



Revising the FCS Teacher Standards: Aligning for the 21st Century

Nancy Shepherd, Ph.D., CFCS

Stephen F. Austin State University

Abstract

The national standards for teachers of Family and Consumers Sciences (FCS) represent a model of what a new teacher in FCS should know and be able to do. The recent revision process and rationale for expansion of the standards is outlined including validation for the addition of lab management and a stand-alone wellness standards. Members of the National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS) considered implications for the educator and the classroom such as curriculum revisions in teacher preparation programs, better prepared professionals and improved messaging to those outside the profession.

Purpose

The rationale for revision of the national teacher standards for FCS was three-fold: first, to respond to the new national FCS standards, second, to define the profession more clearly and, third, to specify content and practices for other stakeholders. Correlation with INTASC standards, edTPA, and FCCLA were important components in the process along with the consideration of how to maintain our mission and consider future issues.

Process

NATEFACS board members formulated a plan to update the national standards to reflect current needs at the board meeting June of 2018 with a goal of members voting at the ACTE meeting in November 2018.

Steps:

1. Team leaders volunteered to lead revision of each standard.
2. Each standard was reviewed by members.
3. Leaders collected, analyzed, synthesized and formulated revisions.
4. Standard revisions including additions were drafted to present to the membership at ACTE meeting 11/2018.
5. Members voted and approved revisions of standards.
6. Standards were sent to members and published with a plan for next steps to include work on revising competencies.

Results

Proposed Revision of FCS Teacher Education Standards 10/2018

Note: Changes are in red or bold

1. Career, Community, and Family Connections

Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; **develop workforce readiness and other 21st century skills**; 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 and interpersonal **relationships**, and family **relationships** to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace.

4. Nutrition, and Food, and Wellness

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

5. Wellness

Utilize the practical reasoning process to make informed decisions and apply appropriate preventative and protective strategies to achieve optimal quality of life including social and emotional well-being for individuals, families, and communities

6. Student Organization Integration*

Integrate the Family, Career and Community Leaders of America student organization into the program to foster students' academic growth, **application of apply family and consumer sciences content**, **develop leadership skills**, **engage in community service learning**, and **make career development and content connections**.

7. Curriculum Development

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

8. 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.

9. Laboratory Management

Develop, implement, and demonstrate laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure the safety of students, products, and clients.

10. Student and Program Assessment

Assess, evaluate, and improve student learning and programs in family and consumer sciences using **appropriate evidence-based** criteria, standards, and **authentic** processes.

11. Learning Environment

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

12. 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, **collaboration with other professionals, recruitment and mentoring of the next generation**, and ongoing professional development.

*The FCCLA Adviser Standards, approved in 2018, provide a comprehensive look at the competencies necessary for FCCLA advisers. These standards may be found at: <http://fccla.org/advisers/documents/FCCLAAdviserStandards.QRcode2018.pdf>

Conclusions and Implications

The proposed changes were approved with the addition of two standards, #5- Wellness and #9 Laboratory management.

FCS teachers and students are diverse in need and focus. Expansion of the standards will better serve the practices of these stakeholders.

Implications of the changes include:

- ✓ Curriculum revisions in teacher preparation programs
- ✓ Improved messaging to those outside the profession
- ✓ Better prepared professionals

Next steps include revision of the competencies and a presentation about the new standards at AAFCS in St. Louis in June.



References

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