and technical education, the FCS teacher must make professional decisions about ethical dilemmas that place the best interests of the student at the heart, with considerations for family and community. In addition, these decisions must be morally deliberated from multiple perspectives that include standards of the profession. The ethical perspectives model presented here accomplishes these aspirations of focus and pluralism.

Standard 8 of the *National Standards for Teachers of Family and Consumer Sciences* recognizes civic engagement, advocacy, and ongoing professional development as pathways for FCS teachers to follow to expand their professional competence. The ethical paradigms of justice, critique, care, and profession presented here have implications for these pathways of professional development. The ethic of care and the ethic of critique are primary perspectives used in the ethical deliberation and decision-making related to civic engagement and advocacy. Many ethics-oriented questions surface as beginning teachers enter their first year of teaching. Because of the cumulative effect of decisions made by individuals, families, and communities to shape their living environment, questions are raised. In what kind of environment do we want to live and to work? What kind of environmental system ensures the most effective educational context for students, their teachers, and society? The analysis of barriers may indicate inequities with social and ethical implications. The ethic of the profession is a primary perspective used for ongoing professional development.

Because of the expanding FCS research base, the need to acquire new teaching strategies, and the need for reflective professional growth, the beginning FCS teacher must engage in continual professional development as prescribed in the AAFCS *Governing Principles* and the *ACTE Code of Ethics* and consider ongoing professional questions. What knowledge and/or skills do I need to best meet the needs of my students? What areas of pedagogy do I need to further develop? How can I better collaborate in professional organizations to improve my practice?

The ethic of the profession encompasses all aspects of Standard 8 of the *National Standards for Teachers of Family and Consumer Sciences*. The ethic of the profession is an integration of the ethics of justice, critique, and care, and reflects the higher moral standards of the profession such as those implied in Standard 8. As knowledge continues to expand at an ever increasing rate, and our teaching and living environments continue to undergo rapid change presenting an ever greater richness of diversity, the ability of the FCS teacher to make professional decisions about ethical dilemmas will remain a paramount standard of excellence in the FCS preservice teacher education program.

**Notes**

1 The scope of this paper does not warrant differentiation between the terms moral and ethical, and will be used somewhat interchangeably throughout this paper. McGregor (2006) presents an appropriate clarification for the beginning FCS teacher.

2 For the FCS teacher, the student is the central focus but additional professional considerations warrant an expanded view of the student. The student and her/his family are
interacting subsystems nested in the ecosystem of their community. When a FCS teacher uses the Multiple Ethical Perspectives Model, the individual is the student.

3 Because concern for the well-being of others is at the center of the ethic of care, Noddings (1997) identified the ethic of care as a fundamental premise for the ethical reasoning of FCS professionals. Other scholars (e.g., Belenky, Clinchy, Goldberger, & Tarule, 1986; Noddings, 2003; Shapiro & Stefkovich, 2005) have linked the ethic of care to moral actions premised on the concern of others.

4 Several professional organizations relevant for the beginning FCS teacher are listed in the reference section along with reference information to secure copies of their professional codes of ethics.

5 Ideally the FCS preservice teacher will continue to apply the ethical perspectives model beyond his/her preservice teaching experiences. Ethical reasoning is a component of ongoing professional development, and should matriculate through reflection on and evaluation of subsequent teaching experiences.

6 An ethical dilemma has as a solution of two or more positive alternatives, or more likely two or more negative alternatives. To be a dilemma, the perceived selection of one or more of the considered alternatives poses a negative consequence.

7 The continuum from civic engagement to advocacy is reflective of the transition from the ethic of care to the ethic of critique. Arcus (1999) contends that it is not enough to care about something, but that action must be taken. This action is seated in the ethic of critique.

8 The Multiple Perspectives Model for Ethical Decision-Making (Roubanis, Garner, & Purcell, 2006) identifies four ethical perspectives: justice, care, critique, and profession. Each of the ethics is addressed in the Modified IRAC inquiry method, and relevant for participation in civic engagement and advocacy. The IRAC portion of the method addressed the ethic of justice, which prescribes that individuals secure the relevant facts before they come to a morally defensible conclusion. Being informed on social issues is a precursor to civic engagement and advocacy. The ethic of care encourages civic engagement that benefits other people. The ethic of critique advances advocacy to make changes. And finally the ethic of the profession upholds the standards of the profession.

9 Legal resources provide a plethora of examples of how the IRAC process is implemented.

10 See Stewart, Purcell, and Lovingood (2003) for a discussion of what constitutes valid and reliable information to be used with the Modified IRAC inquiry method.

11 Meta-cognition is a critical step in the Modified IRAC inquiry method. Being cognizant about one’s own thinking, or the metacognitive process, is one of four knowledge dimensions in the Revised Bloom’s Taxonomy. Other knowledge dimensions include: factual, conceptual, and procedural. Each of these dimensions has a range of process dimensions including the ability to: remember, understand, apply, analyze, evaluate, and create. The pedagogical implementation of the Modified IRAC followed by the Family, Career and Community Leaders of America (FCCLA) Planning Process provides learners the opportunity to exercise all of the process abilities in the meta-cognitive dimension. For a more complete description of the Revised Bloom’s Taxonomy, specifically how it relates to FCS education, see Pickard (2007). For more information about the effectiveness of using the Multiple Ethical Perspectives Model as it relates to process dimension in the meta-cognitive dimension see Roubanis, Garner, and Purcell (2007).

12 Family Career and Community Leaders of America (FCCLA) is a career and technical education student organization specifically aligned with the educational goals and philosophies of most family and consumer sciences secondary education programs. FCCLA inspires students to develop the leadership skills to be actively involved in civic engagement and advocacy. The
opportunities provided through FCCLA are worthy of consideration in the higher education classroom, congruent with Standard 10: Student Organization Integration, of the *National Standards for Teachers of Family and Consumer Sciences* (NATEFACS, 2004).

13 An important aspect of providing students feedback on their use of the Modified IRAC is to ensure that the student provides all the facts and truths (cited in a scholarly manner) that serve as the basis for their morally defensible application and conclusion. It is important to note that the student may not come to the same morally defensible conclusion as the teacher educator.

14 The ethic of justice provides a research base to investigate an ethical dilemma. This premise is historically representative of the work process of FCS predecessors, yet it is important to note that the ethics of care and critique have inspired the most notable societal changes advocated by these early predecessors.

15 For a more complete list of FCS related professional organizations go to http://www.aafcs.org/fcs/pages/hou.html.

**Suggested Resources**


When teaching the Modified IRAC method, this text serves as a resource to students in constructing/writing the first two steps of the process: issue and rules. The text provides examples of relevant issues in FCS today, and can aid in helping students frame an ethical issue or question. The text also provides multiple examples of research based inquiry, all of which can be used in the constructing/writing of the rules portion of the Modified IRAC method.


This text offers greater depth of discussion for each of the ethical perspectives (ethic of justice, ethic of care, ethic of critique, and ethic of profession) than is provided here. The coherent discussion can be a valuable resource for the teacher educator or student seeking to understand and apply the ethical perspectives model. Additionally, several case studies are presented in the text that could be used for class discussion and/or individual reflection.

**References**


Appendix
Assessment Scorecard for Modified IRAC Inquiry Method
Issue #____

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Possible</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ISSUE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly defined</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RULES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All relevant rules identified</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citations convey source of rules</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical thinking evident</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional research is evident</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship is evident</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules are evidenced based</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logic evident</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused on issue</td>
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</tr>
<tr>
<td>Developed from rules presented</td>
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</tr>
<tr>
<td>Well considered</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Context is appropriate</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONCLUSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification is morally defended</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical thinking evident</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion aligns with application and rules</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of consideration reflected</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>META-COGNITION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An ethic* is identified that relates to IRAC</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationale for ethic is evident, beyond justice?</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITING SKILL DEMONSTRATED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intended meaning conveyed</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grammar and spelling</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td></td>
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</tbody>
</table>

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This article examines underlying ideas associated with Standard 8, Professionalism, of the National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004). The history and philosophy of family and consumer sciences (FCS) provide a foundation for professional practice among prospective FCS teachers. Empowerment has been a core philosophical mission and practical principle of FCS for over a century and includes processes of determining worthy personal and social goals, dialogue in search of common meanings and valued ends, critique of oppressive constraints, and active engagement in the improvement of conditions. The application of ethical standards with consistent rules, reasoning, and consideration of consequences makes it possible to achieve the FCS professional mission. In order to continue the FCS legacy of social change and empowerment, important ethical responsibilities of teachers include participation in decision processes of change and advocating for public policies that will promote family wellbeing.

This article addresses Standard 8, Professionalism, of the National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004). The Standards together provide an overarching framework for promoting the knowledge, skills, and attitudes of teaching excellence among prospective family and consumer sciences (FCS) teachers (Fox, Stewart, & Erickson, 2008). Standard 8 specifically states, “Engage in ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development” (NATEFACS, 2004). The purpose of this article is to assist prospective FCS teachers in incorporating historical and philosophical awareness, ethical reasoning, and active policymaking engagement into their professional work.

The article begins with an overview of historical roots regarding a unique emphasis on families and philosophical beliefs in both self-determination and social activism that have shaped and continue to shape family and consumers sciences. Professionalism extends into the realm of practices that concretely exemplify our mission and beliefs. Therefore, the article includes a second section on ethical practices that employ principles for reasoning about the greater good and for determining the best course of action that prospective FCS teachers can apply to the real tasks and worthy
goals of professional life. The article includes a third section that addresses the significant role of professional development by actively engaging in community issues, advocating for public policies, and strengthening the larger social and political realms affecting families. Examples of ways FCS teacher candidates can actively learn about history and philosophy, ethical decision-making, and public policy are provided at the end of each section; several annotated resources are listed before the references.

**History and Philosophy of the Field**

Family and consumer sciences is a dynamic profession with deep philosophical roots affirming family life as a significant area in its own right and demanding intellectual sophistication and skilled practice. Each prospective FCS teacher benefits from the rich legacy of earlier professionals who were devoted, in the midst of social complexity and change, to enduring values underlying the strength of families. Solutions to everyday problems, for meaningful and empowered living, are best approached within an interdisciplinary perspective that focuses on critically and holistically assessing relationships among the parts of a task or problem (Vincenti, 1997). Families can be thought of as individual units with unique qualities, each participating within and influencing larger interrelated systems such as the biophysical, psychosocial, economic, aesthetic, and technological (Hook & Paolucci, 1970).

**Historical Roots of Empowerment as Philosophy and Action**

A significant theme throughout the profession's history has been the empowerment of families through reflective thinking and transforming action within a complex, relational, interdisciplinary framework. Empowerment—as a central concept that ties together history, philosophy, ethics, and public policymaking—is broadly defined here as the processes of clarifying worthy personal and social values and goals, obtaining theoretical knowledge and practical skills needed to participate in the democratic process, and working together to transform oppressive constraints into freer and more satisfying conditions (Brown, 1985; Fay, 1987). Family and consumer sciences, originally called home economics, was defined as:

The study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study specially of the relation between those two factors. (Statement of Committee on Courses of Study in Colleges and Universities, 1902, pp. 70-71)

Because the concept of empowerment within a complex environment was inclusive and flexible, the new profession opened up multiple opportunities to improve everyday life. Early home economists were social reformists who valued "understanding the processes, activities, obligations and opportunities which make the home and family effective parts of the social fabric" (Stage, 1997a, p. 28).

Early professionals believed that freedom was an ultimate goal attained by reflecting on the highest ideals of life, undertaking activities for personal growth and self-expression, and cooperating with others to improve social conditions (Brown, 1967; Richards, 1911; Stage 1997a, 1997b). In 1928, Bane wrote that home economists "should be able to bring together and weld into a powerful whole those constructive forces which make for wholesome human living" (p. 705) by developing ideals, appreciation, and discernment rather than by perfecting techniques. Several decades later, Bane (1950) specified "security, affection, recognition, new
experience, aesthetic satisfaction, and a sense of achievement" (p. 14) as significant dimensions of empowerment:

Let us not be afraid of the words freedom, democracy, peace, one world, spiritual energy—even truth, goodness, and beauty, remembering that, in miniature, many—perhaps most—of the problems that beset the world beset the family. As families try to solve their problems, so do nations try to work out their destinies. (Bane, 1950, p. 15)

The profession's integrative and reformist ideals such as freedom and opportunity for all led to significant accomplishments. Ellen Richards, a pioneering scientist and the first female graduate of MIT, who is often called the founder of home economics, used traditional ideas about the role of women to do something unique and untraditional. Her application of scientific principles for resolving problems within the home and family led to the development of parallel career tracks for highly educated women at a time when it was not socially acceptable for them to enter historically male careers (Stage, 1997a).

The nutrition and sanitation work of Richards and others also led to radical improvements in the nation's public health (Stage, 1997b). The profession sparked a burgeoning interest in children's needs and behaviors, applied theories of child development to nursery schools, and "opened up a space for mothers to interject their voices into the discourse of child development" (Grant, 1997, p. 74). Home economists helped businesses reach out to customers and promoted education along with consumption of products (Goldstein, 1997). Long before civil rights became widely identified as a cultural movement, black home economics extension agents "helped their clients to challenge and not just to survive the system" (Harris, 1997, p. 227) by fostering leadership, enlightenment, resistance, and equality.

Empowerment and Confirmation of Identity in the Profession

Despite a history of innumerable accomplishments, a professional identity crisis became particularly acute during the 1960s and 1970s. Questions surfaced about the purpose and nature of the field, confusion about the role of women continued in both the profession and the general public, feminists challenged a profession so closely related to the home as new career opportunities emerged for women, and the loyalty of professionals themselves moved from a broadly conceived home economics profession toward more defined specializations (Richards, 2000; Vincenti, 1997). Indeed, the former label "home economics" was vigorously debated and the field eventually was re-named "family and consumer sciences" in the early 1990's (American Home Economics Association, 1993). Although various debates have always engaged professionals over the decades, the mission has consistently remained a reformist one. In a classic and still frequently cited statement, Brown and Paolucci (1979) emphasized that FCS was and is a profession with an empowerment mission to:

Enable families both as individual units and generally as a social institution to build and maintain systems of action which lead to (1) maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them. (p. 23)

Brown (1980) delineated three systems of action—technical, communicative, and emancipative as described below—through which families gain meaning and empowerment. Although the systems of action have played a role in empowering families from the beginning, Brown challenged professionals to become more consciously aware of the values, purposes, and activities associated with each system.
Technical system and instrumental values. The technical system entails instrumental knowledge about how to successfully meet basic needs or specific goals, but it does not address the intrinsic worth of the techniques used or the ends to be achieved (Brown, 1980). When home economics emerged as a profession many people were living in abject physical conditions, and technical knowledge and instrumental skills were imperative for obtaining health, self-expression, and satisfying home life. With visionary ideals and reformist hearts, early leaders reasoned that laws of science, manual skill development, and principles of efficiency could improve realities of life and lead to better choices and elevated ideals (East, 1980; Richards, 2000).

Professionals made technically sophisticated improvements to basic health through the application of sanitation, food safety, and nutrition sciences; they eased the drudgery of household work by applying time and energy efficiency principles; and they promoted freedom through functional design of household items. Psychology introduced insights into development over the life span, economic downturns brought resource management while economic upturns brought opportunities to use new products, and divorce rates and blended families sparked interest in interpersonal relations (Simerly, Nickols, & Shane, 2001; Stage & Vincenti, 1997).

Today’s rapid changes continue to call for technical action on the part of prospective family and consumer sciences educators regarding emerging issues such as distance education (Poley, 2005) as well as old issues like nutrition with modern twists including obesity prevention (Masi, 2005). Because of advances and widespread consequences of technology and science, the professionalism of Standard 8 becomes critical in situating instrumental actions in terms of socially justified goals. For example, in conjunction with Standard 2, Consumer Economics and Family Resources, prospective FCS teachers are reminded that budget software offers technical help in monitoring income and expenses, but such software cannot itself ensure a meaningful life.

Communicative system and interpretation of valued ends. The communicative system of action involves reflection and dialogue in the family and community in order to arrive at agreement on meanings, beliefs, and valued ends of what ought to be. Although scientific principles took center stage for the early years of the profession, advocates have always called attention to communicative action concerning meaningful life, nurturing family relationships, and a just society. The early empowerment mission included "due subordination to ideals . . . which will most free the spirit for the more important and permanent interests of the home and of society" (Rader, 1987, p. 13). Norton (1904) listed a number of dimensions of meaning, value, and empowerment that were of particular interest to the early home economists:

- Control of environment; the power of initiative; a sense of personal responsibility;
- an appreciation of values that implies the ability to distinguish between essentials and non-essentials; an economic use of materials that includes the right expenditure of time as well as money; an appreciation of labor, and of its dignity.

(p. 15)

Goodrich (1902) wrote, "Home economics aims to bring the home into harmony with industrial conditions and social ideals that prevail today in the larger world outside the home" (p. 36). Early home economists endorsed attitudes and values that went beyond scientific application and materialism toward happiness in light of relational and expressive aspects of family life (Nystrom, 1932). They broadened the interpretation of marriage and family to include a variety of emotional as well as traditional economic functions (Truxal, 1932), and they supported adolescents' taking responsibility for their choices (Long, 1944).
Today, communicative action is as important as ever in determining which ends are most valuable regarding issues such as optimal balance of work and family (Delgado & Canabal, 2004), life-long learning (McFall & Mitstifer, 2005), or community partnerships (Friesen, Whitaker, & Piotrowicz, 2004). Professionalism emphasized in Standard 8 reminds prospective family and consumer sciences teachers that authentic communication and dialogue are necessary in order to clarify values and goals. Communicative action in search of common understanding can be applied to all 10 of the Standards. For example, teacher candidates who dialogue and eventually agree upon values and goals that help students enhance their lives through nutrition, food, and wellness knowledge and skills (Standard 4) are reflecting the philosophy of empowerment in their choices.

**Emancipative system and critique of conditions.** The emancipative system of action encompasses cooperation with others in critique of social structures that limit freedom for certain social groups and examination of personal and social consequences (Brown, 1980). Empowerment means that individuals and families address problems in a morally and intellectually justifiable way, and then work to transform conditions in ways that support meaningful life. These problems are often called “practical problems” because all families must decide what to do about basic issues such as rearing children or securing housing. However, when social structures render people as objects to be controlled rather than as subjects determining their own goals, critical investigation is needed to identify constraints to freely determined choices such as personal biases or false assumptions. “Determining the goals or desired state of affairs must be considered initially, followed by an interpretation of the context with which the practical problem is centered” (Gentzler, 1999, p. 26).

Over the decades, leaders valued helping others achieve self-determination. Hunt noted the human need to give outward expression to the inner life (as cited in East, 1982), and Richards (1911) emphasized the need for mutual helpfulness in spiritual, ethical, and economic matters. Stubbs (1979) critically questioned social policy that failed to provide suitable housing to people with low incomes and advocated that families have more decision power. Paolucci and Hogan (1973) argued that families could become empowered to handle serious problems by considering their own resources, attitudes, goals, and values in light of the surrounding human context. The past few decades have been characterized by a philosophy that embraces critique of many existing social structures and traditionally accepted values (Gentzler, 1999; Plihal, Laird, & Rehm, 1999).

The questioning element of Standard 8’s empowerment philosophy reminds prospective family and consumer sciences teachers to critique and actively work to change oppressive conditions in conjunction with other Standards in the *National Standards for Teachers of Family and Consumer Sciences* (NATEFACS, 2004). For example, middle and high school students who are members of the Family, Career and Community Leaders of America (FCCLA) student organization (Standard 10) might notice that people with disabilities in their community (Standard 3, Family and Human Development) face difficulties with transportation (Standard 2, Consumer Economics and Family Resources). Members might decide to work with those affected to contact public and private officials for improved transportation services or affordable vehicles adapted to varying driving needs; such improvements would have positive benefits such as increasing job opportunities and facilitating independence.
Toward the Future as Professionals: Learning to Apply Philosophy and History

Hopefully, the previous section has illustrated how family and consumer sciences history and philosophy have changed the fabric of family and social life in life-altering and exciting ways. There are numerous ways to learn about history and philosophy of interest to teacher educators and teacher education students. FCS teacher candidates could (a) read original writings of historical leaders and current philosophers and discuss the leaders who most inspire them and why, (b) devise creative approaches to issues that remain unresolved to this day such as poor health decisions despite modern nutrition information, (c) develop personal philosophy statements, and (d) write reflective papers on topics such as the historical role of FCS in civil rights or product safety.

New technologies enable interactive ways to learn about history. Joyce Miles (2008), a family and consumer sciences professional, has written and produced a DVD—with historic photos and letters, interviews with historians, and narratives—that tells the compelling story and legacy of Ellen Richards. FCS teacher candidates can contribute to philosophical and historical development by adding comments to blogs, holding online discussions and debates, and creating their own role plays to depict various historical leaders and philosophers.

Standard 8 encourages prospective family and consumer sciences teachers to apply the three systems of action to all content areas so teaching is coherent, broad-based, justifiable, and transforming of conditions in positive ways. For example, teacher candidates might seek to empower middle and high school students by developing content for curriculum plans (Standard 5, Curriculum) and lesson plans (Standard 6, Instructional Strategies and Resources) based on “green” homes, neighborhoods, and communities (Standard 1, Career, Community, and Family Connections) and environmentally friendly lifestyles (Standard 2, Consumer Economics and Family Resources). Teacher educators might assign teacher candidates to write lesson plans that include the three systems of action such as (a) help learners obtain, examine, and apply scientific knowledge and efficient procedures for recycling and other sustaining practices; (b) devise questions and activities to promote dialogue about the values that support and detract from a healthy environment and about the valued ends desired by families and communities; or (c) seek problematic situations and create action plans to improve sustainability in local communities. Assessment of philosophical and historical projects would likely address depth of thinking, ability to show examples of progress over time, and a range of inclusion of key empowerment concepts. Prospective teachers should be able to analyze how differing philosophical ideas lead to different alternatives and illustrate abstract philosophical principles with pragmatic applications.

The prospective family and consumer sciences teacher who understands history and philosophy should be able to incorporate appropriate curriculum, facilitate student learning in daily practice, utilize appropriate technologies and resources, and assess students and programs (Standards 5, 6, and 9) within a relational context and holistic perspective. Because all professional activities of FCS teacher candidates will involve ethical decision-making, this important component of professionalism is delineated in the next section.

Ethics: Achieving Our Professional Mission

The focus to this point in the article has been to convey the nature and distinct mission of the family and consumer sciences profession across time. Some of the phrases we have used to communicate the mission of the FCS profession include (a) improve daily living, (b) address practical problems in a morally and intellectually justifiable way, (c) help others create
meaningful lives, (d) reflect on the highest ideals of life, and (e) empower families with communicative and emancipative values and actions as supported by the best technical knowledge. How can FCS educators begin to achieve aims of such consequence? A deep sense of commitment to ethical standards is the foundation of professional practice (Nickols & Belliston, 2001).

We now shift our attention to ethics, which are ideas or principles that guide behavior as to the right course of action (Craig, 1991). Family and consumer sciences professionals experience many situations where they must decide on the right course of action. Prospective FCS teachers, for example, might imagine they are the teacher in the following scenario. Tonia, an FCS teacher, meets Sylvia while working out at the gym. Sylvia has just been diagnosed with Type 2 Diabetes. Having covered the subject in a college course, Tonia is naturally curious about her situation. Tonia mentions that she teaches high school nutrition, and asks if Sylvia is on medication. Sylvia responds that she takes a prescription medication called Glucophage. Sylvia continues to discuss the kinds of problems she is having and experienced before diagnosis. Knowing that Tonia teaches nutrition, she then asks about the reasons behind her symptoms. Sylvia wants information about the type of diet she should follow and why she may have to start taking insulin injections. At this point in the conversation, Tonia is feeling uncomfortable. Should Tonia explain the information she understands concerning the subject, or should she tell Sylvia nothing at all? How should Tonia approach the situation?

Three dominant approaches to ethics include “rules that will bring about the greatest good over bad for all concerned,” a process of reasoning or critical thinking, and an analysis of the consequences of actions (Arcus, 1997, p. 6). Knorr and Manning (1997) indicate that the latter is one of several interrelated types of reasoning important for solving practical problems. If Tonia relies on a rules approach to ethics she might draw upon the code of ethics developed by the American Association of Family and Consumer Sciences (AAFCS) and inform Sylvia that she does not have the necessary background (professional competence) to prescribe a diet or make recommendations. A process where Tonia uses practical reasoning would address “uncertainty by determining what course of action is best supported by reasons. Such reasoning is always comparative. A policy or course of action is judged to be more or less desirable in relation to alternative courses of action” (Coombs, 1997, p. 50). Foremost in Tonia’s mind would be a professional value on preventing health problems by providing current nutrition information. Coombs suggests that to realize this value she must consider various standards for competent reasoning. In the process of reasoning she can ask herself questions such as:

1. Do I have sufficient information about the alternative courses of action?
2. How much evidence is there to support each alternative, and how credible are the authorities who support each option?
3. Have I thought of all plausible alternatives?
4. Where did my professional value come from?
5. Which alternative will contribute the most to Sylvia’s health in the long run?
6. What will life be like in the short-term and future given each alternative?

Tonia would not have to consider all of the standards to decide that she does not have sufficient information about Sylvia’s health status, nor sufficient knowledge of nutrition therapy. An analysis of the consequences of giving Sylvia advice would similarly lead Tonia to decide that counseling Sylvia could cause serious harm because of her lack of adequate information. In all three instances, Tonia should pinpoint the experts who are competent to address Sylvia’s health problem. Whereas using the rules, reasoning, or consequences approaches in Tonia’s
situation lead to similar results, other cases could result in different solutions based on the specific approach to ethics that is employed.

Perhaps now more than at other times in the history of the profession, day-to-day decisions require a thorough understanding of ethics. Much confusion exists within society concerning ethical behavior as evidenced by extensive media attention on violations of ethics in government, business, and education. Unethical behavior is “explained away or excused because of personal need or extenuating circumstances” (Craig, 1991, p. 3). A Machiavellian orientation of success at any price seems to be the underlying message (Cho, Yoo, & Johnson, 2005; Davis & Jordan, 1990). This notion can be supplanted as family and consumer sciences teacher candidates rely on ethics to make decisions, and integrate skills and abilities for ethical reasoning throughout the curriculum (Arcus, 1997). Courage is crucial when faced with difficult decisions amid adversity such as criticism from others (Center for Academic Integrity, 1999).

Nickols and Belliston (2001) advocate using the AAFCS Code of Ethics (American Association of Family and Consumer Sciences [AAFCS], 2005) as a guide to professional practice. The document includes principles that focus on ethical dilemmas common within the profession (MacCleave, 1990). Although this code of ethics does not cover every situation, the Statement of Principles for Professional Practice is comprehensive. The statement encompasses six principles including: (a) professional competence, (b) respect for diversity, (c) scholarship and research, (d) confidentiality, (e) conflict of interest, and (f) responsibility to the profession. These principles help to raise consciousness among family and consumer sciences professionals concerning “ethical ideals and values held by the profession and ethical dimensions of practice . . . [and] may also encourage professionals to remain committed to ideals of practice” (MacCleave, p. 3) in trying situations. Teachers often make decisions amid “confusing situations and disorienting dilemmas” (Hira, 1996, p. 6) where solutions are not clear-cut. Furthermore, codes of ethics sometimes come into conflict. In such instances it is important to make judgments so that the consequences of actions do not cause pain or anguish to those involved (Brown, 1980).

Careful study of the AAFCS Code of Ethics (AAFCS, 2005) reveals many kinds of actions associated with professional practice. Some of these include spending sufficient time on professional responsibilities and persisting until work is complete. For example, for family and consumer sciences educators this would include planning for instruction, assessing student work, and doing a fair share. These actions require teacher candidates to set priorities to ensure that they succeed at fewer things rather than being mediocre at many. Professional behavior also includes building and encouraging colleagues as well as engaging in professional development and service to the profession. Such practices have been important throughout the history of the profession and contribute to each professional’s development in terms of increasing experience, knowledge, and wisdom.

**Toward the Future as Professionals: Learning to Apply Ethical Decision Making**

Because dilemmas often emerge unexpectedly in teaching in general and in particular when teaching about family life or other value-laden issues, ethical decision-making is not easily taught. Because ethical practices involve alternative possibilities and are based in unique situations, they also are not easily assessed. Perhaps the best way to practice applying ethical principles to realistic situations is through case studies. Short scenarios followed by a consideration of several questions and comments illustrate a variety of approaches to ethics that are available to prospective family and consumer sciences teachers. Again, these approaches
include rules (e.g., laws, the AAFCS Code of Ethics, school-wide policies), reasoning or critical thinking, and the consequences of actions on individuals. Rules are developed by groups of people to protect the common good. However, teacher candidates must be ready to use reasoning and examine consequences when rules do not exist or application of rules is not clear. Keep in mind that individuals can uphold rules and still be unethical. Thus, an understanding of a variety of approaches is useful. Table 1 shows several scenarios useful in teaching ethical decision-making.

Teacher education courses or units in ethics could be developed to include many types of case studies (e.g., written, video cases or movies, electronically published, news stories, or slices from students’ real lives). These then could be used to illustrate principles such as determining one’s fair share, building up colleagues in genuine ways, or identifying when one has adequate information. Learners could be assessed by adequacy of evidence in justifying a decision in a particular case or on the basis of whether or not the six principles in the AAFCS Code of Ethics are included. Reflective papers describing ethical situations encountered in field experiences, issues confronted, processes of decision making used, decisions made, and consequences on students and teachers could be assessed for integrity of thinking and consideration of alternatives as choices are made. Of course, the behaviors of family and consumer sciences teacher candidates showing ethical choices (e.g., coming to class regularly, participating, supporting peers in discussions and team projects, honesty in communications, timely completion of assignments, willingness to participate in professional opportunities, etc.) typically are assessed formally or informally and are pertinent to prospective principals and employers. In addition to requiring ethical practices, Standard 8, as part of a model of excellence, requires prospective FCS teachers to be actively engaged in affecting families through civic engagement and advocacy. The next section focuses on these significant professional responsibilities, their relationship to public policy, and the AAFCS Code of Ethics.

Public Policy

The history, philosophy, attributes, and accomplishments of public policy allow identification of four components for civic engagement and advocacy by family and consumer sciences professionals. They are delineated as follows:

1. Public policy participation in issues affecting families is an ethical obligation for FCS specialists, generalists, and students.
2. Professionals teach and interpret, for both internal and external audiences, the evaluating and decision-making processes that are integral to democracy and liberty.
3. FCS professional public policy responsibilities include educating leaders, professionals, and families in advocacy skills in support of optimal courses of action.
4. FCS professionals seek to rediscover and add to the “leadership skills that improve the human condition” (American Association of Family and Consumer Sciences [AAFCS], 2006, Cover Page).

Ethical Responsibility and Public Policy

Family and consumer sciences professionals extol the family as the basic unit of society and proclaim the FCS voice as a definitive one for family. It is, therefore, a matter of integrity for prospective FCS professionals to participate in public policy decisions that impact the family. The ethical responsibility is extended to include educating and enabling others to understand, respect, and enter into the reciprocal relationship between family and society at any and all public policy levels.
Table 1  
*Scenarios with Questions and Comments to Illustrate a Variety of Approaches to Ethics*

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Questions &amp; Comments</th>
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| 1. A student confides in her family and consumer sciences teacher that she is pregnant. | **Rules:** Do legal guidelines exist within the state? If so, what are they? Confidentiality is an important ethical principle within the profession’s code of ethics. Did the student expect that the teacher would keep the information confidential?  
**Reasoning:** Are there certain types of information that would prompt a teacher to decide that she should tell the student’s parents or a school counselor? Are there times when a teacher should tell a school counselor but not the parents? Who are the experts who could help in this situation?  
**Consequences:** Are there circumstances that will harm anyone involved? |
| 2. A teacher has taken his students to an FCCLA state meeting. Upon returning from the meeting several students report that two students took alcohol on the trip. The teacher searched students’ luggage before they loaded a bus, but found nothing. Further, students and their parents signed a code of conduct statement before the event. | **Rules:** Does the school have a policy concerning the possession of alcohol? What is the proof?  
**Reasoning:** Who should be involved? What should the teacher do to obtain more information?  
**Consequences:** How will the teacher’s actions affect these students? |
| 3. A student has been absent from her advanced nutrition class for three weeks. She has been at home with her younger sister who is ill. The student’s mother is a single parent who works three part time jobs. The student arrives after school to ask for makeup work. | **Rules:** What is the school policy in such circumstances? Does the teacher also have her own rule?  
**Reasoning:** What are some alternatives? Should the teacher indicate that the subject is very important, and that the student should retake the class next semester? Should the teacher create alternate assignments that the student can complete at home?  
**Consequences:** What is the important factual information that the student will lose or gain by each alternative? What values are reflected in each alternative? |
| 4. A student turns in a research paper during a consumer | **Rules:** Is a school-wide policy for cheating in place?  
**Reasoning:** Should the teacher allow the student to
Because it ethically obligates its members to represent the needs of families, family and consumer sciences has impacted public policy endeavors worldwide. A history of policy involvement in advocating for family-friendly social changes and public achievements can be traced in the pages of the Journal of Family and Consumer Sciences and in the annals and archives of its predecessor, the Journal of Home Economics. FCS members and leaders have been pacesetters who initiated ethical action and put in place needed conventions in society. The record in support of improving basic human needs, important professional practices, and the wellbeing of families is admirable. Ethically, FCS obligated itself to represent the needs of families, and by doing so the profession has affected public policy endeavors worldwide.

The Philosophical Lineage

Family and consumer sciences advocacy is needs-based, requiring professionals to continuously answer to a changing constituency. The reality of constant response to changing needs underscores two seemingly opposite approaches for participation by professionals and others in civic engagement. On the one hand, advocates have the freedom to launch new policy. On the other hand, advocates have the freedom to abandon existing policy. Understanding how the "two freedoms" operate is basic to the FCS philosophy of advocacy.

For example, early in the profession’s history, leaders and members advocated a new public policy tradition enabling women to enter higher education degree programs. Simultaneously, leaders and members broke with, abandoned, and attacked old public policy traditions limiting women’s educational goals (Clarke, 1973; Hunt, 1912). Together, the use of the two freedoms encompass both the family and consumer sciences approach and FCS participation in civic engagement to support the education of women (Gregg, 1999).

A major reason home economics gained prominence in the early 1900s was due to its almost unparalleled propensity for solving major societal problems affecting individuals and families (Stage & Vincenti, 1997). Brief summaries of two cases illustrate this focus over time.

Case 1. In 1934, the state of Washington ruled that a year of home economics be "required" in their public school system. The decision was not made because educators believed that students needed primarily to acquire ‘home’ skills and technical information. Rather, it was because . . . the real contribution of home economics is social understanding [which would help students to] interpret the problems of adult life more clearly. (Rowntree, 1934, p. 17)
Case 2. Seventy years later in 2004, several states including Kentucky, Montana, Utah, and others, ruled that family and consumer sciences courses focusing on financial literacy be a requirement for high school graduation. Speaking as a representative of other advocates and leaders, the wife of the Governor of Utah said, "Financial problems occur in families and in society. Teachers of family and consumer sciences understand both and teach the reciprocal relationship between the two" (Felshaw, 2005). This statement was widely quoted and FCS advocacy helped establish the policy, guide development of the curriculum, and determine that FCS teachers were well-qualified to teach the courses.

Professional Development and Public Policy
An important goal of family and consumer sciences teacher candidates should be building competence and proficiency in identifying alternatives that are valid solutions for problems. Because "public policy is derived from both the private and the public sectors of a society" (Anderson & Miles, 1990, p. 7), FCS professionals often collaborate with others and sponsor professional development for advocacy in schools, churches, youth groups, and other professional organizations. Because analyzing public policy problems cuts across large segments of varied populations and diverse groups, FCS advocacy is often part of the dialogue about controversial issues and agendas. Therefore, the process of professional development often takes place in communities of learning (Anderson, 2004; Ralston, Lerner, Mullis, Simerly, & Murray, 2000).

Family and consumer sciences educators teach decision-making processes that enable changes in public policy traditions, while values are addressed along with critical thinking and contextual learning. The goal is to both educate about and build participation in public policy endeavors. FCS places value on critical thinking in professional development for public policy endeavors. Whether written or otherwise, we advocate and present a particular point of view that supports underlying convictions. Prospective FCS teachers can understand these issues by applying a “criterion of accuracy and proof to evaluate information, assertions, reasoning, and evidence to make judgments of acceptability and worth” (Coleman & Ganong, 2003, p. 86).

Public policy information is best utilized and practiced in a problem-solving context, which allows the expression of contrasting and opposing views of an argument, one point at a time. This type of point/counterpoint approach allows participants to sift out irrelevant material, detect biases, and uncover assumptions and ambiguity. The approach also is a way to identify credible sources of accurate information, support defensible points of view, and impact judgment so that more persuasive arguments can be made (Coleman & Ganong, 2003). The use of procedural knowledge to problem-solve allows connections between an issue and the impact of proposed solutions upon individuals as family members, citizens, and workers. Expertise results from a deep conceptual understanding supported by study and experience.

Stages and Platforms
One of the defining purposes of family and consumer sciences public policy is dissemination of knowledge in ways that allow opportunity for students, parents, and other citizens to engage in decision-making related to social change. Therefore, effective advocacy requires a stage from which the work of advocacy can become visible.

Many groups and organizations provide avenues of communication (stages) with large audiences. One example of these is the Cooperative Extension Service and its related organizations. The Extension Service has an office in every state and county in the United States, and one assignment of Extension personnel in family and consumer sciences and other areas is to
work with public policy. This allows placement of new and re-occurring topics on the agendas of local and national leaders. They, in turn, put topics and information on agendas for meetings, conventions, press conferences, press releases, and others. In addition, a stellar record of advocacy is prominent among the many accomplishments of the Cooperative Extension Service 4-H programs. Because the Extension Service is administered by the United States Department of Agriculture, 4-H comprises the only youth organization personally sponsored by the President of the United States of America. Through community-based 4-H clubs, local, state, and national leaders provide visibility and programs for advocacy. For example, young people are encouraged to complete 4-H Citizenship training and public policy projects.

Another important youth group that provides stages for family and consumer sciences advocacy is FCCLA. This national organization sponsors chapters within the secondary school system. As the school-based student organization for FCS, FCS teachers serve as FCCLA advisors (Standard 10, Student Organization Integration). Through this organization, student leaders and members can facilitate student and parent communication and provide visibility, generate interest, and enable larger audiences to enter into a dialogue aimed at building and supporting specific platforms.

Community youth leaders in many civic and education programs as well as parents of students who enroll in family and consumer sciences courses can be valuable participants with FCS professionals. Together they can define problems, refine platforms, propose solutions, and communicate the needs and wants of families and other constituencies. This bond of leaders, youth, and parents confirms the FCS understanding of ethical connections between family and society. "Partnerships between parents, families and FCS professionals are at the foundation of families having a meaningful voice in the policy process" (Anderson, 2004, p. 111).

Collaboration and Coalitions

Building stages and putting platforms in place demands that family and consumer sciences professionals be at the forefront of appropriate collaborations and coalitions. "The problems and issues . . . facing families [require that many] players work together to develop community-driven programs [that] work" (Chiles, 2000, Foreword). "Effective collaborations involve working toward a high level of shared responsibility based on shared decision-making and ownership of and commitment to solutions" (White, 1999, p. 82). A collaboration framework is often grounded in diversity. Then bridges are built, and purposes and outcomes are shared (White).

Historically, one of the first of these bridges, and one of the most lasting, formed naturally because of commonalities of family and consumer sciences teachers and other vocational teachers, now designated in most school systems as career and technical (CTE) teachers. Presently, in the United States public school system, CTE has staff members and personnel in most local schools along with its own divisions in district, state, and federal offices of education (Legislative History of Vocational Education 1917-1947, 1976). Educators designated as CTE, including FCS teachers, are grouped together, through common interests such as education and advocacy, as well as by law.

Other coalitions and collaborations have continued to form naturally between family and consumer sciences and those who share like missions and interests about specific social issues and agendas. The list is a long one. It includes the Children’s Defense Fund, Head Start, the American Dietetics Association, the National Council on Family Relations (NCFR), and the National Association for the Education of Young Children (NAEYC). These and others have
been important FCS public policy partners in gaining support and advocating for policies related to families and children. Within the last two decades, collaboration has been particularly important. It continues to be crucial that educators at all levels of academia, policy makers, legislators, and community members work together. As the family and consumer sciences knowledge base continues to grow, public policy is one of the pillars that both undergirds and results from the growth. Because FCS professionals have a moral commitment to improve the quality of life for individuals and families worldwide, the FCS public policy voice has been heard, and it will continue to be heard.

The history, the philosophy, the attributes, and the accomplishments of public policy allows identification of four components that appear to be the essence of a moral contract for civic engagement by family and consumer sciences professionals. The four are: (a) FCS public policy participation is an ethical obligation; (b) FCS professionals are responsible to teach and interpret processes for evaluating and making decisions, which are integral to democracy and liberty for both internal and external audiences; (c) FCS professional public policy responsibilities include educating leaders in advocacy; and (d) FCS professionals seek to rediscover and add to the "leadership skills that improve the human condition" (AAFCS, 2006, Cover Page).

**Toward the Future as Professionals: Becoming Engaged in Public Policy**

How can prospective family and consumer sciences teachers gain knowledge about public policy and skills advocating for policies that benefit families? AAFCS has produced a number of publications, such as *Family and Community Policy: Strategies for Civic Engagement* (Anderson, 2004) and “deliberation guides” on financial fitness (Gentry, 2007) and weight control (Williams, Hartough, Miles, & Braun, 2005), which could be used in university classes. FCS teacher candidates could adopt positions on a pertinent policy issue and work in teams to advocate for selected policies in point/counterpoint fashion. As they listen to opposing positions and advocate for their own positions, they could identify and critique their assumptions, biases, and information in a critical reflection notebook. It would be valuable for teacher candidates to organize a portfolio of evidence as they identify and organize credible and essential information. Such a project might serve a culminating purpose to engage in the policy arena by writing persuasive letters to legislators, creating public service materials or Web sites to post information supporting their perspective, or holding a public meeting to garner additional voices in understanding.

As part of Standard 10, Student Organization Integration, prospective family and consumer sciences teachers might plan a yearlong curriculum, instructional strategies, and resources (also pertinent to Standards 5, 6, and 7) to infuse public policy education and action into a secondary school class or FCCLA chapter. Panels of individuals from the community could be invited to share why they have opposing perspectives on a family or career oriented issue. This could be followed by a synchronous electronic discussion for students to identify their own positions and reasoning as well as respond to others with different positions—with a purpose to arrive at consensus on where the profession of FCS should focus advocacy. Criteria for assessing policy skills might include speaking, dialogical, pedagogical, and writing skills in addition to the ability to collaborate and build a case for a particular policy with evidence, reasoning, and ability to act.
**Conclusion**

In conclusion, family and consumer sciences teacher candidates have inherited the responsibility and privilege to empower families with communicative and emancipative values and actions as supported by the best technical knowledge. They have the obligation to approach all professional decisions on ethical principles and processes, and they have power to participate in influencing public policies that support high quality family life.

Ralston (2001) challenges new professionals to consider their work as a calling, "Choose to be a change agent" (p. 28) and "find a passion in what you are doing" (p. 28). With timeless and enduring philosophical values centered on helping others create meaningful lives within changing ecological contexts, prospective family and consumer sciences educators are called to an exciting and momentous endeavor.

**Annotated List of Suggested Resources**

**Books and Publications**


This guide assists teachers and others in deliberating public policy approaches to address financial literacy and security. A framework is provided for informed judgments and moving to common ground regarding possible solutions to financial problems ranging from bankruptcy to inability to retire due to lack of finances.


This issue of the *Journal* was a theme issue on “the soul of the profession” and included a variety of philosophical and historical reflections on themes of purpose and mission as well as what it means to be a family and consumer sciences professional.


The guide frames the issue of obesity in useful terms for citizens and public decision makers. It can be used to open dialogue between policy makers and their constituents about the public health, economic, psychological, and social implications of obesity as well as solutions.

**Internet Resources**


This online resource provides information about Congress, preparing a position, communicating with Congress and the media, and regulations concerning advocacy versus lobbying. Excellent resources and models that can be used for handouts or to guide understanding are also provided.


Sponsored by the Association of College Honor Societies, this national ethics project
provides objectives for participating in honor societies, ideas for putting on programs on ethics, and a wide range of links to resources on ethics (from business ethics to creating an ethical code, from plagiarism to character education).

This national resource makes the historical time, personality, and accomplishments of Ellen Richards come alive for modern audiences. Created by historian Joyce Miles, this Web site offers links to historical photographs, electronic articles and information on Ellen S. Richards, resources, and blogs.

Presents case studies of family and consumer sciences professionals who have designed, evaluated, or implemented a successful program. They can serve as role models of how to become civically engaged in community issues and needs.

**References**


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Standard 9. Student and Program Assessment

Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.

Expectation Statements

- Interpret criteria, standards, and processes used to evaluate student learning and programs in family and consumer sciences.
- Integrate a variety of evaluation techniques (e.g., authentic and performance assessments) to gather evidence regarding student learning and program performance.
- Justify decisions about teaching practices and program design based on data-driven evidence.
- Demonstrate the principles of reflective practice to improve teaching.

Chapter 20
Student and Program Assessment: Effective Preparation of Teacher Candidates
Leah C. Keino
Cheryl O. Hausafus

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Student and Program Assessment: Assessment Literacy, the Basis for Student Assessment
Margaret Cornell Torrie
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Chapter 20

Student and Program Assessment:
Effective Preparation of Teacher Candidates

Leah C. Keino and Cheryl O. Hausafus
Iowa State University

This paper reviews Standard 9, Student and Program Assessment in the National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004), provides a rationale for why beginning teachers need to be confident in creating assessment tools that can be used to measure student achievement, and suggests a conceptual framework for learner and program evaluation. Pre-service and beginning family and consumer sciences (FCS) teachers need to have basic assessment competency, understand assessment uses and their own role as beginning teachers to impact FCS programming, and support school and district efforts to meet No Child Left Behind reporting and accountability indicators. We provide specific examples of strategies for implementing this Standard including (a) assessing learning in FCS content using multiple methods, (b) using assessment data to improve practice, and (c) facilitating beginning teacher’s self assessment using portfolios (paper based or electronic).

Introduction and Rationale

Standard 9, Student and Program Assessment, of the National Standards for Teachers of Family and Consumer Sciences, states that beginning family and consumer sciences (FCS) teachers are able to “assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes” (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004). This Standard represents comprehensive assessment skills that beginning teachers are expected to have. They need to be able to measure a student’s learning, interpret measurement data to describe what students know in relation to expectations, and suggest actions to improve the teaching-learning process for FCS programs.

This paper considers assessment within three contexts: (a) measuring student/learner achievement, (b) determining program effectiveness, and (c) recognizing the teacher candidate’s role in the process. The predominant perspective for assessment has been in measuring student progress, as the simplest unit of interest. Nevertheless, it is important to acknowledge that decisions being made from the data collected will call for actions that yield a global programming effect. Therefore, the predominant focus in this paper will be on learner progress, with the understanding that program evaluation and teacher roles are also essential elements.

Wiggins and McTighe (2007) pointed out that the purpose of assessment in education is to advance learning, not merely to audit the absorption of facts. The 2002 No Child Left Behind (NCLB) Act’s philosophy is grounded in assessment of student learning, with greater emphasis on high stakes testing, which is not directly applicable to career and technical education (CTE) programs (those emphasizing practical oriented, hands on, life skills perspectives) that tend to utilize performance and authentic based assessments to monitor student learning (No Child Left Behind [NCLB], 2002). Even with the continuing focus on high stakes testing, CTE educators
still need to be fully conversant with accountability expectations of the NCLB Act and be able to integrate CTE concepts in the core areas to promote student achievement.

This pro-active approach is being promoted to minimize the continuing loss of programs observed as the public focus for education has been on academic programs that utilize standardized testing (unlike CTE programs that focus more on performance based, authentic assessments). Increasingly, CTE teachers need to demonstrate how their programs fit into the larger picture that supports the school’s efforts to meet the student achievement expectations of the NCLB Act.

In addition to NATEFACS Standard 9, achieving the assessment Standard is strongly recommended by other national and local accrediting bodies, professional organizations affiliated with teacher preparation, state departments of education, and teacher preparation programs. Each of these stakeholders identifies some criteria for meeting this Standard. The criteria can be achieved through successful completion of related courses in pre-service preparation and through opportunities to apply skills in student teaching. As an area of critical response, the stakeholders also identify the need for continuing education in assessment because experienced teachers must advance their understanding of assessment to meet demands for educational accountability. To that end, teacher education programs may offer specifically focused assessment courses targeting student learning that measures skill development in family and consumer sciences content.

Standard 9, Student and Program Assessment, is crucial for establishing a framework to improve student learning within family and consumer sciences programs. This framework provides an opportunity for beginning teachers to assess their achievement of national, state, local, institutional, and professional standards that inform pre-service preparation of teachers. In addition, a good foundation and understanding of this assessment Standard is critical for continuing education, as beginning teachers are expected to frequently evaluate their own professional growth as a tool for promotion and mobility from probationary to permanent teacher licensure status (Iowa Department of Education, 2008).

Statements and criteria for meeting Standard 9 in teacher preparation vary. A review of literature on the major accrediting institutions and professionals organizations involved in teacher preparation reveals that both Interstate New Teacher Assessment and Support Consortium (INTASC) and National Board for Professional Teacher Standards (NBPTS) provide a detailed approach to the concept of assessment in teacher preparation (Table 1). It is also recognized that a number of state and local institutions are informed by INTASC in determining that pre-service teachers are prepared to meet this Standard.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Expectation Statements</th>
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<tr>
<td>INTASC</td>
<td>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. Identifies three criteria that beginning teachers can use to demonstrate achievement of this Standard: Knowledge, Disposition, and Performance.</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced</td>
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and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

- The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- The teacher understands measurement theory and assessment related issues, such as validity, reliability, bias, and scoring concerns.

**DISPOSITIONS**

- The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning. The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

**PERFORMANCES**

- The teacher appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

**NBCPS**

*Teachers are responsible for managing and monitoring student learning.*

- They deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged, and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- They know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**NCATE**

*Candidate knowledge, skills, and professional dispositions.*

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.
The primary obligation of the teacher is representing the subject matter in ways that his or her students can readily learn and understand. TEAC requires evidence that the candidates for the program’s degree learn how to convert their knowledge of a subject matter into compelling lessons that meet the needs of a wide range of students.

Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.

The primary focus of the 28 identified Standards is to promote sound, credible, and accurate evaluations that foster student learning and development at the classroom level. These Standards are intended for teachers and others who evaluate students as well as those who use and are affected by student evaluations.

In addition, a committee of representatives of the American Federation of Teachers, the National Council on Measurement in Education, and the National Education Association identified seven standards for teacher competence in student assessment (Standards for Teacher Competence in Educational Assessment of Students, 1990). They recommend that teachers should be skilled in:

1. Choosing assessment methods appropriate for instructional decisions;
2. Developing assessment methods appropriate for instructional decisions;
3. Administering, scoring, and interpreting the results of both externally-produced and teacher-produced assessment methods;
4. Using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement;
5. Developing valid pupil grading procedures which use pupil assessments;
6. Communicating assessment results to students, parents, other lay audiences, and other educators; and
7. Recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information (Standards for Teacher Competence in Educational Assessment of Students)

Beginning family and consumer sciences teachers should be at the initial developing levels and working towards the accomplished level as they settle into their own classrooms and as they practice with developing and administering assessments to a variety of target audiences. Although learner achievement is the ultimate goal, educational programs supported by public funds are accountable to many stakeholders for providing access to effective programs. Beginning teachers play a role in providing data that is required to meet the mandates for accountability in educational programs.

**Expectation Statements**

Expectation statements are broad general statements that describe in more detail the knowledge, skills, attitudes, and/or behaviors of beginning teachers related to specific standards (Klein & Moore, 2008; McMillan, 2007). McMillan further differentiates expectations from
standards and learning targets when explaining to teachers that an “expectation is what you communicate to your students about the level of performance that you think they will be able to demonstrate … and is based on student’s previous achievement, aptitude, motivation, and other factors” (pp. 37-38). To achieve this expectation, pre-service teachers complete courses or course units in assessment, and practice the measurement of student learning during their practicum and student teaching. In Iowa for example, the Board of Educational Examiners (BoEE) identifies an assessment course within the content area of family and consumer sciences as a requirement for licensure in family and consumer sciences. This three-credit course, entitled Student Assessment for Vocational Family and Consumer Sciences covers the philosophy of student assessment; development and critique of tests and authentic assessment tools to measure cognitive, affective, and psychomotor learning; and procedures for grading, interpreting, and reporting assessment data. As a part of this course requirement, pre-service teachers gain real experience in establishing inter-rater reliability by interacting with other community judges at Family Career and Community Leaders of America (FCCLA) State STAR Events. In addition, the Iowa Department of Education also requires all pre-service teachers to meet Iowa’s assessment Standard by using a variety of methods to monitor student learning. To meet this Standard, the teacher is expected to:

1. Align classroom assessment with instruction;
2. Communicate assessment criteria and standards to all students and parents;
3. Understand and use the results of multiple assessments to guide planning and instruction;
4. Guide students in goal setting and assessing their own learning;
5. Provide substantive, timely, and constructive feedback to students and parents; and
6. Work with other staff, building, and district leadership in analysis of student progress (Iowa Department of Education, 2002).

Similar requirements can be found for other states. An example from the Wisconsin Department of Public Instruction is for all teachers to know how to test for student progress, that “…the teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil” (Wisconsin Department of Public Instruction, 2008, n.p.).

State and teacher preparation institutions vary in the way they approach the teaching of assessment in pre-service teacher preparation. Whereas some states will offer a stand-alone assessment course (as in the case of Iowa) clearly identified by the licensing authority, others bundle an assessment unit within the pedagogy courses in curriculum development, special methods, and psychology among others. Each state and the institutions within it also vary in the ways the pre-service teachers demonstrate their achievement of Standard 9. Increasingly, states are requiring pre-service teachers to develop a portfolio with evidence of how they have met this Standard alongside other INTASC, local, and institutional standards in the profession of teaching (Delandshere & Arens, 2003).

In working with pre-service teachers to develop competence in Standard 9, it is imperative to have current and relevant learning resources. A review of literature reveals limited resources for teaching assessment in the content area of family and consumer sciences, either as a stand-alone course or as part of a unit in another course. Three major sources devoted to assessment in the family and consumer sciences content area were identified and include: (a) a 1994 Family and Consumer Sciences Education Association monograph titled How Do We Know They Know? by Lowe and Howell; (b) The Assessment Toolkit by Allenspach, Laurenson, and
White (1996); and (c) Assessment Strategies Focusing on Food and Nutrition by Texas Tech University (2001). Other resources that devote a chapter to student assessment include: (a) Chamberlain and Cummings (2003) Creative Instructional Methods for Family and Consumer Sciences, Nutrition and Wellness (Chapter 7); (b) Hitch and Youatt’s (2002) Communicating Family and Consumer Sciences: A Guidebook for Professionals (Chapter 14); and Kato’s (2008) Foundations of Family and Consumer Sciences: Careers Serving Individuals, Families, and Communities (Chapter 13). These resources provide a general overview of assessment, evaluation, and self-assessment.

Whichever strategy is adapted by teacher preparation institutions, instructional units for assessment are designed to prepare pre-service teachers to better understand the philosophy of student assessment and to be able to communicate student achievement results to the various stakeholders including students, parents, school districts, and other interested parties. Increasingly, it is expected that pre-service teachers also participate in self-assessment and demonstrate achievement of content and pedagogy standards necessary for licensing in their state (Zeichner & Wray, 2001).

Four expectations of pre-service/beginning teachers regarding Standard 9 emerged from the National Association of Teacher Educators for Family and Consumer Sciences (2005) work group reports. These statements presume that teachers will have the ability to:
1. Interpret criteria, standards, and processes used to evaluate student learning and programs in family and consumer sciences;
2. Integrate a variety of evaluation techniques (e.g., authentic and performance assessments) to gather evidence regarding student learning and program performance;
3. Justify decisions about teaching practices and program design based on data-driven evidence; and
4. Modify one’s teaching practices based on personal reflection and evidence from a variety of other sources.

Opportunities to develop these attributes by beginning family and consumer sciences teachers are provided through a combination of courses, practicum and student teaching experiences, and professional development initiatives through their local education agencies (LEAs) and professional organizations such as American Association of Family and Consumer Sciences (AAFCS), Association for Career and Technical Education (ACTE), Family and Consumer Sciences Education Association (FCSEA), and NATEFACS.

Implementation Strategies

Pre-service teachers complete units in assessment and practice with assessment tools during their practicum and student teaching. Practicum experiences vary from state to state, with some programs requiring up to 100 hours of classroom experiences prior to student teaching (Levine, 2006). In Iowa for example, all pre-service teachers receiving an Iowa license must complete 80 hours of practicum before student teaching (Iowa Department of Education, Chapter 79). These practicum hours in authentic settings provide opportunities for pre-service teachers to practice developing and implementing assessment protocols within the family and consumer sciences content area. In addition, practicum experiences allow pre-service teachers to observe the entire teaching and learning context and participate in an aspect of assessment as they reflect and make judgments about the learning context. A discussion of the four expectation statements follows.
I: Interpret Assessment Criteria, Standards, and Processes

Interpret criteria, standards, and processes used to evaluate student learning and programs in family and consumer sciences.

Preparing pre-service teachers to fulfill this expectation requires them to understand student assessment and the role of assessment in informing policy at school, district, state, and national levels. Huba and Freed (2000) defined assessment as the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. Teachers will communicate expectations to students in three ways: (a) by providing substantive, timely, and constructive feedback on student progress; (b) by suggesting ways to improve their development in the future (Gronlund & Waugh, 2009; Linn & Miller, 2005; Stiggins, 2007); and (c) by encouraging students to be learner-directed by actively assessing and planning for their own learning (Delandshere & Arens, 2003; Kato, 2008; Miller & Leskes, 2005; Stiggins). Finally, the process culminates when assessment results are used to improve subsequent learning.

Stiggins (2007) provided a graphical representation of the concepts surrounding assessment of learning including targets, techniques, and uses, while assuring psychometric attributes of validity, reliability, and absence of bias when collecting the data-driven evidence used to make educational decisions for reporting and program planning. The modified visual below (Figure 1) provides a picture of the relationship between the various concepts that inform the assessment process.

Linn and Miller (2005) defined standards as statements that specify what should be taught and what students should learn. They pointed out that standards do not mandate a particular curriculum, textbook, or instructional approach. However, standards are commonly used to guide program development and verify content inclusion. Stiggins (2007) further clarified the various and often confusing labels used in educational settings such as targets, goals, objectives, aims, scope and sequence, proficiencies, or competencies, and preferred to use standards and benchmarks, arguing that these terms refer to the same basic principle of what stakeholders want the students to know and be able to do. In family and consumer sciences, national program Standards have been developed to elucidate 16 areas of study. These Standards for FCS programs at the secondary school level, titled National Standards for Family and Consumer Sciences Education, were developed by the National Association of State Administrators of Family and Consumer Sciences and VTECS (1998). Many states have aligned their Standards for FCS programs similarly. The program Standards are now in the 2nd edition (National Association of State Administrators of Family and Consumer Sciences [NASAFACS], 2008) and pre-service teachers are expected to align these with their curriculum units and lesson plans for each of the units and to regularly monitor for changes.
Figure 1: Quality Assessment

Quality Assessment involves

Targets*
- Knowledge
- Reasoning
- Performance
- Products
- Dispositions

*Based on National, State and Content Standards

Techniques*
- Selected Response
- Essays
- Performance/Authentic
- Communication
  *Assuring psychometric attributes: validity, reliability and bias-free

Uses

Initial Decisions
- Diagnostic
- Placement

Formative Decisions
- Instructional and curriculum changes
- Ongoing student feedback
- Monitoring progress

Summative Decisions
- Reporting and assigning grades
- Policy decisions at district, state, national levels
- Program level changes

Adapted from Stiggins (2007)
II: Selecting Appropriate Assessment Techniques to Achieve Success

Integrate a variety of evaluation techniques (e.g., authentic and performance assessments) to gather evidence regarding student learning and program performance.

As identified by various accrediting organizations, successful assessment of achievement depends to a great extent on the ability of the teacher to match assessment methods with achievement targets – what we want the student to know and be able to do (INTASC, NATEFACS, 2005; NCATE; Stiggins, 2007). Targets are the attributes that define success. In providing evidence of this achievement, students must demonstrate the acquisition of knowledge reaching higher levels of cognition (Anderson & Krathwohl, 2001). They should explain their reasoning, perform and develop products, and exhibit positive character-building dispositions toward learning, the classroom, families, careers, and the community.

From the variety of assessment forms available, teachers need to identify and use appropriate assessment techniques to match the learning being measured. For example, selected response test items (e.g., multiple choice, short answer, false/true, matching) and supplied response items (e.g., essays and interpretive tests) assess for knowledge and reasoning; checklists and rubrics measure performance; scenarios and authentic assessments are used to judge process and skill development resulting in product creation; and teachers can assess for positive dispositions using a variety of communication procedures such as interviews, open ended questions, journals, and blogs, among others.

Assessment tools do not need to be constructed by teachers when valid, reliable tools already exist. However, the tools should present unique applications so that students are not merely asked to recognize the correct answer, but rather, so they can apply what they have learned in a similar, but not exactly the same, situation. Teachers are encouraged to maintain test banks and other assessment resources from a variety of reliable sources such as existing test banks, checklists, and rubrics and then they are expected to modify test items and to adapt problem-based scenarios to more closely align to their own classes and students, and to assure currency regarding the professional knowledge base and emerging societal changes. Stiggins (2007) offered a chart as a guide for helping teachers to select appropriate techniques to match the targets.

Table 2
Matching Techniques with Targets

<table>
<thead>
<tr>
<th>Techniques ➔ Targets ➣</th>
<th>Selected Response</th>
<th>Essays</th>
<th>Performance/Authentic</th>
<th>Personal Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>XXX</td>
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</tr>
<tr>
<td>Reasoning</td>
<td>XXX</td>
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<td>Performance</td>
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<td>Products</td>
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<tr>
<td>Dispositions</td>
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<td>XXX</td>
</tr>
</tbody>
</table>

As teachers plan for assessment of learning using the various techniques identified above, they need to recognize that not all techniques are useful for assessing specific targets. Miller and Leskes (2005) asserted that the best evidence of learning comes from direct observation or summary of self reports. Furthermore, when summative judgments are made, they should be based on multiple measures of learning.

Reasoning for Action

Prior to the development of the National Standards for Teachers of Family and Consumer Sciences, program Standards for family and consumer sciences programs at the secondary school level, titled National Standards for Family and Consumer Sciences, were developed by the NASAFACS & VTECS (1998). Recently, these FCS program Standards underwent a second edition, in which a comprehensive “new” program Standard, Reasoning for Action, was established. This Reasoning for Action standard established a foundation for instruction and student learning about reasoning and for using reasoning in applied contexts (Fox & Laster, 2000; Knorr & Manning, 1997). This Standard is grounded in beliefs that concepts and processes used for reasoning can be learned; that reasoning for action is a vehicle for the active use and functionality of all other FCS areas of study; and that the content and skills delineated in the areas of study provide a context in which Reasoning for Action can be developed and applied (NASAFACS, 2008).

In addition to this reasoning target, family and consumer sciences instruction often targets other processes. These processes include: thinking, communication, leadership, and management processes highlighted in the first family and consumer sciences program Standards (National Standards for FCS, 1998), and critical thinking, creative thinking, and problem solving (Brookfield, 2005).

III: Justify Decisions about Teaching Practices and Programs

Justify decisions about teaching practices and program design based on data-driven evidence.

Assessment provides teachers the opportunity to validate learning and document progress. In doing so, family and consumer sciences teachers are able to clearly communicate to stakeholders the reasoning behind decisions made regarding their teaching practices and program elements. Often FCS teachers can cite anecdotal evidence that richly describes the impact programs have on individual students. Teachers are encouraged to present these stories to stakeholders. The importance of having such a compilation of descriptive stories remains; however, FCS teachers should no longer depend on these emotionally-packed narratives to establish the effectiveness of their programs for all learners. Especially with the current accountability climate, having data-based evidence provides a stronger defense so that comparisons can be made among alternative programs. Stakeholders are interested in many educational practices and policies that teachers might be asked to justify. Examples are the selection of students for a specific program, the grading policies used for evaluating group-produced products, and the selection and use of commercially-sponsored educational materials.

Implicit in the expectation for data-driven decision making is the necessity for planning to systematically collect and analyze various types of program data, including input, process, outcome, and satisfaction data (Frechtling, 2007). Because assessment strategies should be used before, during, and after instruction to follow initial, formative, and summative stages of quality assessment, a well developed assessment plan should be created early in the program.
Standard 9: Keino and Hausafus

development. Data available at these various times, then, will guide the range of decisions that will help improve the success of students and programs. Although program evaluation is often the responsibility of educational administrators, the teacher plays a pivotal role in data collection and findings interpretation. Marsh, Pane, and Hamilton (2006) have described Data Driven Decision Making (DDDM).

So that interpretations and conclusions from data can be fairly derived, the assessment plan should consider several factors such as diversity, equity, rigor, and relevance; controlling for bias; ensuring validity and reliability; and maintaining a proper sampling from the realm of content. Often plans for a comprehensive examination of student achievement will employ a test blueprint, test grid, or table of specifications to guide appropriate content sampling.

To address accountability, education stakeholders (e.g., parents, school boards, community leaders, guidance counselors) are interested in program impact on an aggregate level. Family and consumer sciences teachers need to be able to compile reports and summarize data in a readily available format. Such reports would be presented to decision makers and funding agencies to promote family and consumer sciences programs and seek new funding sources for implementing program activities (Swierk, 2009). Hence, FCS teachers need to be well-versed with assessment language and be able to explain how their work contributes to meeting current educational policies such as provided in the NCLB Act. The relationship of learner achievement to program effectiveness was illustrated by the Joint Committee on Standards for Educational Evaluation when they specified that teacher candidates must be able to “foster student learning at the classroom and program level.” This requirement clearly reveals the connection between individual student learning and the aggregate results that occur within a classroom and program. Additionally, the tangential relationship of FCS program Standards to other subject standards such as science and mathematics also provides opportunities for FCS programs to contribute evidence of problem-based and higher-level learning for NCLB accountability reports.

IV: Modify Teaching Based on Reflection and Evidence

Modify one’s teaching practices based on personal reflection and evidence from a variety of other sources.

By virtue of collecting both formative and summative data on student achievement, teachers are better able to make modifications to their instructional strategies and curriculum in order to improve student learning. Formative data provides information that can be used to improve practice and make immediate changes while still in the process of instruction and course development. Summative data on the other hand becomes more meaningful at the end of a unit, course, or program, and feedback is normally used for accountability purposes such as in reporting NCLB (2002). In content areas where standardized tests are not common practice, such as in career and technical education (CTE) programs, feedback from summative data guides changes to be implemented in the next unit or course offering. In addition, results can be used in reporting program impact and program improvement. Classroom teachers make independent decisions about if and when to implement changes as suggested from formative and summative feedback.

Although current data on education research is available to guide school improvement, Anderson (2002) pointed out that due to the abstract nature of these research findings, many practitioners do not find the data useful in their own classrooms because of the lack of consideration for contextual factors when generalizing findings. To overcome this deficiency, Stringer (2008) recommended the use of action research to address a context specific focused
problem with the aim of improving practice. Family and consumer sciences teacher educators Peterat and Smith (2001) supported the use of action research noting that “by inquiring into our own practice we can keep ourselves alive and growing as professionals and be responsible to those we serve” (p. 2). For family and consumer sciences and other CTE programs that are not strictly guided by standardized tests, the responsibility for improving learning rests on the teachers’ ability to be reflective practitioners, systematically collecting formative and summative data in their own classrooms and critically analyzing and using these data in making professional judgments. According to Mertler (2009), these decisions provide insights to finding better and more effective means of achieving desired educational outcomes. In embracing reflective practice, teachers become transformative practitioners, using accurate data collected in their own classrooms to improve practice.

Increasingly, in-service and pre-service teachers are being expected to become reflective by assembling teaching portfolios for initial teaching license, teacher recertification, and National Board Certification (Keino, 2006; Zeichner & Wray, 2001). These portfolios, although primarily used for annual evaluations, allow teachers to reflect deeply about their practice. Teachers are able to utilize student evaluations and use both quantitative and qualitative comments to critically evaluate their own teaching. Implementation at the classroom level is dependent on the teacher’s willingness and commitment to make changes. For pre-service teachers, reflection is usually limited to the short period of time spent during their practicum in school settings (Nagle, 2009). Skills gained in assembling a learning portfolio transfer seamlessly into the teaching and learning context once pre-service teachers assume full time teaching responsibilities and are expected to develop a teaching portfolio (Keino).

**Conclusion and Recommendations**

Imperative to successful achievement of Standard 9, Student and Program Assessment, amongst beginning teachers is the ability to clearly demonstrate evidence of achievement of all the other standards that inform teacher preparation. This paper has provided an overview of this Standard, its central role in teacher education as identified by professional and accrediting organizations, strategies for implementing the teaching of this Standard, and ways teachers can continually modify their instructional strategies to achieve desired learning outcomes. In reviewing the literature, it was noted that gaps continue to exist. For example, dissemination of emerging changes in expectations, particularly the National Standards for Family and Consumer Sciences Education, ought to be more accessible. The revised version of the National Program Standards is only available as a link on the AAFCS Web site (http://www.aafcs.org/FCSstandards). Assessment work needs to continue to address the following:

1. Creating assessments that support instructional strategies using the critical science perspective;
2. Developing multiple measures to assess targets beyond knowledge such as reasoning, performance, products, and dispositions;
3. Critiquing assessment activities as related to learning goals and student diversity (i.e., ensure that assessments are free of bias and contain rigor and relevance); and
4. Finally, no single textbook exists that is solely devoted to assessment of student learning and evaluation of programs in family and consumer sciences.

Therefore, family and consumer sciences professionals are called to develop such resources given the central role of assessment in pre-service teacher preparation. By taking the
courses, participating in practicum experiences, and reflecting on these experiences, including
developing learning or teaching portfolios, pre-service teachers learn to develop assessment
protocols, implement, and evaluate them for effectiveness in measuring student learning and
program impact. Mertler (2009) cautioned us that:

While human reasoning has gotten our global culture far throughout history, it is most
reliant on dependable information. If information that we collect in order to help us make
common sense decisions is of sub-standard quality or accuracy, our common sense
decisions will reflect those various deficiencies. (p 5)

Additional Resources

Action Research
Web Link: http://www.madison.k12.wi.us/sod/car/carhomepage.html

Action Research Journal
An international, interdisciplinary, peer-reviewed journal which provides as a forum for
the development of the theory and practice of action research. Published quarterly by
SAGE.

Action Research Online Resources
Web Link: http://cadres.pepperdine.edu/ccar/resources.html
A compilation of resources by the Center for Collaborative Action Research which links
educators, researchers, and community members with the goal of creating deep
understanding of educational problems in the school context and encourages evidence-
based reasoning to solve problems.

Developing Educational Standards: Family and Consumer Sciences
Web Link: http://edstandards.org/StSu/FACS.html
These are a compilation of program standards for K-12 education with specific
statements regarding family and consumer sciences.

Highly Qualified Teacher Resources

Measuring Skills for the 21st Century

United States Department of Education, Assessment Resources

University of Maine Assessment Web Sites
Web Link:
http://neasc.umf.maine.edu/data/tutorial/assessment_websites.htm#GENERAL
Accrediting Organizations

INTASC: The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, INTASC’s primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. Web Link: http://www.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium/

JCSEE: The Joint Committee on Standards for Educational Evaluation (JCSEE) advances theory, practice, and utilization of evaluation. Standards have been established for both student evaluation and program evaluation. See Western University Evaluation Center for current activities. Web Link: http://www.wmich.edu/evalctr/

NATEFACS: National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS) is an affiliate of the Family and Consumer Sciences (FACS) Division, Association for Career and Technical Education (ACTE). Web Link: http://www.natefacs.org/

NBPTS: The National Board for Professional Teaching Standards (NBPTS) improves teaching and student learning. National Board Certified Teachers are highly accomplished educators who meet high and rigorous standards. This professional certification is used increasingly by states as an option for advanced licensing status. Web Link: http://www.nbpts.org/the_standards/the_five_core_proposition

NCATE: The National Council for Accreditation of Teacher Education (NCATE) is the teaching profession’s organization to help establish high quality teacher, specialist, and administrator preparation. Through the process of professional accreditation of schools, colleges, and departments of education, NCATE works to make a difference in the quality of teaching, teachers, school specialists, and administrators. NCATE believes every student deserves a caring, competent, and highly qualified teacher. Web Links: http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf http://www.ncate.org/public/aboutNCATE.asp

TEAC: The Teacher Education Accreditation Council (TEAC), founded in 1997, is a nonprofit organization dedicated to improving academic degree programs for professional educators, those who will teach and lead in schools, pre-K through grade 12. TEAC’s goal is to support the preparation of competent, caring, and qualified professional educators. TEAC’s primary work is accrediting undergraduate and graduate professional education programs in order to assure the public about the quality of college and university programs. Web Link: http://www.teac.org/index.php/accreditation/goals-principles/
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Chapter 21

Student and Program Assessment: Assessment Literacy, the Basis for Student Assessment

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Texas A&M University-Kingsville

Assessment is a crucial component of the teaching-learning process and national standards are creating the need for teachers who possess assessment literacy. Although possessing knowledge and skills for both student and program assessment are a requisite for effective teaching, the focus of this article is student assessment. Assessment literacy includes knowing how often to assess, what to assess, and how to prepare students to conduct the assessment. Therefore, family and consumer sciences teacher candidates need to exit their programs exhibiting assessment literacy. The first goal of this article is to examine selected assessment literacy expectations of four national entities. The other three goals are to review strategies for nurturing assessment literacy, propose an assessment literacy model, and examine supporting assessment competencies and standards from randomly selected states’ Departments of Education. The need for assessment literacy was emphasized by Heritage (2007), who stated, “Teachers learn how to teach without learning much about how to assess” (p. 141).

Introduction

Teacher candidates’ ability to assess student learning will have a profound impact on how well their students succeed. After reviewing a number of empirical studies, Black and Wiliam (1998) concluded that regularly conducted classroom assessment, when done using sound practices, had a positive outcome on student achievement and self-worth. They summarized their review by stating, “There is a body of firm evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement” (p. 148).

Assessment for learning has been defined by Black, Harrison, Lee, Marshall, and Wiliam (2004) as “any assessment for which the first priority in its design and practice is to serve the purpose of promoting students’ learning” (p. 10). According to Stiggins (2004) one-fourth to one-third of a teacher’s time is used for assessment related-activities. Stiggins further noted that “teachers need to know and understand the principles of sound assessment” (p. 26). Further justification for teacher assessment literacy is that schools can use a combination of both state and local assessments to satisfy annual testing requirements of the No Child Left Behind Act (Olson, 2002).

During the 2005 National Association of Teacher Educators for Family and Consumer Sciences Teachers Education Conference, attendees created Expectation Statements for each of the ten National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004). Recognizing the previously noted needs, four expectation statements were developed for Standard 9: Student and Program Assessment which states that beginning family and consumer sciences (FCS) teachers
should be able to “assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes” (NATEFACS). It is expected that pre-service teachers should be able to:

- Interpret criteria, standards, and processes used to evaluate student learning and programs in FCS.
- Integrate a variety of evaluation techniques (e.g., authentic and performance assessments) to gather evidence regarding student learning and program performance.
- Justify decisions about teaching practices and program design based on data-driven evidence.
- Modify one’s teaching practices based on personal reflection and evidence from a variety of other sources.

A cohesive teacher education program will prepare teacher candidates to meet Standard 9 through development of assessment literacy. In addition to content area and pedagogy courses, knowledge and skills in cognitive psychology, including critical thinking and reflective judgment, will contribute.

**Assessment Expectations**

Expectations for assessment literacy from several sources are examined in the following segment of this paper. Assessment standards from the National Council for Accreditation of Teacher Education (NCATE) and the Association of Teacher Educators’ (ATE) Background and Purpose Position Framework: ATE (n.d.) were reviewed. The presence of assessment competencies in the American Association of Family and Consumer Sciences Certification Exam and Praxis I, II, and III were also examined.

Review of the Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education published by NCATE (2006), revealed three competency levels described for each standard: unacceptable, acceptable, and target. One statement within Standard 1 which focuses on candidate knowledge, skills, and dispositions is related to assessment literacy in the preparation of teachers. To be considered at the acceptable level when assessing student learning, teacher candidates must “focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience” (NCATE, p. 16). To attain the target level, teacher candidates must “accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students” (NCATE, p. 16). Assessment mechanisms teacher candidates are expected to use in data collection include case studies, work samples, and field and other experiences. Additionally they are expected to reflect on practice and act on feedback gained from the assessment process.

Because these standards are new Wise and Leibbrand (2000) asserted that states need to create meaningful professional development opportunities. King and Newmann (2000) and Heritage (2007) noted that if student achievement is to improve, in-service professional development is needed for teachers to enhance their knowledge, skills, and dispositions related to the standards.

Throughout the years, beginning in 1980, the ATE has developed an ATE Position Framework. The framework is based upon their mission statement, purposes, and corporate bylaws, and has come from the resolutions proposed by that committee. One of the components
of the mission is the development of quality programs that prepare teachers. An action item within the quality programs component is to “advocate for reliable, valid, and reasonable assessment requirements, instruments, and processes for pre-service and in-service teachers, as well as for p-12 students” (n.d., p. 4). In 1993 ATE passed a resolution that “…opposed the use of standardized exams as the sole or primary criteria for assessment of students at the p-12 and college levels” (Background and purpose position framework: ATE, n.d., p. 4). Additionally ATE supports the preparation of teachers in a strong and balanced manner that includes sound pedagogical practice throughout their professional lives. Therefore, if assessment is to be based on methods other than the use of standardized exams and teachers are to be grounded in sound pedagogical practice, teacher candidates need to be literate in assessment methods. Heritage (2007) noted that teacher educators have a crucial role to perform in equipping their students to integrate assessment into their classrooms.

Review of the two exams currently being used to assess family and consumer sciences teachers candidates’ competencies for pedagogy and subject content revealed little or no inclusion of assessment literacy concepts. One of these exams is the American Association of Family and Consumer Sciences’ (AAFCS) Certification Examination that was developed and validated in 2004. The Family and Consumer Sciences Composite Examination is comprised of questions related to Integration of Foundations and family and consumer sciences content. The only two assessment-related competencies included are the ability to assess leadership and teamwork skills that contribute to effectiveness in family, work, and community settings and to use multiple viewpoints and perspectives to appraise instructional content and activities. This 150-item exam allots 5% or approximately eight of its questions to the Integration of Foundations component of the test.

The second exam is the PRAXIS II Family and Consumer Sciences test that is designated for prospective teachers of family and consumer sciences who teach from middle though senior high school students. Approximately 23 of the 120 questions on the exam are devoted to FCS education concepts. One of the three conceptual areas within this concept category is planning, implementation, and evaluation. That category is divided among seven categories, the final of which is using appropriate assessment techniques such as observation and quality checklists in laboratory settings. A mathematical breakdown suggests that at most one or two questions related to assessment literacy would be included on the exam (The Praxis series: Family and consumer sciences, 0120, 2005).

Murphy (2006) noted that standards for teacher certification are state specific and based upon each state’s understanding of what is most important in education. Assessment standards for teachers of family and consumer sciences vary from state-to-state as do the attitudes of FCS teacher educators and in-service FCS teachers regarding assessment literacy of teacher candidates. Yahnke and Love (1997) found a discrepancy between these two groups regarding the importance of assessment literacy in the survey they conducted to examine the critical teaching competencies needed by beginning family and consumer sciences teachers. The teacher educators, over half of whom had been teaching pre-service FCS teacher education for 16 to 30 years, ranked the competency, “The teacher uses a variety of assessment tools and strategies to evaluate the continuous intellectual, social, and physical development of the learner” (Yahnke & Love, p. 52) significantly higher than the teachers’ ranked it. It is possible that the in-service teachers ranked this competency lower because they did not feel literate in this area.

In one state the Advancing Student Learning – Assessment Standard stated, the FCS teacher “understands and uses a variety of assessment and evaluation strategies to assist learners
in their intellectual, social, and physical development” (Standards for teachers of family and consumer sciences, n.d., p. 7). Performance expectations for the teacher include refining the instructional process through use of varied methods of assessment and involving learners in self-assessment. The teacher is expected to know how to use varied methods to evaluate learner progress through use of data and to provide learners with methods for self-assessment. Methods to be used include but are not limited to tests, projects, observations, portfolios, and task evaluation. Dispositions include valuing appropriate assessment tools and methods and the importance of using self-assessment data in setting goals for lifelong learning.

**Nurturing Assessment Literacy**

The ability to assess one’s self and others requires critical thinking and reflective judgment. King and Kitchener (1994) when stating the difference between critical thinking and reflective judgment noted that critical thinking focuses on inductive or deductive logic, while reflective judgment focuses on assumptions about knowledge that relate to a problematic situation. Perkins (1987) described critical thinking as better thinking. Using this description, Bruning, Schraw, and Ronning (1999) interpreted critical thinking to mean “… that learning to think critically will improve our ability to gather, interpret, evaluate, and select information for the purpose of making informed choices” (p. 201). It requires critical thinking to know how to assess, when to assess, and how to prepare students to be assessed. Teacher educators who responded to a study conducted by Yahnke and Love (1997) that examined critical thinking competencies needed by beginning family and consumer sciences teachers, ranked a teacher’s ability to facilitate student development of critical thinking and problem solving higher than the teachers ranked this skill.

According to Angelo (1995) there is strong evidence that critical thinking skills do not result due to maturation and that it is challenging to teach and help university students develop these skills. Angelo emphasized that “…learners need regular practice in assessment to become self-monitoring and independent” (p. 6). Winn (2004) noted that teachers “… must instill in students a familiarity with – and even a love of – critical thinking” (p. 497).

Ennis (2000) defined critical thinking as “… reasonable and reflective thinking focused on deciding what to believe or do” (p. 1). Ideal critical thinkers were described as having a set of dispositions and abilities that can be applied as a set of goals when developing and assessing a critical thinking curriculum. Among the dispositions, Ennis stated that critical thinkers care about the truthfulness and rightness of their beliefs, honesty and clarity in the presentation of their positions, and the dignity and worth of each individual. Additionally, it was stated that critical thinkers have the ability to clarify, make decisions and derive conclusions based upon information, use suppositional thinking and integration, and “… do these things with dispatch, sensitivity, and rhetorical skill” (p. 2).

There are a variety of approaches that can be used to nurture critical thinking. Learning to think critically requires practice beyond preparing to take midterm and final exams. McKeachine, Pintrich, Lin, and Smith (1986) did a review of research literature on teaching and learning in the college classroom. Through their review they found three basic strategies that were used to stimulate students’ critical thinking. These strategies were class discussion, a direct approach to problem solving, and verbally expressing metacognitive strategies. Angelo stated that “…when linked closely to instruction, classroom assessment can be a powerful means of developing critical thinking” (p. 7).
Bruning et al. (1999) described using either embedded or stand-alone programs for guiding students in developing critical-thinking skills. Improving thinking skills within a specific content area such as family and consumer sciences is an example of an embedded program, while independently developing thinking skills is the emphasis of a stand-alone program. They noted that teachers need to use a variety of classroom activities to help students learn to “…identify position or idea, analyze competing views, weight competing evidence, and gather information” (p. 207). Among the activities mentioned were class discussions, journaling, and thinking-aloud exercises allowing students to explain the skill as they perform it. Varied types of practice are required to create learners who automatically use critical thinking skills.

According to King (1992), the core of the intellectual process includes thinking, reasoning, and judging. King noted that “…learning to think reflectively occurs within the context of an intellectual community” (p. 7). Family and consumer sciences teacher educators recognized this when they ranked being a reflective learner and actively seeking out opportunities for professional growth as the most important competency for beginning FCS teachers among the eleven surveyed by Yahnke and Love (1997). Teacher candidates use judgment when assessing their students. Therefore, how does one learn to become a reflective thinker and to make reflective judgments and how do teacher educators facilitate this process that we have agreed is important? A review of the Reflective Judgment Model (RJM) developed by King and Kitchener during 25 years of research provided information about how people learn to make judgments related to controversial or ill-structured issues (King & Kitchener, 2004). They defined controversial problems as those “… about which ‘reasonable people reasonably disagree’” (King & Kitchener, p. 5).

The RJM model describes the development of reflective thinking that occurs from late adolescence through adulthood. The seven stage model is divided among three categories that are pre-reflective thinking, quasi-reflective thinking, and reflective thinking. Throughout the stages the learners progress from believing that a single correct answer exits for all questions to using reason and evidence to support their thinking and the development of well thought-out positions. King and Kitchener (2004) noted that brain development occurring in late adolescence and early adulthood appeared to affect the manifestation of abstract and reflective thinking. When validating the developmental sequence of reflective judgment the data suggested that “…reflective thinking evolves slowly and steadily, even among those engaged in postsecondary education” (King & Kitchener, p. 14). King and Kitchener indicated that data from cross-sectional studies offered evidence that “development in reflective thinking is associated with participation in educational programs” (p. 15). Bruning et al. (1999) stated in order for students to become reflective thinkers they have to be engaged in classroom discourse that is authentic, respects their viewpoints, and has continuity, and there is a partnership between the teacher and students.

Bruning et al. (1999) and King and Kitchener (1994) recommended a variety of strategies for creating a classroom atmosphere that nurtures the development of reflective judgment. These recommendations included coaching, scaffolding, modeling, guided practice, encouragement, and feedback. Activities to enhance reflective judgment might include classroom discussions on controversial issues; having a debate defending either norm-referenced or criterion-referenced assessment with preparation to support either side; writing a journal to practice reflective thinking while at practicum sites, participating in student organizations, and student teaching; and gathering, assessing, evaluating, and making interpretive judgments on data such as pre- and
post-test scores on a family and consumer science unit that has been taught. As teacher candidates’ learn to think, reflect, and self-assess they are developing assessment literacy skills.

**Assessment Literacy**

As noted in the Executive Summary of *Tech Tally: Approaches to Assessing Technological Literacy*, Gamire and Pearson (2006) stated that the ability to assess included three components. These components were knowledge about assessment, critical thinking and reflective judgment skills, and capabilities in the use of content knowledge to solve practical problems. The Executive Summary stated that an individual’s level of literacy could be determined by whether or not their knowledge about assessment was limited or extensive, their critical thinking skills were poorly or highly developed, and their content capabilities were low or high. Pickard (2007) stated, “The intersection of the cognitive process dimensions and the knowledge dimensions can facilitate instructional planning and assessment” (p. 50). These components of assessment literacy reinforce the expectations for teacher candidates as stated in FCS Standard 9 for which beginning teachers should be able to assess, evaluate, and improve student learning.

Curtz (2007) suggested that in order to assess others, one needs the ability to self-assess or self-reflect. Curtz also noted that one value of teaching self-assessment is mutuality in providing an environment in which everyone is judged and everyone judges. According to Angelo (1995), learners need regular and guided practice to develop self-assessment skills. This practice needs to occur routinely during each semester through collecting data on students’ learning. Curtz stated that at several universities in the state of Washington students write self-assessment and teacher-assessment narratives. The faculty did this as well, and during faculty-student conferences these assessments were discussed making this a mutual process thus enhancing the students’ assessment skills. Other self-assessment strategies include small-group or whole-class discussions, reflection logs, weekly self-evaluations, and self-assessment checklists and inventories (Angelo; Curtz).

Guiding teacher candidates in developing critical thinking and reflective judgment skills along with self-assessment abilities helps prepare them to develop assessment literacy skills and to assess their own students. Where, when, and from whom do they obtain their knowledge about assessment after they have acquired content knowledge and critical thinking skills and how are they expected to use this knowledge? Because one of the two foci of Family and Consumer Sciences Teacher Education Standard 9 is student assessment, it is expected students have acquired assessment literacy from their family and consumer sciences teacher educators. What should they be taught and how is their assessment literacy being evaluated in regard to the expectation statements related to Standard 9? They are expected to integrate a variety of evaluation techniques to gather evidence regarding student learning and be able to interpret the data to determine the level of competency their students have attained and whether or not there is a need to change teaching practices.

Obtaining an answer to the question of what teacher candidates should be taught to be considered literate in assessment is complex because expectations vary from state-to-state. In an attempt to answer that question, thirteen states, which have a total of 73 family and consumer sciences education programs, were randomly selected and the states’ competencies related to assessment literacy and self-assessment were examined. These states’ Department of Education Web sites provided the source of information. One state did not have any assessment competencies listed for teacher licensure.
Knowledge and skill in using multiple methods for measuring student growth and understanding and the ability to identify strategies for providing students with accurate, timely, and relevant feedback to guide their learning were competency expectations for nine states. Four of these state Web sites noted specifically the need for teachers to be able to explain student performance to parents.

Six of the thirteen states expect teachers to exhibit competence in recognizing and interpreting various types of assessment information for curriculum and instructional planning and to guide their decisions. This included the ability to modify lesson plans and adapt instruction to ensure students’ success in learning. Three other states expect teachers to be able to design appropriate assessment plans for students and involve students in their self-assessment.

Specifically including competencies that addressed diversity and the teachers’ skill in modifying assessments for students with various needs and exceptionalities was noted for three states. Aspects of diversity included social, cultural, and physical.

Assessment literacy for two states included more technical aspects than simply using multiple types of assessment measures. They expect their teachers to be able to identify the measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance- and product-referenced assessments. Additionally, teachers are expected to recognize central concepts in assessment such as reliability, validity, and bias. The concepts included in this array of states’ assessment competencies relate to but expand those specified in the Family and Consumer Sciences Education Standard 9. No specific state rubrics for evaluating these competencies were discovered. The majority of states indicated the use of the PRAXIS examination to assess the competency of teacher candidates.

How teacher candidates’ assessment literacy is being evaluated will vary according to their teacher educators and their teacher education programs. In 1996 Loyd listed a variety of assessment instruments that family and consumer sciences teachers need to have skill in using. These measures included conventional tests and product, performance, and process assessments. More recently White and Loyd (2000) stated that the national standards will require new forms of assessment that will enable teachers to measure what students know and are able to do as the result of the process-oriented curriculum. They recommended using assessment measures that included portfolio assessments, exhibits, demonstrations, authentic assessments, and performance testing. Kucera and Perkins (2000) recommended the use of scenario assessment “... to measure students’ ability to apply knowledge and skills in real-life situations that address the learning standards” (p. 233). The scenarios allow students to use knowledge and cognitive process dimensions described by Pickard (2007) that are related to the revisions of Bloom’s Taxonomy (Anderson & Krathwohl, 2001). These measures modeled by teacher educators also are appropriate for teacher candidates.

Another means for teacher candidates to determine their level of assessment literacy is through self-assessment. Eleven of the thirteen states whose standards were reviewed included a specific statement related to self-assessment. Both in-service and teacher candidates are expected to critically examine, evaluate, and regularly reflect on their teaching practices. They are to do this through obtaining feedback from peers, administrators, students, and parents. As the outcome of the self-assessments, they are to create and follow professional development plans for lifetime learning. In the National Board for Professional Teaching Standards (NBPTS, 2000) Career and Technical Education Standards, it was noted that reflection on teaching practices is a hallmark of accomplished teachers and one of their responsibilities as professionals.
Assessment is central to creating a student-centered and performance-based learning environment. Pickard (2007) emphasized this when she noted that teaching is more effective when standards are aligned with instruction, and assessment creates the need to focus on instruction. She stated that the revised Bloom’s Taxonomy is a tool that can be used to align instruction and assessment. Pickard concluded that “…family and consumer sciences professionals should become familiar with the new model used for designing, teaching, and assessing education to determine its application for their work” (p. 45). Bobbitt and Youatt (2000) emphasized that “teacher education is an essential partner in fostering change related to standards at the pre-service, in-service, and graduate study levels” (p. 257).

Assessment and accountability have become an increasingly necessary component in the array of expectations for all educators. According to Vail (2000), “Our credibility in the educational community is tied to our ability to assess meaningful learning within family and consumer sciences education” (p. 276). This means that we must prepare teachers who have assessment literacy and the ability to demonstrate these competencies to their students and parents, administrators, and their communities.

**Recommendations**

Developing assessment literacy requires knowledge about the numerous facets of assessment coupled with critical thinking and reflective judgment skills and content knowledge. There is a need to know the level of assessment literacy exhibited by pre-service and in-service teachers. The following are recommendations to enhance and measure assessment competencies.

1. Require more course work in cognitive psychology. Falk (2002) noted that pre-service teachers need to know how people learn.
2. Require a course or specific standards in curriculum that relate to assessment literacy.
3. Provide practice in creating and/or adapting effective assessment instruments and strategies.
4. Examine and report assessment concepts that are taught in family and consumer sciences education programs as well as the method of delivery.
5. Develop an instrument for assessing family and consumer sciences education students’ assessment literacy.
6. Develop a rubric to assess teacher candidates’ attainment level of the expectation statements related to Standard 9.
7. Implement new opportunities for educators’ professional development to enhance their assessment literacy skills.

**Summary and Conclusions**

As expectations for educational accountability have increased at local, state, and national levels the need for educators to be assessment literate has been magnified. In recognition of this need, FCS teacher educators created four expectation statements related to Standard 9, which focus on student and program assessment, to be used as guidelines in teacher education programs.

NCATE and ATE assessment standards and expectations were reviewed. Teacher candidates were expected to have assessment skills utilizing case studies, work samples, and field experiences. Testing for teacher candidates’ assessment literacy is done primarily through Praxis II or the Family and Consumer Sciences Composite Examination; each of which contains few or no assessment related questions based on a review of each test’s Table of Specifications.
Several authors including Bruning et al. (1999) suggested the importance of critical thinking and reflective thought in gathering, analyzing, and using data when assessing student learning. The seven-stage Reflective Judgment Model (King & Kitchener, 2004) described the development of reflective thinking that can lead learners, including pre-service teachers, to think, reflect, and self-assess, all competencies needed in developing assessment literacy. The three components needed for an assessment literacy model noted by Gamire and Pearson (2006) were knowledge about assessment, critical thinking and reflective judgment, and content knowledge in the field.

The review of selected state assessment standards illustrated variety in evaluation techniques pre-service teachers are expected to integrate as they gather evidence regarding student learning. Those listed included the ability to interpret criteria, standards, and procedures. Another central theme in the thirteen states’ standards is self-assessment and the ability to think critically and reflectively as a basis for lifelong professional development.

The National Standards for Family and Consumer Sciences Education are symbols of priorities, legitimacy, authority, commitment, and hope (Vail, 2000). Teacher educators who provide the tools for pre-service teachers to develop and practice assessment literacy will set the stage for influencing their success as teachers, the success of their students, and the future impact of the family and consumer sciences teacher education discipline.

Annotated References

Authors present theory and beliefs about cognition and strategies for fostering cognitive growth through problem solving and critical and reflective thinking. Discussions and applications of cognition in the classroom conclude the book.

The authors explain how to write assessment plans that relate to the assessment process. A broad view of evaluation and assessment is presented along with a variety of current examples.

Curtz explains the value of guiding students in the process of self-assessment and provides guidelines used at one university for doing so.

Davis provides classroom-tested strategies designed for improving teaching. Examples of formative techniques to assess student learning and self-assessment of one’s own teaching are supplied.

Easton focuses on the use of rubrics co-developed with students, which help them analyze quality of work and themselves as learners while documenting mastery. Goal is to decrease testing as evidence of mastery.

A list of dispositions and abilities for critical thinkers is presented as an outline by the author. A Web site is presented where more elaboration can be found.

Author presents examples for student assessment and grading to include guidance in developing a personal philosophy, types of tests, traditional grading systems, authentic assessment, portfolio assessment grading with rubrics, and use of taxonomies to measure outcomes.

Authors provide examples of performance based assessments including checklists for evaluating scenarios and rubrics, action-based learning research projects, and objective test banks for comprehensive standards. The standards addressed are food production and services, food sciences, dietetics and nutrition, and nutrition and wellness.

Examples of strategies for putting more emphasis on learning and stimulating student thinking are presented. Methods to assess student progress are provided.

Heritage emphasizes the importance of formative assessment in the interaction between teaching and learning. The author includes its definition, elements, the four-basic knowledge categories, and the skills teachers need to implement this type of assessment.

Authors discuss an array of topics measuring learner outcomes and program evaluation. Included is information on using the family and consumer sciences standards frameworks for program planning and action-oriented learning strategies to teach critical thinking.

This text provides extensive discussion and examples in three parts that include (a) the measurement and assessment process, (b) classroom tests and assessment instruments, and (c) selecting and using published tests. Standard criterion such as validity, reliability, and usability for formative and summative assessment instruments are presented.

Authors provide techniques for evaluating student mastery of competencies and assessment by students demonstrating the ability to use knowledge and skills in life settings. Innovative techniques are illustrated to increase student motivation.

The role of assessment in teaching and learning presents targets and standards as first steps to determining essentials of high quality classroom assessments. Formative and product assessment is explained with examples illustrating objective, selected response, short answer, and essay items. Performance assessment for deep understanding and reasoning skills includes criteria for rubrics, portfolios, and grading and reporting student progress to various constituents including parents. Also included is a discussion on the scope of a teacher’s professional role and responsibilities for student assessment.


Author provides instruction on how to write different types of tests with variation in selected response test item construction. Suggestions are given on how to grade exams and how to develop case studies that apply content-specific information. Explanation of uses of test results to enhance student achievement is included.


Quina provides examples of instructional testing and evaluation including test development, use of domains, table of specifications, and objective item types including supply and completion.


Authors explore development of cognition and reflective thinking as it relates to reconstructing ethnic identity. The concepts gained from this article can broaden approaches to self-assessment and the comprehension of student cognition.


Components of the standards include areas of study, comprehensive standards, content standards, competencies, academic proficiencies, process questions, and scenarios. The process questions engage student thinking to include reasoning and reflection of specific contextual problems. Scenarios are authentic life and work situations presenting a problem to be solved by performance and demonstration.
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Standard 10. Student Organization Integration

Integrate the Family, Career and Community Leaders of America student organization into the program to foster students’ academic growth, application of family and consumer sciences content, leadership, service learning, and career development.

Expectation Statements

- Justify the use of FCCLA programs to foster youth development. (Indicators of youth development: leadership, communication, and the 40 developmental assets)
- Integrate FCCLA programs to enhance student learning of family and consumer sciences and other subject areas.

Chapter 22
Student Organization Integration: Initiatives for Positive Youth Development—The Ultimate Leadership Experience
Wendy L. Ambrose
Lela G. Goar

Chapter 23
Student Organization Integration: Comparison of Two Models for Implementing FCCLA in Teacher Preparation
Debra DeBates
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Chapter 22
Student Organization Integration: Initiatives for Positive Youth Development—The Ultimate Leadership Experience

Wendy L. Ambrose
Minnesota Family, Career and Community Leaders of America

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Retired, New Mexico Family, Career and Community Leaders of America

This article examines the role of advising the Family, Career and Community Leaders of America (FCCLA) as one of the national standards for family and consumer sciences (FCS) teachers. An adviser has a significant role in the lives of youth. Successful teacher education programs will help prepare education students for the realities of advising the FCCLA leadership component. Increasing the number of advisers in FCCLA will strengthen FCS programs through increased community visibility. As beginning FCS teachers form their teaching philosophy, becoming an FCCLA adviser becomes useful for connecting relevant learning experiences to real life experiences for students. Teacher involvement in the FCCLA network will enhance FCS education.

More than ever Americans want accountability in their schools. School systems and teachers across the country are stepping up to the challenge in countless innovative ways. A key resource for schools is the Family, Career and Community Leaders of America (FCCLA) organization. The National Standards for Teachers of Family and Consumer Sciences (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004) includes the following:

Standard 10, Student Organization Integration: Integrate the Family, Career and Community Leaders of America student organization into the program to foster students’ academic growth, application of family and consumer sciences content, leadership, service learning, and career development.

This Standard embeds FCCLA into a quality family and consumer sciences program. FCCLA is a nonprofit national career and technical student organization (CTSO) with more than 200,000 members in an estimated 6,900 chapters. It functions through public and private secondary school systems in the United States, Puerto Rico, and the Virgin Islands as an integral part of the family and consumer sciences education program, providing opportunities for enriched learning (Family, Career and Community Leaders of America, Inc. [FCCLA], 2009a).

The organization’s chapters are found in urban, suburban, and rural communities across the country. FCCLA is unique because it is the only national CTSO with the family as its central focus. The programs are developed and led by the youth members, and much of the youth-led model occurs at the chapter level. Teachers certified in family and consumer sciences (FCS) and/or related occupations serve as local FCCLA advisers. According to the FCCLA bylaws, any student who is taking or has taken a course in FCS through grade 12 shall be eligible for active membership in an organized chapter within a school. In local chapters members apply FCS lessons and develop skills through hands-on projects that tackle personal, family, career, and community concerns.
FCCLA is a CTSO that serves and supports family and consumer sciences education. FCCLA allows secondary students in family and consumer sciences classes to organize as an in school or after school chapter to plan and implement projects and activities. These are often showcased as student work through portfolios, project reports, and skill demonstrations that are relevant, authentic means to assess student learning.

FCCLA is an integral part of the family and consumer sciences program. In a local school this means that chapter projects and activities enhance FCS programs of study. The adviser, a FCS professional, lends critical expertise to the success of a FCCLA chapter. The adviser presents information and can inspire and support students so that they manage the chapter themselves. The key to the 21st century leadership success will require students to be able to use technology, work in diverse settings, understand a global society, empower others, and apply complex skills.

A wealth of literature views leadership as a shared process. FCCLA advisers can uniquely inspire, train, and support students to become a self-managed team similar to business teams. Results for students and programs will be:

1. Improved retention,
2. Increased productivity,
3. Quality results,
4. Improved efficiency, and
5. A stronger image for family and consumer sciences education.

Effective chapter advisers help students by guiding, not prescribing; suggesting, not dictating; and encouraging; not demanding (Family, Career and Community Leaders of America [FCCLA], 2008).

History and Overview of FCCLA

FCCLA has evolved to become an educational tool for family and consumer sciences programs with the following mission:

To promote personal growth and leadership development through Family and Consumer Sciences Education, focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge and career preparation. (FCCLA, 2009a, n.p.)

The organization started in Chicago in 1945 when students enrolled in home economics classes and their advisers officially formed the Future Homemakers of America (FHA). FHA changed its name in 1999 to Family, Career and Community Leaders of America (FCCLA). FCCLA is one of the nation’s largest CTSOs and is open to students of all races, religious beliefs, and socio-economic backgrounds. FCCLA members make a difference in their families, careers, and communities as they address important personal, work, and societal issues through family and consumer sciences education. The FCS curriculum can be put into action through the FCCLA purposes:

1. to provide opportunities for personal development
2. to strengthen the function of the family
3. to encourage democracy through cooperative action
4. to encourage individual and group involvement in global cooperation
5. to promote greater understanding between youth and adults
6. to provide opportunities for making decisions and assuming responsibilities
7. to prepare for the multiple roles of men and women in today’s society
8. to promote FCS and related occupations (FCCLA, 2009a, n.p.)

The organization consolidated with the New Homemakers of America, an organization for black students. Young men became members in the early 1970s and programming for middle level students has encouraged involvement of students from middle schools and junior high schools. Competitive events were added in the 1980s, which allowed student work to be emphasized in a variety of experiences.

National programs have added a variety of activities such as: Career Connections, Community Service, Dynamic Leadership, Families Acting for Community Traffic Safety (FACTS), Families First, Leaders at Work, Power of One, Students Taking Action with Recognition (STAR) Events, Stop the Violence, and Student Body. These national programs offer members the opportunity to explore contemporary issues in family and consumer sciences education such as school violence prevention, financial literacy, nutrition and obesity prevention, and interpersonal relationships.

Professional Benefits for the FCCLA Adviser

A key benefit of advising is connectivity. Advising FCCLA chapters provides a teacher with innate connectivity to students, parents, the community, and a network of other FCCLA advisers. It is important for teachers to listen to students before, during, and following the projects. Connections with student members involve being available to help them build skills, develop critical thinking skills, and demonstrate active listening. The students now are a generation known as the “millennials,” and these youth are technology savvy, have grown up with a service ethic, and are culturally literate. Working with youth can create a fresh perspective for advisers as they learn and grow from shared wisdom and view the world and its concerns in new ways.

FCCLA affords advisers a unique opportunity to establish parent connections through working with the members. Administrators can provide personal mentoring, encouragement, a framework for professional development in FCCLA events, and funding for projects. Working closely with members allows the adviser to see how to guide the use of members’ gifts, talents, what they are interested in, and what they are passionate about, then tie these things to the real world and find a way to problem solve. Teachers who implement FCCLA believe that caring and making a difference in the world can be purposefully taught. The resonating power of FCCLA inspires advisers to mentor and motivate others to participate with students.

Advisers can open the doors for young people to share their unique identity with the world and their ability to make a difference. For some young people, leadership is a natural character trait. Because of their circumstances, natural attributes, experiences, or relationships, they will emerge naturally as leaders. But for other young people, the power of leadership potential is dormant; they simply have not had the opportunity for their leadership to emerge. Young people are looking for ways to make their mark on society by participating in causes they believe in. They expect adults in their lives to believe in them.

The FCCLA adviser role is often the right fit for a teacher’s philosophy. Advisers who implement FCCLA believe that enthusiasm, genuine concern for young people, and familiarity with FCCLA resources and opportunities are keys to a family and consumer sciences teacher’s effectiveness. Young people need adult involvement and supervision. As advisers engage with members’ projects, they become role models providing support and encouragement in addition to supervision. A program that encourages youth and adults to work together lays groundwork for
future generations of those engaged in civic engagement and philanthropy. Studies by Independent Sector (2002) showed that being involved in student groups or being active in an organization related to higher levels of giving and volunteering as an adult. People involved in volunteering, raising money, participating in student government, belonging to a youth group, or being active in a religious organization were shown to contribute almost three times as much annually to charitable causes as those who were not engaged.

Being an FCCLA adviser allows a teacher to implement a philosophy that includes (a) educating students to be functioning members of society, (b) helping students find purpose and meaning in their lives, (c) demonstrating the importance of helping and serving others, and (d) connecting students to the community. It is more than a teaching strategy—it reaches to the core of why they wanted to be a teacher. FCCLA advising is congruent to their teaching styles in that they believe they are facilitators of learning and provide hands-on authentic learning opportunities for their students. Key to enacting this style is flexibility in teaching and a willingness to allow students to influence the direction of the learning while maintaining established learning goals.

FCCLA creates a more trusting environment for the classroom or chapter. Advisers are comfortable with hands-on experiential approaches to teaching and believe they are teaching for the greater good and that they are producing future leaders of the world who must know about important issues and develop confidence and skills to solve them. A deep philosophical drive keeps advisers going when resources, such as funds, are lacking. According to a developmental asset framework, successful adults working with youth see their approach as focusing on positives rather than on problems (Benson & Walker, 1998). These adults focus on (a) relationships rather than on programs; (b) ask members to take personal responsibility to make a difference; (c) empower everyone to see their role in building the assets of the chapter members; (d) view youth as partners rather than objects of the educational system; (e) commit to long-term support for youth rather than short-term intervention; (f) measure success by the presence of positive attitudes, behaviors, and skills rather than a youth’s problems; and (g) promote hope that change is possible.

Benefits for FCCLA Members

According to research about the value of student organizations (Alfeld et al., 2007), four specific organizational elements of CTSO work had positive elements for students: leadership, community service, competitions, and professional development. CTSOs help students explore career paths and prepare youth to become productive citizens and assume leadership roles in their communities. The scores of CTSO students on all measures remained higher than those of students without CTSO experience. A positive association between the amount of CTSO participation and academic engagement, grades, career self-efficacy, college aspirations, and employability skills was shown. Several studies cited by Alfeld et al. have shown the positive experiences identified by CTSO members include teamwork, decision making, competition, leadership, community awareness, career awareness, and personal and social development. FCCLA, the CTSO for family and consumer sciences education, helps to reinforce learning and provides opportunities to put learning into practice. Leadership development occurs as students assume officer roles or become team members at the local, regional, state, or national level.

FCCLA competitive events, called STAR Events, integrate academic knowledge with practice. Career skills are explored and foundational knowledge is developed. Individual or chapter progress is measured in competitions through a rubric and evaluation team review
process. Preparation for competitive events provides hands-on experiences and offers recognition to participants, chapters, and family and consumer sciences programs.

From middle level through high school, FCCLA members gain knowledge and competencies useful for personal life; family, career, and community life; and civic engagement. At regional, state, and national levels, FCCLA offers structural development activities for members and advisers including guest speakers, workshops, and conferences.

National FCCLA offers Ultimate State Officer Academy (USA) Training in four phases for members and officers at cluster conferences and national leadership conferences. The four phases are: Officership, Capitol Leadership, Maximum Leadership, and Mentorship. Each phase centers on the family of state officers, the community of leaders, the specific career skills needed to succeed, and the mentorship each student will provide to future generations of FCCLA officers. State and regional conferences offer similar experiences. At state and chapter levels, youth learn to practice roles of service and civic engagement, while applying academic skills, workforce skills, and social and emotional skills. According to Marcia Copeland (personal communication, June 13, 1996), former Director of Betty Crocker Kitchens at General Mills and a former FCCLA National Board of Directors member, “The power of FCCLA is that it provides youth an opportunity to try out new skills with a safety net to learn from their mistakes.”

A wide range of partnerships assist FCCLA at the state and national levels to offer service experiences. An annual outreach project with a national focus and involvement with other organizations such as America’s Promise, Youth Service America, and Global Youth Service Day provide opportunities to connect to global issues to develop project-based learning. Chapter service projects, mentoring efforts of peer education, and local initiatives teach members to brainstorm to identify concerns, set goals, form a plan, act, and evaluate (Family, Career and Community Leaders of America [FCCLA], 2009b).

FCCLA offers contexts that motivate students to learn by offering meaningful tasks as teachers help students develop effective learning and problem-solving strategies and offer an environment that rewards efforts without punishing mistakes while providing feedback about their progress. Advisers and peers offer support and have mutual respect for each other.

According to several studies, the time and energy students devote to educationally purposefully activities is the single best predictor of their learning and personal development. Collaborative learning, educational activities outside the classroom, and the interaction with faculty members are associated with higher grades, satisfaction, and retention. Evidence shows that experiential learning, learning by doing, is conducive to better retention of skills (Leffert, Salto, Blyth, & Kroenke, 1996; Minnesota Alliance With Youth, n.d.; Nelson, 1998; Pickard, Debates, & Bell, 2003; Redd, Brookes, & McGarvey, 2003; U.S. Department of Human Services, 2007).

The transition from upper elementary grades to young adult life is an awkward time for youth in a variety of ways. During this transition, young adolescents become self-conscious and this may influence how they develop socially and physically (Hitch & Youatt, 2001). The stereotypical image of middle level students is that they are clumsy, growing, fidgety, and raucous individuals. The image of senior high students is that they are out of control with impulsive behavior and lack good decision-making skills. Today’s youth face a barrage of questions about dating, friendships, driving, money, and the future. Reaching out to secondary level students at this exploratory stage of adolescence is very critical. This is a time when adolescents are very impressionable. It is similar to a preschooler visiting the playground for the first time and looking at all the opportunities to explore—such as the slide, swings, and teeter-
What a wonderful feeling it is for young people to have their parent(s) nearby showing them how to use the exciting "ride." In comparison, secondary school students need a playground with caring adults that will allow them to explore the many new questions that arise on their new "ride:" adolescence. FCCLA chapters can become this adolescent playground providing the skills needed to shape future decisions.

Teens are coping with being teased, exploring relationships, and changing relationships with friends. In some ways, it can be compared to a haunted house where you walk through and have scary things jump out at you from many different directions, but you come out okay in the end. Teens are being bombarded with many messages, images, and experiences that are scary. Their circle of friends is changing, there are boy-girl parties, peers are trying new behaviors, and it is no longer cool to "play" with family. The local FCCLA chapter and adviser can provide reassurance during this vulnerable time.

Belonging to a large network of teenagers who care about similar things can be fascinating. One of the key methods FCCLA uses to develop leadership skills is peer education—teens teaching teens. Learning from older teenagers formally and informally through peer education is very effective. FCCLA stretches youth and encourages them to take positive risks like participating in the competitive events program, STAR Events, to make a presentation to their peers and evaluators. It is a tremendous confidence builder for a young adolescent to develop a presentation with visual aids and to learn to present it to others. Learning how to be a resilient teenager through taking safe risks in a student organization is very valuable. It can pave the way to becoming active citizens, positive role models, and great team players, which are necessary skills for life.

CTSOs like FCCLA provide a safe place for students in middle school and junior high school to feel that sense of belonging, take risks, and explore future opportunities. According to research sponsored by the Search Institute (Benson & Walker, 1998), young adolescents benefit from organizations and activities that provide them with a constructive use of time and build their developmental assets. FCCLA and other CTSOs connect classroom experiences to real life opportunities, both now and in the future. Early adolescence is an important decade fraught with choices, opportunities, and dangers, significantly predictive of long-term adult outcomes, and linked to developmental experiences of the first decade of life. According to Benson (1997), positive outcomes that are desirable for this age include:

1. Resistance to health compromising behaviors that could jeopardize their future;
2. Promote thriving (school success, affirmation of diversity, comparison for others, choosing a healthy lifestyle); and
3. Resiliency – the ability to rebound in the face of adversity.

Successful programs tend to be multifaceted so they can address the main factors that researchers are finding to be significant for positive youth development:

1. Relationships and connectivity to caring adults,
2. Learning skills and competencies such as planning and decision making,
3. Constructive use of youth’s time and energy,
4. Consistent and articulated expectations for behaviors, and
5. Positive connections to social institutions such as schools and youth organizations, and
6. Development of positive self-perceptions (Benson & Walker).

FCCLA helps secondary level students look at connections to the future and the world beyond. Students at this age are starting to make decisions that will affect their future career.
options and relationships to family and community. Participation in student organizations can increase positive group identity, facilitate career development, and provide a safe space for activities, all of which deter at-risk behaviors, enhance leadership skills, and foster caring adult relationships. FCCLA can help young adolescents by:

1. Helping them practice planning and decision making,
2. Helping them to develop interpersonal competence,
3. Exposing them to cultural competence,
4. Helping them build resistance skills to dangerous habits,
5. Providing methods and practice in peaceful conflict resolution,
6. Developing career skills and learning to balance career and family responsibilities,
7. Strengthening home and family life,
8. Practicing and applying creative and critical thinking to problem solving,
9. Gaining recognition for accomplishments, and
10. Building supportive relationships with teachers in a less formal atmosphere.

The Search Institute, an organization that specializes in research on children and youth, began studying adolescents to discover why some teens had a fairly easy time with teen years while others struggled. Benson and Walker (1998) identified forty assets, both internal and external, which contributed to safer, more productive teen years. Students can naturally connect with many of these assets through participation in FCCLA because the organization provides opportunities to:

1. Connect youth with (non-parent) caring adults,
2. Give youth useful roles in community,
3. Spend at least 3 hours per week in school clubs or organizations or classrooms focusing on these efforts, and
4. Provide up to 3 hours per week on creative activities.

One direct connection FCCLA can make for youth is the exploration stage of career choices. The primary tasks of this stage are crystallizing, specifying, and implementing career choices. During this stage, youth evaluate their skills, narrow their choices, and take steps to implement those choices. Researchers have suggested that the best time to implement this is upper elementary and early junior high. According to Super, Savickas, and Super (1996), during this impressionable time, it is important for students to gain a personal perspective while also making valuable connections between their personality and potential career choices. All children need a balance of structured and unstructured time that allows them to grow and develop. In addition they need quality time as well as a sufficient quantity of time with families to ensure healthy development. As they grow, children need access to high quality, affordable activities that build their competencies and expose them to caring adults beyond the family. Structured activities stimulate positive growth and also contribute to the development of a number of other assets such as the commitment to learning, positive values, social competencies, and a positive identity. Cross-generational contacts should be frequent and natural and could come in the form of youth bonding with multiple adults and adolescents bonding with younger children. Imagine the developmental power if every 6-year-old had at least one 16-year-old who thought he or she was the most special human being in the universe. FCCLA secondary level programs are positioned to become very significant youth development activities for schools and communities.

FCCLA focuses on secondary levels to reach students at this impressionable age by:

1. Contributing to the knowledge and skills regarding their homes and families,
2. Providing leadership skills consistent with their age,
3. Providing competitions and opportunities for exploratory career education,
4. Providing programs for the prevention of violence and substance abuse,
5. Becoming a part of a pivotal time in young adolescents lives with school and after
   school time, and
6. Channeling the enthusiasm and energy for this age group into positive projects.

In addition, FCCLA focuses on building the knowledge and skill base of this age level by
connection to the five promises of the America’s Promise Alliance (2006). Under the leadership
of founding Chairman General Colin Powell and current Chair Alma Powell, the America’s
Promise Alliance has become the nation’s largest partnership providing support to young people.
The five promises relate to the developmental resources—wrap-around supports—that young
people need for success in life:
   1. Caring adults,
   2. Safe places,
   3. A healthy start,
   4. Effective education, and
   5. Opportunities to help others.

The five promises are Teach/ Learn, Protect, Nurture, Mentor, and Serve. FCCLA programs
provide opportunities that achieve these promises as identified in Table 1:

Table 1

<table>
<thead>
<tr>
<th>Promise</th>
<th>FCCLA Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach /Learn</td>
<td>FCCLA involves youth in leadership.</td>
</tr>
<tr>
<td></td>
<td>FCCLA involves youth in program planning and decision making.</td>
</tr>
<tr>
<td></td>
<td>FCCLA develops expectations for youth.</td>
</tr>
<tr>
<td>Protect</td>
<td>FCCLA creates environments where youth feel supported and safe.</td>
</tr>
<tr>
<td></td>
<td>FCCLA provides experiences that deliberately promote and affirm community values.</td>
</tr>
<tr>
<td>Nurture</td>
<td>FCCLA provides experiences that deliberately promote and affirm community values.</td>
</tr>
<tr>
<td></td>
<td>FCCLA advisers can make sure youth feel cared for and valued.</td>
</tr>
<tr>
<td></td>
<td>FCCLA opportunities can celebrate diversity and the uniqueness of each learner.</td>
</tr>
<tr>
<td></td>
<td>FCCLA provides boundaries and consequences.</td>
</tr>
<tr>
<td></td>
<td>FCCLA provides support and celebrating these successes.</td>
</tr>
<tr>
<td>Mentor</td>
<td>FCCLA provides opportunities for youth to interact with caring adults.</td>
</tr>
<tr>
<td>Serve</td>
<td>FCCLA provides opportunities for youth to serve others.</td>
</tr>
<tr>
<td></td>
<td>FCCLA provides experiences that deliberately promote and affirm community values.</td>
</tr>
</tbody>
</table>

FCCLA offers technical skills and competencies but also emphasizes the potential of
each individual and teaches students to use critical thinking and practical reasoning philosophy.
This helps learners to develop decision-making skills and higher-order thinking skills for positive social outcomes. FCCLA provides an action-oriented strategy that engages youth in projects that focus on their personal development as a family member, wage earner, and community leader. Family and consumer sciences content areas include child development, personal skills, nutrition and fitness, managing resources, career exploration, and skills for home and family life. When planning activities for youth in teen years, FCCLA and other organizations consider the need for students to grow in the sense of competence and self-esteem. FCCLA activities allow youth to test their skills, stretch their abilities, and achieve success. Chapter activities contribute to the development of self-esteem and a sense of competence. The outcomes are achieved through projects and other types of active involvement like peer education. Learning experiences for youth are real and concrete in student organizations. Youth see the impact they make and are recognized for doing it. Since youth at this age are not yet adept at dealing with abstract thinking, it makes sense to have students doing, seeing, and practicing rather than pondering lessons learned.

Hitch and Youatt (2001) stated that youth need opportunities to practice positive behavior. Group work that encourages cooperation, negotiation, and helping is important to the social development in youth. Instruction should contain elements of large group, small group, and individual work. All FCCLA programs have elements that allow students to grow and practice positive social behaviors. Applying family and consumer sciences skills through service and assistance to others is an excellent form of concrete practice. It also teaches responsibility and social skills that are so important to youth at this stage of development.

Secondary students benefit from FCCLA by becoming involved in a variety of opportunities, such as the national programs and other activities that are listed in parentheses below. These opportunities help students:

1. Understand themselves and relationships with others (Families First, A Better You—Power of One);
2. Experience the satisfaction of helping others (Community Service);
3. Observe and explore careers (Career Connections);
4. Gain recognition for accomplishments (STAR Events, Career Connection, Families First, Leaders at Work, Stop the Violence);
5. Build supportive relationships with teachers and other adults (adviser relationships);
6. Identify concerns, make decisions, and carry out responsibilities (teamwork opportunities, Dynamic Leadership);
7. Practice and apply creative and critical activities (develop and implement projects);
8. Achieve established performance standards and competencies (rigorous evaluation criteria such as those for STAR Events);
9. Prepare for the transition to high school and beyond (peer relationships with older students); and
10. Make new friends and have fun (regional, state, and national events and conferences, local activities).

In addition, FCCLA indirectly impacts schools in a positive way through (a) motivating students and improving student's attitudes toward school and learning; (b) addressing educational standards and goals, especially related to life skills and career exploration; (c) enhancing students’ sense of ownership and caring in the school; (d) facilitating the transition from elementary school through high school; (e) preparing ethical citizens; (f) building support
systems for students; (g) gaining community support for programs; and (h) involving parents and other community members.

Along with entering a new stage of adolescent development, this age group is beginning to look at future lifestyles by exploring their personal strengths, skills, and interests. Student organizations can foster their growth and development through the programs these organizations offer. In addition, student organizations enhance student experiences during this developmental stage by connecting them to a larger network of peers, providing them positive recognition for learning and giving them a safe place to apply and practice new skills and knowledge to real world experiences.

**Benefits of Integrating FCCLA into the Classroom**

“I know now, why I choose to teach!” said an FCCLA adviser as she watched a student receive a gold medal in a STAR Event. The scene of proud advisers watching their students achieve STAR Event recognition, learning to be a responsible officer in FCCLA, or accomplishing a project is repeated annually at local, regional, state, and national events of FCCLA. The role of “coach” as a FCCLA adviser can be a life-changing process for a teacher who will inspire and motivate students and watch the benchmarks of success. A family and consumer sciences teacher can utilize FCCLA programs for classroom evaluation processes. STAR Event rules have a rubric process for evaluation by a team of judges. Teachers using project-based learning methods can easily utilize the national programs of FCCLA as their curriculum processes.

Being an FCCLA adviser is rewarding to help you incorporate career elements, applied academics, and authentic learning into the family and consumer sciences program. FCCLA can help teachers to serve special populations. FCCLA programs enrich classroom teaching and can motivate students to learn in multiple ways. FCCLA can help to fulfill student performance standards and competencies.

At the heart of FCCLA is involvement in projects and activities that students plan, carry out, and evaluate themselves. Many aspects of FCCLA include project-based learning. With the national programs, FCCLA members can implement projects that help them develop their own content and construct their own knowledge. With project-based learning, members develop the investigative and research skills to become lifelong learners. Project-based learning helps teachers involve students actively in the learning process. Workplace skills such as understanding diversity, competition, quality management practices, and teamwork can be accomplished through FCCLA programs, service-learning, STAR Events, and teamwork projects of the committees and officer roles. Project-based learning, inquiry-based learning, and problem-based learning are closely related. They also fit well with utilizing technology. With project-based learning, advisers act as facilitators, designing activities, and providing resources and advice to students (Pickard, DeBates, & Bell, 2003).

These projects create ideal opportunities for students to both develop and apply family and consumer sciences skills while demonstrating mastery of the National Standards for Family and Consumer Sciences Education (National Association of State Administrators of Family and Consumer Sciences [NASAFACS], 2008), which define the current content of the field and goals for student achievement. Family and consumer sciences education is about studying human problems and what to do or what action to take in situations.

FCCLA projects showcase student work to assess learning in methods such as portfolios, project reports, and skill demonstrations. In a standards-based climate, assessment is the process
of determining whether a student knows and can do the things expressed in the standards. Since standards often incorporate skills that are not easily determined through paper-and-pencil tests, alternative forms of assessment become strong tools. When integrated into the classroom, FCCLA involves students in a variety of situations through which they may express and demonstrate their knowledge and skills. Each STAR Event has a rubric evaluation tool that can be used in evaluating classroom work as well as for regional, state, and national STAR Event competition. Student self-assessment is accomplished as young people complete the "Follow Up" step of the FCCLA Planning Process. Members are asked to analyze what happened and why, what resulted, what was learned, and how they might improve future efforts. This self-assessment can be captured, if desired, in student journal entries, planning process worksheets, written reports, or even videotaped discussions (Family, Career and Community Leaders of America [FCCLA], 2005).

The national standards for family and consumer sciences education are evident in STAR Events and are embedded in the national programs of FCCLA. An example of a STAR Event connection to the national standards is the STAR Event called Teach and Train. This STAR Event is an example of how FCCLA relates to area four of the National Standards for Family and Consumer Sciences Education (NASAFACS, 2008).

4.0 Education and Early Childhood.

Comprehensive Standard: Integrate Knowledge, skills and practices required for careers in education and services.

4.1 Analyze career paths within early childhood, education and related services.

4.3.1 Analyze a variety of curriculum and instructional models.

FCCLA STAR Events and other projects also relate to the concept of career clusters as they prepare learners for careers in various pathways. Family and consumer sciences courses and curriculum are not limited to specific clusters but are found in many pathways of the career clusters. The Appendix to this article provides examples of FCS career opportunities and specific FCCLA National Programs and STAR Events that are related to each of the 16 commonly used career clusters. Providing the foundational skills is also a contribution that FCS education can make for all careers. Recent work by the National Association of State Administrators for Family and Consumer Sciences (NASAFACS), an affiliate of the Association for Career and Technical Education, has identified that multiple pathways are being addressed with FCS classes and in FCCLA. For example, the STAR Event mentioned previously, Teach and Train, relates to the Education and Training cluster. These connections are identified in the rules and procedures of the STAR Event. Teachers integrating FCCLA could use this as a project in a career class or as an evaluation method in a course in the education and training pathway to address the competencies of this pathway.

As more and more schools adopt the career pathway concept, students are beginning to explore career choices at a much earlier age. They are finding that the first step toward success is making smart decisions about their education and career options. CTSOs allow students to have a hands-on look at what it is like to run a business, teach, and work in teams as they develop and implement projects in their school and community. More learning takes place when students have the opportunity to apply what they are learning.

When students take increased responsibility for their learning, FCCLA can reduce preparation time. The message that the family and consumer sciences program is involved with essential and urgent issues is easily communicated through the public relations efforts of the FCCLA members. An active FCCLA chapter attracts other students to become involved in FCS
education. FCCLA members can help to attract additional resources to the FCS program through grants, donations, and in-kind support. Many advisers state that the network of FCCLA advisers, the professional development at state and national conferences, and a professional support system are extremely valuable to them. When an FCCLA chapter is organized in a school, students become involved in projects in which they plan and implement what they have learned in FCS classes, thus adding enthusiasm to the FCS program. Experienced advisers suggest that new advisers start small, not incorporating all the projects at once, but a step at a time. Some of the roles that teachers can assume in this interactive teaching approach as an adviser include:

1. Establishing an environment that encourages students to take action and learn,
2. Working with the group to identify parameters for interactions, so students feel psychologically safe to try new approaches,
3. Clarifying roles and expectations,
4. Continually emphasizing that the students are in charge of their own learning,
5. Focusing on the key component of FCCLA: leadership in students,
6. Providing tools for students’ efforts such as equipment, information about FCCLA, leadership, and FCS topics,
7. Linking students to resources to discover additional information from FCCLA publications, community resources, FCS sources, and the Internet,
8. Helping students clarify and focus on their goals,
9. Regularly asking students to summarize their progress and explain how each activity addresses their goal,
10. Ensuring continual reflection and evaluation, and
11. Helping students learn to check progress, analyze results, and celebrate accomplishments throughout a project.

**Action Steps for Advisers**

There are many ways to start a chapter and no single method is correct. The important step is getting started. Whether a teacher is in a large school system, a rural community, or a multiple-teacher family and consumer sciences department, they can enhance the program with FCCLA. Getting started means that an adviser would network with the state association and affiliate members as state and national FCCLA members. The national and state FCCLA Web sites offer many resources and tools for starting. The following new chapter checklist includes various steps for FCCLA advisers and members to follow in setting up and running a chapter (Family, Career and Community Leaders of America [FCCLA], 2009b):

1. Contact the state adviser for information and materials needed to start a chapter.
2. Review FCCLA state and national publications to become familiar with the organization’s purposes, structure, and values to potential members, the FCS program, and the school.
3. Discuss the possibility of starting a chapter with prospective members.
4. Explain the FCCLA purposes and how they relate to the FCS program through introductory lessons in each FCS class. Discuss possible chapter activities.
5. Encourage students to talk with other eligible students about their interest in starting a chapter.
6. Discuss with school administrators the advantages of starting a local chapter, pointing out the relationship of FCCLA to the FCS curriculum and value to the school program.
7. Talk with teachers who have chapters. Visit an active chapter so interested students can talk with the members.
8. Invite a state or regional officer to talk with potential chapter members about setting up a chapter and brainstorming chapter projects.
9. Send in state and national dues as soon as possible to begin receiving *Teen Times* and other chapter mailings.
10. Set up an advisory committee, or use the existing FCS advisory committee, to aid chapter actions.
11. Attend district/regional and state meetings to become familiar with FCCLA activities in the state. Try to attend a National Cluster Meeting (November) or National Leadership Conference (July).

Other action steps could include developing a filing system for FCCLA information and enrolling in a college-level course related to student organizations. By becoming an adviser, teachers can transform the lives of young people in significant, life-changing ways. An example is described in the following letter to an adviser from a former FCCLA officer.

"Wow! What an amazing two years! Last year when I spoke with my school board, I told them that the first year had been a roller coaster of experiences. I had no idea I had barely made it up the first incline of the roller coaster at that point! Over and over again, FCCLA amazes me. There’s no other group in my school that offers the kinds of experiences I’ve had. From learning to make presentations, communicate in writing, setting goals, working with others, working as a team, and of course learning to run to a parking meter! The places I’ve been, the people I’ve met! I had a strange thought about FCCLA about a month ago. It was that it almost “tricks us to learn!” It makes us stretch ourselves and reach for things we never believed we’d do.

It is amazing how many great people you meet. I feel like I know someone from every town in the state! I just want to thank you for the part you’ve had in my education. You educated me in a special way—a life way.

**Conclusion**

Like “nutrient dense” foods enhance the body’s ability to function, FCCLA provides “educationally dense” experiences and activities for family and consumer sciences students. Supportive networks of advisers enhance the family and consumer sciences teacher’s professional life. FCCLA experiences provide students with opportunities to reinforce skills that are vital to their future successes. FCCLA is a powerful, value-added teaching and learning tool.

**Suggested Resources**

The following resources are all available from the Web site of the Family, Career and Community Leaders of America, Inc.: http://www.fcclainc.org

*FCCLA: The Handbook to Ultimate Leadership*

This CD is a key resource to help advisers and student leaders set up, operate, and manage a local chapter of FCCLA. It is divided into 10 sections:

1. The Ultimate Leadership Experience
2. Getting Started
3. Programs, Projects and Competitive Events
4. Student Leadership
5. The FCCLA Adviser
6. Membership
7. Finances and Fundraising
8. Chapter Communication and Public Relations
9. Lesson Plans and Activities
10. Additional Resources

The Adviser
This newsletter for FCCLA chapter advisers includes a variety of resources, such as examples of lesson plans and suggested activities.

The following are a few examples of Internet links, electronic resources, or printed materials that are available through the FCCLA Web site. New items are added regularly and those no longer current are removed.

1. About FCCLA
2. Career Connection and Leaders at Work
3. Dynamic Leadership and Power of One
4. The Essential Guide to FCCLA in the Classroom
5. Families Acting for Community Traffic Safety (FACTS)
6. FCCLA is….
7. FCCLA: What’s It All About
8. Get Connected To: Families First, Financial Fitness, Student Body, and FACTS
9. Guide for Middle Level FCCLA Chapters
10. SCANS Skills and FCCLA Programs, Essential Guide to FCCLA in the Classroom
11. STAR Events Manual
12. Teacher Educators Guide to FCCLA

References


### Appendix

Career Clusters as Related to FCCLA National Programs and STAR Events

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Examples of Career Opportunities Related to FCS</th>
<th>FCCLA National Programs</th>
<th>FCCLA STAR Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agriculture, Food, &amp; Natural Resources</td>
<td>Food Scientists Nutritionists Food Meal Supervisors</td>
<td>Career Connection Student Body Power of One Leaders at Work</td>
<td>Career Investigation Applied Technology Job Interview Illustrated Talk</td>
</tr>
<tr>
<td>Agriculture, Food, &amp; Natural Resources</td>
<td>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</td>
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<tr>
<td>Architecture &amp; Construction</td>
<td>Careers in designing, planning, managing, building, and maintaining the built environment.</td>
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<tr>
<td>Arts – Audio-Video – Technology &amp; Communications</td>
<td>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</td>
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<td></td>
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<tr>
<td>4. Business, Management, &amp; Administration</td>
<td>Entrepreneur Credit Manager Compensation &amp; Benefits Manager Public Relations Manager</td>
<td>Career Connection Dynamic Leadership Families First</td>
<td>Career Investigation Job Interview Illustrated Talk Hospitality Entrepreneurship</td>
</tr>
<tr>
<td>Business, Management, &amp; Administration</td>
<td>Careers that encompass planning, organizing,</td>
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<tr>
<th>Standard 10: Ambrose and Goar</th>
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<tbody>
<tr>
<td><strong>directing, and evaluating business functions essential to efficient and productive business operations.</strong></td>
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<tr>
<td><strong>Human Resources Manager</strong></td>
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<tr>
<td><strong>Meeting &amp; Convention Planner</strong></td>
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<tr>
<td><strong>Sports &amp; Entertainment Manager</strong></td>
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<tr>
<td><strong>Management Trainer</strong></td>
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<tr>
<td><strong>Financial Fitness Power of One Leaders at Work</strong></td>
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<tr>
<td><strong>Life Event Planning</strong></td>
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<tr>
<td><strong>5. Education and Training</strong></td>
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<tr>
<td>Planning, managing, and providing education and training services, and related learning support services.</td>
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<tr>
<td><strong>Curriculum Development</strong></td>
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<tr>
<td><strong>Psychologists</strong></td>
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<tr>
<td><strong>Social Worker</strong></td>
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<tr>
<td><strong>Parent Educator</strong></td>
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<tr>
<td><strong>Counselor</strong></td>
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<tr>
<td><strong>Speech – Language Pathologists &amp; Audiologists</strong></td>
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<tr>
<td><strong>Career Connection</strong></td>
</tr>
<tr>
<td><strong>Dynamic Leadership</strong></td>
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<tr>
<td><strong>Families First</strong></td>
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<tr>
<td><strong>STOP the Violence</strong></td>
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<tr>
<td><strong>Power of One Leaders at Work</strong></td>
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<tr>
<td><strong>Career Investigation</strong></td>
</tr>
<tr>
<td><strong>Job Interview</strong></td>
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<tr>
<td><strong>Illustrated Talk</strong></td>
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<tr>
<td><strong>Interpersonal Communication</strong></td>
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<tr>
<td><strong>Focus on Children</strong></td>
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<tr>
<td><strong>Early Childhood Teach and Train</strong></td>
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<tr>
<td><strong>6. Finance</strong></td>
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<tr>
<td>Planning services for financial and investment planning, banking, insurance, and business financial management.</td>
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<tr>
<td><strong>Personal Finance Advisor</strong></td>
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<td><strong>Investment Advisor</strong></td>
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<td><strong>Accountant</strong></td>
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<td><strong>Career Connection</strong></td>
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<tr>
<td><strong>Financial Fitness</strong></td>
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<tr>
<td><strong>Power of One Leaders at Work</strong></td>
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<td><strong>Career Investigation</strong></td>
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<td><strong>Job Interview</strong></td>
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<tr>
<td><strong>Illustrated Talk</strong></td>
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<tr>
<td><strong>Entrepreneurship</strong></td>
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<tr>
<td><strong>Life Event Planning</strong></td>
</tr>
<tr>
<td><strong>7. Government &amp; Public Administration</strong></td>
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<tr>
<td>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</td>
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<tr>
<td><strong>President &amp; Other Public Official Positions</strong></td>
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<tr>
<td><strong>Lobbyist</strong></td>
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<td><strong>Tax Auditor &amp; Investigator</strong></td>
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<td><strong>Code Inspector</strong></td>
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<td><strong>Equal Opportunity Officer</strong></td>
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<td><strong>Enforcement Specialist</strong></td>
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<td><strong>Congressional/Legislative Aide</strong></td>
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<td><strong>Career Connection</strong></td>
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<td><strong>Dynamic Leadership</strong></td>
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<td><strong>FACTS</strong></td>
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<td><strong>STOP the Violence</strong></td>
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<td><strong>Power of One Leaders at Work</strong></td>
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<td><strong>Career Investigation</strong></td>
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<td><strong>Job Interview</strong></td>
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<tr>
<td><strong>Illustrated Talk</strong></td>
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<tr>
<td><strong>Chapter Service Project</strong></td>
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<tr>
<td><strong>Interpersonal Communication</strong></td>
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<tr>
<td><strong>8. Health Science</strong></td>
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<tr>
<td>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research</td>
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<tr>
<td><strong>Athletic Trainer</strong></td>
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<td><strong>Dietician</strong></td>
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<td><strong>Occupational/Recreation Therapist</strong></td>
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<td><strong>Social Worker</strong></td>
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<td><strong>Nutritionists</strong></td>
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<td><strong>Patient Advocate</strong></td>
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<td><strong>Dynamic Leadership</strong></td>
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<td><strong>Community Service</strong></td>
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<td><strong>Power of One Student Body</strong></td>
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<td><strong>Career Investigation</strong></td>
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<td><strong>Job Interview</strong></td>
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<td><strong>Illustrated Talk</strong></td>
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<td><strong>Chapter Service Project</strong></td>
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## Standard 10: Ambrose and Goar

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<th>and development.</th>
<th>Food Service Facilities Manager</th>
<th>Leaders at Work</th>
<th>Career Investigation</th>
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<tr>
<td><strong>9. Hospitality &amp; Tourism</strong></td>
<td>Sales &amp; Marketing Director Caterers/Banquet Manager Quality Assurance Lodging Management Community Supervisor Sales Professional Meeting Planner Special Events Producer Food &amp; Beverage Director Human Resource Dire</td>
<td>Career Connection Dynamic Leadership Power of One Leaders at Work</td>
<td>Job Interview Hospitality Illustrated Talk Focus on Children Early Childhood Entrepreneurship Applied Technology Culinary Arts Chapter Showcase</td>
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<tr>
<td>Encompasses the management, marketing, and operations of restaurants and foodservices, lodging, attractions, recreation events, and travel related services.</td>
<td><strong>10. Human Services</strong></td>
<td>Childcare Director School Counselor Parent Educator Substance Abuse Counselor Career Counselor Coordinator of Volunteers Social Services Worker Consumer Advocate Financial Advisor Event Specialist Marriage, Child &amp; Family Counselor</td>
<td>Career Connection STOP the Violence Families First Community Service Dynamic Leadership Power of One Leaders at Work</td>
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<tr>
<td>Preparing individuals for employment in career pathways that relate to families and human needs.</td>
<td><strong>11. Information Technology</strong></td>
<td>Service Representative Web Developer</td>
<td>Career Investigation Job Interview Interpersonal Communication Early Childhood Focus on Children Chapter Service</td>
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<tr>
<td>Careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.</td>
<td><strong>12. Law, Public Safety, &amp; Security</strong></td>
<td>Public Information Officer Youth Services Worker Dietitian Loss Prevention Manager Security Trainer/Educator Case Management Specialist Program Coordinator &amp;</td>
<td>Career Investigation Job Interview Interpersonal Communication Applied Technology Promote and Publicize</td>
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<tr>
<td>Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and</td>
<td><strong>Career Investigation</strong></td>
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### Standard 10: Ambrose and Goar

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<th>Technical Support Services</th>
<th>Counselor</th>
<th>Career Connection</th>
<th>Dynamic Leadership</th>
<th>Power of One FACTS STOP the Violence</th>
<th>Career Investigation Job Interview Illustrated Talk Interpersonal Communication Parliamentary Procedure</th>
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<td>Planning, managing, and performing the processing of materials into intermediate or final projects and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</td>
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<td><strong>14. Marketing, Sales, &amp; Service</strong></td>
<td>Quality Control Technician Health &amp; Safety Representative Safety Team Leaders</td>
<td>Career Connection</td>
<td>Dynamic Leadership</td>
<td>Power of One FACTS STOP the Violence</td>
<td>Career Investigation Job Interview Illustrated Talk Interpersonal Communication Parliamentary Procedure</td>
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<tr>
<td>Planning, managing, and performing marketing activities to reach organizational objectives.</td>
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<tr>
<td>Planning, managing, and providing scientific research and professional and technical services (e.g. physical science, social science, engineering) including laboratory and testing services and research and development services.</td>
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<tr>
<td><strong>16. Transportation, Distribution, &amp; Logistics</strong></td>
<td>Environmental Compliance Inspector Health &amp; Safety Manager Reservation, Travel Agent/Clerk</td>
<td>Career Investigation</td>
<td>Dynamic Leadership</td>
<td>Power of One</td>
<td>Career Investigation Job Interview Interpersonal Communication Entrepreneurship</td>
</tr>
<tr>
<td>Planning, management, and movement of people, materials, and goods by</td>
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road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

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<tr>
<th>Customer Service Representative/Manager</th>
<th>Families First</th>
<th>Hospitality</th>
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Developed from:


**Authors**

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**Citation**


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Chapter 23
Student Organization Integration: Comparison of Two Models for Implementing FCCLA in Teacher Preparation

Debra DeBates
South Dakota State University

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East Carolina University

Career and technical education is unique in that it provides opportunities for student leadership development, character education, community service, and hands-on career preparation via specific student organizations associated with the programs. These organizations are referred to collectively as career and technical student organizations. In family and consumer sciences, the student organization is Family, Career and Community Leaders of America (FCCLA). Many teacher candidates need an introduction to career and technical student organizations and can benefit from specific instruction to be effective advisors. This article presents two successful models to prepare family and consumer sciences teacher candidates to become successful FCCLA advisors: a specialized course or instruction integrated into existing pedagogy courses. Teacher candidates who have been members of FCCLA in high school can serve as peer teachers or as a resource for either model.

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 for what beginning teachers should know and be able to do. Standard 10 is titled Student Organization Integration, and it states that beginning teachers should “integrate the Family, Career and Community Leaders of America student organization into the program to foster students’ academic growth, application of family and consumer sciences content, leadership, service learning, and career development” (NATEFACS).

Student organizations support and enhance classroom learning in many career and technical education programs (Brown, 2002). These organizations provide a wide array of opportunities for students including leadership development, service learning, character education, and career exploration. Family, Career and Community Leaders of America has been an integral part of family and consumer sciences education since 1945 (Reese, 2003).

The Smith-Hughes Act passed in 1917 laid the groundwork for the organization by providing funds for vocational education including the advising of student organizations (Association for Career and Technical Education [ACTE], 1999). By 1920, some high school home economics programs had formed student clubs. In 1943, a committee appointed by the American Home Economics Association (AHEA) in cooperation with the United States Department of Education and the Division of Vocational Education recommended that the clubs combine into a national organization (Blankenship & Moerchen, 1979).

The organization began as the Future Homemakers of America on June 11, 1945. By a vote of the members at the July 1999 national meeting, the organization changed its name to Family, Career and Community Leaders of America, Inc. (FCCLA), to designate more clearly
what FCCLA members represent and accomplish (Family, Career and Community Leaders of America [FCCLA], 2006).

FCCLA is the nonprofit national career and technical student organization for young men and women within family and consumer sciences education in public and private schools from grade 6 through grade 12 (Reese, 2003). The mission of FCCLA is:

To promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, inter-personal communication, practical knowledge, and vocational preparation. (FCCLA, 2006, n.p.)

The mission statement clearly identifies the link to family and consumer sciences education.

Today’s youth are seeking opportunities that link classroom learning to the real world. In the State of Our Nation’s Youth Survey 2005-2006 (Horatio Alger Association of Distinguished Americans, Inc., 2005), 95% of the responding students indicated that one way to improve their high schools would be to provide opportunities for more real-world learning experiences through service learning projects, internships, and other types of opportunities to make classroom learning more relevant. The integration of FCCLA projects and programs in the family and consumer sciences curriculum provides a link between family and consumer sciences content and real-world learning experiences in the school and community.

The National Research Center for Career and Technical Education conducted a national longitudinal study to explore the added value that results from participation in career and technical student organizations (CTSOs) by students. Among CTSO students, participation in extracurricular activities was positively associated with student’s self-reported grades and educational aspirations (Alfeld et al., 2007).

The national study also concluded that the extent to which CTSO teachers/advisors provided skills related to the Secretary’s Commission on Achieving Necessary Skills (SCANS, 1991) in their classrooms was a significant predictor of students’ career self-efficacy, motivation, academic skills, and self-reported grades. Participation in competitive events in the CTSO such as Students Taking Action with Recognition (STAR) events positively affected grades, academic engagement, academic/job skills, and career self-efficacy (Alfeld et al., 2007). The research indicated that greater participation in CTSOs is better for students in a wide spectrum of academic areas and personal attributes. In today’s educational climate of increased accountability and emphasis on strengthening the academic preparation of high school students, involvement in CTSOs provides students with a competitive advantage.

Models for Implementation and Assessment of the Standard

In discussions following the development of the National Standards for Teachers of Family and Consumer Sciences (NATEFACS, 2004), teacher educators had opportunities to share best practices and models for including the concept of FCCLA in teacher preparation programs. Two models emerged as the most common practices. This article presents these two approaches for preparing family and consumer sciences (FCS) teacher candidates to become effective advisors of FCCLA. The first model describes integrating FCCLA instruction into existing pedagogy courses in FCS. The second model describes offering a specialized course focused on developing FCS teacher candidates’ experiences and understanding of FCCLA.
Model One: Integration of FCCLA into Existing Coursework

One model used successfully at South Dakota State University that teacher educators can follow to implement this Standard is the integration of FCCLA into existing university coursework. Since FCCLA is a co-curricular student organization, the national organization encourages and promotes the integration of FCCLA into the family and consumer sciences (FCS) curriculum at the middle and high school levels. This model provides a similar strategy for use in the preparation of FCS teacher candidates and future FCCLA advisors. The national FCCLA organization provides accountability matrices linking national content standards for FCS to national FCCLA programs and student experiences for the integration process. These matrices are available from the national organization in the resource Essential Guide to FCCLA in the Classroom described later in this article. Teacher educators can use these matrices to assist teacher candidates in connecting FCS content with the FCCLA programs.

Integrating FCCLA into the coursework of teacher preparation programs then serves as a model for CTSO integration into family and consumer sciences (FCS) classes taught at the middle and high school levels. This integration can be accomplished with a variety of strategies in existing university courses, as well as the opportunity to become involved with FCCLA Alumni and Associates at the collegiate level. FCS teacher candidates should be informed about FCCLA and the role of the FCCLA advisor as soon as possible in the FCS education program. Therefore, integration of FCCLA should be a part of early experience or practicum courses, as well as other pedagogy courses including the methods course and the student teaching experience.

There are several strategies that may be used within the integration model:

1. The state advisor and/or executive director as well as local chapter advisors could serve as guest lecturers or speakers in family and consumer sciences education pedagogy courses. As guest speakers, they can be asked to address the mission and purposes of FCCLA, the history of the organization, the structure and governance of FCCLA, and the role of the chapter advisor. They can also provide an overview of national, state, and local programs; the contributions of CTSOs to adolescent development; the development of leadership skills; and strategies used to integrate FCCLA into the family and consumer sciences curriculum.

2. Teacher candidates could be assigned to prepare an illustrated talk on one of the national FCCLA programs. The candidates would present their talks to their classmates, who evaluate the presentations using the FCCLA score sheet for the Illustrated Talk STAR event. The presentation should include links to appropriate family and consumer sciences content for each of the national programs. The Teacher Educator’s Guide to FCCLA includes an assignment summary of this strategy on pages 35 and 36 (FCCLA, 2003).

3. Family and consumer sciences teacher candidates can also be assigned to attend and participate in local, district, and state FCCLA events. For example, they may attend a local FCCLA meeting or event and report on this as part of a practicum or methods course in family and consumer sciences. A sample of a report form that could be used or modified for use appears in Appendix A.

4. Teacher candidates in family and consumer sciences could evaluate FCCLA competitive events at all levels. They could help select chapter officers or state officer candidates, provide feedback to students on STAR events, or judge STAR events.
5. The national organization provides opportunities for new FCCLA advisors and university students to attend regional and national meetings with reduced registration fees and offers targeted professional development workshops to this audience. Teacher educators should promote these opportunities to teacher candidates and facilitate attendance arrangements.

In this model, teacher candidates are required to include strategies for integrating FCCLA programs into curriculum plans. This may include planning service learning activities or events linked to state and/or national FCCLA programs and to family and consumer sciences content. For example, curriculum plans in a parenting class that include developing posters on cyber safety could be linked to the national FCCLA STOP the Violence program (FCCLA, n.d.). The *Essential Guide to FCCLA in the Classroom* CD (FCCLA, 2005), available from the national organization, provides a Student Curriculum Planning Form to assist with this process. This resource also contains numerous other examples that teacher candidates could use as references in the curriculum development process.

Another effective integration opportunity is to link FCCLA with instruction in public relations. Today’s family and consumer sciences teachers must be prepared to promote their programs at local, state, and national levels. One strategy is to ask teacher candidates to develop a plan to promote a national week or month that relates to the family and consumer sciences curriculum such as National Family Week or National Nutrition Month. A sample of this type of project appears in Appendix B. FCCLA public relations materials from the national organization are available as a resource.

By including FCCLA as an integrated component of the teacher education coursework, teacher candidates observe a model for integrating FCCLA in the family and consumer sciences curriculum in addition to developing knowledge and skills needed to serve as effective FCCLA advisors. This model guides students in the process of integration and strengthens their understanding of FCCLA as a co-curricular activity rather than an extracurricular activity.

**Model Two: A Specialized Course**

A model that has been highly successful at the University of Idaho to prepare teacher candidates to become FCCLA advisors is that of a specialized course. There is opportunity via the FCCLA course to see FCCLA in action, and candidates can become prepared to incorporate FCCLA into their planning processes when they are completing the family and consumer sciences pedagogy courses. A valued outcome from taking the specialized FCCLA course is that candidates acquire a thorough understanding of how the organization operates and are less intimidated by the prospect of implementing FCCLA. They also have the educational benefits of repeated exposure over time to the FCCLA concepts and have multiple opportunities to review and use the information provided in the stand-alone course.

Upon completing the FCCLA course, teacher candidates have the confidence and knowledge to incorporate FCCLA related learning experiences while doing their classroom internships, also referred to as student teaching experiences. Some have even introduced FCCLA into the family and consumer sciences program during their teaching internship, thus helping to establish a new chapter by sharing with the mentor teacher the current program resources that can be used to incorporate FCCLA into the program. Although best practice would have teacher interns mentored by teachers with successful FCCLA chapters, a sparse population base, student preferences, proximity, and limited placement sites may mean that some internship placements are not the ideal, but can still result in a high quality first-year teacher.

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The FCCLA course can be delivered within a shortened time frame, clustered in the middle of a semester, or taught in a quarter. The timing could depend on when there are more opportunities to combine academic service learning with didactic instruction about FCCLA. Including attendance and participation at district and/or state meetings as course requirements provides the teacher candidates a direct experience and opportunities for academic service learning. The focus of the didactic FCCLA instruction may include the following:

1. The introduction provides an overview of the course, including the number of tests, assignments and grading policy, bibliography of reading materials, and introduction to the FCCLA Web site.

2. The basics of FCCLA are taught including the relationship of CTSOs and career and technical education (CTE), the history of CTE and FCCLA, leadership development, community service, and employability skills. This is essential knowledge for CTE teachers, especially when licensure does not require a CTE principles and philosophy course.

3. An important component is instruction for the advisor’s role, including how to develop students’ leadership skills, provide guidance, and facilitate students’ communications with the school administration and other authorities.

4. The FCCLA programs and projects, including the national and state-only programs and projects, are taught by example. The teacher candidates have a first-hand opportunity to develop a chapter Program of Work as a cooperative learning assignment.

5. As the teacher candidates complete their assignments for the specialized course, they use the FCCLA resources including online, electronic, and print resources. They also understand making classroom management decisions about providing resource access to family and consumer sciences students for projects and competitions.

6. The teacher candidates develop their own leadership skills including using parliamentary procedure, and they experience both leadership and participation roles.

7. By attending district and state meetings and learning about the events at the national meeting, including competitive events, the candidates have a frame of reference for why students need direct instruction for dress, behavior, and etiquette guidelines. The candidates can also experience preparing student behavior contracts and can begin to understand the importance of securing parental permission and parental support for behavior guidelines among the student attendees.

8. Since most chapters must raise funds for operating expenses, the teacher candidates can acquire knowledge of record keeping and ideas for in class projects for fund raising and development of entrepreneurial skills.

9. Candidates also acquire important skills for chapter communication and business and public relations communication, both written and oral, by preparing press releases, developing chapter scrapbooks, and planning related communication activities.

**Comparison of Models**

Both models provide opportunities for students to become involved in local, district, and state FCCLA events. In both models, assignments would include preparing for a selected STAR event, presenting it to the class, and using the scoring rubric from the national STAR events manual. This activity precedes participation at the district and state meetings. Another assignment in the specialized course could be development of a lesson plan in which high school
students are informed about the behavior, professional appearance, and parental permission requirements for their out-of-town travel to district, state, regional, or national meetings.

In both models, the teacher candidates observe and participate in a district meeting as part of their course requirement. They experience directly how a meeting operates when they serve as room hosts or STAR event evaluators. The opportunity to see the range of projects developed by the secondary FCCLA chapter members provides an understanding of secondary students’ abilities and often motivates the college students to acquire a greater understanding of the organization. Through doing FCCLA programs and project assignments, candidates can immediately see how the high school students are using and applying the information. Another advantage for having the teacher candidates interact with the middle and high school students is to socialize them regarding the audience that will be in their classes. This is a valuable learning experience, especially when universities do not have many early field experience options.

As a part of the student teaching internship requirements in both models, candidates are assigned to participate in the state FCCLA convention. As student teachers, these individuals assume roles as family and consumer sciences teachers, including becoming room hosts or judges for STAR event competition and serving on leadership teams that interview FCCLA officer candidates. Where there are events that provide competition only at the state meetings, the teacher candidates might be assigned to prepare and facilitate the state-only competitions. An added benefit of attendance at the state convention is the opportunity for the teacher candidates to become acquainted with secondary teachers via facilitated networking with the FCCLA advisors. These advisors are excellent role models for teacher candidates. This networking also provides the college students an opportunity to identify possible teaching internship sites and mentor teachers. When the candidates are familiar with the secondary teachers and become somewhat conversant about the programs at the specific school sites, they are more knowledgeable about specific schools and teachers to consider when identifying their preferences for the internship placement. This may help facilitate their success as interns since the mentoring relationships occur between individuals who were previously acquainted, reducing the likelihood of personality conflicts that may occur during an internship (Brown, Kirpal, & Rauner, 2007). After attending the state meeting, the candidates have opportunities to reflect on their experiences and dialogue with the teacher educator and other class members.

The final exam for students in the specialized course is the standard FCCLA test for state FCCLA officer candidates. The course has equipped these candidates with background knowledge of the organization, procedural skills, enhanced experiences with STAR events, observations of how secondary students benefit from their FCCLA experiences, opportunities to observe middle and secondary students’ involvement in district, state, and national programs, and the opportunity to view STAR events and chapter projects while serving as room hosts.

By participating in a specialized FCCLA course, rather than having FCCLA instruction incorporated into an already full methods or curriculum course, the teacher candidates acquire a working knowledge of FCCLA, rather than a more superficial understanding. In both models, however, the candidates use FCCLA curriculum resources and can provide guidance to secondary students preparing for STAR Event competition.

When the teacher candidates attend district and state meetings, they develop more confidence in their ability to provide the important learning experiences that FCCLA provides to family and consumer sciences students. The opportunity to meet FCCLA advisors who can later mentor them with their own chapter responsibilities is very helpful. The candidates have more confidence to be an FCCLA advisor because they have a greater depth of knowledge about
FCCLA. When FCCLA instruction is part of a course, rather than the course focus, the level of retained learning is often more shallow, especially if the knowledge from the integrated course is an initial exposure to FCCLA.

The primary advantages of having the specialized course are a greater depth and breadth of understanding of the organization, experiences using the resources to develop a co-curricular program, and increased self-confidence to be an FCCLA advisor. Another advantage of the specialized course is that college students who were active in FCCLA can become peer teachers or guest lecturers, even if they are not family and consumer sciences education majors. When candidates do have prior FCCLA knowledge and experience, they have the option to “test out” of a course at many colleges and universities. However, the authors’ experience has been that all of the former FCCLA members who are family and consumer sciences majors choose to participate in the class. They are highly motivated to help their classmates understand the opportunities that membership in FCCLA provided for them and relish being able to share their leadership skills and experiences with the class members. Their enthusiasm becomes contagious and motivating to their classmates who might not otherwise embrace FCCLA as relevant to being a family and consumer sciences teacher.

Other career and technical education (CTE) teacher preparation programs (e.g., agricultural education, business education, marketing education, technology education) often require college course work in CTSO leadership and supervision. Because of the amount of information about the CTSO that may be completely new to a teacher candidate, the focused course is highly appropriate and greatly enhances confidence and skills. A candidate who graduated from the program in Idaho communicated the following:

There are so many facets to FCCLA, which can be overwhelming to a teacher who has no prior experience with the program. I can't imagine even entertaining the idea of instituting FCCLA "cold turkey." The FCCLA introductory course was very helpful in giving me insight to the different aspects of FCCLA, such as: mission, purpose, STAR events, state-only events, parliamentary procedure, and how to get a chapter started including all of the legal and formal procedures that must be adhered to. Going to the state convention solidified what we learned (book knowledge) and gave me the opportunity to see FCCLA in action. It also allowed me to network with other FCCLA advisors/family and consumer sciences teachers, which was invaluable. I must admit, the first year I went as a STAR events judge, I was quite intimidated. However, it certainly gave me a rich understanding of the "inner workings" of STAR events. Going to state convention the second year reinforced learning and made me even more comfortable with the FCCLA program. I am in the process of starting a chapter at my first job site (B. Toevs, first-year teacher, personal communication, August 13, 2007).

Another University of Idaho family and consumer sciences graduate summed up her experiences by saying even though she was involved with FCCLA in high school, she felt that the course was valuable in that the course textbook (the FCCLA handbook) provided her with much needed materials, which she used to start FCCLA at her first job. It also gave her the opportunity to network with other advisors and become acquainted with the state FCCLA Program Manager (E. Black, personal communication, April 13, 2007).

**Distance Education Options**

The model for a specialized course in FCCLA has also been implemented as a distance education option. This distance education course, delivered via the WebCT course management
software, also requires attendance at the district and state meetings (University of Idaho, 2007). To facilitate the successful delivery of the online course, FCCLA gave permission for copyrighted program materials to be available online, when access is password protected and limited to the duration of the course. As distance education options continue to become a preferred method for acquiring teacher credentialing, other institutions may also make the decision to provide the CTSO course online.

Results of research in other education courses indicate that there is no significant difference in cost of instructional delivery, faculty time, or student achievement when face-to-face and online courses are compared (Johnson, Birkeland, & Peske, 2005; Milam, 2000; Peterson & Bond, 2004). In fact, faculty indicate that online students make a greater effort, have higher grades, and rank the quality of instruction for the distance delivered course higher than do students enrolled in the course taught via face-to-face delivery (Katz & Yablon, 2003). Researchers from Harvard University reviewed alternative certification outcomes and reported that students in online courses received at least equal if not higher scores than students in face-to-face delivered courses (Johnson, Aragon, Shaik, & Palma-Rivas, 2000; Johnson, Birkeland, & Peske).

Resources

FCCLA is structured with support for local advisors at both the state and national level. The national organization has numerous resources available to assist teacher educators in the implementation of this standard. The national office also sends a mailing of helpful information to all teacher educators in the fall semester of each academic year. Resources that are valuable to teacher educators are described below and all are available from the national organization on their Web site: http://www.fcclainc.org (FCCLA, 2008).

1. *Essential Guide to FCCLA in the Classroom* (2005): This comprehensive guide details how to explore, set up, plan, introduce, and evaluate co-curricular FCCLA. The CD contains worksheets, lesson plans, resources, and hyperlinks that can be personalized to meet the needs of an in-class chapter.

2. *Teacher Educator’s Guide to FCCLA* (2003): This guide is designed to provide teacher educators with the information they need to prepare family and consumer sciences teacher candidates to serve as FCCLA advisors. It provides background information, ready-to-use lesson plans, a list of available resources, and strategies for effective chapter management.

3. *Guide for Middle Level FCCLA Chapters*: This guide is a quick and easy approach to integrating co-curricular FCCLA activities at the middle school level. Project ideas are designed for teachers of grades 4 through 8 by showing FCCLA’s connections to educational goals and concepts, national programs, and other subject areas.

4. *FCCLA Chapter Handbook* (2006): This is a comprehensive guide to establishing and managing an FCCLA chapter.

5. *The Guide to Promoting FCCLA Brand...Promote...Fundraise* (2007): This resource is designed to enhance the image, awareness, and understanding of FCCLA. It includes an overview of the organization and national programs, strategies for working with the media to promote FCCLA, and suggestions for fundraising.
Summary

There is a clear link between the mission of FCCLA and the intent of family and consumer sciences education. FCCLA offers opportunities for family and consumer sciences (FCS) teachers to provide real-world experiences for middle and high school students through service learning, character education, leadership development, interpersonal violence prevention, and other national FCCLA programs. The real-world experiences provided by FCCLA extends learning beyond the classroom and assist students in recognizing the connection between classroom learning and application of the knowledge and skills gained through FCS education classes. If teacher candidates are to be prepared to serve as FCCLA advisors, FCCLA needs to be included in their university coursework. This article presented two models for including FCCLA in FCS teacher preparation programs. Based on their experiences, the authors compared the characteristics and benefits of these models.

References


Appendix A
FCCLA Assignment
Participation in an FCCLA Event

Name _____________________________
Total Points: 50 points
Name and location of FCCLA event attended: _______________________

After attending and participating in an FCCLA event, complete the following questions:

1. Describe the kinds of activities that students were involved in at the event. Discuss the benefits of each activity to the student. (10 points)

2. What role(s) did you observe the FCCLA advisor(s) playing at the event? What did you observe about the interaction between the students and their advisor? Give specific examples. (10 points)

3. Give evidence of students involved in leadership roles. What employability skills are students developing through these leadership roles? (5 points)

4. There are 3 types of activities involved in FCCLA. Give specific examples of the types you were able to observe at this event. (10 points)
   a. individual activities –
   b. cooperative activities –
   c. competitive activities –

5. What did you learn about FCCLA from attendance at this event? (10 points)

6. Other comments: (5 points)

Signature of FCCLA advisor at the event: ______________________________

Developed by Debra DeBates
Appendix B
Public Relations Project

Concept: Public Relations
Task/Competency: Develop public relations strategies.
Relationship to Teacher Education Goals: Goal #10 – The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
Performance Objective/Description of the Project: Using the resources identified below and following the guidelines presented in class, develop a public relations strategy for promoting National Family Week that meets the standards/criteria established for this assignment.

References and Resources:
- National Family Week Web site: http://www.nationalfamilyweek.org
- The Family Legacy Project Web site: http://www.legacyproject.org/
- Alliance for Children and Families Web site: http://www.alliance1.org
- FCCLA Public Relations Manual - CD
- Public Relations Guide by Proctor and Gamble
- Handouts provided in class and National Family Week file of resources

Procedures:
1. Using the resources listed above and others, develop ideas for 10 different public relations strategies for promoting National Family Week. At least 5 of the strategies must be completed in final form (as they would be used by your class or FCCLA chapter). At least 1 of the activities planned must involve an intergenerational component.
2. Complete the public relations chart provided with this assignment sheet for each strategy. Follow the example provided. Use additional pages if necessary.
3. As you plan your activities, be sure that all of your classes as well as the FCCLA chapter are involved. Your class schedule for the semester is:
   - Child Development
   - Parenting
   - Healthy Lifestyles (a nutrition and wellness class)
   - Personal Finance
4. When you have completed all of your plans, write a press release about National Family Week including some or all of the activities in your plan.
5. Submit all items in a paper folder. Project is due _________________.

Assessment: See attached scoring rubric.

Debra A. DeBates, South Dakota State University, Revised 2006. debra.debates@sdstate.edu.

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NATIONAL FAMILY WEEK/MONTH PROJECT RUBRIC

**Name ___________________**  
**Due Date: ______________**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Public Relations Pro</th>
<th>3 – Public Relations Upstart</th>
<th>2 – Public Relations Apprentice</th>
<th>1 – Public Relations Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme x 1.5 = 6 pts.</strong></td>
<td>Theme chosen is easily identifiable and relates to families/family life; theme is brief and grabs the attention of the audience</td>
<td>Theme chosen is easy to identify but not clearly related to families/family life; theme is brief and/or grabs the attention of the audience</td>
<td>Theme chosen is easy to identify but not clearly related to families/family life; theme is lengthy, but attention getting</td>
<td>No theme or theme lacks a connection to families/family life; theme is lengthy/cumbersome and fails to grab attention of audience</td>
</tr>
<tr>
<td><strong>Strategies x 17.5 = 70 pts.</strong></td>
<td>Ten different strategies are described that promote National Family Week/Month; chart is complete and provides a detailed description of each strategy; <strong>five</strong> strategies are provided in final format; work is professional in appearance, neat, attractive, and creative</td>
<td>Ten different strategies are described that promote National Family Week/Month; chart is complete but fails to provide a detailed description of each strategy; <strong>four</strong> strategies are provided in final format; work is professional in appearance, neat, and attractive, but lacks creativity</td>
<td>Ten different strategies are described that promote National Family Week/Month; chart is complete but fails to provide a detailed description of each strategy; <strong>three</strong> strategies are provided in final format; work lacks a professional appearance, is not neat or attractive, and lacks creativity</td>
<td></td>
</tr>
<tr>
<td><strong>Involvement of Students /Classes x 2.5 = 10 pts.</strong></td>
<td>All FCS classes are identified in the assignment as well as the FCCLA chapter are involved in some way; the FCS program and/or FCCLA chapter is credited as the sponsor</td>
<td>All FCS classes are identified in the assignment as well as the FCCLA chapter are involved in some way; the FCS program and/or FCCLA chapter is NOT credited as the sponsor</td>
<td>Not all of FCS classes are identified in the assignment and/or the FCCLA chapter are involved in some way; the FCS program and/or FCCLA chapter is NOT credited as the sponsor</td>
<td>Not all FCS classes are identified in the assignment and/or the FCCLA chapter are involved in some way; the FCS program and/or FCCLA chapter is NOT credited as the sponsor</td>
</tr>
</tbody>
</table>
**Presentation/Format**

| x 2.5 = 10 pts. | Professionally presented in folder or portfolio; no spelling or grammatical errors; references are cited, when appropriate, using APA format | Professionally presented in folder or portfolio; two to three spelling or grammatical errors; references are cited, when appropriate, using APA format | Professionally presented in folder or portfolio; four or more spelling or grammatical errors; references are cited, when appropriate, but do not use APA format | Professionally presented in folder or portfolio; four or more spelling or grammatical errors; references are NOT cited when appropriate |

**Time Line**

| x 1 = 4 pts. | Time for completing strategies is realistic – strategies could be completed in time allowed; time for starting projects is specific and is included on chart | Time for completing strategies is realistic – strategies could be completed in time allowed; time for starting projects is not included on chart | Time for completing some of the strategies is unrealistic – strategies could be not completed in time allowed; time for starting projects is not included on chart | Time for completing most of the strategies is unrealistic – strategies could be not completed in time allowed; time for starting projects is not included on chart |

**TOTAL = 100 points**

Celebrate Family and Consumer Sciences – Promote Your Program! Debra A. DeBates, South Dakota State University, Revised 2004; debra.debates@sdstate.edu
## Public Relations/Promotion for National Family Week/Month

<table>
<thead>
<tr>
<th>AUDIENCE</th>
<th>MESSAGE</th>
<th>METHOD</th>
<th>INVOLVEMENT</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Board</td>
<td>Importance of communication skills in families: husband/wife, parent/child, siblings, etc. Strong family communication skills can both prevent and solve family problems</td>
<td>Skits—(topics and outline attached) Mugs promoting National Family Week presented to School Board</td>
<td>Members of Family Relations class will write and present the skits</td>
<td>*Plan/prepare skits in class during Sept. *Order mugs at the end of Sept. at cost of $5 each 12 mugs @ $5 = $60</td>
</tr>
</tbody>
</table>

(Audiences will vary. It’s up to you to choose the most important group to reach for each activity.)

(What is it that you want people to know and remember about your program/project?)

(How will you inform or influence your audience? List the communication/public relations techniques)

(How can/will you involve your students/classes?)

(List time-line, place, date, and projected costs, if any)
Authors
Debra DeBates is an Associate Professor in the Department of Human Development at South Dakota State University in Brookings, South Dakota.
Mary J. Pickard is an Associate Professor in the Department of Child Development and Family Relations at East Carolina University in Greenville, North Carolina.

Citation

Note. Also published as Chapter 23 in P. Erickson, W. S. Fox, and D. Stewart (Eds.) (2010). National Standards for Teachers of Family and Consumer Sciences: Research, implementation, and resources (pp. 355-370). Published electronically by the National Association of Teacher Educators for Family and Consumer Sciences. Available at http://www.natefacs.org/JFCSE/Standards_eBook/Standards_eBook.pdf
Conclusion

Chapter 24
Next Steps Toward Excellence in Family and Consumer Sciences Teacher Education
Patricia M. Erickson
Daisy Stewart
Wanda S. Fox

Return to Table of Contents
Chapter 24
Next Steps Toward Excellence in Family and Consumer Sciences Teacher Education

Patricia M. Erickson
Bowling Green State University

Daisy Stewart
Virginia Tech

Wanda S. Fox
Purdue University

The purpose of this eBook is to bring together information in one document to support the development of family and consumer sciences teacher education programs. It serves as a body of knowledge for the preparation of family and consumer sciences teachers to meet program requirements, licensure standards, university graduation requirements, and accreditation agency standards. The content of this volume aids interested individuals in the development of programs and courses for a family and consumer sciences teacher education program. It also serves as a basis for continued research in the area of family and consumer sciences teacher education.

September 2003 was the first meeting of the family and consumer sciences teacher education “Development Panel” in Indianapolis, which was convened with the challenge of creating national standards for beginning teachers. This panel consisted of 39 family and consumer sciences professionals (see Appendix A) from across the United States with an interest in the preparation of family and consumer sciences teachers. The meeting started with a historical review of documents related to preparation of teachers, the Standards for Family and Consumer Sciences Education (for secondary students), and teacher education standards for other content areas and professional groups. Conversations turned to who we are, how our programs were the same and how they were different, effects of national accreditation agency requirements, and various state standards for licensure and requirements for university graduation. As the group set to work, it was concluded that developing national teacher standards was a complex process. The participants also grappled with the effect of societal issues such as obesity and diversity of individuals and families as well as regional differences in the importance of traditional content areas. All of these factors impacted the curriculum for teacher preparation and the standards being developed.

The professionals who attended the 2003 meeting in Indianapolis were divided into work groups with the task of developing a core set of standards that would meet the needs of all family and consumer sciences teachers. The issues to be addressed were complex and the outcomes required thought, research, and dedication to the process by many individuals. After the meeting, work continued through the year at other conferences and via conference calls.

A second “Development Panel” (see Appendix A) met in Indianapolis in the fall of 2004, and the final draft of the Standards came to fruition through a process of discussion and consensus building. The National Standards for Teachers of Family and Consumer Sciences was adopted by the National Association of Teacher Educators for Family and Consumer Sciences.
through an electronic vote of the membership in December 2004. The Standards also were adopted by the Division of Family and Consumer Sciences of the Association for Career and Technical Education in 2005. A complete description of the development of the Standards is found in Chapter 1 of this volume, “Development of the National Standards for Teachers of Family Consumer Sciences” (p. 8).

In the fall of 2005, a third meeting of the profession was held in Indianapolis. The focus of this meeting was “Implementing the National Standards for Teachers of Family and Consumer Sciences.” The participants worked in six work groups (See Appendix D) to accomplish assigned tasks. One work group identified the need for delineation of the essential knowledge and skills for each of the Standards. The outcome from the meeting was a draft list of several Expectation Statements for each of the 10 Standards. A complete description of the process can be found in Chapter 2, “Developing Expectation Statements for the National Standards for Teachers of Family and Consumer Sciences” (p. 27).

After the completion of the Standards and their adoption, questions arose as to their relationship with the National Standards for Family and Consumer Sciences Education (for secondary students) and the research base for each of the 10 standards. During the development process, notes were taken and different groups provided critical input related to the Standards. Various stakeholders identified the need for documentation of scholarship related to the Standards. The series of research-based articles compiled in this eBook is a response to that need. The process and procedures to solicit and review articles for each of the standards is included in the Preface (p. vi) of this volume. The request for proposals for the manuscripts included information indicating that the articles would be published in the Journal of Family and Consumer Sciences Education and then combined and published electronically in a single volume.

The process of developing the Standards, the Journal of Family and Consumer Sciences Education articles, the Expectation Statements, and the eBook evolved, thus at times multiple tasks were taking place concurrently. For example, as you read the articles, not all of them referenced the Expectation Statements and some of them used an earlier version of the Statements. With the publication of this volume we have concluded our part of the development process of the Standards, Expectation Statements, and eBook. Now the implementation phase continues.

**Implementation**

The process of implementation of the Standards and Expectation Statements began as soon as the Standards were adopted and continues with this eBook as a resource. The research-based articles and supporting materials compiled in this volume facilitate ongoing efforts related to family and consumer sciences teacher education. These include program development, assessment, and research.

As stated earlier, the focus of the 2005 meeting in Indianapolis was implementation of the Standards. The charge to the six work groups and questions to address along with a report from each group can be found in “Implementation Issues: Work Group Reports” (see Appendix D). The outcomes of the work groups can serve as a foundation for the profession to continue discussion, exploration, and research on each of the six issues they addressed:

- Teacher licensure
- Teacher education structures
- Program accreditation
Learning experiences/assessments
Research
Publications

Teacher Education Program Development

Implementation of the Standards should be interpreted in several ways. The content areas of family and consumer sciences are continually being impacted by research and societal conditions. Examples of societal conditions affecting families are economic recession and obesity, bringing new focus to the teaching of financial management and nutrition in the schools. The Standards provide for both breadth and depth in content to accommodate necessary changes in focus over time.

The curriculum for family and consumer sciences teacher education programs also can be developed to meet the needs of different areas of the country. As family and consumer sciences teacher education programs are reviewed or developed, the Standards serve as a base, on which development can provide for consideration of differences. Each state, university, and accrediting agency will have its own set of criteria for preparation of teachers.

The Standards and Expectation Statements will be starting points for the program-development process. The chapters of this eBook give a unique view from a national perspective of the Standards and their implementation. The authors do not speak to all of the differences within a standard but provide a research-based dimension regarding segments of the Standards. The articles also serve as benchmarks for discussion to meet the needs of family and consumer sciences teachers. In addition, they serve as a resource for each source of program authority, whether a national accrediting agency, a state licensing body, or a university committee that reviews graduation requirements. The Standards are not implemented in isolation but in conjunction with the pertinent documents from each of the groups and agencies that impact a program and curriculum.

This eBook is intended to be shared with university and state administrators as family and consumer sciences programs and curriculum are developed or revised. As the processes of program and curriculum development take place, the articles for the first four, content-focused standards are a valuable tool in working with faculty who teach the content courses. The six standards that focus on professional practice should be a resource for faculty who teach professional education courses to reduce duplication of content and at the same time maintain the unique content for preparation of family and consumer sciences teachers. Faculty may use all or parts of the articles as student readings in graduate and undergraduate courses. The readings provide the students an understanding of why certain content is included in family and consumer sciences teacher education programs.

Assessment

Most of the articles on the Standards included some information on assessment of teacher candidates in relation to the specific standard addressed in that article. Two of the articles focused on Standard 9, Student and Program Assessment; these were directed at what teacher candidates need to know and be able to do as professionals.

Assessment is an integral part of program review for universities as they meet various accrediting requirements. Teacher licensure and accreditation standards usually include an assessment component, with universities having an assessment plan. These assessment plans must include assessment of the subject matter areas as well as the professional education course.
work. The Standards provide an important foundation for standardized tests and other assessments of family and consumer sciences teacher candidates.

The Standards have been used for accreditation purposes by some institutions and thus there are assessment plans that have been developed and could be shared. An individual or group of professionals could accept the challenge of developing an assessment plan and supporting documents similar to the process used for the development of the Expectation Statements. The need for research and development on all aspects of assessment related to the Standards will continue to be a challenge.

**Research**

This eBook consists of 21 research-based articles related to the 10 standards and three supporting articles. These articles serve as a beginning, not an end, to the research process. As the Standards continue to be put into practice, it opens the door for additional research. The articles in this volume examine various aspects of the Standards, yet there is a need to continue the investigation of current theory, knowledge, and skills as well as exploring new areas and concepts.

The Expectation Statements for each of the Standards provide many opportunities for research as well as further development. Some teacher education faculty members also teach content courses, and they have additional possibilities for focusing their research on the content Standards. Collaborative research with colleagues in content areas or professional education areas will further our knowledge of the Standards. With today’s technology, professionals are not limited to colleagues at their institutions in identifying research partnerships.

We challenge our professional colleagues to continue to conduct and disseminate research on the Standards and Expectation Statements through the Journal of Family and Consumer Sciences Education, other publications, and professional organization conferences. The areas that were included in this group of research articles are certainly not exhaustive in covering the Standards and Expectation Statements, and we look forward to the presentation of new perspectives.

**Conclusion**

The ideas and information in this volume should continue to guide the development of programs, curriculum, and research. Until a revised or new set of Standards are developed and adopted by the profession, we hope that this eBook serves the family and consumer sciences teacher education profession as a useful resource.

**Authors**

Patricia M. Erickson is a Professor Emeritus in the School of Family and Consumer Sciences at Bowling Green State University, Bowling Green, Ohio.

Daisy Stewart is an Associate Professor of Career and Technical Education and Associate Director of the School of Education at Virginia Tech in Blacksburg, Virginia.

Wanda S. Fox is an Associate Professor in the Department of Curriculum and Instruction, College of Education at Purdue University in West Lafayette, Indiana.
Citation
Appendices

Appendix A
Development Panel and Work Groups/Task Forces

Appendix B
Authors

Appendix C
Reviewers

Appendix D
Implementation Issues: Work Group Reports

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Appendix A
Development Panel and Task Force Members

Development Panel Participants

The individuals who participated in the “Development Panel” meetings held in Indianapolis, Indiana are listed alphabetically. The meetings were held September 19-21, 2003 and October 29-31, 2004. Each person’s year(s) of participation are shown in parentheses with their name.

Treva Babcock, Liberty University, Lynchburg, VA (2003)
Lucy Campanis, Eastern Illinois University, Charleston, IL (2003, 2004)
Bev Card, AAFCS/ESAE Chair-elect, VA (2003)
Barbara Clauss, Indiana State University, Terre Haute, IN (2003, 2004)
Sandy Correa, New Mexico Teacher Association, NM (2003)
Kathy Croxall, Southern Utah University, Cedar City, WI (2003, 2004)
Lisa Davies, CFS Education-Purdue University, West Lafayette, IN (2004)
Debra DeBates, South Dakota State University, Brookings, SD (2003, 2004)
Pat Erickson, Bowling Green State University, Bowling Green OH (2003, 2004)
Marilynn Filbeck, California State University, Long Beach, CA (2003)
Candace Fox, Mount Vernon Nazarene University, Mount Vernon, OH (2003)
Wanda Fox, Purdue University, West Lafayette, IN (2003, 2004)
Lela Goar, New Mexico FCCLA, NM (2003, 2004)
Mary Harlan, FCSEA President, AR (2003)
Cheryl Hausafus, Iowa State University, Ames, IA (2003, 2004)
Londa Hight, Owen Valley Community High School, Spencer, IN (2004)
Holly Hunts, Montana State University, Bozeman, MT (2003, 2004)
Julie Johnson, University of Nebraska, Lincoln, NE (2003, 2004)
Shirley Klein, Brigham Young University, Provo, UT (2003, 2004)
Pat Kooser-Wall, Seton Hill University, Greensburg, PA (2003, 2004)
Annie Krysl, FCCLA-Chapter Relations, Reston, VA (2004)
Janet Laster, Ohio State University, Columbus, OH (2003, 2004)
Angela Lewis, Middle Tennessee State University, Murfreesboro, TN (2003)
Ruth Lewis, Florida International University, Miami, FL (2003, 2004)
Mary Lou Liprie, University of Delaware, Newark, DE (2004)
Lynn Meloche, FCCLA-Chapter Relations, VA (2003)
Cheryl Mimbs, Southwest Missouri State University, Springfield, MO (2003, 2004)
Bette Montgomery, Northern Illinois University, DeKalb, IL (2003, 2004)
Marge Patton, Ben Davis High School, Greenwood, IN (2004)
Mary Pickard, University of Idaho, Moscow, ID (2003, 2004)
Kelley Ritter, University of Wisconsin-Stevens Point, Stevens Point, WI (2004)
Renee Ryburn, University of Central Arkansas, Conway, AR (2003)
Bettye Smith, University of Georgia, Athens, GA (2003)
Jane Steiner, Southmont High School, Crawfordsville, IN (2004)
Sally Yahnke, Kansas State University, Manhattan, KS (2003, 2004)

**Task Force on Structure of the Standards, Fall 2003**
Julie Johnson, Janet Laster, and Peggy Wild

**Writing Task Force, January 2004**
Wanda Fox, Janet Laster, and Peggy Wild

**Writing Task Force, September 2004**
Lucy Campanis, Patricia Erickson, Wanda Fox, and Bette Montgomery
Appendix B
Authors of Articles

Karen L. Alexander, Assistant Professor of Family and Consumer Sciences Education, College of Human Sciences, Texas Tech University, Lubbock, Texas.

Wendy L. Ambrose, Executive Director, Minnesota Family, Career and Community Leaders of America, Roseville, Minnesota.

Sue Couch, Professor of Family and Consumer Sciences Education, College of Human Sciences, Texas Tech University, Lubbock, Texas.

Helen T. Dainty, Assistant Professor, Department of Curriculum and Instruction, Tennessee Technological University, Cookeville, Tennessee.

Debra DeBates, Associate Professor, Department of Human Development, South Dakota State University in Brookings, South Dakota.

Patricia M. Erickson, Professor Emeritus, School of Family and Consumer Sciences, Bowling Green State University, Bowling Green, Ohio.

Marilynn Filbeck, Professor, Department of Family and Consumer Sciences at California State University, Northridge, California.

Candace K. Fox, Professor and Department Chair, Department of Family and Consumer Sciences, Mount Vernon Nazarene University, Mount Vernon, Ohio.

Wanda S. Fox, Associate Professor, Department of Curriculum and Instruction, College of Education, Purdue University, West Lafayette, Indiana.

Carol A. Friesen, Associate Professor, Department of Family and Consumer Sciences, Ball State University, Muncie, Indiana.

Sammie G. Garner, Professor, Department of Family and Consumer Sciences, Appalachian State University, Boone, North Carolina.

Lela G. Goar, State Adviser (Retired), New Mexico Family, Career and Community Leaders of America, Burnet, Texas.

Cheryl O. Hausafus, Associate Professor of Family and Consumer Sciences Education, College of Human Sciences, Iowa State University, Ames, Iowa.

Jacquelyn W. Jensen, Hazel Wilson Endowed Chair and Associate Professor, Department of Family and Consumer Sciences, Eastern Kentucky University, Richmond, Kentucky.

Julie M. Johnson, Chair and Professor, Department of Child, Youth and Family Studies, College of Education and Human Sciences, University of Nebraska-Lincoln, Lincoln, Nebraska.
Cheryl A. Mimbs Johnson, Director of Family and Consumer Sciences Education and Program Faculty Chair of Career and Technical Education, Department of Family Studies, University of Kentucky, Lexington, Kentucky.

Leah C. Keino, Assistant Professor of Family and Consumer Sciences Education, College of Human Sciences, Iowa State University, Ames, Iowa.

Maureen E. Kelly, Associate Professor, Division of Family Studies and Human Development, Norton School of Family and Consumer Sciences, University of Arizona, Tucson, Arizona.

Shirley R. Klein, Associate Professor, School of Family Life, Brigham Young University, Provo, Utah.

Diane Klemme, Professor, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin.

Michelle Krehbiel, State 4-H Youth Development Specialist, University of Nebraska Extension, University of Nebraska-Lincoln (formerly Assistant Professor, College of Education and Social Services, University of Vermont, Burlington, Vermont.)

Angela Radford Lewis, Associate Dean and Associate Professor, Claudius G. Clemmer College of Education, East Tennessee State University, Johnson City, Tennessee.

Joan R. McFadden, Adjunct Professor, Department of Family and Consumer Sciences, Ball State University, Muncie, Indiana.

Bette Montgomery, Associate Professor, School of Family, Consumer, and Nutritional Sciences, Northern Illinois University, DeKalb, Illinois.

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

Andrea B. Mosenson, Assistant Professor, Family and Consumer Sciences Education, Department of Family, Nutrition, and Exercise Sciences, Queens College, City University of New York, Flushing, New York.

Lori A. Myers, Director of Pre-Professional Assessment and Certification (Pre-PAC), American Association of Family and Consumer Sciences, Alexandria, Virginia (formerly Assistant Professor, Family and Consumer Sciences Education, School of Human Ecology, Louisiana Tech University, Ruston, Louisiana).

Mary J. Pickard, Associate Professor, Department of Child Development and Family Relations, East Carolina University, Greenville, North Carolina.
Janet F. Pope, Associate Dean for Undergraduate Studies, College of Applied and Natural Sciences, Professor of Nutrition and Dietetics, School of Human Ecology, Louisiana Tech University, Ruston, Louisiana.

Rosa S. Purcell, Associate Professor, Department of Human Environmental and Family Sciences, North Carolina A & T State University, Greensboro, North Carolina.

Marsha L. Rehm, Associate Professor, Department of Family and Child Sciences, Florida State University, Tallahassee, Florida.

Susan A. Reichelt, Assistant Professor, Department of Child Development and Family Relations, East Carolina University, Greenville, North Carolina.

Jody L. Roubanis, Associate Professor, Department of Human Environmental Sciences, Meredith College, Raleigh, North Carolina.

Maxine L. Rowley, Associate Professor Emeritus, School of Family Life, College of Family, Home, and Social Sciences, Brigham Young University, Provo, Utah. Teacher Educator, Distant-Site Education, Brigham Young University-Idaho, Rexburg, Idaho.

Alice A. Spangler, Professor, Department of Family and Consumer Sciences, Ball State University, Muncie, Indiana.

Daisy Stewart, Associate Professor, Career and Technical Education, Associate Director, School of Education, Virginia Tech, Blacksburg, Virginia.

Melinda D. Swafford, Assistant Professor, School of Human Ecology, Tennessee Technological University, Cookeville, Tennessee.

Nancy E. Thompson, Assistant Professor, Department of Family and Consumer Sciences, College of Applied Sciences and Technology, Ball State University, Muncie, Indiana.

Margaret Cornell Torrie, Associate Professor, Departments of Human Development and Family Studies and Curriculum and Instruction, Iowa State University, Ames, Iowa.

Janis Bennington Van Buren, Professor Emerita, Department of Human Sciences, Texas A&M University-Kingsville, Kingsville, Texas.

Wendy L. Way, Professor and Associate Dean, School of Human Ecology, University of Wisconsin-Madison, Madison, Wisconsin.

Julie P. Wheeler, Lecturer, Department of Agricultural Systems Technology and Education, College of Agriculture, Utah State University, Logan, Utah.
Appendix C

Reviewers

The following individuals served as reviewers for the manuscripts submitted for consideration for the series of articles focusing on the *National Standards for Teachers of Family and Consumer Sciences*. They worked with guest editors Wanda Fox, Daisy Stewart, and Patricia Erickson to complete masked reviews of all submitted manuscripts, using criteria approved by the Editorial Board of the *Journal of Family and Consumer Sciences Education*.

Sue Bailey  
Tennessee Technological University  
Lori P. Matyjas  
Connecticut Department of Education

Katherine Brophy  
University of Connecticut  
Joan R. McFadden  
Ball State University

Barbara A. Clauss  
Indiana State University  
Gail M. McMillon  
Southeastern Louisiana University

Kathy C. Croxall  
Southern Utah University  
Janis P. Meek  
North Carolina Department of Public Instruction

Merrilyn Cummings  
New Mexico State University  
Cheryl Mimbs-Johnson  
University of Kentucky

Debra DeBates  
South Dakota State University  
Bette Montgomery  
Northern Illinois University

Jane B. Dennis  
Tarleton State University  
Christine M. Moore  
Brigham Young University

Ruth Dohner  
Ohio State University  
Mary J. Pickard  
East Carolina University

Candace K. Fox  
Mount Vernon Nazarene University  
Marsha Rehm  
Florida State University

Helen Hall (deceased)  
University of Georgia  
Susan A. Reichelt  
East Carolina University

Jacquelyn W. Jensen  
Eastern Kentucky University  
Ellaline A. Roy-Macaulay  
Morgan State University

Julie M. Johnson  
University of Nebraska-Lincoln  
Cecelia Thompson  
University of Arkansas

Karen H. Jones  
University of Georgia  
Nancy E. Thompson  
Ball State University

Shirley R. Klein  
Brigham Young University  
Carol R. Werhan  
Minnesota State University, Mankato

Michelle Krehbiel  
University of Vermont  
Janice R. Wissman  
Kansas State University

Margaret Lichty  
California State University Long Beach  
Sally Yahnke  
Kansas State University

Mary Lou Liprie  
University of Delaware  
Karen W. Zimmerman  
University of Wisconsin-Stout
Appendix D
Implementation Issues: Work Group Reports

2005 Family and Consumer Sciences Teacher Education Conference

Implementing the
National Standards for Teachers of Family and Consumer Sciences

Conference organized by the
National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS)
An affiliate of the Family and Consumer Sciences Division, Association for Career and Technical Education

September 30-October 2, 2005, Adam’s Mark Airport Hotel, Indianapolis

Work Groups and Topics:
1. Teacher Licensure
2. Teacher Education Structures
3. Program Accreditation
4. Learning Experiences/Assessments
5. Research
6. Publications

Charge to Work Groups:
Discuss the questions listed below in relation to your topic.
Summarize your discussion in an oral and written report presented to the group.

Questions to Address:
1. What are the parameters of this topic? How did your group define it?
2. What are philosophical beliefs related to this topic?
3. What are issues and concerns related to this topic and its interface with the standard?
4. What actions are needed in relation to this topic?
   - Range of possible actions
   - Plan of action; strategic plan; immediate steps, “prioritize”
   - Ideas for networking and collaboration
     - Whose involvement is needed? Who can contribute? Who needs to be informed?
Group 1: Teacher Licensure
Karen Burgh, Mary Griffin, Dawn Mallette, Andrea Mosenson, Sally Yahnke

1. What are the parameters of accreditation, and how is it defined?
The parameters of this topic includes diversity across states and provides a framework. There is no definitive definition of teacher licensure because it varies from state to state. That said there are common requirements for teacher licensing including a bachelor degree requiring content in FCS, general education, and educational pedagogy; field experience/student teaching; statewide licensure test; and a background check. The national standards for FCS provide a flexible framework for individual state and institutional requirements as well as provide a national unifying focus for what a beginning FCS teacher should know and be able to do.

2. What are the philosophical beliefs related to it?
   - The standards will provide the framework to prepare a highly-qualified beginning Family and Consumer Sciences teacher.
   - Maintain quality student and quality programs – we want to meet the needs of the students but not at the expense of the integrity of the program.
   - Provide a forum for collaboration and networking among all stakeholders (all those involved/concerned with teacher licensure).

3. What are issues and concerns related to this topic and its interface with standards?
   - Do all states require the four content standards and the six pedagogical standards?
   - Alternative licensure.
   - States with no FCS teacher education programs.
   - Need for teacher educators.
   - Alignment of these standards with the Praxis II for licensure.

4. What actions are needed in relation to this topic?
   - Guidelines (manual) for use of the Standards including purposes, examples of implementation, assessments, etc.
   - Disseminate guidelines to all teacher education programs in each state as well as state administrators, state associations of AAFCS, NATEFACS, NATFACS, and FCS coalition members.
   - Provide some mechanism to follow-up/check in.
   - Spread the word regarding FCS content coursework offered through the Great Plains IDEA. Make sure everyone is aware of the course matrix of the Great Plains IDEA. Should this become a national data base? Should the matrix be organized by the standards rather then how it is currently organized (content offerings)?
   - Expand awareness of Iowa State University Leadership Academy to encourage FCS professionals to replace retiring FCS teacher educators.
   - Expand awareness of graduate degree program through Great Plains IDEA.
   - See that FCS teacher educators from multiple states are involve in the review of the Praxis exam to assure alignment with new standards.
• Explore networking with other stakeholders; school administrators, staff/curriculum development personnel, school board members (i.e.; ASCD, NASSP, NASB, NMSA) by presenting at and publishing in a variety of related organization/publications.

Group 2: Teacher Education Structures
Wendy Ambrose, Barb Clauss, Julie Johnson, Trudy Landquen, Carolyn Reynolds, Bettye Smith

1. What are the parameters of accreditation, and how is it defined?
Teacher education structure is:
• the delivery system
• traditional bachelor degree on campus, 4 year degree, daytime classes
• non-traditional, innumerable combinations

2. What are the philosophical beliefs related to it?
• Theory versus practice, how much theory is needed to guide the practice of pre-service teacher?
• Variety of philosophical beliefs and approaches to education.
• Learner-centered.
• Teacher-centered.
• Integrated approach, one size does not fit all.

3. What are issues and concerns related to this topic and its interface with standards?
• FACS Division of Vision: Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work, and their interrelationships.
• No clear philosophical belief system, it is not unified.
• Essential Values: rigor, quality, integrity.
• To what extent are we concerned with specific curriculum – how prescriptive are these standards going to be in the formation of the curriculum for each institution of teacher preparation?
• Will teacher licensure be affected by this document? What impact will the detail have on that process?
• How can we insure high-quality programs with any of these structures?
• How can we meet the needs of the students while protecting the integrity of the programs?
• What are the future ramifications of creating alternative structures?
• How well are professional organizations meeting professionals’ needs today? How might the professional organizations better serve professionals’ needs?
• How might we develop a structure or organization that would meet our needs (501C3)? How can the lack of coordination of efforts be improved?
• What are short-term and long-term consequences of the various structures?
4. What actions are needed in relation to this topic?

- Establish high quality, rigor, and integrity in FCS Teacher Education programs, whatever structure is needed for the content.
- Support collaboration and sharing of strategies.
- Support forward thinking, open-mindedness, and change.
- Bring key informants/stakeholders into the discussion and action plan, locally and regionally.
- Certification officer, state department of instruction/education, superintendents of schools.
- Evaluate effectiveness of various delivery structures.
  - **Range of possible actions?**
    - Review directory of FACS teacher education programs across U.S.
    - Survey ALL teacher educators/programs for delivery structures.
    - Review existing articulation agreements with each institution.
    - Dual credit: community colleges, articulation agreements.
    - Best practices conference both national and regional.
    - Teacher educations.
    - Use of technology.
  - **Plan of action? Strategic plan? Immediate steps: prioritize**
    - Invest in/use technology.
    - Survey institutions for their structures.

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**Group 3: Program Accreditation**
Janine Duncan, Janice Elias, Paulette Farago, Chris Ward

1. What are the parameters of accreditation, and how is it defined?
- Included NCATE, AAFCS, regional accreditations, and state approval programs/licensure.
- Defined: External approval process by a recognized accrediting agency.

2. What are the philosophical beliefs related to it?
- Accreditation helps give credibility to programs, especially when working with leaders who are not FACS prepared.
- If we don’t determine our future, there are other professionals who will: FACS needs to direct the conversation.
- Potential for mediocrity: teach to the standards, likened to teaching to the test.
- Lacking skill development that is outside the boundaries of standards.
- Do we assign SPA standards? If so, the position is that the indicators for achievement not be constricting to the program, open to the differences of needs, structures, should not be prescriptive. All assessment structures to reflect thinking, communication, leadership, and management.
- Creates opportunities for conversation with colleagues in other departments: standards-based discussions.
• Discern relationship between State and NCATE: Are state departments the “SPA” for NCATE?
• How expensive is it NOT to pursue SPA?

3. What are issues and concerns related to this topic and its interface with standards?
• SPAs: who pays the fees? SPA fee to NCATE, institutional fee for review. NATEFACS? AAFCS? ACTE?
• Could/would institutions drop programs in lieu of paying SPA fees?
• SPAs: to not have SPAs limits credibility, when other departments have SPA standards.
• Courses that are outside of department are a concern.
• Integrated with Assessment.
• Will SPAs create problems for occupational FACS programs?
• How might the SPA be created outlined to address special requirements of Occupational programs—are they excluded/excused?
• Need to find fit through Perkins stated “Career Pathways”
• Relationship between States and NCATE.

4. What actions are needed in relation to this topic?
   o Range of possible actions?
     • Research SPAs.
     • Need for monetary support for development.
     • Costs associated with “Learned Groups” or SPAs.
     • Follow Career Technical Education? Longer wait?
     • Discern relationship between State and NCATE: Are state departments the “SPA” for NCATE? Do state departments utilize SPAs for review—ex: NAEYC
     • Responsibility to re-integrating AAFCS w/NATEFACS-ACTE: Example: SPA is a coalition of professional associations.
     • Advantages and disadvantages of being a SPA (FACS is one of few w/o SPA) seat at the board (NCATE)
       ⁰ AAFCS
       ⁰ ACTE
       ⁰ NATEFACS
       ⁰ FCSEA: Family and Consumer Sciences Education Association
       ⁰ Higher Education Unit (AAFCS)
       ⁰ ESAE (AAFCS)
       ⁰ Family and Consumer Science Coalition (ACTE, AAFCS, FCSEA) increased scope?
     • Consider the CFCS exam revisions vs. FACS Praxis II
     • Does NCATE have standards for what is considered a SPA?
     • What are the procedures to go through to explore who might be the appropriate organizations for a SPA coalition?
• Professional and support resources hired as coordinator (consultant or staff position?) (salary, benefits, etc.)
  o Plan of action; strategic plan; immediate steps, “prioritize”
  • Task force to continue work on examining accreditation.
  • Who ought to be represented on task force beyond teacher educators?
  • Research:
    ° How are other SPAs organized (cost, staffing)
    ° Data on current listing of programs, nation-wide and
    ° who are their accrediting bodies? How many are NCATE
    ° NCATE: What is the process for becoming a SPA?
    ° Build consensus of group: Are we ready for a SPA?
    ° To whom do we go to from here?

**Group 4: Learning Experiences/Assessments**

Lucy Campanis, Deb DeBates, Ruth Dohner, Eleanor Glover, Cheryl Hausafus, Jane King, Diane Klemme, Mary Koch, Judith Kreutzer, Peggy Wild

1. What are the parameters of accreditation, and how is it defined?
   Development of tools for assessment; matching assessment to objectives; recognition of prior knowledge; accountability – NCLB; frameworks for assessment; backward design
   Assessment is the measure of achievement of the standards; it is a synthesis of what students know and can do, as well as an ongoing process of self-assessment to improve teaching; it is internalizing and measuring what is needed to self-assess;
   Assessment is an opportunity to validate risk-taking, invention and learning; it is used to self-reflect, set a course of action for improvement, and document progress. It communicates an attitude that fosters effective learning environments in regard for students, a genuine desire to help them do well and a collaborative spirit of teamwork (NBTPS for CTE).

2. What are the philosophical beliefs related to it?
   Assessment is done to define student progress; collect data to assess program effectiveness; assessment is designed with consideration for those with special needs; assessment is used to inform and reflect on teaching – with goal to improve teaching. Assessment informs the teacher of student learning; need a variety of assessment tools – performance, knowledge, products and attitudes. (Assessment should be planned; assessment is linked to learning experiences.)

3. What are issues and concerns related to this topic and its interface with standards?
   • increased emphasis on mandated tests leads to concern of including grade level academic standards as related to what we are teaching in FACS
   • use of data from standardized tests to improve instruction in FACS
   • FCS assessment and instruction needs to be informed by academic data
   • helping beginning teachers to recognize the need for assessing academic standards that have been identified in FACS curriculum not just identifying the standards as being addressed
standardized tests should not be counted on as “gatekeepers” for meeting of standards

4. What actions are needed in relation to this topic?
   - Identifying indicators of performance.
   - Samples of appropriate assessment tools for key indicators could be compiled.
   - Developing indicators of performance.
   - Content area people could contribute to standards 1-4. Samples of appropriate assessment tools for key indicators could be compiled.

Group 5: Research
Karen Alexander, Ginny Ellington, Jackie Jensen, Mary Pickard, Robin Spencer

1. What are the parameters of accreditation, and how is it defined?
   - Definition of research: a collaborative, cyclical process of inquiry in which teacher educators and classroom teachers engage to inform theory and practice in teacher preparation, classroom practices, and student learning.
   - Processes: Action research integrated process for professional development, self-study of program, collecting data from stakeholders, continuous program evaluation.
   - Parameters: Secondary teachers should acquire research knowledge and skills as part of their professional preparation and practice. Research processes need to be made less complex to enable secondary teachers to manage and carry out. Teaming between teacher educators and classroom practitioners on research projects would make it more manageable and beneficial for teachers.

2. What are the philosophical beliefs related to it?
   - Philosophical beliefs: In the past teacher education focused on research based on empirical analysis, usually for promotion and tenure. Student perception of research has been that it is a requirement for graduate degrees. Research should evolve into a process focused on application. In addition, teacher education students need ongoing professional development to learn to be good consumers of research within various methods of inquiry. Research, such as action research, and program evaluation, should be an inherent process that teacher educators’ model and preservice teachers experience.

3. What are issues and concerns related to this topic and its interface with standards?
   - Perception of research
   - Language of research is intimidating
   - Delivery of research-process of delivering action research and collaboration
   - Finding models that are good for teacher education programs to replicate.
   - Research needs to be very specific.
   - Find specific ways of collaborating with teachers.
   - Not enough examples of ways to collaborate
   - Not consumers of research
• Can’t fix their working environment.
• Students and teachers have hard time “reflecting” at a high level. Not critical thinkers.

4. What actions are needed in relation to this topic?
   o Ideas for networking and collaboration
      • Teacher Educators meet more often with definite focus on particular standards.
      • Develop and share strategies for collaborating with classroom teachers to show how research can be carried out and utilized in the secondary classrooms.
      • Bring in a subset of preservice and current secondary teachers to the teacher education meetings so the teacher educators gain teacher perspectives on the context of teaching.
      • Develop a cadre of secondary teacher leaders who will model the intended processes and enrich the teacher educator’s concerns about the context of teaching the practices that can be researched.
      • Plan research processes (at one of the meetings) on how to carry out the research with preservice and current teachers.
      • State and/or national recognition for being a “teacher leader” in implementing how to carry out this research process.

Group 6: Publications
Bette Montgomery, Chris Moore, Jane Plihal, Kelley Ritter, Cecelia Thompson

1. What are the parameters of accreditation, and how is it defined?
   • Definition: Something you read.
   • We need two types of publications: Publications to educate others and publications to support us.
   • We need publications to show colleagues and the public that we have substance.
   • We need publications that help FCS teachers examine their own practices. Teachers could do self evaluation. Perhaps include a teacher self-evaluation/reflection tool in a FCS SPA publication. Teacher educators could also use this tool when supervising student teachers.
   • Whatever we do should be classic, foundational pieces, not time-sensitive, trendy.

4. What actions are needed in relation to this topic?
   o Development
      • Standards pamphlet
      • Publications for specific purposes (e.g., pamphlet for FCS programs going through accreditation)
      • SPA publications?
      • Something for developing portfolios linked to standards
      • Items on the NATEFACS website
      • National press releases that educate the public about FCS
• Publication something like “Guidelines for the Preparation of Teachers of Family and Consumer Sciences”
• Tool that FCS teachers and teacher educators can use to evaluate FCS teaching
• Pieces that teacher educators can use to teach their students about the standards
• NATEFACS listserv
• CD (and other technological formats)

o Parameters of needed publications:
  • Thin but thick in thought. Focused pieces.
  • Accessible
  • Examples, illustrations of aspects of the standards
  • Urgent need even if some documents are in preliminary form
  • Journal articles regarding the standards need rigorous reviews

o Ideas about the development of a publication that would include guidelines for the preparation of teachers of family and consumer sciences
  • Include overview of the process to develop national standards for teachers of FCS. Include surveys, etc. that were used.
  • Include a paragraph that would be overview of each of the 10 standards. Elaborate each standard into example indicators (or something else) that would be statements of knowledge, skills, and dispositions. Recommend using NCATE language. Could be section on the relation of standards to NCATE.
  • Include a paragraph on the work of each of the other groups (teacher licensure, teacher education structures, program accreditation, learning experiences, assessments, and research).
  • Could be both online and published.
  • Should be put on NATEFACS website. Linked to AAFCS.
  • Would be slick to have a 10-page document that highlights this work.
  • Are there funds to support the development and distribution of documents such as this?
  • Would it be possible for Glencoe to sponsor this? Be the distribution center? Would be AAFCS be the distribution center for this publication? ACTE might be possible distribution point.