

# **FAMILY AND CONSUMER SCIENCES EDUCATION PROGRAM EVALUATION**

Texas Administrative Code §75.1025 states that each district and consortium shall annually evaluate its career and technology education programs. This document is a suggested instrument for local use or adaptation to evaluate the family and consumer sciences education program and is retained with local district administrators as they direct.

## **Statewide Perspective and Overview**

Family and Consumer Sciences Education prepares students for personal and family life across the life span as they manage the challenges of living and working in a diverse, global society. The program focus is on families, work, and their interrelationships. Family and Consumer Sciences Education prepares students for family life, work life, and careers by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and career settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Managing multiple family, community, and career roles.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and career development.
- Functioning effectively as providers and consumers of goods and services.
- Obtaining initial employment (providing the foundation for further training/education and advancement) in family and consumer sciences careers and other related careers.
- Appreciating human worth and accepting responsibility for one's actions and success in family, community, and career life.

The Family and Consumer Sciences Education program consists of courses that, through local planning and decision-making, can be offered in combinations and sequences to meet the above objectives. As an integral part of the total Family and Consumer Sciences Education program, multicultural education, leadership development, integration and application of academic skills, technology applications, and problem solving will be emphasized in all courses. Family and Consumer Sciences Education is a program that utilizes an interdisciplinary approach to bring together the concepts and skills across the curriculum spectrum to improve individual, family, community, and work lives.

## General Information

Date \_\_\_\_\_

Name of school district \_\_\_\_\_

Name of school campus \_\_\_\_\_

Name(s) of family and consumer sciences teachers on campus

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify courses conducted on this campus. Place a check mark in the blanks to indicate the appropriate responses.

School Level Type of Course	Course	Courses Taught*
Middle School	Skills for Living	
High School Foundations	Personal and Family Development	
	Career Studies	
	Family and Career Management	
High School Technical	Individual and Family Life	
	Family Health Needs	
	Preparation for Parenting	
	Child Development	
	Nutrition and Food Science	
	Food Science and Technology	
	Management	
	Consumer and Family Economics	
	Apparel	
	Textile and Apparel Design	
	Housing	
	Interior Design	
	Independent Study in Family and Consumer Sciences Education	
	Family and Consumer Sciences Summer Program	

\* NOTE: Use a check mark to indicate that the course is taught in a regular/mainstream setting and/or an asterisk to indicate that it is taught through the Career and Technology Education for Students with Disabilities (CTED) instructional arrangement.

Occupationally specific training is being provided on this campus in the occupational areas checked.  
Place a check mark in the blanks to indicate the appropriate responses.

* Pre-employment Laboratory	** Career Preparation	Work-Based Learning Area
		Services for Older Adults
		Child Care and Guidance, Management, and Services
		Food Production, Management, and Services
		Hospitality Services
		Institutional Maintenance Management and Services
		Textile and Apparel Production, Management, and Services
		Housing, Furnishings, and Equipment Production, Management, and Services
		Family and Consumer Sciences Production, Management, and Services

\* Indicate with a check mark that the course is taught in a regular/mainstream setting and/or an asterisk to indicate that it is taught through the Career and Technology Education for Students with Disabilities (CTED) instructional arrangement.

\*\* Family and Consumer Sciences Career Preparation includes work-based learning instructional arrangements such as cooperative education, internships, mentoring, and job shadowing.

#### SECTION I: FAMILY AND CONSUMER SCIENCES INNOVATIVE COURSES

1. \_\_\_\_\_ Place a check mark in the blank if there are no family and consumer sciences innovative courses offered on this campus.

2. List all TEA-approved innovative family and consumer sciences courses taught on the campus.

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3. Overall evaluation of family and consumer sciences education innovative course(s)

Statements contained in this document are indicators of a quality Family and Consumer Sciences Education program. Use the following scale as a basis for circling the letter that reflects the degree to which the local family and consumer sciences program meets the quality indicators stated:

E = Exceeds Guideline    M = Meets Guideline    B = Below Guideline    NA = Not Applicable

## **SECTION II: PROGRAM PHILOSOPHY, GOALS, AND OBJECTIVES**

1.    E    M    B            A written statement of philosophy exists for the family and consumer sciences program.
2.    E    M    B            The philosophy, goals, and objectives, revised annually and approved by the school administration, reflects the thinking of all family and consumer sciences teachers in the program and is understood by teachers, students, parents, and administrators.

Written program goals and objectives have been developed and are reviewed and revised as needed for the following:

3.    E    M    B    NA        Family and Consumer Sciences Education, Middle School
4.    E    M    B    NA        Family and Consumer Sciences Education Foundations Courses, High School
5.    E    M    B    NA        Family and Consumer Sciences Education Technical Courses, High School
6.    E    M    B    NA        Family and Consumer Sciences Pre-employment Laboratory Education
7.    E    M    B    NA        Family and Consumer Sciences Career Preparation (includes work-based learning instructional delivery arrangements).

## **SECTION III: FAMILY AND CONSUMER SCIENCES EDUCATION TEACHERS**

8.    E    M    B            Each teacher's certification credentials are appropriate for all of their teaching assignments and are on file with the local school district.
9.    E    M    B            Each teacher participates in professional development activities through annual attendance at local, interregional, and state professional development conferences (such as the Interregional and State Professional Development Conferences for Family and Consumer Sciences Teachers) designed to enhance their knowledge of family and consumer sciences program content, skills, technology, current practices in business/industry, and effective teaching techniques and strategies.
10.   E    M    B            Each teacher annually participates in professional development related to the teaching profession.
11.   E    M    B            Scheduled time in the school day is used for classroom instruction, conferences with students, and instructional preparation including parent-teacher conferences, supervision and evaluation of career-connections experiences, evaluation of students' work, planning/conducting Family, Career and Community Leaders of America activities, preparation of reports, and, if appropriate, working with the advisory committee.
12.   E    M    B            Each teacher interprets the purposes of a broad family and consumer sciences program to students, parents, colleagues, and the general public.

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| 13. | E | M | B | Each teacher cooperates with community agencies and/or groups to promote involvement in the family and consumer sciences program.  |
| 14. | E | M | B | Each teacher exhibits professionalism through membership and participation in professional organizations.  |
| 15. | E | M | B | Each teacher is aware of current and emerging career opportunities for students in the areas of instruction.   |
| 16. | E | M | B | There is articulation between the local family and consumer sciences program and postsecondary institutions offering further education and training within the discipline. |

#### **SECTION IV: FISCAL MATTERS, RECORDS, AND REPORTS**

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| 17. | E | M | B    | Family and consumer sciences teachers cooperate with other school personnel to complete career and technology education reports.   |
| 18. | E | M | B    | Records and reports are prepared, submitted, and maintained as required to comply with local, state, and federal regulations and policies.   |
| 19. | E | M | B NA | As a campus department, family and consumer sciences teachers establish departmental goals early in the school year, use the goals throughout the year to guide focused efforts, and at the end of the school year, evaluate the accomplishments and results of work toward the goals. |
| 20. | E | M | B    | Documentation has been completed and filed locally verifying that each student enrolled in high school foundations and technical family and consumer sciences courses carried out a supervised career-connections experience.  |
| 21. | E | M | B    | The family and consumer sciences program is evaluated annually.  |

Management of the current year's family and consumer sciences departmental budget includes:

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| 22. | E | M | B    | preparation in light of input from the family and consumer sciences teachers   |
| 23. | E | M | B    | adherence to local purchasing procedures and documentation policies  |
| 24. | E | M | B    | budget provisions for supplies, materials, and tools, including computer software  |
| 25. | E | M | B    | budget provisions for furniture and equipment, including computers   |
| 26. | E | M | B    | budget provisions for equipment maintenance and repair   |
| 27. | E | M | B    | budget provisions for teacher travel   |
| 28. | E | M | B    | budget provisions for other expenditures as appropriate (i.e. food costs)  |
| 29. | E | M | B    | An accurate inventory of the family and consumer sciences department is available and annually updated.  |
| 30. | E | M | B NA | Plans and schedules for each family and consumer sciences teacher who is involved in an extended employment period are locally approved and on file. |

## **SECTION V: FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA (FCCLA)**

31. E M B The Family, Career and Community Leaders of America organization is an integral part of the family and consumer sciences program; student organization activities include classroom meetings and activities.
32. E M B All students enrolled in family and consumer sciences courses are provided the opportunity and encouraged to participate in FCCLA activities.
33. E M B Each local FCCLA chapter is currently affiliated with the state and national associations and participates in a full range of available opportunities (i.e. region/state/national officers, meetings, programs, projects, etc.).
34. E M B Each family and consumer sciences teacher affiliates and supervises a FCCLA chapter.

## **SECTION VI: ADVISORY COMMITTEE**

35. \_\_\_\_\_ Place a check mark in the blank if there is no family and consumer sciences advisory committee on this campus; then, proceed to Section VII. If there is an advisory committee, answer items 36 – 40.
36. E M B There is a local advisory committee for family and consumer sciences that meets at least two times each year and maintains minutes of the meetings.
37. E M B The family and consumer sciences advisory committee is composed of representatives of the general public, business/industry, labor, one member knowledgeable of at-risk students, a parent of a program participant, family and consumer sciences teacher(s), and appropriate representation of both genders and of the racial and ethnic groups found in the school or community.
38. E M B The family and consumer sciences advisory committee provides advice, support, and recommendations related to current job needs and placement; instructional content; relevance of programs and family and consumer sciences courses offered; budget; student recruitment; program promotion; facilities, equipment, and tools; safety standards; materials, supplies, and resources; program planning; FCCLA activities; current industry practices; new technology; and performance standards.
39. E M B There is articulation between the family and consumer sciences advisory committee and the school administration, including the superintendent, principal, counselor, and other appropriate school personnel.
40. E M B The family and consumer sciences advisory committee provides recommendations for short-range and long-range planning for the family and consumer sciences program and department.

## **SECTION VII: STUDENT ENROLLMENT**

41. E M B Equal access to the family and consumer sciences classes is available to all students including students with disabilities.
42. E M B All students, regardless of academic goals and career objectives, are encouraged to enroll in a range of electives reflecting individual interests and personal

development needs.

- 43. E M B There is encouragement for each student to have a career concentration outlined in a coherent sequence of courses on file, reviewed annually, and revised if needed.
- 44. E M B Students enrolled in occupationally specific family and consumer sciences courses have as their objective entrance into employment in a family and consumer sciences occupation requiring the skills developed through the program or entrance into advanced training in the occupational area in which they trained.
- 45. E M B Students are provided effective and comprehensive guidance and counseling services to help them select career concentrations and coherent sequences of courses appropriate to their individual interests and career objectives.
- 46. E M B Students are prepared for entry level employment after completion of a coherent sequence of courses in a family and consumer sciences career concentration.

Appropriate procedures have been followed in placing identified students with disabilities into family and consumer sciences classes. Procedures include:

- 47. E M B vocational assessment
- 48. E M B placement by an Admission, Review, and Dismissal committee which includes the family and consumer sciences teacher who will instruct the student, career and technology education administrator, or a designee from career and technology education
- 49. E M B an Individual Education Plan (IEP) to direct appropriate family and consumer sciences instruction for the student
- 50. E M B appropriate modifications of instruction and/or equipment, program goals, and related aids and services as specified in the IEP

## **SECTION VIII: INSTRUCTIONAL PROGRAM, FACILITIES, AND EQUIPMENT**

- 51. E M B The Texas Essential Knowledge and Skills (TEKS) adopted by the State Board of Education are the basis for the instructional program of each family and consumer sciences course offered.
- 52. E M B The Texas Essential Knowledge and Skills are identified and presented to the students.
- 53. E M B Curriculum and instructional strategies provide for the integration and application of language arts, social studies, mathematics, science, and critical thinking skills into family and consumer sciences courses.
- 54. E M B The family and consumer sciences teacher uses state and locally adapted and approved curriculum materials that are designed to serve the needs of all students, including those with special needs, for each family and consumer sciences course taught. Curriculum documents include essential knowledge and skills, scope and sequence, instructional strategies and techniques, evaluation techniques, and resources.
- 55. E M B Curriculum and instructional strategies and techniques are continuously revised to meet new developments in the field.

56. E M B Family and consumer sciences teachers use a variety of instructional strategies, relevant and current instructional materials and supplies, and effective teaching techniques to enhance student learning and meet student needs.
57. E M B Instruction includes current and emerging local, state, and national employment trends, occupational information, and career opportunities involving the family and consumer sciences courses and areas of instruction studied.
58. E M B Supervised career-connections experiences are individualized based on the educational needs of each student and are an extension of classroom instruction.
59. E M B Each family and consumer sciences teacher makes parent/guardian contacts for the purpose of establishing a working relationship; coordinating efforts to promote student achievement; obtaining information relevant in curriculum planning to meet student needs; and when appropriate, planning, supervising, and evaluating the career-connections experience.
60. E M B Instruction incorporates nondiscriminatory strategies and practices to eliminate discrimination and gender bias and materials and resources which are non stereotypical and bias free.
61. E M B Environmental education and resource management instruction are provided when appropriate.
62. E M B Course evaluations, student follow-up data, and other relevant information are used to modify and improve the family and consumer sciences program.
63. E M B Instructional materials, equipment, tools, and supplies are modified, when appropriate, and are accessible to meet the needs of all students, including those with disabilities and those with gifted abilities.
64. E M B Safety and sanitation are continuously taught by teachers and practiced in instructional activities by students, teachers, and others.
65. E M B Safe use of facilities, equipment, tools, materials, and supplies is included in student instruction prior to student use.
66. E M B Safety practices include, but are not limited to, posted and enforced safety rules and procedures; appropriate safety guards on equipment; safety apparel and eye wear when required; required safety test(s) on file; appropriate posting of emergency procedures and telephone numbers; MSDS sheets on file when appropriate; and appropriate hazardous materials storage.
67. E M B Family and consumer sciences teachers model and exhibit safe practices and procedures when using facilities, equipment, tools, materials, and supplies.
68. E M B Electrical wiring and outlets, lighting, heating, ventilation, and plumbing in all sections of the family and consumer sciences facility are adequate, appropriate, well maintained, and meet health and safety regulations.
69. E M B There are easily accessible main utility switches and/or cutoffs for laboratories.
70. E M B The family and consumer sciences facility is a safe and sanitary environment for teachers, students, and others.



71. E M B Adequate hot and cold water is available for laboratory activities when appropriate.
72. E M B Facilities, equipment, tools, and instructional materials and supplies comply with local, state, and federal health and safety rules and regulations, including but not limited to the Texas Department of Health and the Texas Department of Protective and Regulatory Services.
73. E M B Equipment and tools are maintained according to manufacturer's specifications and conformity to local, state, and federal rules and regulations
74. E M B The family and consumer sciences facility has regular custodial services.
75. E M B The family and consumer sciences facility is well maintained, in good repair, and updated when necessary. Good general appearance is maintained.
76. E M B Sufficient space, furniture, equipment, tools, materials, and supplies exist and are accessible to permit maximum individual student participation in all areas of the instructional program.
77. E M B The space and physical arrangements of the family and consumer sciences facility are conducive to effective instruction.
78. E M B The space, physical arrangement, furniture, equipment, tools, materials, and supplies in the family and consumer sciences department, including classrooms and laboratories, are adequate to provide safe and effective instruction for class enrollments as assigned.
79. E M B Sufficient and appropriate safe storage is provided for equipment, tools, instructional supplies and materials, students' materials, and records.
80. E M B Facilities, furniture, equipment, tools, materials, and supplies provided are well maintained, readily accessible, up-to-date, safe, and meet the instructional needs of students.
81. E M B Equipment and tools are sufficient in quantity and replaced and/or updated when appropriate.
82. E M B Computer hardware and appropriate software, including access to the Internet, are readily available for instructional use.
83. E M B Audiovisual equipment and materials are available for use by teachers and students to meet student instructional needs; the facility accommodates effective use of the audiovisual equipment.
84. E M B A balanced and up-to-date selection of relevant resources are provided and meet the instructional needs of students.
85. E M B Short and long-range plans have been developed for replacing and/or updating outdated facilities, furniture, equipment, and tools and purchasing state-of-the-art technology.
86. E M B An effective student evaluation system that meets local school district policies and guidelines is in place to assess student progress and achievement in family and consumer sciences classes.

## SECTION IX: OCCUPATIONALLY SPECIFIC COURSES

87. \_\_\_\_\_ Place a check mark in the blank if there are no family and consumer sciences occupationally specific classes offered on this campus; then, proceed to Section X.

Training stations utilized for providing work-based learning experiences (cooperative education, internships, mentoring, and job shadowing) are used only if...

88. E M B            the training sponsor is willing to follow local school district requirements and recommendations for training students.
89. E M B            training opportunities are appropriate when considering the student's occupational objectives.
90. E M B            training opportunities coincide with federal, state, and local regulations and guidelines including laws, essential knowledge and skills, etc.
91. E M B            an overriding commitment to providing quality work-based learning experiences for the student is fundamental to the partnership between the school and the training sponsor.
92. \_\_\_\_\_ Place a check mark in the blank if there is no family and consumer sciences school-based pre-employment laboratory education instructional delivery arrangement on this campus; then, skip items 93 - 100 and proceed to item 101.

Campus-based pre-employment laboratory education classes include the following enrichment activities for students:

93. \_\_\_\_\_ short-term internships
94. \_\_\_\_\_ job shadowing
95. \_\_\_\_\_ mentoring

Items 96 – 100 apply to those family and consumer sciences occupationally specific classes that use a school-based pre-employment laboratory (PL) training delivery arrangement.

96. E M B            All students are enrolled in and attend consecutive class periods.
97. E M B            All students in a class are enrolled for the same number of credits.
98. E M B            Instructional experiences and resources are commensurate with knowledge and skills required in the occupational area for which students are being trained.
99. E M B            Up-to-date, safe, and relevant laboratory equipment, furniture, tools, supplies, and resources of the types and quality used by business/industry in the occupational area for which students are being trained are provided and used.
100. E M B           Students use up-to-date and relevant occupational training resources and materials in the occupational area for which the student is being trained.

Place a check mark in the blank(s) to indicate the types of instructional delivery arrangements used in the Family and Consumer Sciences Career Preparation classes on this campus.

101. \_\_\_\_\_ cooperative education

102. \_\_\_\_\_ internship
103. \_\_\_\_\_ job shadowing
104. \_\_\_\_\_ mentoring

Items 105 - 115 should be marked in reference to Family and Consumer Sciences Career Preparation classes on this campus.

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|------|---|---|---|----|--|
| 105. | E | M | B | NA | Students participating in paid work-based training and receiving two credits for the course average 10 hours per school week in work-based instruction and average 1 hour per day in classroom instruction.  |
| 106. | E | M | B | NA | Students participating in paid work-based training and receiving three credits for the course average 15 hours per school week in work-based instruction and average 1 hour per day in classroom instruction.  |
| 107. | E | M | B | NA | Students participating in unpaid work-based training and receiving two credits for the course average 2 hours per day in classroom and/or work-based instruction.  |
| 108. | E | M | B | NA | Students participating in unpaid work-based training and receiving three credits for the course average 3 hours per day in classroom and/or work-based instruction.  |
| 109. | E | M | B |    | All students in a class are enrolled for the same number of credits.   |
| 110. | E | M | B |    | Each student receives individualized instruction that is correlated with their work-based training in the occupational area for which the student is being trained.  |
| 111. | E | M | B |    | An approved written training agreement (training plan) between the school and the training sponsor for each student is on file in the local school district within the time period stated in the current copy of TEA's <i>Student Attendance Accounting Handbook</i> .                       |
| 112. | E | M | B |    | During classroom individualized instruction, students use up-to-date and relevant occupational training resources and materials in the occupational area for which the student is being trained.   |
| 113. | E | M | B |    | Individual student records are maintained that include work-based training experiences, training sponsor evaluations, and wage and hour reports (applicable for students receiving paid work-based training).  |
| 114. | E | M | B |    | Each teacher assigned to a Family and Consumer Sciences Career Preparation class visits each training station at least once during each grading period and more frequently as needed to coordinate classroom instructional activities and to supervise and evaluate the work-based training. |
| 115. | E | M | B |    | Each teacher has a coordination period, such as a specific class period in addition to their required conference period, in their teaching schedule to permit time for coordination of student classroom instruction with the work-based training sponsor.                                   |

**SECTION X: OVERALL SUMMARY OF FAMILY AND CONSUMER SCIENCES PROGRAM**

Major Strengths:

Major Areas of Concern:

Recommendations/Plans for Program Improvement:

Other Comments:

Signature and Title of Evaluator(s)

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7/03