Notes from Guest Editors

We are pleased to present the fifth and final issue of the *Journal of Family and Consumer Sciences Education* devoted to the *National Standards for Teachers of Family and Consumer Sciences*. The *Standards* provide a national model for what a beginning teacher in family and consumer sciences should know and be able to do. The *Standards* impact areas such as state-level family and consumer sciences teacher licensure, design and accreditation of teacher education programs, and assessment of teacher candidates.

The set of ten *Standards* that were developed delineate core content and professional practice for teachers of family and consumer sciences. The *Standards* are presented on page vi, following these notes. Each of the *Standards* incorporates complex concepts integral to the teaching of family and consumer sciences. Since the *Standards* are utilized in a wide variety of teacher education programs, they are implemented differently depending on state and institutional contexts. This series of articles has included one or more articles on each of the ten *Standards*. With the complexity of the concepts in the *Standards*, the authors of articles often focused on a selected part of the *Standard* or used a specific perspective. All of the articles examined the research related to the *Standards* and applied it to family and consumer sciences teacher preparation.

This issue includes five articles focusing on selected *Standards* related to content and professional practice. The articles examine five of the ten *Standards*: Career, Community and Family Connections; Family and Human Development; Professionalism; Student and Program Assessment; and Student Organization Implementation. In addition this issue includes an invited article on the “Expectation Statements.” Articles on the other *Standards* have been included in previous issues.

Maureen Kelly and Marilynn Filbeck focused on careers in their article on Standard 1, Career, Community and Family Connections. The article included statistics for careers related to family and consumer sciences from the *Occupational Outlook Handbook*. They addressed implementation of career clusters in several states and the impact on family and consumer sciences programs. They also examined ways that teacher preparation programs have revised their curriculum and assessment to embrace the career pathways concepts. They concluded their paper with a review of educational reform and approaches utilized in family and consumer sciences programs.

Michelle Kriehbiel’s article on Standard 3, Family and Human Development, provided a framework and rationale for preparation in this overall content area, with a focus on current social trends and issues. She emphasized the integrative nature of family and consumer sciences, drawing from several professional documents, including the *Body of Knowledge of Family and Consumer Sciences*, the *Framework for Family Life Education*, and the *National Standards for Family and Consumer Sciences Education*. These, combined with an extensive web-based resource list, make this article a valuable resource for those who shape and implement the family and human development aspect of family and consumer sciences teacher preparation.
In their article, Marsha L. Rehm, Jacquelyn W. Jensen, and Maxine L. Rowley provided a three-part examination of Standard 8, Professionalism. They summarized historical and philosophical roots of home economics/family and consumer sciences, examined ethical practices with a focus on principles of reasoning, and addressed civic engagement and advocacy. The straightforward explanations, case examples, and extensive references provided in their article will be useful for teacher educators and others interested in both the scholarship and the practical applications of professionalism in these areas.

Leah Keino and Cheryl Hausafus have considered Standard 9, Student and Program Assessment, within three contexts: measuring student/learner achievement, determining program effectiveness, and recognizing the teacher candidate’s role in the process. The article provided specific examples of strategies for implementing this Standard, including assessing learning in family and consumer sciences content using multiple methods, using assessment data to improve practice, and facilitating beginning teacher’s self assessment using portfolios (paper based or electronic).

The article by Wendy L. Ambrose and Lela G. Goar drew on their many years of state-level experience with the Family, Career and Community Leaders of America (FCCLA) and presented readers with valuable information on Standard 10, Student Organization Integration. They focused on the important role of the FCCLA adviser and the benefits to the teacher as well as the members. Discussion of integrating FCCLA into the classroom emphasized strategies for enhancing the learning of family and consumer sciences content through organization activities. The authors encouraged teachers to access the wide variety of useful resources available on the FCCLA web site.

This issue also includes an invited article in which Wanda S. Fox and Diane Klemme described the development of “Expectation Statements” for the National Standards for Teachers of Family and Consumer Sciences. They explained the purpose and structure of Expectation Statements, detailed the processes through which the Expectation Statements were created and confirmed, and discussed their potential use and implementation. The Expectations Statements document also is published in this issue.

All of the articles on the Standards in the series were peer reviewed and edited using the requirements approved by the Editorial Board for all articles published in the Journal of Family and Consumer Sciences Education. It would not have been possible to publish this and other issues of the Journal focusing on the Standards without the assistance of the reviewers, all of whom met the criteria of the Journal of Family and Consumer Sciences Education to serve in this important role. The reviewers for the entire series are listed on page v. We sincerely appreciate their contributions to this series.

We also would like to thank Cecelia Thompson and Bettye Smith, editors of the Journal, for their support in providing these issues as a resource for the profession.

As we conclude this series of JFCSE issues related to the National Standards for Teachers of Family and Consumer Sciences, it is natural to reflect on the various aspects of this undertaking. We have enjoyed working with our colleagues across the nation who have provided
encouragement and support, and especially those who have diligently fulfilled their responsibilities as authors and reviewers. In addition, we appreciate the efforts of Amy Manier and Jeanne Symanoskie, who worked behind the scenes to provide technical assistance in editing the articles and posting them on the NATEFACS web site.

Our work is not quite complete, however, as we will be compiling the articles from this series into a single electronic book for ease of use by teacher educators, teachers, students, and other family and consumer sciences professionals. This resource will be available on the NATEFACS web site. We encourage our colleagues to continue their implementation and review of the Standards and to consider conducting and publishing additional research related to the Standards.

Guest Editors
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