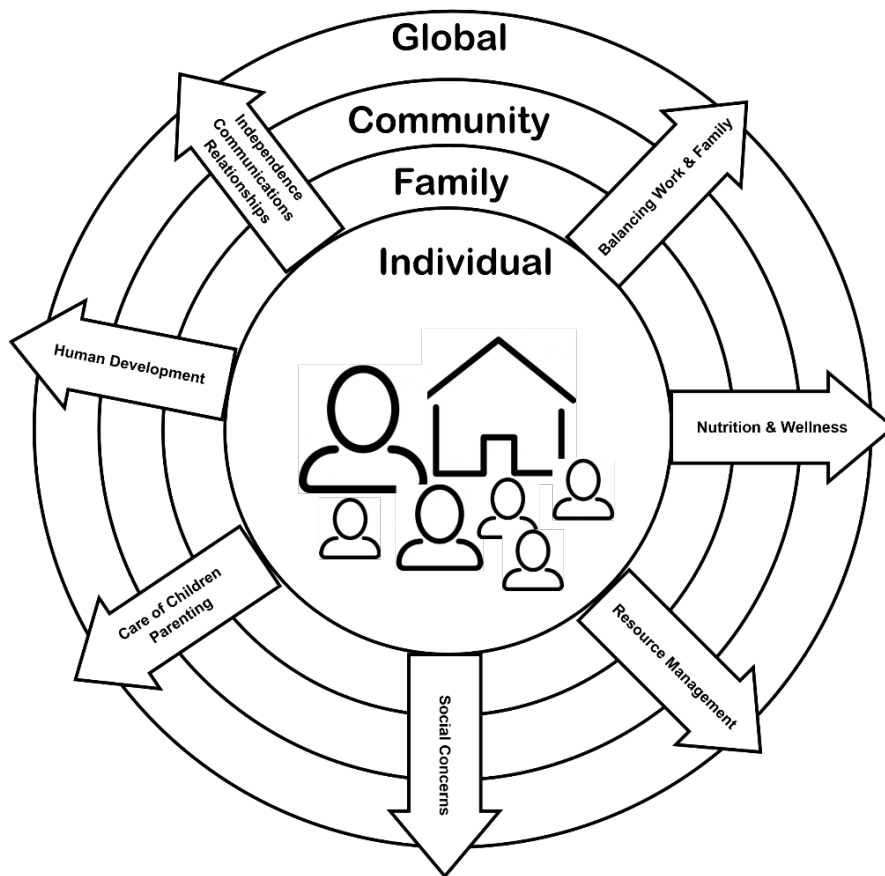


STANDARDS OF EXCELLENCE



Elementary Standards of Excellence

Middle School/ Junior High Standards of Excellence

High School Standards of Excellence

Occupational Standards of Excellence

PREFACE

Standards for Excellence in Senior High Family and Consumer Sciences have been developed for two purposes. First, the Standards serve as optimal guidelines for teachers and administrators to improve and maintain quality Family and Consumer Sciences programs at the high school level. Secondly, these Standards will be used by the Pennsylvania Association of Family and Consumer Sciences as criteria to recognize outstanding Family and Consumer Sciences programs. It is unlikely that any program will meet all criteria, but these Standards were developed so programs can strive for excellence.

These Standards for Excellence have been developed by a committee of the Pennsylvania Association of Family and Consumer Sciences and approved by the Board of Directors of the Association. Numerous Family and Consumer Sciences professionals throughout Pennsylvania were given opportunity to provide input on the Standards. Consultants from other states with expertise in Family and Consumer Sciences provided assistance.

The Pennsylvania Association of Family and Consumer Sciences was responsible for development, printing and distribution of these Standards and no endorsement from any other group has been given or is implied.

Approved: July 20, 1991

Under revision: 2015-16

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1991 COMMITTEE MEMBERS:

Ruth Browning, 1930-1993

Dr. Ruth Browning was totally committed to the principle that education is the foundation for the future. This premise led her to co-chair the Standards for excellence Committee, one of her many accomplishments. She modeled exemplary standards in her family life and professionally. Dr. Browning's dedication and commitment to visionary thinking and excellent standards are her legacy to our profession.

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STANDARDS FOR EXCELLENCE

SENIOR HIGH FAMILY AND CONSUMER SCIENCES

Philosophy/Mission

The mission of the Family and Consumer Sciences program is to empower individuals to actively participate in the improvement of family life in a changing society.

A written mission statement is the foundation for program decisions, outcomes and objectives.

Social concerns are addressed such as interpersonal relationships and communications, balancing the roles of worker, consumer and family member, parenting (growth and development of children), resource management (money, time, talents and environment), human diversity, coping with and creating change, concern for the aged and other dependent individuals, and the influence and effect of technology.

All students have equal access and are encouraged to enroll in Family and Consumer Sciences classes including special needs, gifted, teen parents, multicultural, diverse socio-economic backgrounds and male and female students.

Curriculum

Emphasis is on the quality of family life concepts in:

- family interdependence, diversity, communications and interpersonal relationships
- human development through the lifespan
- parenting and care of children
- individual and family resource management
- personal and family nutrition and wellness
- ethical concerns facing families, i.e., aging, homelessness, special needs and physically challenged individuals
- balancing work and family life

Curriculum is structured to include the following:

- clearly stated outcomes and objectives dealing with individual and family problems and concerns
- development of ability to think critically and make informed decisions
- Incorporation of basic skills of reading, writing, mathematics and science
- the integration of contemporary concerns of the local, national and global community
- exploration of Family and Consumer Sciences-related careers
- human diversity
- gender equity and fairness
- interdisciplinary learning
- influence and use of technology

Outcome-oriented objectives

- are based on validated needs of students, family and community
- are based on knowledge of family and consumer sciences

- reflect clearly defined exit outcomes
- address individual abilities and learning styles
- are used to develop a written curriculum which is followed
- serve as a basis of student evaluation

Teaching methods

- use a variety of teaching strategies
- are learner centered to encourage team cooperation
- promote individual and family self esteem
- enable students to accept responsibility for their decisions
- develop life management skills needed today and in the future
- allow for and encourage exploratory and experimental study

Evaluation is an on-going, systematic process.

Program is designed to encourage success of all students

Curriculum is updated at appropriate intervals to meet technological advances and the changing needs of individuals, families, and society.

Instructional Program

Family and Consumer Sciences is an integral part of the academic offerings.

Family and Consumer Sciences classes meet daily and are offered in segments of no less than one semester in length.

A variety of Family and Consumer Sciences courses to meet the needs of High School students are offered including advanced placement courses in Family and Consumer Sciences.

A high proportion of senior high students are encouraged to take Family and Consumer Sciences.

A family life course taught by a Family and Consumer Sciences teacher reaches the maximum amount of students possible within the district.

Program course and unit completion is based on successful demonstration of defined outcomes.

Instruction incorporates community resources into the classroom and involves students in the community.

Students are actively involved using decision making and problem solving skills relating to individuals, families and workplace.

The instructional program includes activities beyond the classroom such as Family, Career and Consumer Leaders of America (FCCLA) activities.

Texts and related resources are appropriate, bias-free, current and multicultural.

Facilities

Facilities, equipment, and supplies are safe, well maintained, and adequate for the number of students in classes.

Facilities are cheerful and appropriate for the designed curriculum.

Equipment is related to consumers at home, in the community, and in the workplace and can be used for exploratory and experimental study.

Teaching Staff

All teachers of Family and Consumer Sciences:

- hold valid Pennsylvania Family and Consumer Sciences Instructional I or II certification
- are Certified in Family and Consumer Sciences (CFCS)
- are active in Family and Consumer Sciences professional organizations
- participate in Family and Consumer Sciences workshops, seminars and programs

Teachers demonstrate effective classroom management skills.

Family and Consumer Sciences teachers participate in professional development activities dealing with the district strategic planning committee, parent teacher groups, student assistant teams, advisory committee, and other groups promoting education and well-being of students within the school and community.

Teachers work cooperatively among departments, interdisciplinary teams and other professional staff.

Teachers display enthusiasm for their program and articulate the importance of Family and Consumer Sciences.

Teachers have an advance degree or master's equivalency in an area related to Family and Consumer Sciences.

Support

A pro-active Family and Consumer Sciences advisory group/ committee, composed of community representatives, parents, students, administrators, and staff meets at least twice each year to provide advice and assistance for curriculum and program improvements and to promote public awareness and involvement.

A professional in Family and Consumer Sciences chairs/facilitates the program.

Administrative/supervisory staff endorses the program displaying and promoting verbally Family and Consumer Sciences as part of the total school curriculum.

Classes with special needs students have adequate instructional support personnel to provide a successful learning climate.

Financial support is adequate:

- for supplies, equipment, and instructional aids
- to implement curriculum and achieve instructional objectives

- for expenses for staff development and updating
- for travel and expenses for attending professional family and consumer sciences and FCCLA meetings
- for periodic program assessment and improvement

EXAMPLES OF CONCEPTS HIGH SCHOOL FAMILY AND CONSUMER SCIENCES

Listed below are major outcomes and suggested concepts which are appropriate for senior high Family and Consumer Sciences programs. This list is not all inclusive-just some examples.

Outcome: Students will demonstrate the knowledge, skills and attitudes essential to:
Family Interdependence Communications and Interpersonal Relationships

- Individual: Individuality
Decision making process
- Family: Conflict resolution
Decision making and critical thinking in relation to family interaction
The family support system
Family violence, abuse, crisis situations
- Community: Appreciation of diverse families
Community service opportunities and participation
- Global: Changing dynamics of the family
Positive personal and family relationship skills

Outcome: Students will demonstrate the knowledge, skills and attitudes essential to:
Human Development

- Individual: Social and emotional issues affecting growth and development
Sexuality and responsibility for actions
Intergenerational acceptance and concern for family members
- Family: Today's changing family, its historical development and the cultural, economic, social and political factors affecting it
- Community: Concern for elderly, special needs and at risk populations
- Global: Human diversity in a global society

Outcome: Students will demonstrate the knowledge, skills and attitudes essential to
Parenting and Care of Children

- Individual: Environment conducive to growth and development
Development theories as a foundation for caregiving
- Family: Effective parenting
- Community: Types of childcare available in the community
- Global: Historical, social and cultural expectations affecting child development and parenting

Outcome: Students will demonstrate the knowledge, skills and attitudes essential to
Resource Management

- Individual: Informed consumer choices
Time management
- Family: Resources to provide for individual and family needs
Living space to meet family needs
- Community: Role of the family and community in conservation
Leadership through community service or FCCLA related activities
- Global: Potential solutions to environmental issues
Responsible patterns of consumption and conservation
Effects of human social systems, behaviors and technologies on ecological systems and environmental quality

Outcome: Students will demonstrate the knowledge, skills and attitudes essential to:
Nutrition and Wellness

- Individual: Food selection to maintain personal health and wellness
Scientific principles and concepts in preserving nutrients in preparation and storage of foods
- Family: Dietary guidelines to meet nutritional needs at various stages of life
Healthy living environments
- Community: Community resources that contribute to and promote wellness
- Global: Decisions which affect society
Ethical implications of social and technological changes

Outcome: Students will demonstrate the knowledge, skills and attitudes essential to:
Ethical Concepts

- Individual: Individual and group rights and responsibilities
Values as guides to human social conduct
- Family: Family problem solving through critical thinking
- Community: Formation of ethical concepts and behavior related to community concerns
- Global: Decisions which affect society
Ethical implications of social and technical changes

Outcome: Students will demonstrate the knowledge, skills and attitudes essential to:
Balancing Work and Family

- Individual: Effectively balance the demands of work and family
The scope of Family and Consumer Sciences careers in relation to individual interests, aptitudes, skills and values
Analyze the impact of technology and the environment on all aspects of individual and family life
Stress management
- Family: Family and work responsibilities
Changes in society, technology, government and the economy affecting individuals and families
- Community: Employee benefits including parental leave, child care, job sharing, flex time and vacations
- Global: Continuing and emerging concerns in families, community and the workplace to adapt to the global community