**Transcript Review Worksheet**

**5440-09 Family and Consumer Sciences**

The holder is authorized to teach family and consumer sciences in grades 5-12 in middle and high schools.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  **Add Endorsement** [ ]  **Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules).

| **Content** **Topic** | **College/****University** | **Course****Name/Number** |
| --- | --- | --- |
| 1. **Knowledge Standards**: Demonstrates knowledge of family and consumer sciences education concepts and skills delineated in current national professional standards including standards from the National Association of State Administrators of Family and Consumer Sciences and Jump$tart. |
| 1.1. Personal Development & Life Planning: Personal development, life planning, and career exploration skills, including Vermont’s Transferable Skills  |  |  |
| 1.2. Nutrition, Wellness & Food Science: Principles of food science, food, sustainability and nutrition, and their relationship to growth, development, health, and wellness  |  |  |
| 1.2.1. Understanding of nutrition principles, preparation techniques and dietary plans over the lifetime  |  |  |
| 1.2.2. Understanding of biological, chemical and physical properties of food and food preservation methods  |  |  |
| 1.2.3. Understanding of kitchen lab maintenance and related equipment supplies  |  |  |
| 1.2.4. Understanding of food production and distribution  |  |  |
| 1.3. Consumer & Resource Management: Principles and practices of consumer resource management relative to human, material, and environmental factors, with emphasis on financial literacy |  |  |
| 1.3.1. Including strategies to monitor income and expenses  |  |  |
| 1.3.2. Planning for spending and saving for future goals  |  |  |
| 1.3.3. Management of individual and family resources such as food, clothing, housing, health care, recreation and transportation  |  |  |
| 1.4. Family & Interpersonal Relationships: Changing roles and needs of individuals in the context of relationships with others and within the family system; multiple factors influencing the wellbeing of families and interpersonal relationships including economic, environmental, gender, sexuality, and legal issues  |  |  |
| 1.5. Parenting & Human Development: Human growth and development, with emphasis on early childhood development; parent/guardian roles and responsibilities  |  |  |
| 1.6. Clothing, Textiles, & Related Arts: Historical, cultural, social, and other factors influencing fashion trends and individual apparel needs; clothing and textile characteristics, design, construction, and maintenance  |  |  |
| 2. **Performance Standards**: Implements a comprehensive family and consumer sciences curriculum that integrates content and process standards and enables students to acquire the knowledge, skills, and attitudes that will assist them in their personal, family, and career lives. Specifically, the educator: |
| 2.1. Plans, delivers, and evaluates research-based instruction that incorporates national and state standards, and student, family, community, and societal needs  |  |  |
| 2.2. Facilitates instruction which includes the following: analysis of recurring and evolving family, workplace, and community concerns; application of scientific inquiry to test theories and gain factual knowledge on which to base judgments; and use of reasoning processes, individually and collaboratively, to take responsible and ethical action for self, others, and society  |  |  |
| 2.3. Creates activities which enable students to apply their knowledge of Family and Consumer Sciences to make informed decisions  |  |  |
| 2.4. Plans, organizes, and manages classroom laboratory experiences in accordance with state and national safety guidelines, with emphasis on equipment and food safety  |  |  |
| 2.5. Collaborates with colleagues, families, and community members to maximize instructional resources and effectiveness  |  |  |