

REPORT TO
THE SCHOOL DISTRICT
OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE
PROGRAM EVALUATION
FEBRUARY 3-4, 2009



MONTGOMERY COUNTY
INTERMEDIATE UNIT

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

TABLE OF CONTENTS

Introduction	3
Background	3
Evaluation Committee	4
Methodology	4
Answers to Key Questions	6
Overall Strengths, Needs, and Recommendations	13
Middle School Strengths, Needs, and Recommendations	17
High School Strengths, Needs, and Recommendations	23
Resources	30
Appendix A: UMTSD FCS Draft Mission Statement and Best Practices Beliefs	32
Appendix B: Upper Moreland Township School District High School Additions and Renovations Blue Print	33

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

PROCESS

Introduction

This document is a report of the findings of the evaluation of the K-12 Family and Consumer Science (FCS) program of the School District of Upper Moreland Township located in Montgomery County, Pennsylvania. The program evaluation was conducted during the period of February 3 and 4, 2009.

Background

The Montgomery County Intermediate Curriculum Evaluation Process is designed to assess the quality and effectiveness of curricula, and generate information to assist with decision making as a means of providing for continuous improvement of the educational program. The evaluation examines questions identified by the district in terms of the written curriculum, the taught curriculum, the assessed curriculum, and the processes and structures that have been established in the district to manage curriculum.

Reviews of programs take place through the active participation of school districts in Montgomery County and/or surrounding counties that support the process by providing release time for their staff to participate. Each school district was asked to recommend individuals with outstanding background in the area of family and consumer science education, curriculum development, or administration. Names were forwarded to Kendall Glouner, Director of Curriculum, Instruction and Professional Development Services at the Montgomery County Intermediate Unit.

This evaluation of the School District of Upper Moreland Township's K-12 Family and Consumer Science (FCS) program was requested by the District's administration as part of an ongoing process for curriculum management. Prior to the visit by the Evaluation Committee, discussion with the administration was conducted to refine the specific areas on which the evaluation would focus.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Family and Consumer Science Program Evaluation Committee Members

Name	District
Maureen Caroll	Hatboro-Horsham SD
Diane Devereaux	Avon Grove SD
Kendall Glouner (Chair)	Montgomery County Intermediate Unit
Jean Kelleher (Consultant)	Pennsylvania Department of Education
Linda Woodland	Upper Dublin SD

Methodology

The School District of Upper Moreland Township identified specific questions that they wished to explore. Every effort was made to ensure that the discussion and questions emanating from the staff were integral to the program evaluation process. It is through these questions that the evaluation was conducted.

Members of the Program Evaluation Committee were oriented to the program evaluation process and to the School District of Upper Moreland Township on January 29, 2009. On February 3 and 4, 2009, the members of the team began the actual review process which involved the examination of key district curriculum related documents, interviews of key individuals in the school community, and the observation of classroom instruction.

Data Sources for the Program Evaluation

Documents

These sources included written board policies, administrative regulations, curriculum, memoranda, state reports, and other documents related to the focus of the program evaluation.

Interviews

Interviews of building administrators and middle school and high school FCS teachers were conducted by the Committee. Also interviewed were the Superintendent, Director of Education, The Supervisor of Curriculum and Instruction and members of the Board of School Directors.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Classroom Observation

The observations were not of a formal nature, and no specific protocol for the observation was used other than to direct observers to use the observation as a way of verifying data obtained during the interview and to provide data to answer the guiding questions created by the District.

Focus of the Evaluation

Key questions that the District requested the external team to examine were:

- Curriculum
 - *Is there a clear, comprehensive rationale and vision for the Upper Moreland 6-12 Family and Consumer Science program?*
 - *To what extent is the Upper Moreland 6-12 FCS curriculum aligned to National/State standards?*
- Instruction
 - *To what extent are best practices incorporated throughout the 6-12 FCS classrooms?*
- Assessment
 - *How are assessments used to assess student achievement and modify instruction/curriculum?*
- Resources/Technology
 - *To what extent do the current materials, resources, and technology meet the needs of the FCS curriculum?*
- Professional Development
 - *To what extent are teachers provided opportunities for professional growth in FCS education?*
- Communication/Outreach
 - *In what ways does the FCS department communicate with students, staff, parents, and the community regarding the FCS program?*

Analysis of Data

The Committee examined data that was collected and summarized the findings in terms of District strengths, needs and recommendations. This was done for the District as a whole and by organizational level in the District. This report first presents the findings relative to the questions posed, and then presents the findings of the Committee for the District and each organizational level in terms of strengths, needs, and recommendations for addressing the identified needs. It should be emphasized that while the scope of this evaluation was limited to the area of K-12 Family and Consumer Science, the systemic implications of the recommendations must be taken into account when considering their implementation.

ANSWERS TO QUESTIONS RAISED BY THE SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP

Curriculum

Question: Is there a clear, comprehensive rationale and vision for the Upper Moreland 6-12 Family and Consumer Science program?

While there is currently no clear set of goals and scope and sequence that drive the family and consumer sciences (FCS) program, grades 6-12, the Framework for Continuous Improvement has developed a timetable to address this issue. The draft mission statement and best practice beliefs have been developed by the Upper Moreland School District's Family and Consumer Sciences Department and can be found in Appendix A of this report.

Question: To what extent is the Upper Moreland 6-12 FCS curriculum aligned to National/State standards?

There is currently no written, comprehensive curriculum for Family and Consumer Science at Upper Moreland Township School District. Planned courses, pacing guides and lesson plans are present, but these articles were not explicitly written to meet state and national standards. It was noted by the program evaluation committee members through observation and the interview process that some Pennsylvania FCS standards are being addressed but not with a level of fidelity that could be considered guaranteed and viable.

In addition the committee felt it was important to note that the Pennsylvania Academic Standards for Family and Consumer Sciences are K-12. The program evaluation was focused on grades 6 through 12, but FCS standards do exist for the elementary level.

It should also be noted that to meet the Pennsylvania FCS standards, Chapter 4 of the Pennsylvania Code, § 4.22 Middle School Education states the following:

“ . . . (c) Planned instruction in the following areas shall be provided to every student in the middle level program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:

. . . (11) Family and consumer science, including principles of consumer science behavior and basic knowledge of child health and child care skills.”

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Currently in Upper Moreland Township School District, students in grades six and seven take a FCS course for one quarter during the school year as part of a rotation. Information obtained from interviews indicated that although this course is a part of all students' rotational schedule in sixth and seventh grades, students who are placed in support courses may not have access to the FCS course due to scheduling constraints. Eighth grade students have the choice to take a FCS course, but it is not a requirement.

In addition, Chapter 4 of the State Board of Education Rules and Regulations, § 4.23 High School Education states the following:

“ . . .(c) Planned instruction in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:

. . . (9) Family and consumer science, including principles of consumer behavior and basic knowledge of child health and child care skills.”

At the high school level in Upper Moreland Township School District FCS courses are completely elective. Students can graduate without exposure to FCS content.

Upper Moreland School District FCS teachers and administrators recognize the need to align the FCS program with state standards and the need to develop a cohesive curriculum with stated learning goals.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Instruction

Question: To what extent are best practices incorporated throughout the 6-12 FCS classrooms?

The School District has limited evidence of best practices and although the department has identified various ways of implementing best practices, through observation and interviews it was noted by the program evaluation participants that they have not been incorporated consistently at all levels.

Observers could identify limited standards being addressed during lessons through observations; however, through the interview process it was explained that many of the state standards are not being met.

Instruction at the middle school was age appropriate with examples and demonstrations. Due to the fact that only one year of FCS instruction is required many of the standards have to be taught or re-taught when students enter the high school and are not taught at an age appropriate level of development. Some thought has been shared by Upper Moreland staff members that there are plans for future inter-disciplinary projects within the Practical Arts Department at the high school.

Technology use is very limited in the high school. The Unified Arts Lab, although designated for FCS use, is unavailable first and second period. The lab has been allocated to the gifted program. Computers are used for research and could be utilized for presentation and power-points.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Assessment

Question: How are assessments used to assess student achievement and modify instruction/curriculum?

Traditional summative assessments are used according to information shared during interviews. Data gathered during interviews indicated that the middle school grades are dependent upon projects and use a few written tests, including adapted tests for the learning support students.

High school grades are based on a combination of tests, quizzes, projects, homework, lab work and notebook assignments.

It is necessary for a variety of purposeful assessments to be incorporated in to the program. Rubrics and rigorous expectations for the students should be developed.

Resources/Technology

Question: To what extent do the current materials, resources, and technology meet the needs of the FCS curriculum?

There appears to be a lack of adequate FCS resources for the teacher and students to do any research in the classroom. At the high school level all print resources including, texts, food magazines, recipe books and child and parenting magazines were outdated. A cyclical process for review and replacement of text in the various areas of FCS is identified through the Continuous Framework for Improvement process, but has not yet taken place.

There are very limited technology resources for delivery of the FCS curriculum in the classroom for students and teachers. The instructor has a wired desktop computer with various programs for grading and for attendance purposes. No extra computers are available for student usage. The facility and equipment needs to be updated for proper workspace for student learning to take place.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Professional Development

To what extent are teachers provided opportunities for professional growth in FCS education?

The FCS teachers are provided with time to work together and discuss their discipline within the context of the Continuous Improvement Framework; however, the teachers need content specific training to upgrade the FCS curriculum. Professional development opportunities at the local, regional, state and national levels should be a part of the professional development plans for the teachers of FCS. Reaching outside of the district will be necessary as they work toward curriculum alignment with state and national standards and incorporate best practices. Family and Consumer Sciences professionals in the Upper Moreland School District need content specific training to explore the criteria necessary to develop a quality FCS curriculum that will prepare students for the 21st Century .

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Communication/Outreach

Question: In what ways does the FCS department communicate with students, staff, parents, and the community regarding the FCS program?

The FCS program reaches out to parents through a brochure at open house which describes the course as stated in the course selection catalog. Connecting the courses to possible careers may increase the relevance of the courses to students' lives and increase student interest and motivation.

Students taking FCS courses also prepare various breakfasts and receptions for administration and Board members annually.

Acceptance Day is a school-wide program at the middle school to promote student and parent involvement in the preparation of ethnic foods and was reported through the interview process to be a valued tradition in the district.

OVERALL STRENGTHS, NEEDS, AND RECOMMENDATIONS

Strengths

1. Staff, administrators and members of central office recognize the need for curriculum development and evaluation.

Needs

1. To create a Family and Consumer Science (FCS) philosophy, curriculum and assessments that reflects the needs of 21st century learners and reflects the Pennsylvania K-12 Academic Standards for Family and Consumer Science and national FCS standards.
2. To provide fiscal support to update the facility and equipment needs for proper workspace and student learning to take place.
3. To provide professional development and learning opportunities for teachers to develop their content knowledge and instructional skills.

Recommendations

Need 1: To create a Family and Consumer Science (FCS) philosophy, curriculum and assessments that reflects the needs of 21st century learners and reflects the Pennsylvania K-12 Academic Standards for Family and Consumer Science and national FCS standards.

Recommendations for Need 1

The Pennsylvania Academic Standards for Family and Consumer Sciences are divided into the following four core strands:

1. Financial and Resource Management
2. Balancing Family, Work and Community Responsibility
3. Food Science and Nutrition
4. Child Development

The following statement was taken from the Pennsylvania Academic Standards for Family and Consumer Sciences introduction.

“The 21st century requires students to develop the ability to transform information into knowledge by using standards to certify that this information is meaningful, categorizing it to a purpose and then transforming their knowledge into wisdom by applying it to real life . . . The Academic Standards for Family and Consumer Sciences are written to empower individuals and families to manage the challenges of living and working in a diverse, global

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

society. These Academic Standards address the functioning of families and their interrelationships with work, community and society.”

It is with this purpose that the program should be developed and the application and extension of the classroom experience be shared and expressed out into the community.

The mission of The American Association for Family and Consumer Sciences “ is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well being, relationships, and resources to achieve optimal quality of life” [Available: <http://www.aafcs.org/about/principles.html>]. The Pennsylvania Department of Education, Family and Consumer Sciences Education web site further defines the purpose of this course of study in the following statement.

“The focus of the Academic Standards for Family and Consumer Sciences education is the individual, the family and the community. The economic, social and political well-being of our state depends on the well-being of Pennsylvania’s families. The family is responsible for nurturing its members. Family experiences, to a great extent, determine who a person is and what a person becomes.

Family and Consumer Sciences, working with Pennsylvania’s families, supports the development of the knowledge and skills that students need as family members both now and in the future. The 21st Century requires students to develop the ability to transform information into knowledge by using standards to certify that this information is meaningful, categorizing it to a purpose and then transforming their knowledge into wisdom by applying it to real life.” Available:
http://www.pde.state.pa.us/fam_consumer/site/default.asp?g=0&c_and_iNav=/3161/

In the Upper Moreland Township School District FCS curriculum content is only a requirement in grade six, but due to scheduling constraints some students do not receive FCS content at all in middle school. Consideration should be made for all students to be exposed to the child development strand of FCS by a certified instructor by graduation. Currently, access to this strand is very limited and is not inclusive of all students, since the class is held as an elective at the high school level.

The Pennsylvania Department of Education (PDE) has designed the Standards Aligned System (SAS) currently available for four content areas on the PDE web site [Available: <http://www.portal.state.pa.us/portal/server.pt?open=512&objID=4228&mode=2>] Access to the FCS Standards Aligned System should be made available during the 2009-2010 school year and

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

could be instrumental in developing the K-12 FCS curriculum framework for Upper Moreland Township School District. This system includes big ideas, concept, competencies, essential questions and a vocabulary list.

The Pennsylvania Academic Standards for Family and Consumer Science are K-12. For this reason, a K-12 approach to addressing these standards is recommended. To that end, Upper Moreland Township School District should provide professional development for elementary teachers on the FCS standards and develop an approach to incorporating these standards into the elementary curriculum. Infusing the FCS standards across various content areas by curriculum mapping at the elementary level is an option to consider. In addition, curriculum mapping at the middle and high school levels would ensure a smooth and consistent transition at each grade level. If the standards were infused cross curricular there would be an increased likelihood that students entering FCS courses would have an equal foundation of knowledge related to the FCS standards.

Assessment measures aligned to curriculum content are essential for determining the degree to which students are meeting the standards. Tomlinson and McTighe (2006) emphasize the importance of have multiple types of assessments focused on different purposes. As assessments are being developed through the curriculum writing process, four questions should be raised: What are we assessing? Why are we assessing? For whom are the results intended? How will the results be used? (p. 70). In addition, summative assessments, diagnostic assessments and formative assessment measures should be included and balanced throughout the program. The development and use of rubrics for both student self-assessment and teacher assessment will “not only measure students but assists them in becoming evaluators of their own learning” (p. 82).

Need 2: To provide fiscal support to update the facility and equipment needs for proper workspace and student learning to take place.

Recommendations for Need 2

It was reported through the interview process that the Framework for Continuous Improvement process drives the programmatic needs for each content area, and in turn, dedicates funding as needed to implement the program. The budget for the FCS program will be reviewed and funds allocated to address the recommendations found in this report.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Need 3: To provide professional development and learning opportunities for teachers to develop their content knowledge and instructional skills.

Recommendations for Need 3

Content specific knowledge is necessary for the FCS teachers to work toward the creation of a curriculum that prepares students for the 21st century. There are a variety of professional development opportunities that are offered within Pennsylvania that provide the opportunity for job-alike teachers to learn about the most current practices in FCS and have access to resources that may benefit students and staff.

Some available opportunities include the following:

- Penn State University is offering child development workshops, July 7-8, 2009, and also a foods and nutrition workshop July 27-31, 2009
- Temple/IUP workshops are offered August 3-7, 2009, and contain a variety of content related to FCS
- MCIU workshops on formative assessment and Understanding by Design
- District scheduled professional development provided through the Framework for Continuous Improvement to share and implement learning

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

MIDDLE SCHOOL

STRENGTHS

1. Family and Consumer Sciences (FCS) coursework is required for all sixth grade students.
2. The FCS instructor has a good rapport with the students.
3. The FCS instructor is ready and willing to make necessary changes to meet K-12 Pennsylvania Academic Standards for Family and Consumer Science to increase the quality of the program.
4. Some Pennsylvania State standards are being addressed.
5. Available technology is used by teachers.
6. Differentiated instruction strategies are employed.
7. The FCS department collaborates with high school colleagues. Specifically, a FCS faculty member is working with the English department and the Classrooms for the Future program.
8. Students were very engaged and displayed a positive attitude toward the FCS program.
9. There was evidence of personal resources being used to provide quality instruction.

NEEDS

1. To develop a coherent curriculum that is aligned with the K-12 Pennsylvania Academic Standards for Family and Consumer Science, including course revisions to align curriculum with state standards.
2. To develop formative and summative assessments to facilitate and measure student attainment of FCS learning goals.
3. To ensure that FCS standards are being taught to all students at least once at the middle school level.
4. To extend the instructional allotted time for students to learn FCS academic standards.
5. To make available specific professional development in the FCS content area for instructors.
6. To provide students with the opportunity to be involved with the Family, Career and Community Leaders of America (FCCLA).
7. To upgrade FCS facilities.
8. To address safety issues in classrooms.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

RECOMMENDATIONS

Need 1: To develop a coherent curriculum that is aligned with the K-12 Pennsylvania Academic Standards for Family and Consumer Science, including course revisions to align curriculum with state standards.

Recommendations for Need 1

It is recommended that Upper Moreland Township School District use the Standards Aligned System (SAS) for Family and Consumer Science, created and available after May 31, 2009, on the Pennsylvania Department of Education Ed Hub web site (Available: http://www.edportal.ed.state.pa.us/portal/server.pt/community/ed_hub_central/365), as the basis for the Upper Moreland FCS curriculum framework. It is also recommended that the FCS national standards be included in the curriculum development process (Available: http://www.doe.in.gov/octe/facs/sc_1.html).

It is likely that significant course revisions will need to take place as a result of alignment with state and national standards. As described below, developing assessments that are congruent with the expected outcomes should be part of this process.

It is also recommended that the FCS standards be posted in the classroom.

Need 2: To develop formative and summative assessments to facilitate and measure student attainment of FCS learning goals.

Recommendations for Need 2

It is recommended that the district provide professional development for instructors to learn about various formative and summative assessment strategies. In addition, it is recommended that teachers be provided time to work together developing assessments that are aligned to the curriculum and articulated across all levels. Teachers who teach the same course should collaborate in the development of the assessments.

Assessment measures aligned to curriculum content are essential for determining the degree to which students are meeting the standards. Tomlinson and McTighe (2006) emphasize the importance of have multiple types of assessments focused on different purposes. As assessments are being developed through the curriculum writing process, four questions should be raised: What are we assessing? Why are we assessing? For whom are the results intended? How will the results be used? (p. 70). In addition, summative assessments, diagnostic assessments and formative assessment measures should be included and balanced throughout the program. The development and use of rubrics for both student self-assessment and teacher assessment will “not only measure students but assists them in becoming evaluators of their own learning” (p. 82).

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Need 3: To ensure that FCS standards are being taught to all students at least once at the middle school level.

Recommendations for Need 3

The Pennsylvania Academic Standards for Family and Consumer Sciences are K-12. Chapter 4 of The Pennsylvania Code, § 4.22 Middle School Education states the following:

“ . . . (c) Planned instruction in the following areas shall be provided to every student in the middle level program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:

. . . (11) Family and consumer science, including principles of consumer science behavior and basic knowledge of child health and child care skills.”

Currently in Upper Moreland Township School District, students in grades six and seven take a FCS course for one quarter during the school year as part of a rotation. Information obtained from interviews indicated that although this course is a part of all students’ rotational schedule in sixth and seventh grades, that students who are placed in support courses may not have access to the FCS course due to scheduling constraints. Some eighth grade students have the choice to take a FCS course, but it is not a requirement.

It is recommended that the middle school schedule be examined to afford students the opportunity to take the FCS course in addition to support classes. Ideally it is recommended that students have one full academic year of FCS at the middle school level that addresses all four FCS strands. If this recommendation can not be met, it is recommended that a full year, alternating days be considered. Another recommendation would be to offer two FCS strands at sixth and seventh grade and two FCS strands at the eighth grade level.

Need 4: To extend the instructional allotted time for students to learn FCS academic standards.

Recommendations for Need 4

It is recommended that all twenty-seven grade six standard descriptors within the standards be taught. The standard descriptors follow each standard statement, are bulleted and explain the nature and scope of the standard. Descriptors specify the nature of the standard and the level of complexity needed in meeting that standard in a proficient manner. Descriptors serve to benchmark the standard statement. To adequately address the standard descriptors the instructional time needs to be appropriate/sufficient and appropriate assessments developed to ensure students are learning the material. Scheduling of FCS at the middle school level should be evaluated and redesigned to allow for acquisition and retention of the material.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Need 5: To make available specific professional development in the FCS content area for instructors.

Recommendations for Need 5

It is recommended that the time allotted for the FCS department through the Framework for Continuous Improvement be focused on professional development.

It is recommended that the FCS instructors attend the Pennsylvania Association of Family and Consumer Sciences State conference and Family Career and Community Leaders of America state conference for updating curriculum and resources annually.

It is recommended that the instructors attend Governors Institutes for Financial Education and Career, Education to Work standards.

It is recommended that consideration be made for instructors to attend various professional development workshops and seminars that focus on best practices related to student learning within the context of FCS as well as general best practices for instructional delivery that maximize student learning.

Some available opportunities include the following:

- Annual Pennsylvania Family and Consumer Sciences State Conference
- Governor's Institute for Career Education and Work
- Penn State University is offering child development workshops, July 7-8, 2009, and also a foods and nutrition workshop July 27-31, 2009
- Temple/IUP workshops are offered August 3-7, 2009, and contain a variety of content related to FCS
- MCIU workshops on formative assessment and Understanding by Design
- District scheduled professional development provided through the Framework for Continuous Improvement to share and implement learning

Need 6: To provide students with the opportunity to be involved with the Family, Career and Community Leaders of America (FCCLA).

Recommendations for Need 6

The Family, Career and Community Leaders of America (FCCLA) is a national student organization that helps young men and women build healthy families, have successful careers, and strengthen communities through family and consumer sciences education. Family and Consumer Sciences teachers serve as local FCCLA advisers. Members are students through grade twelve who are taking or have taken family and consumer sciences courses.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

The following mission statement was taken from the Pennsylvania FCLLA website (Available: <http://www.pafccla.org/mission.htm>)

The mission of Family, Career, and Community Leaders of America (FCCLA) is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through:

- *character development;*
- *creative and critical thinking;*
- *interpersonal communication;*
- *practical knowledge; and*
- *vocational preparation.*

Student events are available through participation in FCCLA.

STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and occupational preparation. STAR Events offers individual skill development through the following: Cooperative-- teams work to accomplish specific goals; individualized--members work alone to accomplish specific goals; and competitive-- individual or team performance measured by an established set of criteria. There are currently 25 different Pennsylvania STAR Events in which members may participate. (Available: <http://www.pafccla.org/starevents.htm>)

By implementing FCCLA star events there is opportunity for cross curricular teaching to happen and for students to attach a purpose and meaning to FCS coursework.

Need 7: To upgrade FCS facilities.

Recommendations for Need 7

It is recommended that the interior of the suite be re-evaluated for proper space utilization to meet the needs of the growing enrollment and change in content being taught.

If deemed that sewing will continue it is recommended that machines be placed around the perimeter of room with newer cabinetry for safety. It is also recommended that the equipment be updated and maintained annually.

It is recommended that the classroom be equipped with an overhead proxima and projection screen (interactive whiteboard). Extra computers for student usage are also recommended.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

The Pennsylvania Department of Education does not have written recommendations for space specifications or safety requirements in the area of FCS. Other state's documents were reviewed for the purpose of communicating general guidelines in the area of safety and space. The University of the State of New York created the Family and Consumer Sciences Facilities Guide (August, 2005). This document could be used as a basis for decision making in the areas of space specifications and safety.

Recommendations from Jean Kellherer, a FCS representative from the Pennsylvania Department of Education, included the recommendation that a maximum of four or five students be assigned per kitchen laboratory. This recommendation is based on practices believed to provide a safe learning environment taken from her experiences in various FCS environments across the state.

Need 8: To address safety issues in classrooms.

Recommendations for Need 8

Recommendations from Jean Kellherer, a FCS representative from the Pennsylvania Department of Education, included the recommendation that a maximum of four or five students be assigned per kitchen laboratory (personal communication, February 3, 2009). This recommendation is based on practices believed to provide a safe learning environment taken from her experiences in various FCS environments across the state.

It is recommended that the electric boxes on the floor be removed and covered so the outlets are flush with the floor.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

HIGH SCHOOL

STRENGTHS

1. Currently six classes are offered as electives.
 - a. Decorative Design
 - b. Managing Independence
 - c. Child Care
 - d. Child Behavior and Development
 - e. Contemporary Cooking
 - f. Advanced Foods Lab
2. Active participation in the Framework for Continuous Improvement study groups occur at the beginning of the school day.
3. Collaboration between the English department and FCS staff on the Classrooms for the Future grant has enhanced the department.
4. Teachers are dedicated to maximizing the limited resources.
5. FCS department uses the library to supplement classroom resources.
6. A commitment to students and the program through use of personal resources to provide quality instruction is evident.

NEEDS

1. To develop a coherent curriculum that is aligned with the K-12 Pennsylvania Academic Standards for Family and Consumer Science, including course revisions to align curriculum with state standards and ensure adherence to Chapter 4 of the Pennsylvania School Code as it relates to teaching FCS content.
2. To develop formative and summative assessments to facilitate and measure student attainment of FCS learning goals.
3. To improve the FCS facilities at the high school including classroom space and equipment.
4. To update educational resources and materials, including technology.
5. To make available specific professional development in the FCS content area for instructors.
6. To extend the instructional allotted time for students to learn FCS academic standards.
7. To provide students with the opportunity to be involved with the Family, Career and Community Leaders of America (FCCLA).
8. To develop a child care program.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

RECOMMENDATIONS

Need 1: To develop a coherent curriculum that is aligned with the K-12 Pennsylvania Academic Standards for Family and Consumer Science, including course revisions to align curriculum with state standards and ensure adherence to Chapter 4 of the Pennsylvania School Code as it relates to teaching FCS content.

Recommendations for Need 1

The development of a coherent curriculum that is aligned with the Pennsylvania State Academic for Family and Consumer Sciences State is needed. Course contents should reflect all four of the following FCS strands:

1. Financial and Resource Management
2. Balancing Family, Work and Community Responsibility
3. Food Science and Nutrition
4. Child Development

It is recommended that Upper Moreland Township School District use the Standards Aligned System (SAS) for Family and Consumer Science, created and available after May 31, 2009, on the Pennsylvania Department of Education Ed Hub web site (Available: http://www.edportal.ed.state.pa.us/portal/server.pt/community/ed_hub_central/365), as the basis for the Upper Moreland FCS curriculum framework. It is also recommended that the FCS national standards be included in the curriculum development process (Available: http://www.doe.in.gov/octe/facs/sc_1.html).

Chapter 4 of The Pennsylvania Code, § 4.23 High School Education states the following:

“ . . . (c) Planned instruction in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:

. . . (9) Family and consumer science, including principles of consumer behavior and basic knowledge of child health and child care skills.”

At the high school level in Upper Moreland Township School District FCS courses are completely elective. Students can graduate without exposure to FCS content. Options for addressing FCS standards include having students enroll in a course that addresses all four FCS strands for one full academic year or to have students take a course that addresses all four FCS strands alternating days with another elective course. Another option is to have students enroll in

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

one FCS course per year throughout the high school experience focusing on one of the four strands in each year. It is also recommended that the FCS standards be posted in the classroom.

It is recommended that students in the advanced foods laboratory have the option to work toward the ServSafe® certification (<http://www.servsafe.com/>). Students who are working in the restaurant industry or intend to work in the industry could benefit from this certification.

It is recommended that an onsite child development laboratory be designed to allow students the opportunity for hands on experience with children. This program should prepare students for the Child Development Associate (CDA) ready certificate, a precursor to prepare students for the CDA credential (<http://www.cdacouncil.org>). A scope and sequence should be developed for the child development coursework standards with this end in mind.

Need 2: To develop formative and summative assessments to facilitate and measure student attainment of FCS learning goals.

Recommendations for Need 2

After the new curriculum is created, lesson, units and projects need to include rubrics for the students and instructors to use for guidance and evaluation.

It is recommended that the district provide professional development for instructors to learn about various formative and summative assessment strategies. In addition, it is recommended that teachers be provided time to work together developing assessments that are aligned to the curriculum and articulated across all levels. Teachers who teach the same course should collaborate in the development of the assessments.

Assessment measures aligned to curriculum content are essential for determining the degree to which students are meeting the standards. Tomlinson and McTighe (2006) emphasize the importance of have multiple types of assessments focused on different purposes. As assessments are being developed through the curriculum writing process, four questions should be raised: What are we assessing? Why are we assessing? For whom are the results intended? How will the results be used? (p. 70). In addition, summative assessments, diagnostic assessments and formative assessment measures should be included and balanced throughout the program. The development and use of rubrics for both student self-assessment and teacher assessment will “not only measure students but assists them in becoming evaluators of their own learning” (p. 82).

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Need 3: To improve the FCS facilities at the high school including classroom space and equipment.

Recommendations for Need 3

The high school is currently under renovation (See Appendix B). The original bid for construction did not include the recommendations or costs for areas related to Family and Consumer Science. The Framework for Continuous Improvement process is intended to inform the programmatic changes that should take place, and in turn, provide a basis for space requirements, equipment purchases and the configuration of the room.

The Pennsylvania Department of Education does not have written recommendations for space specifications or safety requirements in the area of FCS. Other state's documents were reviewed for the purpose of communicating general guidelines in the area of safety and space. The University of the State of New York created the Family and Consumer Sciences Facilities Guide (August, 2005). This document could be used as a basis for decision making in the areas of space specifications and safety.

In addition, based on the openness of the district to create spaces for the updated Family and Consumer Science program, the Evaluation Team constructed the following recommendations for facilities to support the program based on experiences in working in FCS classrooms.

1. It is recommended that a new space be developed and the suite would contain three separate areas: One as a classroom, one as a foods laboratory and one as a pre-school laboratory.
2. It is recommended that this new space be technologically ready for the 21st century including digital projectors, interactive white boards, computers and printers, two way mirrors for observations and "real" baby simulators.
3. It is recommended that the food laboratory include a handicap accessible station.
4. The laboratory as a whole should have at least one refrigerator/freezer, one or two dishwashers and two or three microwave ovens. It should also be equipped with a garbage disposal in at least one of the kitchen sinks.
5. For the High school to become a state of the art facility and to be comparable to the rest of the school, a new wing could be designed to include a three room suite. Suggested sections are a designated child laboratory, a foods lab and a classroom. While new equipment could make the classroom more appealing it's not necessarily needed.
6. When determining kitchen lab requirements, it is recommended that a maximum of four or five students be assigned per kitchen laboratory.
7. The child development lab should include a variety of items for the children's needs to be met for eating, napping and playing. Equipment considerations include outside equipment and inside toys and games.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Recommendations from Jean Kellherer, a FCS representative from the Pennsylvania Department of Education, included the recommendation that a maximum of four or five students be assigned per kitchen laboratory and that classrooms be designed for a maximum of 25-28 students (personal communication, February 3, 2009). This recommendation is based on practices believed to provide a safe learning environment taken from her experiences in various FCS environments across the state.

Need 4: To update educational resources and materials, including technology.

Recommendations for Need 4

Resources and materials including textbooks and periodicals at the high school were found to be outdated. Subscriptions to periodicals related to nutrition, childcare and development and finance should be reviewed annually. Textbooks and resources to support the curriculum are also in need of replacement. The purchase of these items should take place after the alignment of the curriculum to state and national standards and in the context of the work taking place within the Upper Moreland Framework for Continuous Improvement.

Technology should be added to include computers for student use. A digital projector for demonstrations and interactive whiteboards would aid instruction in the FCS classrooms.

Need 5: To make available specific professional development in the FCS content area for instructors.

Recommendations for Need 5

It is recommended that the FCS instructors attend the Pennsylvania Association of Family and Consumer Sciences State conference and Family Career and Community Leaders of America state conference for updating curriculum and resources annually.

It is recommended that the instructors attend Governors Institutes for Financial Education and Career, Education to Work standards.

It is recommended that consideration be made for instructors to attend university sponsored workshops during the summer.

It is recommended that the instructors consider an additional degree so they can teach AP classes in Child development and seek articulation agreements with community colleges.

Some available opportunities include the following:

- Annual Pennsylvania Family and Consumer Sciences State Conference
- Governor's Institute for Career Education and Work

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

- Penn State University is offering child development workshops, July 7-8, 2009, and also a foods and nutrition workshop July 27-31, 2009
- Temple/IUP workshops are offered August 3-7, 2009, and contain a variety of content related to FCS
- MCIU workshops on formative assessment and Understanding by Design
- District scheduled professional development provided through the Framework for Continuous Improvement to share and implement learning

Need 8: To provide students with the opportunity to be involved with the Family, Career and Community Leaders of America (FCCLA).

Recommendations for Need 8

The Family, Career and Community Leaders of America (FCCLA) is a national student organization that helps young men and women build healthy families, have successful careers, and strengthen communities through family and consumer sciences education. Family and Consumer Sciences teachers serve as local FCCLA advisers. Members are students through grade twelve who are taking or have taken family and consumer sciences courses.

The following mission statement was taken from the Pennsylvania FCLLA website (Available: <http://www.pafclla.org/mission.htm>)

The mission of Family, Career, and Community Leaders of America (FCCLA) is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through:

- *character development;*
- *creative and critical thinking;*
- *interpersonal communication;*
- *practical knowledge; and*
- *vocational preparation.*

Student events are available through participation in FCCLA.

“STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and occupational preparation. STAR Events offers individual skill development through the following: Cooperative-- teams work to accomplish specific goals; individualized--members work alone to accomplish specific goals; and competitive-- individual or team performance measured by an established set of

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

criteria. There are currently 25 different Pennsylvania STAR Events in which members may participate". (Available: <http://www.pafccla.org/starevents.htm>)

By implementing FCCLA STAR events there is opportunity for cross curricular teaching to happen and for students to see a purpose and meaning to FCS coursework. Through FCCLA there is the opportunity to compete locally, regionally and statewide, perhaps eventually becoming a state or national officer.

Need 9: To develop a child care program.

Recommendations for Need 9

It was reported through examination of the data available to the program evaluation team that application and transfer of knowledge gained through the child development courses at the middle school and high school levels did not contain the level of practicum and application that students would need to internalize the material or apply it to the workforce.

To provide hands-on experience and application of theory, it is recommended that the District pursue opportunities for students to work directly with preschool age children in an authentic setting. Options include providing job-shadowing opportunities and/or potential for onsite childcare facility. It is recommended that the students involved in the higher level child care courses develop and present lesson plans to the younger grade levels for practicum experience.

To provide students with skill sets that transfer into the workforce, a recommendation to research and pursue the creation of a program for child development courses that contain both the academic content and rigor required for students to prepare students for the Child Development Associate (CDA) ready certificate, a precursor to prepare students for the CDA credential (<http://www.cdacouncil.org>). A scope and sequence should be developed for the child development coursework standards with this end in mind.

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

RESOURCES

Allison, B. & Rehm, M. Source. (April, 2007). *Teaching Strategies for Diverse Learners in FCS Classroom*. Journal of Family & Consumer Sciences. Vol. 99, no. 2 p. 8-10.

American Association of Family and Consumer Sciences National Standards.
<http://www.aafcs.org/FCSstandards/>

American Association of Family and Consumer Sciences. <http://www.aafcs.org>

Missouri Center for Career Education: <http://missouricareereducation.org/curr/facs1.html>

Missouri State Department of Education: http://dese.mo.gov/divcareered/facs_curriculum.htm

National Association of Teacher Educators for Family and Consumer Sciences.
<http://www.natefacs.org/>

Pennsylvania Code. § 4.22 and § 4.23

Pennsylvania Department of Education.
http://www.pde.state.pa.us/fam_consumer/site/default.asp?g=0&c_and_iNav=3161

State of Delaware Department of Education:
http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/fam_cons_science.shtml

Tomlinson, C. A. & McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design*. ASCD Alexandria, VA.

The University of the State of New York. (August, 2005). *Family and Consumer Sciences Facilities Guide*. Retrieved March 14, 2009, from
<http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm>

Westside Consolidated School District: Curriculum Maps:
http://warriors.crsc.k12.ar.us/1_whs_curriculum_map/family_and_consumer_science.htm

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Appendixes

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

Appendix A

Upper Moreland Township School District

Family and Consumer Science Draft Mission Statement and Best Practices Beliefs

Our mission in the Upper Moreland Township School District is to empower individuals to be competent, confident, and caring in managing their personal, family, and professional *lives as part of a diverse society*.

Best Practice Beliefs for Family and Consumer Sciences, 6-12

Best practice necessities that students...

- Learn Family and Consumer Sciences through practical experiences.
- Engage in activities that enable them to understand regular-occurring practical problems across the life span.
- Analyze information to develop a full range of skills and understand modern technology and equipment used in the home and workplace.
- Collaborate with others.

Best practice necessities that teachers...

- Provide students with the strategies to optimize their quality of life.
- Model a full range of skills to demonstrate modern technology and equipment used in the home and workplace.
- Engage students to problem-solve, make decisions and set goals which lead to responsible behavior.
- Participate in ongoing professional development; and
- Collaborate with others.

Best practice necessities that teaching and learning experiences...

- Foster career interests for future professional development.
- Integrate the core curriculum into all areas of FCS.
- Encourage students to utilize all resources available for research, including practices indicated in the Big6.
- Encourage appreciation of human worth, acceptance of responsibility for one's actions, and success in family and professional life.

Best practice necessities that assessments...

SCHOOL DISTRICT OF UPPER MORELAND TOWNSHIP
GRADES 6-12 FAMILY AND CONSUMER SCIENCE PROGRAM EVALUATION

- Include observation checklists, conferencing, rubrics, lab performance, and reflective journals; and
- Are authentic in nature.

Appendix B

Upper Moreland Township School District High School Additions and Renovations Blue Print (Not included, available at District office)