

## Kansas Educator Preparation Program Standards for Family and Consumer Sciences Educators 6-12

\*\*"Learner" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

<b>Standard 1: The teacher of family and consumer sciences (FCS) understands how social, cultural, cognitive, economic, emotional, and physical factors of the individual impacts families, communities, and the workplace.</b>	
<b>Function 1: The teacher understands the development and use of personal, social and material resources to meet the needs of individuals, families, communities, and the workplace.</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
1.1.1 CK The teacher understands emerging, persistent, and perennial concerns of individuals and families.	1.1.3 PS The teacher uses and models analytical, empirical, interpretive, and critical science modes of inquiry.
1.1.2 CK The teacher understands advocacy on behalf of individuals, families, consumers, and communities.	
<b>Function 2: The teacher explores the interrelatedness of family, community, and the workplace.</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
1.2.1 CK The teacher understands the multifaceted demands on the individual.	1.2.6 PS The teacher works collaboratively to develop and implement a family and consumer sciences program that addresses issues affecting individuals and families.
1.2.2 CK The teacher understands family strengths lead to community vitality.	
1.2.3 CK The teacher understands how decision making impacts quality of life.	
1.2.4 CK The teacher understands the importance of becoming productive members of society.	
1.2.5 CK The teacher understands management of life balance (time, education investment, skill development valued, goal setting/achievement).	
<b>Standard 2: The teacher of family and consumer sciences (FCS) understands and develops programs that prepare individuals to be productive members within society and for careers based upon family and consumer sciences knowledge and skills.</b>	
<b>Function 1: The teacher understands the knowledge, skills, and practices in careers of family and consumer sciences including FCS education.</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
2.1.1 CK The teacher understands the importance of career and life planning.	2.1.4 PS The teacher assists students in identifying personal career goals.
2.1.2 CK The teacher understands the careers aligned to the field of FCS.	2.1.5 PS The teacher assists students in exploring careers in FCS.
2.1.3 CK The teacher understands how to prepare students for the role of leadership and service in FCS and workplace settings.	2.1.6 PS The teacher will instruct students regarding career development initiatives including Career Clusters and Pathways related to FCS: <ul style="list-style-type: none"> <li>• Human Services,</li> </ul>

	<ul style="list-style-type: none"> <li>• Hospitality &amp; Tourism,</li> <li>• Visual Arts,</li> <li>• Education and Training.</li> </ul>
<b>Function 2: The teacher understands how to integrate the Family, Career and Community Leaders of America (FCCLA) student organization into the FCS Program.</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
2.2.1 CK The teacher understands the adviser’s function and responsibilities to maintain a FCCLA Chapter.	2.2.4 PS The teacher advises and manages an FCCLA chapter.
2.2.2 CK The teacher understands the mission, goals, and organization of Family, Career and Community Leaders of America (FCCLA).	
2.2.3 CK The teacher understands how to prepare students for leadership and service roles in family, community and workplace.	
<b>Standard 3: The teacher of family and consumer sciences (FCS) demonstrates an understanding of the central concepts, theoretical views, and structures of family and consumer sciences and the relationship to the well-being of individuals, families, and communities.</b>	
<b>Function 1: The teacher demonstrates an understanding of the central concepts, theoretical views, scientific principles, resources and skills in:</b>	
<ul style="list-style-type: none"> <li>• <b>personal and family development,</b></li> <li>• <b>life span human growth and development,</b></li> <li>• <b>parenting and child development,</b></li> <li>• <b>interpersonal skills,</b></li> <li>• <b>human sexuality,</b></li> <li>• <b>personal and family resources management.</b></li> </ul>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
3.1.1 CK The teacher understands the factors affecting evolving interpersonal, family, community, and professional relationships throughout the life cycle.	3.1.18 PS 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 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, and resource management.
3.1.2 CK The teacher understands the functions of relationships and uses strategies and resources for communication and strengthening interpersonal and family relationships and dealing with change, conflict and crisis.	3.1.19 PS The teacher integrates knowledge across the curriculum to enhance the development of individuals, families, and communities.
3.1.3 CK The teacher understands parenting styles and their impact on family relationships across the lifespan.	3.1.20 PS The teacher integrates the process skills of critical thinking, problem solving, decision making, goal setting, cooperation, management, leadership, creativity, and communication across the curriculum.
3.1.4 CK The teacher communicates parenting skills and their impact.	

3.1.5 CK The teacher understands the historical significance of the family as a basic unit of society and is familiar with public policies and social/cultural and economic factors that affect families.	
3.1.6 CK The teacher understands human sexuality and its impact on interpersonal relationships.	
3.1.7 CK The teacher understands the stages, characteristics and interrelatedness of physical, social, emotional, moral, and cognitive development throughout the life cycle.	
3.1.8 CK The teacher understands strategies for observation and assessment of human development throughout the life cycle.	
3.1.9 CK The teacher understands how to plan, conduct, and assess developmentally appropriate and safe early childhood learning experiences.	
3.1.10 CK The teacher is aware of resources, regulations, and ethical standards related to caregiving throughout the life cycle.	
3.1.11 CK The teacher understands and communicates essential financial literacy concepts and their impact on factors that affect individual and family resources (food, clothing, shelter, health care, insurance, recreation, time, human capital) and financial management throughout the life cycle.	
3.1.12 CK The teacher understands and communicates the decision making, problem solving, and critical thinking skills necessary in managing finances.	
3.1.13 CK The teacher interprets the effects of technology on individual and family resources.	
3.1.14 CK The teacher understands the significance of parenting skills and the impact on the family.	
3.1.15 CK The teacher understands consumer rights and responsibilities and governmental laws and policies related to consumerism.	
3.1.16 CK The teacher understands roles, responsibilities, and resource management skills necessary in family, work, and community settings.	
3.1.17 CK The teacher is familiar with local, state, and federal resources/policies that assist/hinder the family, community, and workplace.	
<b>Function 2: The teacher demonstrates an understanding of the central concepts, theoretical views, scientific principles, resources and skills in nutrition, food, and wellness.</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>

3.2.1 CK The teacher understands the functions and sources of nutrients and the dietary guidelines necessary for healthy living throughout the life cycle.	3.2.10 PS The teacher demonstrates the skills of discovery, integration, and application of knowledge in the areas of nutrition, food, and wellness.
3.2.2 CK The teacher understands the factors that influence food consumption, nutrition, and behavior and promotes healthy living through wellness initiatives.	3.2.11 PS The teacher integrates knowledge across the curriculum to enhance the development of individuals and families.
3.2.3 CK the teacher understands the interrelationship of mental, social, emotional, and physical health throughout the life cycle.	3.2.12 PS The teacher integrates the process skills of critical thinking, problem solving, decision making, goal setting, cooperation, management, leadership, and communication throughout the curriculum.
3.2.4 CK The teacher is familiar with the impact of environmental, economic, scientific, technological, and governmental influences on food and nutrition from farm to table.	
3.2.5 CK The teacher understands the sources of food contamination, and safety and sanitation procedures, along with the role of local, state, and federal agencies in monitoring food safety.	
3.2.6 CK The teacher knows the general concepts of food science.	
3.2.7 CK The teacher understands the impact of environmental factors on food preparation and production.	
3.2.8 CK The teacher demonstrates an understanding of food preparation and meal planning.	
3.2.9 CK The teacher understands the decision making, problem solving, and critical thinking skills necessary for economic choices related to nutrition, food, and wellness.	
<b>Function 3: The teacher demonstrates an understanding of the central concepts, theoretical views, scientific principles, resources and skills in living environments, and apparel and textiles.</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
3.3.1 CK The teacher understands the elements and principles of design as it applies to housing and interiors.	3.3.11 PS The teacher demonstrates the skills of discovery, integration, and application of knowledge in the areas of living environments and apparel and textiles.
3.3.2 CK The teacher understands the sustainability and environmental impact of housing materials and design.	3.3.12 PS The teacher integrates knowledge across the curriculum to enhance the development of individuals and families.
3.3.3 CK The teacher understands the various factors that affect housing choices.	3.3.13 PS The teacher integrates the process skills of critical thinking, problem solving, decision making, goal setting, cooperation, management, leadership, creativity, and communication across the curriculum.
3.3.4 CK The teacher is familiar with regulations, safety standards, and ethical issues related to	

living environments, textiles, and apparel production.	
3.3.5 CK The teacher is familiar with the basic types and characteristics of textiles.	
3.3.6 CK The teacher is familiar with basic construction techniques of textile products.	
3.3.7 CK The teacher understands the social, cultural, economic, and psychological factors that affect apparel choices and living environment choices.	
3.3.8 CK The teacher understands the basic elements and principles of design as applied to textiles, fashion design, and wardrobe planning.	
3.3.9 CK The teacher knows methods for maintenance of apparel as well as living environments.	
3.3.10 CK The teacher understands the decision making, problem solving, and critical thinking skills necessary for economic choices related to living environments and apparel and textiles.	
<p><b>Standard 4: The teacher of family and consumer sciences (FCS) plans for classroom and laboratory learning, creates valid and reliable assessments, and utilizes multiple instructional strategies in classroom and laboratory settings in:</b></p> <ul style="list-style-type: none"> <li>• <b>personal and family development,</b></li> <li>• <b>life span human growth and development,</b></li> <li>• <b>parenting and child development,</b></li> <li>• <b>education and training across the lifespan,</b></li> <li>• <b>interpersonal skills,</b></li> <li>• <b>human sexuality,</b></li> <li>• <b>personal and family resources management,</b></li> <li>• <b>life and career planning,</b></li> <li>• <b>nutrition, food, and wellness,</b></li> <li>• <b>living environments and apparel and textiles.</b></li> </ul>	
<p><b>Function 1: Planning. The teacher plans instruction that supports all students to meet rigorous learning goals by drawing upon content knowledge and pedagogy, technology, curriculum, and integration across content area.</b></p>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
4.1.1 CK The teacher utilizes local, state, and national family and consumer sciences standards for planning.	4.1.3 PS The teacher integrates current academic and employability and workplace standards into family and consumer sciences curriculum.
4.1.2 CK The teacher understands that family and consumer sciences programs are built upon the application of sciences, arts, and humanities.	4.1.4 PS The teacher plans instruction based on an understanding of individuals, families, and the community in which they are teaching.
	4.1.5 PS The teacher plans, develops, implements and evaluates programs that prepare students for individual, family, community roles, and for careers in family and consumer sciences.
	4.1.6 PS The teacher implements and maintains approved career pathways.

	4.1.7 PS The teacher develops instructional plans sensitive to the diversity, culture, and age of the learners.
	4.1.8 PS The teacher plans course curriculum units and sequence for an approved family and consumer sciences program.
<p><b>Function 2: Teaching Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content and their connections, and to apply knowledge in relevant ways:</b></p> <ul style="list-style-type: none"> <li>• <b>personal and family development,</b></li> <li>• <b>life span human growth and development,</b></li> <li>• <b>parenting and child development,</b></li> <li>• <b>education and training across the lifespan,</b></li> <li>• <b>interpersonal skills,</b></li> <li>• <b>human sexuality,</b></li> <li>• <b>personal and family resources management,</b></li> <li>• <b>life and career planning,</b></li> <li>• <b>nutrition, food, and wellness,</b></li> <li>• <b>living environments and apparel and textiles.</b></li> </ul>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
4.2.1 CK The teacher understands and uses a variety of appropriate instructional strategies and resources.	4.2.5 PS The teacher uses teaching strategies that are appropriate to the family and consumer sciences content and learner.
4.2.2 CK The teacher understands that family and consumer sciences empowers students to maximize their potential through instructional strategies that promote problem-solving, critical thinking, ethical reasoning, leadership and citizenship, and communication skills.	4.2.6 PS The teacher works collaboratively to develop and implement a family and consumer sciences program that addresses issues affecting individuals, families, and communities.
4.2.3 CK The teacher knows the techniques for creating student centered learning and laboratory experiences related to family, careers, and community.	4.2.7 PS The teacher addresses emerging, persistent, and perennial concerns of individuals, families, and communities, and plans instruction to meet these needs.
4.2.4 CK The teacher understands how academic standards are embedded and reinforced within a family and consumer sciences curriculum to promote student success.	
<p><b>Function 3: Safety. The teacher establishes and models appropriate health and safety practices in the family and consumer sciences learning environment.</b></p>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
4.3.1 CK The teacher understands safe laboratory experiences.	4.3.4 PS The teacher models safe laboratory practices.
4.3.2 CK The teacher understands the importance of a safe physical environment.	4.3.5 PS The teacher continually monitors the emotional climate in the classroom to build a respectful classroom.
4.3.3 CK The teacher understands the importance of establishing a safe emotional climate.	
<p><b>Function 4: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage students in self-assessment, and to use data to make curricular decisions about:</b></p>	

<ul style="list-style-type: none"> <li>• Personal and family development,</li> <li>• Lifespan human growth and development,</li> <li>• Parenting and child development,</li> <li>• Education and training across the lifespan,</li> <li>• Interpersonal skills,</li> <li>• Human sexuality,</li> <li>• Personal and family resources management,</li> <li>• Life and career planning,</li> <li>• Nutrition, food, and wellness,</li> <li>• Living environments and apparel and textiles.</li> </ul>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
4.4.1 CK The teacher understands multiple forms of traditional and authentic assessments appropriate to the content and the needs of the individual learner.	4.4.5 PS The teacher constructs and implements multiple forms of valid and reliable assessments appropriate to family and consumer sciences content and the learner.
4.4.2 CK The teacher understands how to engage students in assessing themselves.	
4.4.3 CK The teacher understands how data can be used to make informed curricular decisions.	
4.4.4 CK The teacher understands how technology assists in managing student assessment.	
<b>Standard 5: The teacher of family and consumer sciences (FCS) understands the need to engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.</b>	
<b>Function 1: The teacher understands the resources for professional development and continuing education, including local, state, and national family and consumer sciences organizations.</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
5.1.1 CK The teacher understands the need for ongoing professional development.	5.1.3 PS The teacher attends local, district, state, and national family and consumer sciences organization professional development opportunities.
5.1.2 CK The teacher understands how to access and utilize credible professional development.	5.1.4 PS The teacher collaborates and networks to enhance understanding of the FCS content/program and profession.
	5.1.5 PS The teacher identifies and utilizes resources which are research-based and considered best practice.
	5.1.6 PS The teacher identifies and addresses contemporary issues and trends in family and consumer sciences education.
<b>Function 2: The teacher understands ethical professional practice based upon history and philosophy of family and consumer sciences and career and technical education.</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
5.2.1 CK The teacher understands the profession evolves over time.	5.2.5 PS The teacher demonstrates ethical professional practice.
5.2.2 CK The teacher understands the broad field of FCS and has a holistic vision for the profession.	

5.2.3 CK The teacher understands the value of civic engagement and advocacy for the profession.	
5.2.4 CK The teacher understands the actions required for ethical professional practice both individually and collectively.	