

**Family & Consumer Science Endorsement Competencies**  
**Side-by-Side Comparison between**  
**Washington State (2007) endorsement competency standards and National competency standards**

Washington State Competency Standards	National Competency Standards
<p><b>Family and Consumer Sciences Education</b></p> <p><i>The NATEFACS Standards for Teachers of Family and Consumer Sciences are intended to reflect the content see in the Family and Consumer Sciences Common Core</i></p>	
<p><b>8.0 Family and Consumer Sciences Education Common Core: Knowledge</b></p> <p>8.1 Describe importance of establishing and maintaining satisfying relationships at home, work, and in the community</p> <p>8.2 Identify leadership styles and their impact on work and family systems</p> <p>8.3 Describe skills needed to guide others in developing self-esteem</p> <p>8.4 Identify connections between FCS knowledge and skills and career opportunities</p> <p>8.5 Evaluate management practices related to the human, economic, and environmental resources.</p> <p>8.6 Analyze the significance of family and its impact on the well-being of individuals and society</p> <p>8.7 Analyze factors that impact human growth and development.</p> <p>8.8 Describe the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families</p> <p>8.9 Analyze nutrition and wellness practices that enhance individual and family well being</p> <p>8.10 Describe application of the Family Career and Community Leaders of America planning process</p> <p>Family and Consumer Sciences Education Instructional Methodology and Professional Knowledge</p>	<p><b>1. Career, Community, and Family Connections</b></p> <p>Analyze family, community, and work interrelationships; investigate career paths through work based learning activities; examine family and consumer sciences careers in education and human services, hospitality and food production, and visual arts and design; develop employability skills and other 21st century skills; apply career decision making and transitioning processes; and implement service learning.</p> <ul style="list-style-type: none"> <li>• Explain how the interrelated context of family, Individual, community, and work. effect career choice.</li> <li>• Explain career pathways in relation to family and consumer sciences.</li> <li>• Examine careers and career transition skills.</li> <li>• Apply career, community, and family concepts in curriculum and instructional planning (pedagogical).</li> </ul> <p><b>2. Consumer Economics and Family Resources</b></p> <p>Use local and global resources responsibly to address the diverse needs and goals of individuals, families, and communities worldwide in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.</p> <ul style="list-style-type: none"> <li>• Assess the influence of values held by individuals and families (dispositions).</li> <li>• Evaluate the management of human, material, and fiscal resources to achieve goals (knowledge).</li> </ul> <p><b>3. Family and Human Development</b></p>

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

- Relate theory and practices of human development, interpersonal relationships and families to continuing concerns that individuals and families face across the lifespan.
- Analyze contexts and relationships in which individuals and families function.

#### **4. Food and Nutrition**

Promote nutrition science and food literacy practices and develop food preparation and production skills in personal and professional settings that enhance individual and family well being across the lifespan and address related concerns in a global society.

- Evaluate nutrition and wellness choices and practices to enhance individual and family well being across the lifespan, using reliable guidelines and evidence-based sources of information.
- Synthesize principles of food acquisition, safety and sanitation, and preparation to meet long-term nutrition needs of individuals, families, and communities, including special dietary considerations.
- Evaluate impacts of science, technology, engineering, and mathematics on wellness, nutrition, and foods.
- Assess governmental, economic, geographic, and technological influences on nutrition and foods practices, food availability, and related issues in a global society.

#### **5. Wellness**

Utilize the practical reasoning process to make informed decisions and apply appropriate preventative and protective strategies to achieve optimal quality of life including social and emotional well-being for individuals, families, and communities.

- Identify signs of wellness concerns.
- Analyze the effects of global, community and individual factors on all areas of wellness.

	<ul style="list-style-type: none"> <li>• Evaluate multiple dimensions of wellness (emotional, environmental, financial, intellectual, occupational, physical, social, spiritual).</li> <li>• Practice strategies for health and well-being.</li> </ul>
<p><b>9.0 Family and Consumer Sciences Education Common Core: Roles</b></p> <p>The family and consumer sciences education teacher demonstrates the ability to prepare a diverse student population for family life and responsible participation and leadership in work and community roles.</p> <p>9.1 Demonstrate the ability to manage relationships using cooperation, collaboration, negotiation, and communication skills</p>	<p><b>11. Learning Environment</b>  Create and implement a safe, supportive, and culturally responsive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.</p> <ul style="list-style-type: none"> <li>• Implement classroom management strategies that support a physically safe and accessible environment.</li> <li>• Display and promote tolerance, appreciation, and respect for diversity from a perspective that includes exceptionalism, race, age, ethnicity, religion, socioeconomic status, gender, and sexual orientation.</li> <li>• Consider basic human needs, human development, relationships, and family dynamics to support students' high academic achievement.</li> <li>• Promote a pluralistic environment, engaging students in ethical problem solving and action.</li> </ul> <p><b>12. Professionalism</b>  Engage in ethical professional practice based on the history, philosophy, and family and consumer sciences Body of Knowledge, and relationship to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development.</p> <ul style="list-style-type: none"> <li>• Relate historical and philosophical perspectives of family and consumer sciences and career and technical education to current and future professional practice.</li> <li>• Engage in civic activities to generate reciprocal support between communities and programs.</li> <li>• Advocate for public policies that support individuals and families (knowledge and skills).</li> </ul>

	<ul style="list-style-type: none"> <li>• Justify professional practices based on knowledge of ethics and the enduring values and beliefs of the profession (dispositions).</li> <li>• Implement a targeted plan (five year) to enhance professional growth.</li> </ul>
<p><b>10.0 Family and Consumer Sciences Education Common Core: National Family and Consumer Sciences Content Concepts</b></p> <p>The family and consumer science education teacher demonstrates knowledge and skills to integrate the family and consumer sciences national standards in the curriculum.</p> <p>10.1 Construct curricula that integrates appropriate, comprehensive, Family and Consumer Sciences National Standards</p> <p>10.2 Integrate multiple life roles and responsibilities in family, work, and community settings</p> <p>10.3 Integrate knowledge, skills, and practices, required for FACSE related careers</p> <p>10.4 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation</p> <p>10.5 Demonstrate ability to use appropriate leadership skills as evidenced through Family, Career, and Community Leaders of America programs</p>	<p><b>6. Career and Technical Student Organization Integration*</b></p> <p>Integrate the Family, Career and Community Leaders of America (FCCLA) co-curricular student organization into the program to foster students' academic growth, apply family and consumer sciences content, develop leadership skills, engage in community service learning, and make career and content connections.</p> <ul style="list-style-type: none"> <li>• Incorporate FCCLA programs to foster youth development (indicators of youth development: leadership, communication, and the 40 developmental assets).</li> <li>• Integrate FCCLA programs to enhance student learning of family and consumer sciences and other subject areas.</li> </ul> <p><i>**The FCCLA Adviser Standards, approved in 2018, provide a comprehensive look at the competencies necessary for FCCLA advisers. These standards may be found at:</i></p> <p><a href="https://fcclainc.org/sites/default/files/FCCLA%20Professional%20Adviser%20Standards%20.%20%202018.pdf">https://fcclainc.org/sites/default/files/FCCLA%20Professional%20Adviser%20Standards%20.%20%202018.pdf</a></p> <p><b>7. Curriculum Development</b></p> <p>Develop, justify, and implement course curricula in programs of study supported by research and theory that address perennial and evolving family, career, and community issues; reflect the critical, integrative nature of family and consumer sciences; integrate core academic areas; and reflect high quality career and technical education practices.</p> <ul style="list-style-type: none"> <li>• Develop and justify curricular choices that meet the needs of all learners.</li> <li>• Implement curricula that address recurring concerns and evolving family, consumer, career, and community issues.</li> <li>• Design curricula that reflect the integrative nature of family and consumer sciences content.</li> </ul>

	<ul style="list-style-type: none"> <li>• Integrate family and consumer sciences content and grade level core academic standards</li> </ul> <p><b>10. Student and Program Assessment</b> Collect student and program data to assess, evaluate, and improve student learning and family and consumer sciences programs using evidence-based criteria, standards, and authentic processes.</p> <ul style="list-style-type: none"> <li>• Interpret criteria, standards, and assessments used to evaluate student learning and programs in family and consumer sciences.</li> <li>• Integrate a variety of evaluation techniques (e.g., authentic and performance assessments) to gather evidence regarding student learning and program performance.</li> <li>• Justify decisions about teaching practices and program design based on data-driven evidence.</li> <li>• Demonstrate the principles of reflective practice to improve teaching.</li> </ul>
<p><b>11.0 Family and Consumer Sciences Education Common Core: Advocacy</b></p> <p>The family and consumer sciences education teacher is an advocate for the family system.</p> <p>11.1 Analyze the impact of politics and public policy on family systems</p> <p>11.2 Demonstrate strategies, including accessing supporting information, to affect policy development or change current policy</p> <p>11.3 Demonstrate strategies to advocate for social and technological change to benefit the family system</p>	<p><b>6. Career and Technical Student Organization Integration*</b> Integrate the Family, Career and Community Leaders of America (FCCLA) co-curricular student organization into the program to foster students' academic growth, apply family and consumer sciences content, develop leadership skills, engage in community service learning, and make career and content connections.</p> <ul style="list-style-type: none"> <li>• Incorporate FCCLA programs to foster youth development (indicators of youth development: leadership, communication, and the 40 developmental assets).</li> <li>• Integrate FCCLA programs to enhance student learning of family and consumer sciences and other subject areas.</li> </ul> <p><i>**The FCCLA Adviser Standards, approved in 2018, provide a comprehensive look at the competencies necessary for FCCLA advisers. These standards may be found at:</i></p> <p><a href="https://fclclainc.org/sites/default/files/FCCLA%20Professional%20Adviser%20Standards%20.%20%202018.pdf">https://fclclainc.org/sites/default/files/FCCLA%20Professional%20Adviser%20Standards%20.%20%202018.pdf</a></p>

	<p><b>12. Professionalism</b> Engage in ethical professional practice based on the history, philosophy, and family and consumer sciences Body of Knowledge, and relationship to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development.</p> <ul style="list-style-type: none"> <li>• Relate historical and philosophical perspectives of family and consumer sciences and career and technical education to current and future professional practice.</li> <li>• Engage in civic activities to generate reciprocal support between communities and programs.</li> <li>• Advocate for public policies that support individuals and families (knowledge and skills).</li> <li>• Justify professional practices based on knowledge of ethics and the enduring values and beliefs of the profession (dispositions).</li> <li>• Implement a targeted plan (five year) to enhance professional growth.</li> </ul>
<p><b>12.0 Family and Consumer Sciences Education Common Core: Thinking and Planning</b></p> <p>The family and consumer sciences education teacher encourages the use of creative and critical thinking skills and the planning process for problem solving and decision making.</p> <p>12.1 Think critically, creatively, and logically to make decisions</p> <p>12.2 Analyze strategies used to clarify values, set goals, and determine priorities</p> <p>12.3 Evaluate organizational structures and management styles</p>	<p><b>7. Curriculum Development</b> Develop, justify, and implement course curricula in programs of study supported by research and theory that address perennial and evolving family, career, and community issues; reflect the critical, integrative nature of family and consumer sciences; integrate core academic areas; and reflect high quality career and technical education practices.</p> <ul style="list-style-type: none"> <li>• Develop and justify curricular choices that meet the needs of all learners.</li> <li>• Implement curricula that address recurring concerns and evolving family, consumer, career, and community issues.</li> <li>• Design curricula that reflect the integrative nature of family and consumer sciences content.</li> <li>• Integrate family and consumer sciences content and grade level core academic standards.</li> </ul> <p><b>12. Professionalism</b> Engage in ethical professional practice based</p>

	<p>on the history, philosophy, and family and consumer sciences Body of Knowledge, and relationship to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development.</p> <ul style="list-style-type: none"> <li>• Relate historical and philosophical perspectives of family and consumer sciences and career and technical education to current and future professional practice.</li> <li>• Engage in civic activities to generate reciprocal support between communities and programs.</li> <li>• Advocate for public policies that support individuals and families (knowledge and skills).</li> <li>• Justify professional practices based on knowledge of ethics and the enduring values and beliefs of the profession (dispositions).</li> <li>• Implement a targeted plan (five year) to enhance professional growth.</li> </ul>
<p><b>13.0 Family and Consumer Sciences Education Common Core: Instructional Strategies</b></p> <p>13.1 Facilitate students' critical thinking and problem solving in family and consumer sciences through varied research-based instructional strategies</p> <p>13.1 Apply the use of demonstration</p> <p>13.2 Employ active learning strategies</p> <p>13.3 Plan and supervise laboratory experiences</p> <p>13.4 Facilitate discussion and reflection</p> <p>13.5 Engage ethical and professional practices to provide a safe environment to process and learn information</p> <p>13.6 Plan and implement cooperative learning</p>	<p><b>8. Instructional Strategies and Resources</b> Facilitate students' critical literacy and problem solving in family and consumer sciences through varied instructional strategies and technologies by experiences modeling responsible management of resources in schools, communities, and the workplace.</p> <ul style="list-style-type: none"> <li>• Justify and implement a variety of best-practice strategies to help all students learn.</li> <li>• Critique methods, materials, technologies, and activities as related to lesson goals and diverse learning needs of all students.</li> <li>• Utilize community, business, and industry resources to enrich all student experiences.</li> <li>• Integrate family and consumer sciences content knowledge and skills with pedagogically appropriate strategies and resources.</li> </ul> <p><b>9. Laboratory Management</b> Develop, implement, and demonstrate</p>

laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure both the safety of students and clients, and sustainability of products and the environment.

- Justify the importance of including hands-on activities in demonstration of knowledge and skills
- Demonstrate and model appropriate health, safety, and sanitation practices.
- Design labs that allow students to transfer learned skills sets to career and/or home settings
- Assess laboratory areas and practices for safety, sanitation, and sustainability concerns
- Implement instruction and lab policies that follow industry (i.e. ServSafe ©) standards related to health, safety, and sanitation practices.
- Maintain and facilitate maintenance of products, tools, and equipment.
- Assess group dynamics, protocol adherence, and product development as needed for specific environment.

### **11. Learning Environment**

Create and implement a safe, supportive, and culturally responsive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.

- Implement classroom management strategies that support a physically safe and accessible environment.
- Display and promote tolerance, appreciation, and respect for diversity from a perspective that includes exceptionality, race, age, ethnicity, religion, socioeconomic status, gender, and sexual orientation.
- Consider basic human needs, human development, relationships, and family dynamics to support students' high academic achievement.
- Promote a pluralistic environment, engaging students in ethical problem solving and action.

## **Career and Technical Education**

*The NATEFACS Standards for Teachers of Family and Consumer Sciences are intended to **accompany** the content of the Career-Technical Education Common Core and do not address all of the CTE Common Core Elements*

### **1.0 Career-Technical Education Common Core: Knowledge**

- 1.1 Understand course proposal process based on OSPI guidelines
- 1.2 Describe the role of tech prep articulation
- 1.3 Understand business/industry and OSPI approved standards of safety and health
- 1.4 Demonstrate knowledge of professional organizations in related business/industry
- 1.5 Understand the role of advisory committees

Career-Technical Education Instructional Methodology and Professional Knowledge

### **2.0 Career-Technical Education Common Core: State Learning Goals**

The career-technical teacher is able to apply and integrate the state's learning goals and essential academic learning requirements in program implementation and assessment.

- 2.1 Align CTE student learning activities to state learning goals and the EALRs and GLEs
- 2.2 Implement instructional strategies which focus students' achievements of benchmarks in related essential academic learning requirements (EALRs), grade level expectations (GLEs) and achievement of Goals 3 & 4
- 2.3 Align career-technical learning assessment with the state learning goals and the essential academic learning requirements (EALRs) and GLEs

### **3.0 Career-Technical Education Common Core: Learning Environment**

The career-technical teacher is able to create and sustain a safe climate in laboratory and classroom learning environments which prepare all students for a diverse workplace, advanced training, and continued education.

- 3.1 Incorporate business/industry and OSPI approved standards of safety and health practices into learning environment
- 3.2 Create a learning environment that simulates the workplace
- 3.3 Develop learning opportunities that encourage innovation and exploration
- 3.4 Create an environment which clarifies relationship between work, family, and multiple life roles
- 3.5 Demonstrate comprehension and awareness of appropriate workplace cultures, ethics, and

standards

3.6 Incorporate work, family, and community settings as extensions of the classroom to facilitate student achievement of specific industry competencies

## 4.0 Career-Technical Education Common Core: Program Development

4.1 Develop curriculum based on business/industry standards as approved by local advisory committee

4.2 Design and implement program scope, sequence and assessment which enables students to develop marketable job skills

4.3 Demonstrate ability to write unit and lesson plans incorporating a variety of instructional strategies, and all aspects of career and technical program approval

4.4 Revise curriculum based on occupational changes

## 5.0 Career-Technical Education Common Core: Student Characteristics and Related Instructional Strategies

The career-technical teacher is able to identify the diverse needs of students and implement programs and strategies aligned to CTE Standards which promote student competency and success.

5.1 Promote development of students' self awareness and aptitudes, confidence and character and how these relate to leadership and career pathways

5.2 Develop student initiative and teamwork skills

5.3 Encourage students to explore nontraditional career roles

5.4 Identify the impact of diversity and equity issues on student learning

5.5 Design or adapt curriculum, technologies, and instructional strategies which address the diverse needs of students including special populations

5.6 Use instructional strategies and resources that incorporate current technology of business/industry

5.7 Use instructional strategies that develop students' skills for making career decisions

5.8 Use instructional strategies that develop student employability skills

5.9 Facilitate student development of leadership skills, as defined in, or equivalent to, the State recognized CTSO appropriate to program area

5.10 Collaborate with business and labor partners to infuse workplace standards and practices into curriculum

5.11 Use instructional strategies that develop students' lifelong learning and goal setting related to entry, transition, and continuation in the educational process and in the workplace

5.12 Publicize to students the program content and benefits

- 5.1 Connect school experiences to workplace
- 5.14 Guide students in balancing competing demands and responsibilities of work and family
- 5.15 Develop effective assessment methods which may involve student, family, employer, and community
- 5.16 Use variety of assessment methods including portfolios and business/industry standard assessment tools to measure student learning and development

## 6.0 Career-Technical Education Common Core: Personal and Professional Attributes

The Career-Technical teacher models personal and professional attributes and leadership skills which reflect productive life and work roles.

- 6.1 Develop awareness of professional dispositions and employability skills outlined in SCANS
- 6.2 Understand the role of specific occupational experience in meeting CTE certification requirements
- 6.3 Model positive business/industry-appropriate workplace practices
- 6.4 Demonstrate business/industry appropriate technology skills
- 6.5 Evaluate the role of professional organizations as part of professional development

## 7.0 Career-Technical Education Common Core: Partnerships and Program Advocacy

The Career-Technical teacher implements and maintains collaborative partnerships with students, colleagues, community, business/industry, and families which maximize resources and promote student self-sufficiency.

- 7.1 Participate in advisory committees
- 7.2 Understand strategies for developing business, family and community partnerships to enhance school-to-career preparation for all students
- 7.3 Describe strategies, including collaboration, for promoting program content and benefits to colleagues, family, community, and business/ industry
- 7.4 Identify community activities that can improve curriculum and instructional practices
- 7.5 Inform, involve, and collaborate with parents and/or guardians to support student success
- 7.6 Publicize program content and benefits to family and community
- 7.7 Provide opportunities for interaction on community concerns and issues

Family and Consumer Sciences Education Content