



Get the FACS

New York State Association of Family and Consumer Sciences Education
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Presidents Message:

This time of year is always so busy as we try to keep up with “regular” life and prepare for the holidays. I do hope that each of you will take time to honor and enjoy the very thing that is central to our profession....FAMILY. It is easy to lose track of what is most important – dear family members and friends – when we get caught up with the demands of our professional lives.

In keeping with the effort to have a healthy balance of professional and personal commitments, I am going to mention just a few of the tidbits that were shared at the ACTE National Convention that I attended in November. These are things we can all reflect on this month.

- ❖ “The aim of education is not to enable students to do well in school, but to do well in the lives they lead outside of school”. (Ray McNulty, International Center for Leadership in Education). This is what Family and Consumer Sciences is all about and we can model this for our students and our communities through the application of our curriculums.
- ❖ A Zoo-dles cartoon by Regan Johnson, depicts two dinosaurs looking on as the ark is floating away; the caption reads: “Oh Crap, was that TODAY?” This can speak to us on so many levels! For me, it is a reminder to make a to-do list and try to not be such a procrastinator! As a profession, it is a reminder that we need to stay informed and take action when necessary so we don’t miss the boat!

- ❖ Mike Rowe of “Dirty Jobs” and “Mike Rowe Works” received the ACTE Image Award for his efforts to support Career and Technical Education. He accepted his award via a video clip which you can check out on the www.acteonline.com website. You can also watch a YouTube clip of Mike speaking to the Senate Commerce, Science and Transportation Committee about the need for change in the mindset of government to promote more skilled trades as the desired professions to save our economy, rather than continuing the current trend of promoting just those jobs that require a four-year degree or more. Go to www.YouTube.com and type in Mike Rowe Asks Congress to Support More “Dirty Jobs”

- ❖ Here are some books that were mentioned by some of the speakers that you may wish to consider adding to your reading list: The Element: How Finding Your Passion Changes Everything by Ken Robinson; Collapse: How Societies Choose to Fail or Succeed by Jared Diamond; The Social Animal: The Hidden Sources of Love, Character, and Achievement by David Brooks; You Don't Need a Title to Be a Leader: How Anyone, Anywhere, Can Make a Positive Difference by Mark Sanborn; Switch: How to Change Things When Change Is Hard by Chip Heath and Dan Heath.

Barb Mikler-Crandon, President
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The Common Core in Mathematics: Habits of Mind

Family and Consumer Sciences educators have a long history of supporting students' mathematics competency by offering students opportunities to apply mathematics to real-world problems that individuals and families encounter at home, in school, in the community, and in the workplace. These important math-in-FACS experiences will continue even as our schools move toward implementation of the Common Core State Standards in Mathematics. For example, a FACS learning experience requiring the application of mathematics to a financial management problem is not only relevant, but crucial in this economy and like many other math-in-FACS applications will continue to have a place in our classrooms. However these applications may not align directly with the expected grade-specific mathematics content required by the Common Core, so we face the challenge of showing how FACS instruction supports the new math standards.

I suggest that thanks to the Common Core State Standards, FACS educators and their CTE colleagues have a new role to play in increasing their students' mathematics competency. The Common Core State Standards for Mathematics include "Standards for Mathematical Practices" which are habits of mind that mathematically proficient students demonstrate. I believe our classrooms are natural environments for the development and practice of these habits. Rather than trying to shoehorn specific math content into our classrooms, we should concentrate instead on the Standards for Mathematical Practices:

- Standard 1: Make sense of problems and persevere in solving them
- Standard 2: Reason abstractly and quantitatively
- Standard 3: Construct viable arguments and critique the reasoning of others
- Standard 4: Model with mathematics
- Standard 5: Use appropriate tools strategically
- Standard 6: Attend to precision
- Standard 7: Look for and make use of structure
- Standard 8: Look for and express regularity in repeated reasoning

Let's look at a couple of examples developed by the University of Texas at Austin and presented as resources on the Inside Mathematics website (<http://www.insidemathematics.org/index.php/home>). Standard 1- Teachers who are developing students' capacity to "make sense of problems and persevere in solving them" develop ways of framing challenges that are clear and explicit, and then check in repeatedly with students to help them clarify their thinking and their process... a teacher might ask her students to work in pairs to evaluate their approach to a problem, telling a partner to describe their process, saying "what [they] did, and what [they] might do next time"...[as a means to] evaluating the success of the strategy.

Standard 3- Teachers who are developing students' capacity to "construct viable arguments and critique the reasoning of others" require their students to engage in active discourse. For example an early adolescence teacher might post a chart showing a cost-analysis comparison of multiple DVD rental plans and ask her students to formulate and defend a way of showing when each plan becomes most economical.

Who do you see as the teacher in these two examples? I hope you see yourself!

I believe each of us could list multiple ways our classrooms introduce, model, and reinforce the habits of mind described in the Standards for Mathematical Practices. But, are we ready to articulate to colleagues, administrators, parents, and most importantly students, this list of ways FACS classrooms encourage the building of proficient math students through the repeated practice of the Common Core habits of mind? Perhaps not yet, so let's work on our lists.

For more information on the Common Core Standards for Mathematics, including the Standards for Mathematical Practice, see <http://www.p12.nysed.gov/ciai/mst/math/standards/> and <http://engageny.org/>

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Do Schools Kill Creativity?

I was fortunate to attend the ACTE annual convention in St. Louis in November with our president Barbara Mikler-Crandon. As is usual when coming from such an event I returned energized and full of ideas. One of our challenges is how and what to share what we have learned. Barb and I have decided to include some of the more relevant information in upcoming eNews articles.

One of the most memorable moments of the week was the Key Note speaker Sir Ken Robinson. He speaks to audiences throughout the world on the creative challenges facing business and education in the new global economies. He believes we must change our educational paradigms. The world is ever changing yet our educational system is still based on the industrial age (and it doesn't look like it is going to change anytime soon).

He discusses the most relevant issues facing the education of today's youth. He's not afraid to bring up issues that others shy away from and does it all with a great sense of humor. He has a very entertaining white board presentation that I suggest you watch. It will be the most thought provoking eleven minutes you have had in a while (and I bet you will laugh, too!).

It can be found at:

RSA Animate- Changing Educational Paradigms
www.youtube.com/watch?v=zDZFcDGpL4U

It can also be found on his website:
www.sirkenrobinson.com.

Look for a report on other dynamic presenters in the upcoming issues of eNews.

Connie Costley, President-Elect

WANTED SURVEY DIRECTOR

NYS AFCSE would like to know if we are doing our job as an organization. What are the needs of our membership? Are we meeting them? What could we do better? Is what we are doing effective? These are some of the questions we would like to explore.

To do this we need to survey our members and use the survey results to develop an action plan for the Board.

We are looking for a NYS AFCSE member who is highly organized and willing to:

- RESEARCH what questions a comprehensive organizational survey should ask.
- EXPLORE the best survey method to use (one that will provide the most useful and user friendly results).
- DEVELOP survey questions and compile the results in a clear and understandable format and prepare a final report for the board.

A NYS AFCSE member is needed to take the lead on this initiative and complete this task alone or with a team.

If interested, please contact:

Connie Costley, President-Elect
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Ask a Pro

Dear Pro: I always plan for a unit on Consumer Skills in December. It seems to fit in with all the holiday shopping people are doing. But with all the unemployment and financial problems many people are having, I'd like to take some of the focus off of "buying". Any suggestions?

What a thoughtful, caring teacher you are! I hope some of the following suggestions will inspire you.

~As a bell-ringer, give students 3 minutes to brainstorm all the ways to give someone a 'gift' without spending any or much money. Then, let them share their ideas. Young people don't always realize how valuable a gift of self or time can be. (When I let students use computers to create 'gift certificates' good for 2 hrs. of babysitting, 3 loads of laundry, cooking dinner one night, etc. I got **great** feedback from parents!)

~Have students organize and conduct a school-wide collection of gently used toys and books. These can then be turned over to a community group for distribution.

~Challenge students to create a toy or game using recyclables. Not only is this good resource management but the items can then be donated to children they know or to local day care centers.

~Service learning is also great to do this time of year and will fit in with any unit that's being done. Baking for the soup kitchen or shut-ins, sewing lap robes for extended care hospitals, creating brochures with smart shopping tips or nutritious holiday snacks for distribution to parent groups or through local centers and creating care packages for military personnel are just some of the many options.

Any of these activities can help students develop decision making, management, leadership and communication skills and I'm sure you could include some of Common Core math skills as well.

Ask a Pro appears monthly. If you'd like information, suggestions or advice from a seasoned FACS veteran, just email phillip3@twcny.rr.com. If you'd like an answer sooner than next month's issue, just ask. NYSAFCSE is there for YOU!

Get the FACS (eNews) is edited by Ann Coleman and sent monthly to our paid membership. If you know of a teacher who could benefit from our organization ask him or her to visit www.NYSFACSE.org for membership details.
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