

Family and Consumer Sciences
4-8, 7-12

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate his/her disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher understands the major concepts of family and consumer sciences central to the discipline.

The teacher knows how to provide performance-based learning experiences.

The teacher realizes that learning experiences reflect real-world situations.

The teacher knows how to enhance vocational and academic content through teacher collaboration.

The teacher knows how to incorporate multicultural perspectives into the content.

The teacher knows how to assess student academic and cultural profile to determine presentation of content.

The teacher knows how to integrate other subject areas into the discipline.

DISPOSITIONS

The teacher respects varying viewpoints and theories.

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher values enthusiasm and positive regard for the discipline.

The teacher appreciates connecting content to everyday life and the workplace through activities such as simulations and on-the-job training.

The teacher values cooperation with other disciplines through team-teaching, shared resources, and combined educational activities to demonstrate integration of content.

PERFORMANCE

The teacher explores various cultures through FCS content.

The teacher utilizes feedback for instructional improvement.

The teacher keeps abreast of new ideas and understandings in his/her discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidences

The teacher includes multicultural perspectives in curriculum.

The teacher participates in professional development activities.

The teacher models effective communication skills.

The teacher ensures accuracy in content.

The teacher uses a variety of methods of inquiry.

September 11, 1998

The teacher builds on each student's knowledge and experience.

The teacher evaluates research, issues, and current trends in the discipline.

STANDARD TWO

The teacher plans and teaches curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher knows how to correlate academic and workplace skills with vocational and technical skills.

The teacher knows how to use instructional technologies, such as computerized equipment and other assistive technology for learners, to address individual and group needs.

The teacher knows how to ask questions to stimulate discussion and creative and critical thinking.

The teacher knows how to plan units and lessons according to the FCS curriculum framework (content standards).

September 11, 1998

The teacher knows how to plan performance-based learning experiences central to real-world situations.

The teacher knows how to use a variety of assessment measures.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students, and others in the development of individualized education plans/family service plans/transition plans for students.

The teacher knows how to communicate effectively with diverse groups.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher believes in adjusting teaching techniques in view of students' performances.

The teacher values open-mindedness and flexibility in relation to learners' needs.

The teacher is open to use of a variety of resources.

The teacher values using latest available technology.

The teacher believes in continuing to learn and developing professionally.

The teacher values the use of both formal and informal assessment measures.

The teacher values the reinforcement of academic and workplace skills throughout the learning process.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher uses well-planned interdisciplinary lessons and units in each course.

The teacher adapts curriculum to each student's needs.

The teacher stimulates discussion, critical thinking, and problem solving using a variety of techniques.

The teacher infuses technology to enhance instruction and learning.

The teacher uses feedback and a variety of assessment tools to improve teaching and learning.

The teacher facilitates student acquisition of skills for lifelong learning.

The teacher integrates basic communication skills into the curriculum.

The teacher uses a variety of teaching resources including, but not limited to, curriculum frameworks, text books, videos, multimedia presentations, guest speakers, and field trips.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual student which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The teacher plans and implements developmentally and individually appropriate curriculums and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for students with a diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher develops lesson plans and adapts curricula, materials, and methods appropriate for all students.

The teacher selects media and technology appropriate to instructional goals and objectives and utilizes assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing students with information about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The teacher modifies tests for students with disabilities.

The teacher modifies the physical environment to ensure maximum performance for students with disabilities.

The teacher collects, documents, and analyzes performance information through systematic observations and recordings of student learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instructions and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process.

September 11, 1998

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

The teacher teaches for generalization of skills and transfer of knowledge by students and assists them to develop learning strategies and independent study behaviors.

STANDARD THREE

The teacher's planning and instruction is based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher knows how to select appropriate content.

The teacher knows how to arrange the content in a sequential order.

The teacher has knowledge of current research and development in the field.

The teacher has knowledge of a variety of teaching techniques.

The teacher knows how to exhibit effective classroom management through physical and social environment.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-,

September 11, 1998

peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher knows techniques for crisis preventions.

The teacher knows how to provide students with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to use resources, aids, and materials for teaching students with special needs.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, social, and psychological status at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher knows and understands indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher values the use of vocabulary understood by each student.

The teacher values the use of activities, such as linkages to students' interests and needs, that stimulate each student's desire to learn and participate in the learning process.

The teacher is open to encouraging creativity and problem solving, such as involvement of the learner in the total learning process.

The teacher appreciates the demonstration of the acceptance of student diversity, such as cultural, physical, academic, and intellectual differences.

The teacher values student feedback to enhance individual learning.

The teacher is committed to encouraging all students to develop to full potential.

The teacher is willing to be an active participant in an educational community that encourages student responsibility, nurtures collaboration, invites dialogue, and models attitudes and values of inquiry learning.

September 11, 1998

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all students can learn at high levels and persists in helping all students achieve success including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities where safety is not a factor.

The teacher is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher has expectations in accordance with each student's developmental level.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

The teacher selects and uses a variety of assessment tools to evaluate what students know and are able to do.

Evidences

The teacher instructs according to each student's developmental level.

The teacher uses a variety of instructional strategies for individual and group learning.

The teacher uses a variety of resources.

The teacher provides opportunities for student involvement.

The teacher respects students' opinions.

The teacher provides adequate time for activities.

September 11, 1998

The teacher updates curriculum according to current research, trends, issues, and technology.

The teacher matches teaching styles to learning styles of individual students.

The teacher uses a variety of assessment tools in evaluating student performance and instructional needs.

The teacher manages the classroom with organization, structure, and flexibility.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher makes appropriate referrals to community health and social services.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher knows how to use prior experiences when relating to students.

The teacher knows how to communicate effectively with diverse groups.

The teacher knows how to facilitate the integration of students with exceptionalities into the classroom.

DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher respects all individuals.

The teacher believes in demonstrating sensitivity to students through care, concern, and consideration for individual needs.

The teacher values democracy in the classroom.

PERFORMANCE

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates with students in a positive and non-threatening manner.

The teacher treats learners and others with respect and dignity.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

Evidences

The teacher exhibits positive interpersonal skills.

The teacher communicates effectively with diverse populations.

The teacher creates an environment conducive to learning.

The teacher considers the development of the whole person in making instructional decisions.

The teacher treats individuals with respect and dignity.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher knows how to practice the role as change agent.

The teacher understands how to interpret regulations, policies, and legal decisions.

The teacher knows how to exhibit team-building skills.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher values the participation in on-going professional development in FCS and across the curriculum.

The teacher values school-improvement activities.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher integrates Vocational Student Organization into the educational process.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher behaves in an ethical manner.

The teacher values the involvement of family and community in the learning process.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The teacher accepts responsibility for professional development.

The teacher fulfills legal obligations.

The teacher works collaboratively for student and school improvement.

The teacher uses available resources to improve student learning and the school climate.

The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.