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. The 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
Standards versus Expectation Statements

<table>
<thead>
<tr>
<th>National Standards for Teachers of Family and Consumer Sciences</th>
<th>Expectation Statements for the National Standards</th>
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<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></td>
</tr>
<tr>
<td>- 6 define professional practice</td>
<td></td>
</tr>
<tr>
<td>High degree of national consensus and approved by NATEFACS members.</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>An enduring set of statements. Review and updates at ten-year interval or longer with formal validation process.</td>
<td>Can be revised, adapted, and supplemented as deemed appropriate by individual institutions and states.</td>
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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.

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>
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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>
</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 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 Plihal, University of Minnesota; Carol 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 Plihal, 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.
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.

Authors
Wanda S. Fox is an Associate Professor in the Department of Curriculum and Instruction, College of Education at Purdue University in West Lafayette, Indiana
Diane Klemme is a Professor in the School of Education at the University of Wisconsin-Stout.

Citation