

Career-Technical Baccalaureate Family and Consumer Sciences

2008 Ohio Program Standards Grades 4 and Beyond

The provisional career-technical license may be obtained by an individual who holds the baccalaureate degree, who has successfully completed an approved program of preparation, who has successfully completed an examination prescribed by the State Board of Education, who has been recommended by the dean or head of teacher education at an institution approved to prepare career technical teachers, and who evidences two years of recent and successful related work experience or the equivalent in the teaching area. Career-technical licenses shall be issued for specific programs or taxonomies.

Ohio Educator Licensure Standards for Career-Technical Education Baccalaureate Family and Consumer Sciences Careers

Introduction

The Ohio Educator Licensure Program Standards for the Family and Consumer Sciences Careers Route A Teacher Licensure program were developed by an Advisory Committee after a thorough review of the following documents: PRAXIS II and PRAXIS III (Educational Testing Service), Pathwise (Educational Testing Service), Ohio Performance-Based Teacher Licensure Standards, and National Standards for Teachers of Family and Consumer Sciences. The advisory committee consisted of representatives from public and private teacher preparation institutions of higher education and consultants from the Ohio Department of Education.

We wish to acknowledge the following individuals who served on the Advisory Committee:

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Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

Licensure Rule 3301-24-05 (D) (7) (a)

The career-technical license, valid for teaching the subjects named in such license to learners ages eight and beyond and grades four and beyond. The career-technical license may be obtained by the following route: (a) the provisional career-technical license may be obtained by an individual who holds the baccalaureate degree, who has successfully completed an approved program of preparation, who has successfully completed an examination prescribed by the State Board of Education, who has been recommended by the dean or head of teacher education at an institution approved to prepare career technical teachers, and who evidences two years of recent and successful related work experience or the equivalent in the teaching area.

State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at www.ode.state.oh.us.

Other Requirements

Institutions must provide documentation that the program includes:

- Candidates have a minimum of two years of full-time work experience or equivalent in the career field prior to admission into the preservice program;
- 3 semester credit hours of coursework in reading in the content area (or its equivalent); and
- Addresses Ohio Content Standards for Career- Technical Education Route A teacher licensure.
- Value-Added Progress Dimension

**CAREER-TECHNICAL BACCALAUREATE
FAMILY AND CONSUMER SCIENCES STANDARDS**

Standard 1. Candidates know and understand the content and specific concepts related to Family and Consumer Science.

1.1 Candidates understand and apply principles of consumer economics, financial literacy, and resource management to individuals and families across the human life span.

1.1.1 Candidates apply concepts of financial planning and decision making to facilitate management of human, material and fiscal resources to achieve goals.

1.1.2 Candidates relate principles of resource management to the selection, purchase and use of consumer goods.

1.1.3 Candidates explain the interrelationship of families, consumers, and the economic system.

1.1.4 Candidates recognize the impact of technology on individual and family resources and relationships.

1.1.5 Candidates relate principles of resource management to the selection, purchase, and use of consumer goods.

1.1.6 Candidates translate principles of environmental sustainability to consumer consumption practices.

1.1.7 Candidates integrate available resources to sustain and enhance living environments

1.2 Candidates apply theory and research on human development, interpersonal relationships, and family systems to build and strengthen individual and family assets across the human life span.

1.2.1 Candidates relate principles of child and human development to stages of the life cycle.

1.2.2 Candidates provide instruction on positive parenting skills to support the healthy growth and development of individuals, families, and society.

1.2.3 Candidates address human sexuality and related concerns to the healthy growth and development of individuals, families, and society.

1.2.4 Candidates demonstrate and facilitate effective communication skills. (e.g. leadership, teamwork, problem solving, relationships, management)

1.2.5 Candidates demonstrate and address sensitivity toward diverse groups, families and individuals.

1.3 Candidates know and demonstrate the role of food and nutrition in constructing a healthy lifestyle.

1.3.1 Candidates use nutrition science, dietary needs and guidelines, including special needs, to select healthy food, beverage, and supplements at different stages of the life span.

1.3.2 Candidates demonstrate safe food handling practices, including the preparation and consumption of food for healthy bodies.

1.3.3 Candidates understand and address the social and cultural factors related to food choices.

1.3.4 Candidates promote the scientific preparation and consumption of food for healthy bodies.

1.4 Candidates investigate and plan career pathways and research transitioning processes for students.

1.4.1 Candidates know a variety of intervention strategies and support systems helpful in resolving work and family issues.

1.4.2 Candidates identify self-analysis tools, resources, and technology to make career decisions and identify career pathway possibilities.

1.4.3 Candidates understand global issues related to work environment and requirements in the workplace.

1.4.4 Candidates will evaluate transitioning processes research from middle school to high school, high school to college, and college to employment.

1.4.5 Candidates develop effective job acquisition skills.

Standard 2. Candidates create learning environments that promote high levels of learning and meet the needs and interests of all students.

2.1 Candidates create supportive learning communities that accommodate various learning styles, intelligences, exceptionalities, and cultural differences.

2.2 Candidates promote a safe classroom accessible to all and free of harassment and physical danger.

2.3 Candidates develop a classroom and laboratory behavior management plan.

2.4 Candidates utilize classroom resources, technology, and space to enhance learning and participation skills.

2.5 Candidates establish a moral and democratic learning environment that is fair, respectful, supportive, and caring for all.

2.6 Candidates understand the factors in the students' environment outside of school (e.g., family circumstances, health, economic conditions) which impact the students' learning.

2.7 Candidates demonstrate appreciation for all aspects of diversity.

2.8 Candidates recognize characteristics of gifted students, students with disabilities, and at-risk students in order to assist in identification, instruction, and intervention including participating on an IEP team.

2.9 Candidates provide clear directions to guide learning outcomes and procedures that extend high levels of expectation.

Standard 3. Candidates demonstrate the ability to plan and implement instruction that challenges all students to higher levels of achievement.

3.1 Candidates know and use research-based teaching methods and instructional strategies that promote learning for all students.

3.1.1 Candidates use authentic, contextual instructional methods such as problem-based learning, project-based learning, and service learning to advance student learning goals.

3.1.2 Candidates use a variety of instructional strategies to support the learning needs of all students and that enable students to reflect on their own learning.

3.1.3 Candidates use recognition, reinforce effort, monitor student work and provide feedback to stimulate motivation and enhance achievement.

3.1.4 Candidates use instructional strategies (cues, high quality questions, wait time, calling on all students) to activate prior knowledge, and encourage student participation.

3.1.5 Candidates use memory and comprehension strategies to guide student's meaningful understanding and transfer of knowledge and help students become self-regulated learners.

3.1.6 Candidates use instructional strategies, activities, resources, materials, and technologies that engage students in their learning and support FCS content.

3.2 Candidates develop curriculum that address perennial family and consumer sciences issues and concerns.

3.2.1 Candidates use curriculum planning processes that begins with the state family and consumer science standards, establish performance goals and assessment and plan active, hands-on instruction to meet the performance goals and FCS standards.

3.2.2 Candidates develop curriculum that is sensitive to the diverse needs and expectations of students, families, and communities.

3.2.3 Candidates develop curriculum that reflects their knowledge of human development theory across ages, stages, and diversity.

3.2.4 Candidates integrate FCS process skills (i.e., to think and act critically, build relationships, manage life, lead and advocate for families), and FCCLA activities throughout their curriculum plan, instruction, and assessment.

3.2.5 Candidates develop curriculum that integrate Family and Consumer Sciences and academic content areas.

Standard 4. Candidates understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

4.1 Candidates accurately define the characteristics, uses, advantages, and limitations of different types of student assessments, including but not limited to state value-added dimension reports and data.

4.2 Candidates select, construct, and utilize assessment strategies and instruments appropriate to the learning outcomes being evaluated.

4.3 Candidates use classroom assessment data to reflect on their own teaching practices and inform instruction.

4.4 Candidates use a variety of formative and summative assessment techniques.

4.5 Candidates communicate the results of assessments, student grades and progress to students, parents, colleagues, and administration using appropriate technology.

4.6 Candidates assess, evaluate and improve programs in FCS using appropriate criteria, standards, and processes.

4.7 Candidates develop an assessment and grading plan for each course taught.

Standard 5. Candidates collaborate and communicate with students, families, other educators, administrators, and the community to support student learning.

5.1 Candidates demonstrate proficiency in listening skills, written and verbal communication skills.

5.2 Candidates use communicative methods which keep parents/guardians and all stakeholders informed

5.3 Candidates apply effective communication skills (e.g., in leadership/management situations, with Advisory Committees, and in interpersonal relationships).

5.4 Candidates collaborate with local agencies and community organizations to support student learning.

5.5 Candidates understand schools as institutions within the larger community context and can distinguish the operations of the relevant aspects of the system.

Standard 6. Candidates commit to professional growth, performance and involvement in the FCS profession, school and community.

6.1 Candidates identify the professional codes of ethics and demonstrate ethical behavior in their teaching practice.

6.2 Candidates cultivate professional relationships with school colleagues, and professional organizations (AAFCS and ACTE) to enhance their professional practices and increase student learning.

6.3 Candidates promote student leadership and civic engagement through FCCLA membership and activities.

6.4 Candidates solicit feedback about their teaching and learning strategies to provide direction for their professional growth as an effective FCS teacher.

6.5 Candidates cultivate professional relationships with school colleagues to improve student learning.