**A. Family and Consumer Sciences – Home & Career Skills**

**Home & Career Skills Indicators of Achievement Checklist**

| **Indicators** |  **LEVEL OF PERFORMANCE** |
| --- | --- |
| **1****Falls Below** | **2****Approaches** | **3****Meets** | **4****Exceeds** | **Acceptable****Evidence** |
| **Student Performance**Student work demonstrates that students have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. (FACS Standard 1-Intermediate Level, Performance Indicators 1-4)Student work demonstrates that students have the necessary knowledge and ability to create and maintain a safe and healthy environment. (FACS Standard 2, Intermediate Level, Performance Indicators 1-3)Student work demonstrates that students understand and are able to manage their personal and community resources. (FACS Standard 3, Intermediate Level, Performance Indicators 1-5) | A. Program does not meet the *NYS Learning Standards for Family and Consumer Sciences*. | A. Program meets some of *NYS Learning Standards for Family and Consumer Sciences*.  | A. Program meets all of *NYS Learning Standards for Family and Consumer Sciences* and discipline-specific key ideas. | A. Program exceeds *NYS Learning Standards for Family and Consumer Sciences* and discipline-specific key ideas and performance indicators. | All students receive basic instruction in the ten content topics and the four process skills of the Home & Career Skills curriculum.Content Topics:-Career Development (CD)-Clothing Management (CM)-Community Connections (CC)-Consumer Resource Management (CRM)-Family (F)-Financial Management (FM)-Human Development (HD)-Interpersonal Relationships (IR)-Nutrition and Wellness (NW)-Personal Environment Management (PEM)Process Skills:-Communication -Leadership-Management-Thinking |
| Student Performance cont’d.Student work will demonstrate that students have the necessary knowledge about the world of work, career options, and the relationship of personal skills, aptitudes and abilities to future career decisions.(CDOS Standard 1, Intermediate Level, Performance Indicators 1-5)Student work will demonstrate how academic skills and knowledge are applied in the home, workplace and other settings. (CDOS Standard 2, Intermediate Level, Performance Indicators 1-3)Student work will demonstrate the mastery of the foundation skills and competencies essential for success in the workplace. (CDOS Standard 3a, Intermediate Level, 8 skills areas, Performance Indicator 1) |  |  |  |  | Classroom instruction is framed to answer the essential questions for each content topic.- CD – How can I develop skills to help me find meaningful work and determine the role work will play in my life?- CM – How can I develop skills that demonstrate effective clothing management and that show how clothing decisions affect me?- CC – How can I integrate multiple life roles and responsibilities into family, school, and community settings?- CRM – How can I develop skills that demonstrate responsible consumer practices?- F – How is the family important and how does it impact the well-being of individuals and society?- FM – How can I develop skills that demonstrate effective money management? |
| **Student Performance cont’d.** |  |  |  |  | - HD – What are the roles and functions of individuals at each stage of the life cycle? - IR – How can I develop skills that demonstrate appreciation of diversity and that facilitate effective relationships with others?- NW – How can I develop skills that demonstrate nutrition and wellness practices that enhance individual and family well-being?- PEM – How can I develop skills, knowledge, and practices required for effective management of my living space? |
| **Student Performance cont’d** | B. Evidence demonstrates that students have not met *NYS Learning Standards for Family and Consumer Sciences*. | B. Evidence demonstrates that students meet some of *NYS Learning Standards for Family and Consumer Sciences*. | B. Evidence demonstrates that students meet *NYS Learning Standards for Family and Consumer Sciences* and discipline-specific key ideas. | B. Evidence demonstrates that students exceed *NYS Learning Standards for Family and Consumer Sciences* and discipline-specific key ideas and performance indicators. | All students can demonstrate the acquisition of skills learned and apply those skills to real-lifesituations through the use of:-Daily math computations,-Written reflections,-Public speaking,-Sequencing and following directions,-Reading for information,-Job readiness, -Problem-solving strategies,-Active citizenship,-Financial literacy, and-Cultural appreciation. |
| C. No assessments are used. | C. Assessments are inconsistently used in non-tested content areas. | C**.** Assessments are used to evaluate the acquisition of *NYS Learning Standards for Family and Consumer Sciences* and skills. | C. Results of assessments are used to improve the acquisition of *NYS Learning Standards for Family and Consumer Sciences* and skills. | Students are assessed on a regular basis. Assessment examples include but are not limited to:-Projects,-Portfolios,-Laboratories, and-Practical/authentic assessments |
| **Collaboration** | A. Teachers are not viewed as an integral part of the team. | A. Teachers are viewed as an integral part of the team solely within their own content area. | A. Teachers are sometimes viewed as an integral part of the team; they serve as resources to other content area staff some of the time. | A. Teachers are viewed as an integral part of the team and act as resources to other content area team members and visa-versa. | There is documentation of two-way communication between Home & Career Skills teachers and other content area teachers.There is articulation (webbing) of skills and content from across various disciplines.There is evidence in student learning experiences (events, activities, press releases, team projects, etc.) that demonstrate collaboration of content and skills from a variety of curricular areas. |
| **Curriculum** | A. There is no Home & Career skills curriculum (Grades 5-8). | A. There is some Home & Career skills curriculum that is standards based. | A. There is written curriculum for all Home & Career Skill classes that is based upon the *NYS Learning Standards for Family and Consumer Sciences*. | A. There is written curriculum for all Home & Career Skill classes that is aligned with the *NYS Learning Standards for Family and Consumer Sciences*. It also follows the Home & Career Skills program content matrix. | Current curriculum is based upon the *NYS Learning Standards for Family and Consumer Sciences.*Assessment Scenarios and other forms of evaluation closely reflect the curriculum.Fundamental dimensions of curriculum and scheduling are met. (See Resources, at the end of the Family and Consumer Sciences-Home & Career Skills Checklist) |
| **Integration** | A. Teachers and other school staff view classes as “extras,” with little or no value to other content areas. | A. Teachers are informed of team/school projects and initiatives and invited to participate, if possible. | A. Teachers have adequate common planning time with other team/content area teachers. | A. Teachers are included in all school planning and participate in all appropriate instructional planning meetings. | Home & Career Skills teachers’ schedules reflect common planning time with other team/content area teachers. There is documentation/records for these meetings. |
| B. Teacher receives little or no information about team projects or initiatives. | B. Teachers communicate with other teachers, as needed, to advise them of projects that may support other content area learning standards. | B. Teachers make an effort to support other content area learning standards and show students the “real-life” application. | B. Teachers ensure that all instruction integrates learning standards from other content areas, and these connections are pointed out to students as a part of their “real-life” application. | Teachers are able to demonstrate key connections with core subject areas within a unit(s) of study. |
| **Youth Development** | A. Programs have no youth development component. | 1. Programs have a student program/group that focuses on youth development

(e.g., internships, mentoring, service learning, and/or youth leadership organizations). | The program area plans community/ school service projects and provides subject-specific youth leadership skill-building activities (e.g., internships, mentoring, service learning, and/or youth leadership organizations). | A. The program area participates in subject-specific youth leadership activities, promotes student growth through individualized group projects, and provides opportunities for students (e.g., internships, mentoring, service learning, and/or youth leadership organizations). | Home & Career Skills school program provides subject-specific youth leadership development co-curricular or extracurricular opportunities in or out of the classroom (i.e., Family, Career & Community Leaders of America (FCCLA)). |
| Professional Staff | A. No appropriately certified teachers are assigned to classes. | A. Appropriately certified teachers are assigned to some classes. Teachers who are uncertified in their assigned areas are in the process of obtaining appropriate certification. | A. All student instruction is delivered by appropriately certified teachers. | A. All student instruction is delivered by Family and Consumer Sciencescertified teachers. | All student instruction is delivered by Family and Consumer Sciences certified teachers.Basic Educational Data System (BEDS) records |
|  | B. Access to professional development opportunities does not exist. | B. Some professional development opportunities are provided for teachers.  | B. All teachers participate annually in content-specific professional development. | B. All teachers participate annually in content-specific professional development and are actively involved in their professional organization. | Record of professional development activities |

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| **Administrative Support** | A. Administration does not demonstrate interest in maintaining or advancing the program. | A. Administration demonstrates a basic understanding of the program area and goals. | A. Administration actively supports the program at the building and district levels. | A. Administration actively supports the program at the building and district levels to both the school and public audiences. | Administration can document support of Home & Career Skills program in the school and public audience. |
| B. Administration supports limited professional development opportunities for teachers in some of the non-tested content areas. | B. Administration allows all teachers in the non-tested content areas to participate in professional development opportunities. | B. Administration advocates the importance of professional development that focuses on *NYS Learning Standards for Family and Consumer Sciences* at the intermediate level for teachers in the non-tested content areas. | B. Administration can document Home & Career Skills teacher attendance in professional development activities**.** | Documentation of Home & Career Skills teacher attendance in professional development activities. |
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| Scheduling/Student Access | A. Instruction is not available. | A. Some classes are scheduled. Formal instruction is available to some of the school population. Sometimes formal instruction is not scheduled and time requirements for the unit(s) of instruction are not met. | A. Classes are scheduled as part of the intermediate-level experience to meet the current mandate. | A. All students are scheduled for instruction that is delivered over more than one grade level and exceeds the minimum requirement. | Master schedule shows that all students meet the minimum time requirement over more than one grade level.Student course schedules show that all students receive instruction covering all Home & Career Skills and Career Development and Occupational Studies Standards. |
| Instructional Technology | A. No access to technology or technical support for facilitating instruction is provided. | A. Classes have access to technology to assist classroom instruction, but scheduling is difficult or technology is unavailable when needed. | A. Classes have state-of-the-art technology on site to assist in instruction or have access to technology as needed. | A. All classrooms are equipped with state-of-the-art technology. | All Home & Career Skills professionals have access to technological support.School has technologically- equipped classroom with state-of-the-art equipment. |

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| Facility/Equipment | A. No rooms or equipment are dedicated to providing students with appropriate experiences, as required in the curriculum (e.g., laboratory). | A. Some dedicated space is provided with a minimum of equipment, if required. | A. Students have access to dedicated spaces and equipment for instruction. | A. All student instruction takes place in dedicated facilities with state-of-the-art equipment. | Meets requirements of State Education Department, *Family and Consumer Education Facilities Guide*, revised 2005. |
| B. Any existing instruction is heavily focused on textbook, paper and pencil. | B. Hands-on experiential learning is limited to shared spaces and/or equipment. | B. Most classes include hands-on applications of principles being taught. | B. All classes include hands-on applications of principles being taught. | Evidence of adequate supplies, equipment or materials required to deliver hands-on experiential learning. |
| **Resources** | A. No funds or inadequate funds are provided for the program. | A. Funding for the program is minimal. | A. Administration provides adequate funding to maintain an experiential program. | A. Administration provides adequate funding to enable the program to achieve a level of excellence. | Classroom budget demonstrates that teacher is able to run program without needing outside fundraising.Budget reflects experiential nature of the Home & Career Skills curriculum (75 percent hands-on). |

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| **Resources cont’d.** | B. Administration provides no financial support to upgrade existing resources. | B. Administration provides limited financial support for teachers to access resources to meet the needs of their program. | B. Administration provides adequate financial support for teachers to access resources to meet program needs. | B. Administration provides above average financial support for teachers to access resources to maintain a superior level of classroom instruction. | Budget provides for current, well maintained state-of-the-art equipment and educational resources. |

# Home & Career Skills Indicators of Achievement Checklist

## ACTION PLAN TEMPLATE

 The Action Plan Template is a companion tool to the Checklist. Schools should use the Checklist to identify areas where there are gaps in their programs. The Template can be used to develop and/or list strategies to close those gaps. A separate Template should be completed for each Indicator.

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| **STRATEGIES FOR ADDRESSING****AREAS IDENTIFIED****USING THE RUBRIC** | **TIMELINE TO IMPLEMENT** | **RESPONSIBLE****STAFF** | **PROJECTED****EXPENSE** | **ANTICIPATED****FUNDING SOURCE** |
| **Indicator:** |  |  |  |  |

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###### Additional Resources

**New York State Resources:**

* + - NYS Family and Consumer Sciences Learning Standards: <http://www.emsc.nysed.gov/workforce/FACSE2/facse.html>
* Family and Consumer Sciences Facilities Guide: <http://www.emsc.nysed.gov/workforce/FACSE2/fcfacilities.html>
* Home & Career Skills Content Matrix: <http://www.emsc.nysed.gov/workforce/FACSE2/contentmatrix.html>
* Home & Career Skills Scenarios: <http://www.emsc.nysed.gov/workforce/FACSE2/fcscenario.html>
	+ - Home & Career Skills Middle Level Core Document, updated for Grades 5-8, will be available in summer 2005.
		- NYS Virtual Learning System (VLS): <http://eservices.nysed.gov/vls/>

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