**Template Revised September 13, 2024**

**Program Report Format**

**Family and Consumer Science,**

**6-12**

**Kansas State Department of Education**

**COVER SHEET**

**Education Preparation Provider (EPP):** \_\_\_\_\_\_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

**Name of Preparer(s):** \_\_\_\_\_\_\_\_\_\_

**EPP Unit Head Name:** \_\_\_\_\_\_\_\_\_\_

**Unit Head Phone Number:** \_\_\_\_\_\_\_\_\_\_ **Email:** \_\_\_\_\_\_\_\_\_\_

**Level of the Program:** \_\_ Initial \_\_ Advanced

**Grade levels for which candidates are being prepared:**

☐ 6-12

**Program Report Status:**

☐ New Program ☐ Continued Program

**(NEW PROGRAMS MUST SUBMIT SYLLABI)**

**Reminder:**

**By regulation initial-level programs must include**

**a plan of study that constitutes a major in the subject at the institution or that is equivalent to a major;**

**at least 12 weeks of student teaching; and**

**a validated preservice candidate work sample.**

**See the template instructions for directions on completing the form.**

**Required materials:**

**Program of Study required of all candidates in the program.**

**Course syllabi for course grades used as key assessment, and/or used for Science of Reading.**

**Summary of Standards and Assessments**

| **Standard**  **The teacher of**  **Family and Consumer Science 6-12** | **Key assessment(s) for each standard**  **(please label ex. A, B, C)** |
| --- | --- |
| **Standard 1:**  **The teacher of family and consumer sciences (FCS) understands how social, cultural, cognitive, economic, emotional, and physical factors of the individual impacts families, communities, and the workplace.** | Ex: A, B |
| **Standard 2:**  **The teacher of family and consumer sciences (FCS) understands and develops programs that prepare individuals to be productive members within society and for careers based upon family and consumer sciences knowledge and skills.** | Ex: C |
| **Standard 3:**  **The teacher of family and consumer sciences (FCS) demonstrates an understanding of the central concepts, theoretical views, and structures of family and consumer sciences and the relationship to the well-being of individuals, families, and communities.** | Ex: D, E |
| **Standard 4:**  **The teacher of family and consumer sciences (FCS) plans for classroom and laboratory learning, creates valid and reliable assessments, and utilizes multiple instructional strategies in classroom and laboratory settings in:**  ** personal and family development,**  ** life span human growth and development,**  ** parenting and child development,**  ** education and training across the lifespan,**  ** interpersonal skills,**  ** human sexuality,**  ** personal and family resources management,**  ** life and career planning,**  ** nutrition, food, and wellness,**  ** living environments and apparel and textiles.** |  |
| **Standard 5:**  **The teacher of family and consumer sciences (FCS) understands the need to engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.** |  |

**EVIDENCE FOR MEETING STANDARDS**

|  |
| --- |
| **Standard 1:**  The teacher of family and consumer sciences (FCS) understands how social, cultural, cognitive, economic, emotional, and physical factors of the individual impacts families, communities, and the workplace.  **Evidence for meeting the standard:**  [enter text here] |

**\_\_ Assessment rubrics are included.**

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| **Standard 2:**  The teacher of family and consumer sciences (FCS) understands and develops programs that prepare individuals to be productive members within society and for careers based upon family and consumer sciences knowledge and skills.  **Evidence for meeting the standard:**  [enter text here] |

**\_\_ Assessment rubrics are included.**

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| **Standard 3:**  The teacher of family and consumer sciences (FCS) demonstrates an understanding of the central concepts, theoretical views, and structures of family and consumer sciences and the relationship to the well-being of individuals, families, and communities.  **Evidence for meeting the standard:**  [enter text here] |

**\_\_ Assessment rubrics are included.**

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| **Standard 4:**  The teacher of family and consumer sciences (FCS) plans for classroom and laboratory learning, creates valid and reliable assessments, and utilizes multiple instructional strategies in classroom and laboratory settings in:  • personal and family development,  • life span human growth and development,  • parenting and child development,  • education and training across the lifespan,  • interpersonal skills,  • human sexuality,  • personal and family resources management,  • life and career planning,  • nutrition, food, and wellness,  • living environments and apparel and textiles.  **Evidence for meeting the standard:**  [enter text here] |

**\_\_ Assessment rubrics are included.**

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| --- |
| **Standard 5:**  The teacher of family and consumer sciences (FCS) understands the need to engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.  **Evidence for meeting the standard:**  [enter text here] |

**\_\_ Assessment rubrics are included.**

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