

# Missouri Family and Consumer Sciences Program Components and Quality Indicators for Program Development and Evaluation

**School:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Date of Evaluation:** \_\_\_\_\_

*Indicator Rating Key (click to check)*

- 3 Exceeds Expectations for Implementation
- 2 Quality Indicator Met but Improvement May Be Needed
- 1 Needs Improvement to Meet Quality Indicator
- 0 Quality Indicator Not Addressed

**A. Establishes an Advisory Committee and Develops Relationships with Business/Industry and the Community** (Refer to Section 3, page 6, for more information on this component.)

<p>1. Identifies and organizes an appropriate and diverse advisory committee, involving community and business/industry representatives and program resources, including meeting the needs of special populations. <i>Evidence: Advisory membership roster and representation</i></p>	3	2	1	
<p>2. Conducts effective and organized advisory committee meetings and maintains ongoing advisory meetings throughout the year incorporating input and advice for program improvement. Advisory committee recommendations and services are utilized in program activities and revisions. <i>Evidence: Annual program evaluations, committee meeting minutes</i></p>	3	2	1	
<p>3. Utilizes business, individual and community relationships to enhance program activities including a variety of quality work-site learning opportunities and feedback documentation for each student. <i>Evidence: Guest speakers, job shadowing, and internships</i></p>	3	2	1	0

*Additional evidence for indicators 1-3: Community needs assessment report, advisory committee plan of action or photos.*

Strengths:

Strategies for Improvement:

**B. Collaborates on Curriculum Development and Articulation**

(Refer to Section 3, page 7, for more information on this component.)

1. Collaborates with other district family and consumer sciences teachers (if applicable), students, community and local administration. <i>Evidence: Minutes of meetings showing collaborative efforts in curriculum development</i>	3	2	1	0
2. Reflects the national family and consumer sciences vision and mission statements in local program philosophy statement. <i>Evidence: Program philosophy included in curriculum guides</i>	3	2	1	
3. Aligns curriculum for each course with Missouri's Show-Me Standards and state-developed competency lists (as available). <i>Evidence: Documentation of local curriculum alignment</i>	3	2	1	
4. Aligns curriculum with National Standards for Family and Consumer Sciences Education. <i>Evidence: Documentation of local curriculum alignment</i>	3	2	1	0
5. Supports the curriculum design and development process with a. titles, descriptions, rationales, goals, performance objectives, learning experiences, instructional materials, and assessment tools for each program course b. general industry knowledge, employability skills, and workplace applications c. both academic and vocational concepts d. effective course evaluation strategies and processes	3 3 3 3	2 2 2 2	1 1 1 1	
6. Collaborates with postsecondary institutions on articulation of courses. <i>Evidence: Contact documentation, articulation agreements</i>	3	2	1	
7. Correlates to the local district's Comprehensive School Improvement Plan.	3	2	1	
8. Has been reviewed and approved by the local board of education within the past 5 years. Date: _____	3	2	1	

Strengths:

Strategies for Improvement:

**C. Supports Student Organizations and Activities**

Family, Career and Community Leaders of America

(Refer to Section 3, page 7, for more information on this component.)

1. Integrates FCCLA programs and activities into all areas and levels of the program. <i>Evidence: Lesson plans and assessments</i>	3	2	1	
2. Affiliates with regional, state and national FCCLA associations. <i>Evidence: Affiliation forms with membership lists</i>	3	2	1	
3. Guides students in preparing annual program of work. <i>Evidence: Chapter program of work</i>	3	2	1	0
4. Provides opportunities for participation in FCCLA programs and leadership development activities. <i>Evidence: Documentation of participation in FCCLA programs and activities on the local, regional, state, and/or national levels</i>	3	2	1	
5. Recognizes students for FCCLA achievements. <i>Evidence: News clippings, awards programs</i>	3	2	1	
6. Infuses career development into the activities of the student organization. <i>Evidence: Program of work</i>	3	2	1	
7. Includes FCCLA programs and activities in overall program evaluation. <i>Evidence: Written evaluation plan</i>	3	2	1	
8. Provides adult supervision for chapter projects and activities.	3	2	1	0
9. Encourages alumni participation in FCCLA programs and activities. <i>Evidence: Documentation of alumni involvement, Alumni &amp; Associates membership data</i>	3	2	1	0
Strengths:				
Strategies for Improvement:				

**D. Organizes and Promotes the Program**

(Refer to Section 3, pages 7-8, for more information on this component.)

1. Promotes the family and consumer sciences program through a variety of methods (e.g., open house, tours, exhibitions, parent conferences). <i>Evidence: FCCLA activities and news clippings, brochures, community presentations</i>	3	2	1	0
2. Works with administrators and counselors to recruit students throughout the school population.	3	2	1	0
3. Exhibits student work, projects, and achievements. <i>Evidence: Photos of displays, awards, certificates of recognition</i>	3	2	1	0
4. Implements a public relations plan that reflects the mission and vision of the family and consumer sciences program and involves students, community and/or postsecondary educational institutions. <i>Evidence: Public relations plans, calendar of activities, FCCLA program of work</i>	3	2	1	0
5. Promotes advocacy within the curriculum	3	2	1	0
Strengths:				
Strategies for Improvement:				

**E. Organizes, Prepares, and Facilitates Instruction**

(Refer to Section 3, page 8, for more information on this component.)

1. Uses relevant lesson plans that encourage students to apply knowledge, skills, and critical-thinking processes. <i>Evidence: Lesson plans</i>	3	2	1	0
2. Uses a variety of innovative teaching strategies that encourage students to gather, analyze, evaluate, and apply knowledge. <i>Evidence: Scoring guides, peer coaching, student project-based learning, exhibitions</i>	3	2	1	0
3. Employs a variety of teaching strategies to address different learning styles, developmental levels, and engages students in individual and cooperative learning experiences.	3	2	1	0
4. Prepares instruction to reflect the needs of students of varying cultures, attitudes, beliefs, and values.	3	2	1	0
5. Uses classroom management techniques to facilitate instruction.	3	2	1	0
6. Enhances instruction using career-based learning experiences such as job shadowing, on-the-job training, practicum experiences, and school-to-career opportunities.	3	2	1	0
7. Develops lessons that have appropriate modifications and/or accommodations for students with disabilities.	3	2	1	0
8. Modifies instruction according to program evaluation(s), advisory committee recommendations, and makes revisions when necessary.	3	2	1	0
9. Uses a variety of technologies to support instruction.	3	2	1	0
Strengths:				
Strategies for Improvement:				

**F. Provides a Positive Learning Climate**

(Refer to Section 3, pages 8-9, for more information on this component.)

1. Provides an attractive, functional learning environment. <i>Evidence: Bulletin boards, displays, learning centers, resource libraries</i>	3	2	1	0
2. Communicates effectively with students and parents.	3	2	1	0
3. Enforces all school policies and understands the legal rights and responsibilities of the teacher and the students.	3	2	1	0
4. Maintains effective classroom behavior, safety, and security procedures.	3	2	1	0
5. Manages an organized classroom.	3	2	1	0

Strengths:

Strategies for Improvement:

**G. Assesses Student Performance**

(Refer to Section 3, page 9, for more information on this component.)

1. Uses a variety of student assessment strategies to demonstrate student knowledge and skills. <i>Evidence: Student assessment examples, project examples</i>	3	2	1	0
2. Provides for a record-keeping system to track student outcomes mastery. <i>Evidence: Student portfolios, district curriculum tracking mechanisms, competency profile cards</i>	3	2	1	
3. Involves students in developing a portfolio or documentation of competencies mastered. <i>Evidence: Competency profiles, student portfolio checklist</i>	3	2	1	0
4. Uses career assessment tools and resources to assist students in achieving educational and career goals.	3	2	1	0
5. Analyzes assessment data to find trends and to revise or enhance instruction. <i>Evidence: FCCLA cocurricular activities, curriculum guides with assessment examples and related scoring guides, student portfolios, district's annual performance report from standardized testing</i>	3	2	1	0

Strengths:

Strategies for Improvement:

**H. Advises Students**

(Refer to Section 3, page 9, for more information on this component.)

1. Provides family and consumer sciences career information to students and parents.	3	2	1	0
2. Refers students to appropriate resource persons and other service providers to ensure individual student career development needs are met.	3	2	1	0
3. Works with counselor(s) to provide career development information.	3	2	1	0

*Evidence for indicators 1-3: Documentation of career development competencies and activities within the curriculum, student interest surveys, career pathway information, career fair participation, job shadowing and/or internship experiences, and integrated FCCLA activities*

Strengths:

Strategies for Improvement:

**I. Manages Resources, Equipment, and Supplies**

(Refer to Section 3, pages 9-10, for more information on this component.)

1. Includes planning and management of program resources and equipment as a part of the annual program evaluation plan. <i>Evidence: Annual program evaluation plan</i>	3	2	1	0
2. Develops a program budget in coordination with program director, teachers, and administration that provides for	3	2	1	0
a. equipment purchases and maintenance	3	2	1	0
b. purchase of consumable supplies	3	2	1	0
c. instructional materials (e.g., textbooks, software, videos, supplemental resources) <i>Evidence: Inventory and budgetary plan</i>				
3. Maintains records of expenditures, receipts, and account balances.	3	2	1	0
4. Maintains a current written inventory of tools, equipment, supplies and materials. <i>Evidence: Resource materials inventory; equipment inventory</i>	3	2	1	0
5. Manages a system to control the loss and damage to program equipment and materials.	3	2	1	0
6. Stores resources, equipment, supplies, and materials in an organized manner.	3	2	1	0
7. Provides facilities for classroom activities and laboratory experiences to meet the instructional objectives.	3	2	1	0
8. Facilities and equipment meet existing federal, state, and local health and safety codes/standards, including ADA standards.	3	2	1	
Strengths:				
Strategies for Improvement:				

**J. Maintains Program Effectiveness**

(Refer to Section 3, page 10, for more information on this component.)

1. Conducts an annual program evaluation based on a written evaluation plan.	3	2	1	
2. Collects and organizes annual program evaluation data to support program improvements. <i>Evidence of Local/District/Building Data: Student enrollment and projections, student needs and interest survey, department meetings related to the program, advisory committee recommendations, parent conferences</i> <i>Evidence of State Data: Core data information, VEDS and follow-up information, MAP results, annual performance reports</i>	3	2	1	
3. Implements program improvements based on annual program evaluation results.	3	2	1	0
Strengths:				
Strategies for Improvement:				

**K. Teaching-Related Activities**

(Refer to Section 3, page 10, for more information on this component.)

1. Communicates with parents, counselors, and administration regarding student behavior and academic progress. <i>Evidence: Letters, phone call records, progress reports</i>	3	2	1	0
2. Supports and enforces school policies regarding student behavior and discipline.	3	2	1	0
3. Follows local administrative procedures.	3	2	1	0
4. Attends and participates in faculty meetings and school/district committees.	3	2	1	0
5. Mentors colleagues and accepts student teachers to support the growth of the profession.	3	2	1	0
Strengths:				
Strategies for Improvement:				

**L. Professional Development Activities**

(Refer to Section 3, page 10, for more information on this component.)

1. Participates in professional development opportunities specific to family and consumer sciences education. <i>Evidence: Missouri Educators of Family and Consumer Sciences (MoEFACS), American Association of Family and Consumer Sciences (AAFCS), Association for Career and Technical Education (ACTE)</i>	3	2	1	0
2. Participates in professional development opportunities. <i>Evidence: Local, state, national educational activities</i>	3	2	1	
3. Participates actively in family and consumer sciences professional organizations, meetings, and conferences. <i>Evidence: Conferences, participates in leadership roles in professional organizations</i>	3	2	1	0
4. Participates in FCCLA advisor training opportunities.	3	2	1	0
5. Stays abreast of current education and content trends. <i>Evidence: Graduate-level courses, professional literature Reviews</i>	3	2	1	0
6. Stays abreast of business and industry trends related to content area. <i>Evidence: Teacher participation in internship/job shadowing activities, advisory committee input</i>	3	2	1	0
7. Participates in action research opportunities and mentoring.	3	2	1	0
8. Establishes goals for professional, educational, and technical development. <i>Evidence: Professional development plan</i>	3	2	1	0

Strengths:

Strategies for Improvement: