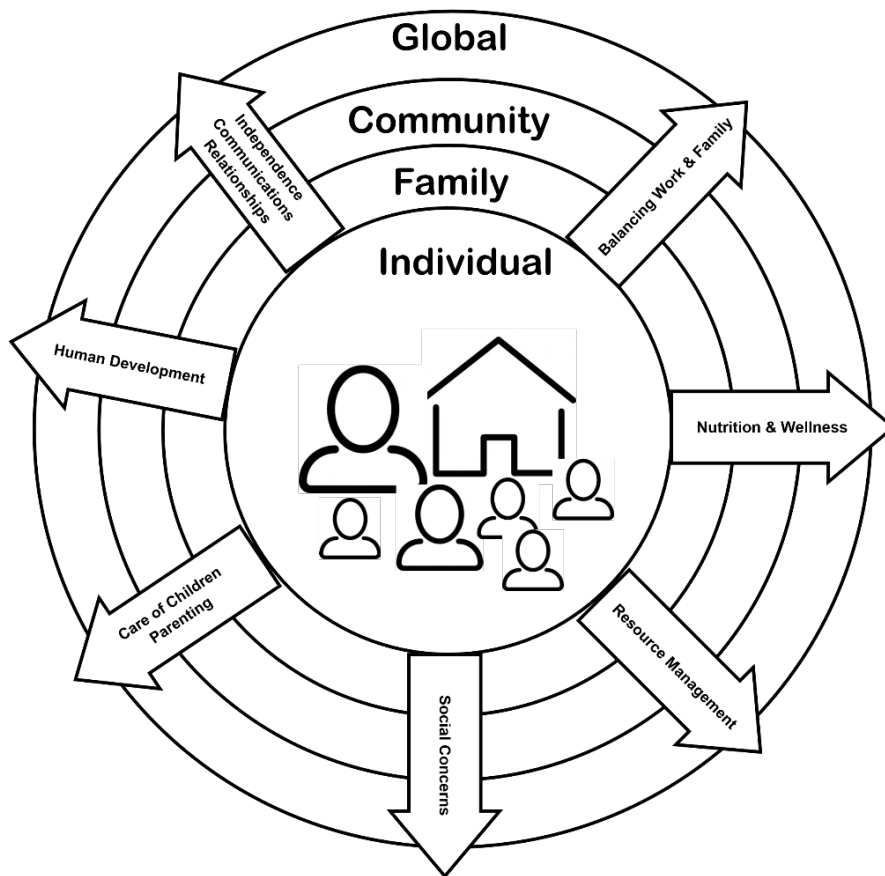


STANDARDS OF EXCELLENCE



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 Occupational Family and Consumer Sciences have been developed for two purposes. The standards will serve as optimal guidelines for teachers and administrators to improve and maintain quality Occupational Family and Consumer Sciences programs. Then these Standards of Excellence will be used by the Pennsylvania Association of Family and Consumer Sciences as a criteria to recognize outstanding occupational 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.

The Standards of Excellence have been developed by a committee of the Pennsylvania Association of Family and Consumer Sciences and approved by the Board of Directors. Numerous Family and Consumer Sciences professional throughout Pennsylvania were given the opportunity to provide input on the standards. Consultants from other states with expertise in occupational Family and Consumer Sciences also 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 implied.

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STANDARDS FOR EXCELLENCE

Occupational Family and Consumer Sciences

Philosophy/Mission

The mission of the Occupational Family and Consumer Sciences program is to prepare individuals for entry-level positions and to provide preparation for post-secondary education in Family and Consumer Sciences related occupations.

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

Occupational concerns are addressed including preparation for work; securing and remaining at work; interpersonal relationships; competency skills; team building skills; balancing the roles of worker, consumer and family member; resource management (money, time, talents and environment); human diversity; coping with and creating change; and the influence and effect of technology.

All students have equal access and are encouraged to enroll in Occupational Family and Consumer Sciences classes.

Curriculum

Emphasis is on the competencies needed to qualify for entry level positions and preparation for the post-secondary education in the following Family and Consumer Sciences related occupations:

- child care and guidance
- clothing, apparel and textile
- dry cleaner and launderer
- institutional food
- dietician assistant
- home furnishings and equipment
- custodial, housekeeping and home services
- elder care
- custodial/caretaker
- interior design
- fashion design
- fashion merchandising
- vocational Family and Consumer Sciences/other clustering

The above courses shall:

- be developed in a planned course format
- be accessible to all students
- be based on occupational analysis
- contain clearly stated performance objectives deemed critical to successful employment

- provide the assessment of student competencies based upon performance standards
- have exit outcomes for each course
- list the source of occupational analysis used to determine the exit outcomes
- provide a plan for program evaluation
- have approval from the Pennsylvania Department of Education, Bureau of Vocational-Technical Education
- be based on the core knowledge of Family and Consumer Sciences
- develop the ability to think critically and make informed decisions
- integrate reading, writing, mathematics and science
- emphasize contemporary concerns of the local, national and global community
- explore employment opportunities within the occupation
- stress interdisciplinary learning
- include the use of technology
- integrate job experiences including clinical experiences, cooperative education, apprenticeship and/or school to work
- have annual updates of competency changes by an occupational advisory committee

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

Teaching Methods

- use a variety of teaching strategies to attain and assess competencies
- are learner centered to encourage team cooperation
- emphasize positive work skills, work habits and ethics
- promote individual, family and co-worker 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
- use alternative evaluation techniques

Evaluation

The State Performance Measures and Standards for vocational-technical education are the basis for evaluating performance. This evaluation system measures:

- basic academic skills in reading and math using test scores (PSSA)
- advanced academic skills using the number of advanced academic courses completed in math, science and computation (includes applied academics)
- program completion rate
- program placement rate

Instructional Program

Occupational Family and Consumer Sciences is an integral part of course offerings.

Occupational Family and Consumer Sciences classes meet in adequate time segments to allow for completion of competencies.

Program, course and competency 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 in work-related programs such as clinical experiences, cooperative education experiences, apprenticeship and school to work.

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

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

The instructional program encourages and offers viable service learning opportunities.

Facilities

Facilities, equipment and supplies are safe and well maintained.

Work stations/student ratios are adequate for operational space, student health and safety.

Facilities are accessible to the physically challenged.

Facilities are cheerful and aesthetically pleasing.

Equipment reflects current technology utilized in homes and the workplace.

Adequate space per student is available for instruction.

Equipment conditions provide for the health, safety and welfare of students.

Shop space conforms to workplace standards, including OSHA, DPW, etc.

Teaching Staff

Teachers of occupational Family and Consumer Sciences:

- have Pennsylvania Home Economics/Family and Consumer Sciences Instructional I or II teacher certification.
- OR have appropriate Vocational Instructional I or II teacher certification
- are Certified Family and Consumer Sciences professionals (CFCS)
- are active in Family and Consumer Sciences/Home Economics or vocational organizations.

- Participate in Family and Consumer Sciences workshops, seminars and programs.

Teachers demonstrate effective classroom management skills.

Teachers possess excellent knowledge of occupational competencies.

Occupational Family and Consumer Sciences teachers participate in professional activities dealing with the district strategic planning committee, parent-teacher groups, student assistance 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/Home Economics.

Teachers have an advanced degree in an area related to Occupational Family and Consumer Sciences.

Support

Each curriculum area will have a pro-active Occupational Family and Consumer Sciences advisory committee composed of workplace and community representatives, parents, students, administrators, guidance counselors and staff. This committee will meet at least twice a year to provide advice and assistance for curriculum and program improvements, competency updates and to promote public awareness and involvement.

A professional Occupational Family and Consumer Sciences teacher chairs/facilitates each program.

Administrative/supervisory staff endorses the program, displaying and promoting 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 aides
- To implement curriculum and achieve instructional outcomes
- For expenses for staff development and updating
- For travel and expenses for attending professional and FCCLA meetings
- For periodic program assessment and improvement.