PAFCS
STANDARDS FOR EXCELLENCE

Recognition of
Elementary, Middle School/Junior High,
High School, and Occupational
Family and Consumer Sciences Programs
The PAFCS Standards For Excellence Award has been developed for two purposes. First, the Standards serve as optimal guidelines for teachers and administrators to improve and maintain quality Family and Consumer Sciences programs. Secondly, these Standards will be used by the Pennsylvania Association of Family and Consumer Sciences as criteria to recognize outstanding Family and Consumer Sciences programs. It is unlikely that any program will meet all criteria, but these Standards were developed so programs can strive for excellence.

These Standards For Excellence have been developed by a committee of the Pennsylvania Association of Family and Consumer Sciences and approved by the Board of Directors of the Association. Numerous family and consumer sciences professionals throughout Pennsylvania were given opportunity to provide input on the Standards. Consultants from other states with expertise in family and consumer sciences provided assistance.

The Pennsylvania Association of Family and Consumer Sciences was responsible for development, printing, and distribution of these Standards and no endorsement from any other group has been given or is implied.

Approved: July 20, 1991

We acknowledge the 1991 PAFCS Committee Members whose dedication and commitment to advancing excellence in family and consumer sciences made this recognition possible.

COMMITTEE MEMBERS:

Ruth Browning, 1930-1993
Dr. Ruth Browning was committed to the principle that education is the foundation for the future. This premise led her to co-chair the Standards of Excellence Committee. She modeled exemplary standards in her family life and professionally. Dr. Browning’s dedication and commitment to visionary thinking and excellent standards are her legacy to our profession.

Karen Bierer, CFCS
Co-Chair Darlene Betar, CFCS
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Lou Ann Kino
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Revised, July 2019
The most recent revision relies on The Family and Consumer Sciences National Standards 3.0 (Copyright © 2018-2028), developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS) to provide the framework for these standards.

Refer to these standards when developing outcomes and expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study. [http://www.nasafacs.org/national-standards-and-competencies.html](http://www.nasafacs.org/national-standards-and-competencies.html)
Philosophy and Mission

The mission of the Family and Consumer Sciences program is to prepare students for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for success, including:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Managing life, employment and careers successfully.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

The written mission statement is the foundation for the program’s decisions, outcomes, and objectives.

All students have equal access to and are encouraged to enroll in Family and Consumer Sciences courses/classes.

Curriculum

Emphasis is on concepts related to quality of family life including:

- family interdependence, diversity, communications, and interpersonal relationships
- human development through the lifespan
- parenting and care of children
- individual and family resource management
- personal and family nutrition and wellness
- ethical concerns facing families, e.g., aging, homelessness, special needs, and physically-challenged individuals
- balancing work and family life

Curriculum is structured to include

- clearly stated outcomes and objectives dealing with individual and family problems and concerns
- development of ability to think critically and make informed decisions
- incorporation of basic skills of reading, writing, mathematics, and science
- integration of contemporary concerns of the local, national, and global community
- exploration of Family and Consumer Sciences-related careers
- human diversity
- gender equity and fairness
- interdisciplinary learning
- influence and use of technology
Curriculum objectives are
• outcome-oriented
• based on validated needs of students, family, and community
• based on knowledge of family and consumer sciences
• reflect clearly defined exit outcomes
• address individual abilities and learning styles
• used to develop a written curriculum which is followed
• serve as a basis of student evaluation

Teaching methods
• use a variety of teaching strategies
• are learner-centered to encourage team cooperation
• promote individual and family self-esteem
• enable students to accept responsibility for their decisions
• develop life-management skills needed today and in the future
• allow for and encourage creativity, exploratory and experimental study

Evaluation is an on-going, systematic process.

The program is designed to encourage success of all students

Curriculum is updated at appropriate intervals to meet technological advances and the changing needs of individuals, families, and society.

**Instructional Program**

Family and Consumer Sciences is an integral part of the academic offerings. Family and Consumer Sciences classes meet daily and are offered in segments of no less than one semester in length.

A variety of Family and Consumer Sciences courses to meet the needs of high school students are offered including advanced placement courses in Family and Consumer Sciences. All senior high students are encouraged to take Family and Consumer Sciences courses.

A family life course taught by a Family and Consumer Sciences teacher reaches the maximum number of students possible within the district.

Program course and unit completion is based on successful demonstration of defined objectives.

Instruction incorporates community resources into the classroom and involves students in the community.

Students are actively involved using decision-making and problem-solving skills relating to individuals, families, and workplace.

The instructional program includes activities beyond the classroom such as Family, Career and Consumer Leaders of America (FCCLA) activities.

Texts and related resources are appropriate, bias-free, current, and multicultural.
**Facilities**

Facilities, equipment, and supplies are safe, well-maintained, and adequate for the number of students in classes.

Facilities offer formal and informal learning spaces that are exciting and engaging.

Equipment is related to consumers at home, in the community, and in the workplace and can be used for exploratory and experimental study.

**Family and Consumer Sciences Teachers**

All teachers of Family and Consumer Sciences
- hold valid Pennsylvania Family and Consumer Sciences Instructional I or II certification
- are Certified in Family and Consumer Sciences (CFCS)
- are active in Family and Consumer Sciences professional organizations
- participate in Family and Consumer Sciences workshops, seminars, and programs

Family and Consumer Sciences teachers
- demonstrate effective classroom management skills.
- participate in professional development activities dealing with the district strategic planning committee, parent teacher groups, student assistant teams, advisory committee, and other groups promoting education and well-being of students within the school and community.
- work cooperatively among departments, interdisciplinary teams and other professional staff.
- display enthusiasm for their program and articulate the importance of family and consumer sciences.
- have an advanced degree or master's equivalency in family and consumer sciences.

**Support**

A pro-active Family and Consumer Sciences advisory group/committee, comprised of community representatives, parents, students, administrators, and staff meets at least twice each year to provide advice and assistance for curriculum and program improvements and to promote public awareness and involvement.

A professional in Family and Consumer Sciences chairs/facilitates the program.

Administrative/supervisory staff endorses the Family and Consumer Sciences program by displaying and promoting verbally family and consumer sciences as part of the total school curriculum.

Classes with special-needs students have adequate instructional support personnel to provide a successful learning climate.

Financial support is adequate for:
- implementing curriculum and achieving instructional objectives
- supplies, equipment, and instructional aids
- staff development
- travel and expenses for attending professional family and consumer sciences and FCCLA meetings and conferences
- periodic program assessment and improvement