

## FAMILY AND CONSUMER SCIENCES Matrix

KSDE Standards for FAMILY AND CONSUMER SCIENCES: Early Adolescence through Late Adolescence Grades 6-12 (Adopted September, 2001)

**NOTE:** Abbreviations that identify the **Assessment Method:**

IC = Instructor Constructed

CI = Checklist/Instructor Created

DC = Department Constructed

PR = Portfolio Rubric

RI = Rubric/Instructor Created

CED = College of Education Constructed

### CONTENT

| Indicators   | Courses Where Met                            | Examples of Performance  | Assessment Method<br>*Use code from above | Criteria Used for Assessment | Where Found in Folio |
|--|--|--|---|------------------------------|----------------------|
| <b>Standard 1:</b> The teacher of family and consumer sciences demonstrates an understanding of the major concepts, theoretical views, scientific principles, resources, and skills in the areas of personal and family development, life span human growth and development, parenting and child development, interpersonal skills, human sexuality, personal and family resource management, life and career planning, nutrition and food, wellness, living environments, and apparel and textiles. |  |  |   |                              |                      |
| <b>Knowledge:</b>  |  |  |   |                              |                      |
| 1. The teacher understands family systems throughout time and within cultures.   | FCS-480<br>Dynamics of Family Relationships  | Application of Concepts Project.   | Rubric/Instructor constructed             | 70% passing<br>80% Mastery   | 1E                   |
| 2. The teacher understands the complexity of the challenges faced by individuals and families.   | FCS-480<br>Dynamics of Family Relationships  | Analysis of family case studies that deal with the complexity of family survival | Case Study Rubric                         | 70% passing<br>80% Mastery   | 2E<br>3 E            |
| 3. The teacher understands the importance of the strength and vitality of families in the development of individuals and families  | FCS –480<br>Dynamics of Family Relationships | Application of Concepts Project.   | Rubric/Instructor constructed             | 70% passing<br>80% Mastery   | 1E                   |

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| 4. The teacher understands the significance of using reasoned processes and integrating knowledge related to emerging and persistent concerns of families in the areas of personal and family development including relationships, cultural influences, and the integration of multiple life roles and responsibilities in family, career and community settings, life span human growth and development, parenting and child development, human sexuality, personal and family resource management, nutrition and food, wellness, living environments, apparel and textiles, and life and career planning. | FCS -100<br>Career Management in Family and Consumer Sciences              | Interviews with FCS professionals addressing the influence they make on families. | Checklist/ Instructor Created | Satisfactory as determined by the instructor | 4E       |
| 5. The teacher understands human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS)  | FCS 479<br>Techniques for Teaching Vocational Family and Consumer Sciences | Student generated resource on STD's   | Checklist/Instructor Created  | 80% or higher                                | 5E       |
| <b>Performance:</b>   |  |   |                               |  |          |
| 1. The teacher demonstrates the skills of discovery, integration, and application of knowledge in the areas of personal and family development including relationships, cultural influences, the integrations of multiple life roles and responsibilities in family, career and community settings; life span human growth and development; parenting and child development, human sexuality, resource management; nutrition and food; wellness; living environments;   | FCS 480<br>Dynamics of Family Relationships                                | Analysis of family case studies that deal with the complexity of family survival  | Instructor constructed        | 70% passing<br>80% Mastery                   | 2E<br>3E |

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| apparel and textiles; and life and career planning.  |  |  |                               |                            |    |
| 2.The teacher uses and models analytical, empirical, interpretive, and critical science modes of inquiry   | FCS 480<br>Dynamics of Family Relationships                                | Application of Concepts Project                              | Rubric/Instructor Constructed | 70% passing<br>80% Mastery | 1E |
| 3. The teacher integrates knowledge across the curriculum to enhance the development of individuals and families.                                      | FCS 479<br>Techniques for Teaching Vocational Family and Consumer Sciences | Design a high school curriculum for a Family Dynamics class. | Instructor Constructed        | 80% or Higher              | 6E |
| 4. The teacher demonstrates skill in presenting information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS) | FCS 480<br>Dynamics of Family Relationships                                | Group presentations  | Rubric/ Instructor created    | 80% or higher              | 7E |

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| <p><b>A. Results:</b> What data do you have that demonstrates students are meeting this standard?</p> | <p>Students relate well to professionals in the community and state. They have a comprehensive understanding of how family and consumer sciences makes a difference in the quality of life for families in communities. Student teacher supervisors give positive feedback that students are well informed and knowledgeable in the classroom setting and relate well to students.</p> <p>During the 2000-2001 academic year, Family and Consumer Sciences underwent the PSU Academic Program Review. Employer surveys indicated that our graduates were perceived as enthusiastic, knowledgeable, cooperative, dependable and organized. All surveys returned were positive. Our students participate in professional meetings to further their knowledge of current events and network with FCS professionals in the field. Feedback to our department regarding the performance of our graduates is positive.</p> |
| <p><b>B. Continuous Improvement:</b> What response is the unit making based on the data?</p>          | <p>Continued effort and focus is being geared toward professionalism. The quality and effectiveness of instruction is continuously being evaluated and curriculum modifications are made. Facility improvements are being met through the construction of a new FCS building that will be completed in the Fall of 2003. Our advisory board offers feedback from community and businesses regarding program improvement suggestions. Our program has improved substantially during the past five years, yet we continually strive to make continuous efforts to grow and improve further.</p>  |

| Indicators  | Courses Where Met                         | Examples of Performance   | Assessment Method<br>*Use code from above  | Criteria Used for Assessment | Where Found in Folio |
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| <p><b>Standard 2:</b> The teacher of family and consumer sciences understands that social, cultural, cognitive, economic, emotional, and physical factors contribute to the well-being of individuals, families, and communities.</p> |   |   |  |                              |                      |
| <p><b>Knowledge:</b></p>  |   |   |  |                              |                      |
| <p>1. The teacher understands the development and use of personal, social and material resources to meet individual, family and community needs.</p>  | <p>FCS 430 Family Resource Management</p> | <p>Application of the Management Model to an actual situation</p> | <p>Subjective evaluation by instructor</p> | <p>80% or higher.</p>        | <p>8E</p>            |

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| 2. The teacher understands the complex roles of individuals and families as consumers of materials and services.   | FCS 230<br>Family Resource Management                                       | Compose “Affluenza” paper addressing the issues of overconsumption and hyperconsumerism | IC – Instructor Created<br>Subjective evaluation by instructor | 80% or higher             | 9E         |
| 3. The teacher understands the importance of nurture and challenge to the development of the learner within the learning community as well as within the family. | FCS – 490<br>Developmental Planning : The Preschool Years                   | Demonstrate interactive supervisory skills in a practicum environment                   | IC – Instructor Created  | 80% or higher             | 10E<br>11E |
| <b>Performance:</b>  |   |   |  |                           |            |
| 1. The teacher addresses emerging, persistent, and perennial concerns of individuals and families and plans instruction to meet these needs.                     | FCS- 479<br>Techniques for Teaching Vocational Family and Consumer Sciences | Outline an effective curriculum development process.                                    | Checklist /Instructor Created                                  | 80% or higher             | 12E<br>13E |
| 2. The teacher acts as an advocate on behalf of individuals, families, consumers, and communities.   | FCS-479<br>Techniques for Teaching Vocational Family and Consumer Sciences  | Devise a list of the roles a FACS teachers fulfills.                                    | IC – Instructor Created  | Satisfactorily completed. | 14E        |

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| <p><b>A. Results:</b> What data do you have that demonstrates students are meeting this standard?</p> | <p>Data received from our students’ supervisors during their practicum, internship, and student teaching experiences has indicated that our students understand the impact that social, cultural, cognitive, economic, emotional, and physical factors have on individuals and families. Our students have developed a keen sensitivity to the needs of their students and strive to fulfill those needs in a positive and appropriate manner. Their lesson plans, journals, and verbal responses express a high level of critical thinking and careful, prudent reactions.</p> |
| <p><b>B. Continuous Improvement:</b> What response is the unit making based on the data?</p>          | <p>Our curriculum will continue to focus on how to teach students to serve both the needs of the classroom and individual students. Knowledge of how to integrate leadership skills through FCCLA and other classroom activities will be emphasized. Continuous contact and interaction with area teachers and the attendance of conferences for up-to-date curriculum ideas is encouraged and integrated into the classes.</p>   |

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| <p><b>Standard 3:</b> The teacher of family and consumer sciences understands that individuals and families can be empowered through education to maximize their potential and to function independently and collaboratively.</p> |  |  |   |                                  |                      |
| <p><b>Knowledge:</b></p>  |  |  |   |                                  |                      |
| <p>1. The teacher understands factors to be used in the design, development, and management of a family and consumer sciences program.</p>  | <p>FCS-479<br/>Techniques for Teaching Vocational Family and Consumer Sciences</p> | <p>Identify Input Data used for curriculum development</p> | <p>Checklist /Instructor Created</p>      | <p>80% or higher</p>             | <p>12E<br/>13E</p>   |
| <p>2. The teacher understands the importance of a family and consumer sciences program in preparing students for family, community and career roles.</p>  | <p>FCS-479<br/>Techniques for Teaching Vocational Family and Consumer Sciences</p> | <p>Interview with an FCS professional educator.</p>        | <p>IC - Instructor Created</p>            | <p>Satisfactorily completed.</p> | <p>15E</p>           |

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| 3. The teacher understands that family and consumer sciences programs are built upon sciences, arts, and humanities.   | FCS-479<br>Techniques for Teaching Vocational Family and Consumer Sciences | Curriculum Development Project: Integration of academics into the FCS curriculum.   | IC – Must meet requirements of 1.C on Technical Program Review | 80% or higher | 16E<br>17E |
| 4. The teacher understands the importance of a family and consumer sciences curriculum that empowers students to maximize their potential through problem-solving, critical thinking, ethical reasoning, leadership and citizenship, and communication skills. | FCS-479<br>Techniques for Teaching Vocational Family and Consumer Sciences | Evaluate developmental characteristics of adolescents and the impact that the FCS curriculum makes in the areas of problem-solving, critical thinking, ethical reasoning, leadership, citizenship and communication skills. | Subjective evaluation by instructor                            | 80% or higher | 18E        |
| <b>Performance:</b>  |  |   |  |               |            |
| 1. The teacher works collaboratively to develop and implement a family and consumer sciences program that addresses issues affecting individuals and families.   | FCS-429<br>Occupational Family and Consumer Sciences                       | Organize a sample agenda and participate in a mock advisory board meeting identifying local issues and needs.   | IC - Instructor Created Checklist                              | 80% or higher | 19E        |
| 2. The teacher acts as an advocate for family and consumer sciences programs   | FCS-479<br>Techniques for Teaching Vocational Family and Consumer          | Design and develop a powerpoint presentation promoting FCS programs.  | PR = Portfolio Rubric  | 80% or higher | 20E        |

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| 3. The teacher makes linkages and develops partnerships with parents, the community, and business and industry. | FCS-479<br>Techniques for Teaching Vocational Family and Consumer Sciences   | Organize a sample agenda and participate in a mock advisory board meeting identifying local issues and needs. | IC - Instructor Created | 80% or higher | 19E |
| <b>A. Results:</b> What data do you have that demonstrates students are meeting this standard?                  | Our students are constantly exposed to a variety of resources that validate our curriculum as one that serves communities and families. They participate in community service projects through our student organizations, work with FCCLA community projects while participating in pre-labs and student teaching, and learn to write curriculum that includes a community service emphasis. In FCS 479, emphasis is put on the importance of teaching through problem-solving, critical thinking and ethical reasoning. Leadership and citizenship is emphasized by a required leadership component by KSBE. Students learn to design curriculum that would be KSBE approved for Career and Technical Funding. This curriculum also requires the teacher to specifically identify how academics are integrated into the FCS curriculum. |   |                         |               |     |
| <b>B. Continuous Improvement:</b> What response is the unit making based on the data?                           | The teacher education faculty in the FCS department works diligently to keep up-to-date on state department requirements for curriculum updates and new trends in career and technical education. Attendance at state department updates, open communication with state department supervisors, and good communication with Kansas teachers keeps this process running smooth and effectively. PSU students observe this process occurring and will model it in their own professional careers.  |   |                         |               |     |

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| <b>Standard 4:</b> The teacher of family and consumer sciences understands how technology and the quality of environments enhance the functioning and productivity of individuals, families, careers and communities. |  |   |   |                              |                      |
| <b>Knowledge:</b>   |  |   |   |                              |                      |
| 1. The teacher identifies the broad implications of technology on individuals, families, careers and communities.   | FCS-429<br>Occupational Family and Consumer Sciences | Design a timeline expressing how technology has impacted families, communities and careers. (100 years) | IC - Instructor Created                   | 80% or higher                | 21E                  |
| 2 The teacher understands the environmental impact of decisions made by individuals, families and communities.  | FCS-230<br>Consumer Education                        | Compose “Affluenza” paper addressing the issues of overconsumption and hyperconsumerism                 | Subjective evaluation by instructor       | 80% or higher                | 9E                   |
| 3. The teacher understands general health and safety principles related to individuals, families, careers and communities.  | FCS-429<br>Occupational Family and Consumer Sciences | Develop a list of health and safety related concepts and where they are taught in the FCS curriculum    | IC - Instructor Created                   | Instructor Generated         | 22E                  |

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| <b>Performance:</b>   |   |  |                            |               |            |
| 1. The teacher creates learning opportunities that help students understand relationships among society, technology, and the environment. | FCS 429<br>Occupational<br>Family and<br>Consumer<br>Sciences | Design and teach a lesson plan that integrates technology into the secondary classroom | PR = Portfolio<br>Rubric   | 80% or higher | 22E        |
| 2. The teacher establishes and models appropriate health and safety practices in the family and consumer sciences learning environment.   | FCS-429<br>Occupational<br>Family and<br>Consumer<br>Sciences | Classroom<br>Demonstrations  | PR = Portfolio<br>Rubric   | 80% or higher | 23E        |
| 3. The teacher develops a safe learning environment for family and consumer sciences students.  | FCS 429<br>Occupational<br>Family and<br>Consumer<br>Sciences | Create a list of classroom rules pertaining to safety in the FACS classroom            | IC - Instructor<br>Created | 80% or higher | 24E<br>25E |

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| <p><b>A. Results:</b> What data do you have that demonstrates students are meeting this standard?</p> | <p>The FCS teacher education program continually integrates technology into the classroom in order for students to model teaching techniques that integrate technology. A “Technology in the classroom” unit is integrated into FCS-479 and FCS 429. Our facility houses a computer lab with 12 stations for our students.</p> <p>A great deal of emphasis is placed on how to create both a physically and psychologically safe learning environment for students. This academic year, and ESL unit will be integrated into FCS 479. Special emphasis is placed in how to maintain a safe lab space in your classroom, especially when handling perishable food items in the lab. Role playing and simulations are used to convey realistic situations to our students.</p> <p>Our students improve every semester in their technology skills and how to integrate</p> |
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|  | those skills into the classroom. Students demonstrate these skills by designing a special lesson plan that is later displayed in their professional portfolio.  |
| <b>B. Continuous Improvement:</b><br>What response is the unit making based on the data? | As our department grows and more clearly identifies the needs of our students as they enter the professional world, we address those needs and attempt to upgrade and provide necessary training and equipment.<br>Recent improvements in our department include the addition of a 12-station computer lab, access to Power Point software by all students, AV equipment for experience in teaching, a digital camera, and desktop publishing software.<br>Safety is constantly addressed through maintaining current equipment. As we complete plans for our new facility, safety is an issue of utmost consideration. |

| Indicators   | Courses Where Met   | Examples of Performance                       | Assessment Method<br>*Use code from above | Criteria Used for Assessment | Where Found in Folio |
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| <b>Standard 5:</b> The teacher of family and consumer sciences develops family and consumer sciences programs that prepare individuals to be productive members within society and for careers based upon family and consumer sciences knowledge and skills. |   |   |   |                              |                      |
| <b>Knowledge:</b>  |   |   |   |                              |                      |
| 1. The teacher understands the importance of career and life planning.   | FCS- 100<br>Career Management in Family and Consumer Sciences               | Professional Interviews                       | IC - Instructor Created                   | 80% or higher                | 26E                  |
| 2. . The teacher understands the knowledge, skills and practices needed to prepare students for careers in family and consumer sciences  | FCS- 479<br>Techniques for Teaching Vocational Family and Consumer Sciences | Development of an FCS philosophy of education | Subjective Evaluation by instructor       | Instructor approval          |                      |

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| 3. The teacher understands the importance of the linkages and partnerships between family and consumer sciences and career and technical education.                                | FCS-429<br>Occupational Family and Consumer Sciences                       | Students will differentiate between a family focused and an occupationally focused secondary FCS program. By designing a conceptual framework for both. | IC - Instructor Created           | 80% or higher | 27E<br>28E        |
| 4. The teacher understands how career and technical student organizations help prepare students for roles of leadership and service in the family, community, and workplace.       | FCS-479<br>Techniques for Teaching Vocational Family and Consumer Sciences | Integrate an FCCLA project into the curriculum.   | RI =<br>Rubric/Instructor Created | 80% or higher | 29E<br>30E<br>31E |
| <b>Performance:</b>  |  |   |                                   |               |                   |
| 1. The teacher plans, develops, implements, and evaluates programs that prepare students for individual, family, community roles, and for careers in family and consumer sciences. | FCS-479<br>Techniques for Teaching Vocational Family and Consumer Sciences | Curriculum Development Project – Balancing Work and Family  | RI =<br>Rubric/Instructor Created | 80% or higher | 32E               |
| 2. The teacher prepares students for leadership and service roles in the family, community and workplace.  | FCS-479<br>Techniques for Teaching Vocational Family and Consumer Sciences | Integrate an FCCLA project into the curriculum.   | RI =<br>Rubric/Instructor Created | 80% or higher | 29E               |

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| 3. The teacher implements learning opportunities that empower students to make the transition from school to career. | FCS-429<br>Occupational Family and Consumer Sciences    | Students generate a list of ways to integrate career development skills into the curriculum    | IC - Instructor Created | 80% or higher | 33E |
| 4. The teacher documents work experience related to family and consumer sciences.                                    | FCS- 270<br>Practicum in Family and Consumer Sciences 0 | Create documentation on how the practicum work experience related to the FCS Mission Statement | IC - Instructor Created | 80% or higher | 34E |

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| <b>A. Results:</b> What data do you have that demonstrates students are meeting this standard? | Our program places a great deal of emphasis on career planning and balancing work and family. Students are continually encouraged to relate work experiences to the content area of FACS through the practicum experience and internships. This prepares them to teach leadership and career development skills in the classroom. Students join professional organizations on campus and participate in service projects. They attend professional conferences and take advantage of other networking opportunities that allow them to make career connections. The feedback that we get from professionals in the field regarding the success of our new teachers is very positive. Our graduates connect well with the community, set up active advisory councils, sponsor active FCCLA chapters and provide leadership opportunities to their students. |
| <b>B. Continuous Improvement:</b> What response is the unit making based on the data?          | The FACS department is committed to continuous improvement in providing learning experiences that prepare our teachers for their careers. We continue to encourage networking opportunities, participation in outside activities such as FCCLA district and state meetings, and class curriculums that include realistic application experiences to better prepare our graduates to become competent, caring and committed professionals.  |