

006.24 Family and Consumer Sciences Occupational

006.24A Grade Levels: 6-12~~;~~

006.24B Endorsement Type: Field~~;~~

006.24C Persons with this endorsement may teach Family and Consumer Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.24D Certification Endorsement Requirements: This endorsement ~~shall~~ requires a minimum of 48 semester hours, including a minimum of ~~six (6) three (3)~~ six (6) semester hours to include pedagogical content knowledge and the principles of career and technical education and supervision and coordination of work-based learning, and ~~42~~ 45 semester hours of Family and Consumer Sciences content ~~subject matter~~ with the following minimums:

006.24D1 Three (3) semester hours – Methods in Family and Consumer Sciences;

006.24D2 Three (3) semester hours – Careers, Community and Family Connections~~;~~

006.24D3 Nine (9) semester hours – Consumer Economics and Family Resources~~;~~

006.24D4 Nine (9) semester hours – Family and Human Development~~;~~

006.24D5 Nine (9) semester hours – Nutrition, Food Science and Food Production; Wellness and Foods

006.25D6 Three (3) semester hours – Design, Textiles, Apparel, or Interiors; and

006.24E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.25F Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of

this endorsement.

006.25G Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines: ~~should prepare prospective teachers to:~~

Pedagogical Content Knowledge and Content Knowledge

Standard 1. Career, Community and Family Connections

Analyze family, community, and work interrelationships; investigate career paths; examine family and consumer sciences careers; and apply career decision making and transitioning processes.

Standard 2. Consumer Economics and Family Resources

Utilize Use resources responsibly to address the diverse needs and goals of individuals, families, and communities in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.

Standard 3. Family and Human Development

Apply principles and theories of child development, human growth and development, interpersonal relationships, and family to strengthen individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace.

Standard 4. Nutrition, Food Science, and Food Production, and Wellness

Apply nutrition concepts that enhance individual and family well-being across the lifespan; apply food science and nutrition, food production and preparation; promote food production skills for families and in the workplace; and demonstrate effective lab management practices that apply to food and nutrition.

~~Promote nutrition, food, and wellness practices that enhance individual and family well-being across the lifespan and address related concerns in a global society.~~

Standard 5. Design, Textiles, Apparel, or Interiors

Demonstrate application of elements and principles of design related to textiles, apparel, and interiors; integrate knowledge, skills, and practices required for careers in housing, interior design, clothing, and textiles; and demonstrate effective lab management practices that apply to design, textiles, apparel, and interiors.

Standard 6. Methods in Family and Consumer Sciences Instruction

In addition to content and career preparation, programs must prepare teachers with knowledge in classroom and program implementation including:

- Element 1. Curriculum development and program management;
- Element 2. Instructional strategies, resources and technology integration;
- Element 3. Child and youth development;
- Element 4. Responsive teaching;
- Element 5. Subject matter knowledge;
 - a. Family, Career, and Community Leaders of America (FCCLA) curriculum integration;
 - b. Principles of career and technical education;
- Element 6. Classroom culture and relationships;
 - a. Diversity, inclusive practices, and English language learners;
- Element 7. Managing classroom activities and the learning environment;
- Element 8. Student and program assessment;
- Element 9. Professionalism; and
- Element 10. Reflective practices.

Standard 7. Integrate the Nebraska Career Readiness Standards in all Family and Consumer Sciences courses to include:

- Element 1. Apply appropriate academic and technical skills;
- Element 2. Communicate effectively and appropriately;
- Element 3. Contribute to employer and community success;
- Element 4. Make sense of problems and persevere in solving them;
- Element 5. Use critical thinking skills;
- Element 6. Demonstrate innovation and creativity;
- Element 7. Model ethical leadership and effective management;
- Element 8. Work productively in teams and demonstrate cultural competency;
- Element 9. Utilize technology;
- Element 10. Manage personal career development; and
- Element 11. Attend to personal and financial well-being.

Principles of Career and Technical Education

Standard 8. Curriculum Development and Program **Design Management**

Deliver a standards-based curriculum in appropriate career fields through programs of study that incorporate classroom and laboratory instruction; experiential, project and work-based learning, and leadership and personal development through Family, Career, and Community Leaders of America (FCCLA).

- Element 1. Develop programs of study that reflect the needs of the community and have been developed in accordance with state requirements.
- Element 2. Design courses in the program of study that are organized logically and sequentially from introductory to advanced levels.

Standard 9. Facilities and Equipment Planning

Design facilities and equipment plans that support the implementation of the program and curriculum by providing all students with opportunities for the development and application of knowledge and skills.

- Element 1. Develop facility plans that provide for the effective delivery of all programs of study offered.
- Element 2. Demonstrate knowledge of existing local, state, and federal safety and health standards.
- Element 3. Develop training and evaluation so those using the facility engage in a safe working environment.
- Element 4. Demonstrate the ability to maintain a clean and organized environment conducive to learning.
- Element 5. Demonstrate knowledge of facility design that is accessible and accommodating to all students.
- Element 6. Demonstrate the ability to organize storage space for both student and teacher materials, supplies, and equipment.
- Element 7. Maintain an inventory of equipment, tools, consumable items, and instructional technology and is able to develop a plan for new purchases and replacements.
- Element 8. Maintain equipment, tools, and instruction technology adequate to current industry standards.
- Element 9. Plan for adequate quantities of tools, equipment, and consumable supplies for equipping students at all times.
- Element 10. Maintain equipment, tools, and instructional technology that is current, available, and used effectively for delivering instruction.

Standard 10. Experiential, Project, and Work-Based Learning

Enhance student learning through continuous experiential, project, and work-based learning experiences.

- Element 1. Integrate work-based learning with the appropriate career field program for all students.

- Element 2. Align work-based learning to appropriate career field curriculum standards.
- Element 3. Assess work-based learning by measuring students' growth against a relevant set of career-based skills, knowledge, and competencies.
- Element 4. Promote student-planned, personalized work-based learning experiences.
- Element 5. Engage students to maintain accurate work-based learning documentation to meet state and local requirements.
- Element 6. Provide direct supervision and guidance for each student's work-based learning experience.
- Element 7. Document work-based learning experiences between the student and adult supervisors.

Standard 11. Leadership and Personal Development

Engage student participation in intra-curricular leadership and personal development experiences through Family, Career, and Community Leaders of America (FCCLA).

- Element 1. Provide the opportunity for all students to be members of FCCLA.
- Element 2. Engage students to build a progressive leadership and personal development plan.
- Element 3. Engage students in meaningful leadership and personal development activities related to Family and Consumer Sciences.
- Element 4. Provide leadership to ensure the FCCLA constitution and bylaws are up-to-date and approved by chapter members.
- Element 5. Engage students in the planning and implementation of a program of work.
- Element 6. Facilitate the conduct of regularly scheduled chapter meetings.
- Element 7. Implement an awards recognition program planned and conducted by student members.
- Element 8. Provide leadership to ensure the FCCLA chapter has a current budget, which provides the financial resources to support the program of work.

Standard 12. School and Community Partnerships

Engage school and community partners in developing and supporting a quality program.

- Element 1. Demonstrate knowledge of how to regularly inform key stakeholders regarding the goals, objectives, and accomplishments of the family and consumer sciences program.
- Element 2. Demonstrate knowledge of how to initiate engagement of key stakeholders with the Family and Consumer Sciences program.
- Element 3. Demonstrate knowledge of how to recognize key stakeholders for their support of the Family and Consumer Sciences program.

Element 4. Participates in key stakeholder activities.

Standard 13. Program Marketing

Engage key stakeholders through involvement, recognition, and the sharing of information about all components of the program.

Element 1. Design and implement a strategic marketing effort with pieces implemented by the appropriate key stakeholders.

Element 2. Design and implement a recruitment and retention plan that yields steady or increasing student enrollment.

Element 3. Utilize relevant Family and Consumer Sciences career field data for marketing and communication purposes.

Standard 14. Program Planning and Evaluation

Design and implement a system of needs assessment and evaluation for continual program development and improvement.

Element 1. Collect and report relevant Family and Consumer Sciences data to key stakeholders and other entities as determined by local and state requirements.

Element 2. Survey key stakeholders to determine their expectations and current assessment of program quality and the success of students.

Element 3. Provide leadership for a representative Family and Consumer Sciences advisory committee, authorized by the local board of education, to meet regularly to advise program direction and development.

Element 4. Provide leadership for creation and implementation of a programmatic strategic plan that is based on performance data, key stakeholder surveys, and advisory committee input.

Element 5. Develop and implement a Family and Consumer Sciences budget that provides the financial resources to support the current and planned needs of the program.

Guidelines are based, in part, on National Standards for Teachers of Family and Consumer Sciences developed by the National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS) (2004) and National Quality Program Standards for Agriculture, Food and Natural Resources Education and informed by other Career and Technical professional standards (2016).

Manage a comprehensive Family and Consumer Sciences program; develop, justify, and implement curricula that address perennial and evolving family, career, and community issues that reflects the integrative nature of family and consumer sciences; and integrate core academic areas.

Instructional Strategies and Resources

~~Facilitate students’ critical thinking and problem solving in family and consumer sciences through appropriate instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace; organize and manage laboratory experiences; and manage work-based learning which includes the supervision of students in the workplace.~~

Learning Environment

~~Create and implement a safe, supportive learning environment that encourages experiential learning and is sensitive to diverse needs, values, and characteristics of students, families, and communities.~~

Professionalism

~~Engage in professional development and ethical professional practice to support the history and philosophy of Family and Consumer Sciences and Career Education through collaboration, civic engagement, and advocacy.~~

Student and Program Assessment

~~Assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes.~~

Student Organization Integration

~~Integrate the Family, Career and Community Leaders of America (FCCLA) student organization into the program to foster students’ academic growth, application of family and consumer sciences content, leadership, service learning, and career development.~~

Technology

~~Analyze the impact of emerging technologies among individuals, families, community and careers and their interrelationships.~~

NCTE Ad Hoc Committee Membership – FACS

Thursday, November 29, 2016 – 9:00 A.M. Virtual Meeting / NDE V-Tel Room

Ad Hoc Committee Requirements	Ad Hoc Committee Members
Ad Hoc Chair – Collaboratively determined by NDE Team Leader responsible for the endorsement area and the NDE designee with responsibilities for NCTE coordination.	Allison Kreifels, NDE Career Field Specialist allison.kreifels@nebraska.gov
Current Teachers— Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	Kristin Vest, Kearney High School krivest@kearneycats.com Ronita Jacobsen, Plainview High School rjacobsen@esu8.org

<p>Current Teachers— Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.</p>	<p>Sheree Moser, UNL smoser2@unl.edu Carol Erwin, Wayne State caerwin1@wsc.edu</p>
<p>Specialists in the Content Area— Might include Arts and Sciences college faculty or persons drawn from professional practice in the endorsement area.</p>	<p>Yvonne Moody, Chadron State ymody@csc.edu Tami Moore, UNK mooretj@unk.edu</p>
<p>Administrators— Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership, or personnel functions at the grade levels and/or in the content area.</p>	<p>Denise Haag, LPS FACS Curriculum Specialist dhaag@lps.org Ryan Ricenbaw, Waverly HS Principal ryan.ricenbaw@district145.org</p>
<p>NCTE Representation— Representation from the NCTE Standing Committee to which the endorsement has been assigned.</p>	<p>Tom Wandzilak, UNL Certification Official/NCTE Committee 'B' twandzilak1@unl.edu</p>
<p>NDE Representative with responsibilities related to the endorsement area. (This person may also serve as the Ad Hoc Chair.)</p>	<p>N/A</p>
<p>Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.</p>	<p>Kristen Vest, Kearney HS Sheree Moser, UNL</p>
<p>Additional P-12 school practitioners or higher education faculty to equalize the representation between these two groups.</p>	
<p>A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.</p>	<p>Sharon Katt, NDE sharon.katt@nebraska.gov Pat Madsen, NDE pat.madsen@nebraska.gov</p>