

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 school, 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.

Note: As of the date of this publication, The National Standards for Teachers of Family and Consumer Sciences have been endorsed by the Family and Consumer Sciences Division of the Association for Career and Technical Education. Further information and materials to supplement the standards are available at <http://www.natefacs.org>