Kentucky Department of Education

PL/CS Program Review

Practical Living/Career Studies

Draft—August, 2010

Curriculum and Instruction

Demonstrator 1: A rigorous PL/CS curriculum provides access to a common academic core for all students as defined by state and national standards.	
Fully Functioning Characteristics	Examples of Evidence
a. Access is provided through intentionally scheduling appropriate amount of time within the school schedule for instruction in all four disciplines (i.e., health education, physical education, consumerism, career studies) for ALL students. b. The PL/CS curriculum includes activities for students from diverse populations (i.e., special needs, gifted/talented, ethnicity, gender, socio-economics, etc.) and maintains high expectations for all students with opportunities to demonstrate individual progress and achievement. c. The PL/CS curriculum engages all students in higher order thinking, creativity and problem-solving skills evidenced by authentic student products and performances. d. The PL/CS curriculum includes all intelligences and abilities (e.g., visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical/rhythmic, logical/mathematical, linguistic, and emotional).	• Master schedule • Self or peer evaluation examples on demonstrated skills (e.g., locomotor skills, fitness skills, life skills, work place safety skills) • Individualized Education Plan (IEP)/504 plans/Gifted Service Plan/Individual Learning Plan (ILP)/Limited English Proficient (LEP) • Site-Based Decision Making (SBDM) council curriculum policy, meeting agendas and minutes (e.g. master schedule and allocation of instruction time) • Authentic student projects and activities from a broad representation of students in all four PL/CS disciplines

Demonstrator 2: An emphasis on collaboration and integration among teachers, coordinated school health personnel, curriculum and technology specialists, and community and business partners is apparent in the school culture.	
Fully Functioning Characteristics	Examples of Evidence
a. Students and teachers utilize technology tools relevant to classroom content. b. Technology and media resources are used to communicate within the school, to parents, to students and to the community. c. Integration of technology (e.g., smart boards, keyboarding at elementary level, internet research, podcasting, pedometers, Wii) is apparent in classroom instruction. d. Students apply technical mathematics, reading and writing skills (e.g., comparison shopping, resume writing, balancing a checking account, analyzing a stock chart, reading insurance forms, loan applications, rental agreements, FITT charting and nutritional analysis). e. Academic and PL/CS teachers collaborate to integrate core academic areas in PL/CS curriculum. f. Advisory Committee (e.g., Coordinated School Heath Committee) is used as a resource to enhance instruction and provides services to students. g. In high school, interdisciplinary or Advanced courses are offered at the secondary level for academic credit.	• Innovative use and integration of technology (e.g., student created web pages, use of tablet pc's, ipods, assistive technologies, Skype, intelligent classrooms, Facebook and twitter) • School or teacher web pages • A school-wide project/theme (e.g., Financial Literacy, Going Green, Healthy Life Styles) involving a variety of school personnel and community partners • Documentation of collaborative projects (e.g., lesson plans, rubrics, assessments and culminating events) • Minutes of Advisory Committee Meetings • Professional Learning Communities (PLC) meeting notes and collaborative projects • List of advanced courses(e.g., Advanced Physical Education, Anatomy & Physiology, Sports Medicine, and Interdisciplinary courses, Agribiology, Business Economics, Money Skills Math)

Demonstrator 3: The development and implementation of interpersonal/social/life skills should be evident throughout the K-12 educational experience.

Fully Functioning Characteristics	Examples of Evidence
a. Appropriate communication skills (e.g., verbal, non-verbal, written, listening, and interview skills) and presentation techniques are integrated across all content areas. b. Techniques and strategies to effectively resolve conflicts (e.g., bullying, stress, refusal skills and anger management) are integrated in the PL/CS curriculum. c. Service learning/community service activities are available through instruction and extra/co-curricular activities. d. Healthy relationships, as they relate to family, peers and the workplace, are integrated in the PL/CS curriculum. e. Students are provided opportunities to utilize social and life skills (e.g., problem solving, goal setting, decision making) in a cooperative learning and/or teamwork environment.	• Student generated speeches and/or presentations in front of school or community groups (e.g., peer education, board of education, civic groups, Chamber of Commerce, Local and State Government) • Student created videos, student emails, web pages, brochures, multi-media documents, published work, peer checklists, and public service announcements • School-wide programs in place to reduce conflicts and behavior issues • Rubrics, skill assessments, lesson plans showing a variety of strategies for instruction and assessment • Service learning projects (e.g., student organizations/clubs, community service, Going Green, student wellness, youth sports) • Classroom, club and school-wide projects (e.g., Family Resource Center/Youth Services Center family activity nights, cultural celebrations) • Student-generated team projects • Video captured on digital tools

Demonstrator 4: The development of leadership skills will be integrated in grades K-12.	
Fully Functioning Characteristics	Examples of Evidence
a. A variety of extra/co-curricular activities related to PL/CS curriculum is available and each student participates in at least one extra/co-curricular activity each school year. b. All students are provided opportunities to develop leadership skills both during classroom experiences and extra-curricular activities. c. A study of both historical and current leaders will be integrated into the curriculum in a variety of subject areas. d. Students are exposed to guest speakers from a variety of leadership positions and career fields. e. Student organizations and clubs (e.g., CTSO, fitness clubs, BETA, intramurals, dance clubs, after-school programs) are provided and offered on a regular basis to develop leadership skills.	• Student led community service projects • Extra/co-curricular activities, publications through newsletter, school web site, radio announcement, school club schedule, grade-level meeting agenda • Newspaper articles and other media information about leadership activities • Program/activities that are planned to promote student leadership and the importance of being a leader • Family/community wellness event (e.g., health fairs, family nights, reading celebrations, Relay for Life) organized and led by students • Guest speaker logs, thank you letters, photos, videos, podcasts • Student school-based enterprises in place

Demonstrator 5: Students are provided with a K-12 career studies program focusing on Kentucky's 14 Career Clusters which incorporates the use of Career Pathways that link high school career majors with postsecondary education.	
Fully Functioning Characteristics	Examples of Evidence
a. Career clusters are introduced at the elementary level. b. Students begin receiving career counseling in the 6th grade with the introduction of their Individual Learning Plans (ILP). c. In high school, all students should have identified at least four courses in their ILP related to their major and related to one of the state's 14 Career Clusters. d. In high school, career pathways are implemented in a variety of the state's 14 identified Career Clusters. e. In high school, articulation and dual credit agreements are a part of the career pathways in order to prevent duplication of coursework between the secondary and postsecondary levels. f. In high school, students are provided opportunities to earn industry certifications and/or Kentucky Occupational Skills Standards certificates. g. In high school, students are provided work-based learning opportunities (e.g., co-op, job shadowing, and internships) in their chosen career major.	• Take your child to work day in school schedules • Guest speakers • Student Career Studies Projects • Planned field trips (traditional and/or virtual) • Work-based learning logs and student evaluations • Documented utilized Career Pathways using state templates (High School) • Reports from ILP tool generated • Electronic or paper copy of course offering guide that reflects the career majors and sequence of courses for students at the secondary and postsecondary level • Documentation from postsecondary partners showing college credit for courses taken in high school • Industry certificates (e.g., A+, Medicaid Nurse Aide, Certified Nursing Aide, MCAS, ASCE) • KOSSA certificates (e.g., construction, accounting, allied health, agribusiness, administrative support services, culinary) • High school course offerings catalog including examples of career major (e.g., accounting, culinary art, animal science systems, performing arts, pre-nursing, pre-engineering)

Demonstrator 6: The school (grades 6-12) implements an ILP as an effective tool for career planning and continues using the tool to track the progress of a student through their secondary school experience.	
Fully Functioning Characteristics	Examples of Evidence
a. A formalized plan for introducing and using an ILP is started in the 6th grade. b. The school provides training to staff and parents at end of grade level on using the ILP to help their child select course offerings and develop career goals. c. The school integrates the ILP in a variety of courses to use as a research tool for career choices, goal setting and post-secondary opportunities. d. An advising program is provided and includes components of the ILP as part of the curriculum. e. A formalized plan is in place to monitor the completion of students' ILP. f. There is consistency between career information in the ILP and the Individualized Education Plan (IEP) for students with disabilities. g. The school provides outreach to the Area Technology Center (ATC) to invite them to participate in the ILP process and annual revisions.	• ILP usage logs • Parent signature verification on annual review of ILP • Advising program curriculum • Professional development plan for all teachers (e.g., train-the-trainer model, KDE training) • Training agenda sign-in sheets for parents on ILP • Formal plan is available outlining how ILP is implemented • Traditional or virtual field student field trips to the local ATC • Communication (e.g., letters, emails) with ATC regarding outreach opportunities

Demonstrator 7: Financial Literacy skills are taught across content areas throughout the educational process. Real life situations involving money management are embedded in grades K-12.	
Fully Functioning Characteristics	Examples of Evidence
a. Financial decision making and entrepreneurship opportunities are provided (e.g., school banks, school/class based enterprises, student organizations/clubs). b. Students have the opportunity to learn about available resources of financial systems (e.g., guest speakers from local banks, credit unions, financial planners). c. Problem solving and critical thinking skills involving money management skills and financial planning skills are taught across grade levels (e.g., life skills, career choices, agribusiness, financial literacy, money skills). d. Responsibilities and consequences of using consumer credit are incorporated in the curriculum. e. Student opportunities are provided to learn about investments and savings (e.g., school banks, stock market game). f. Curriculum includes content related to taxes and its impact on services provided by local, state and federal governmental agencies.	• Family Financial Literacy activities • Guest speakers (e.g., banking, investment, insurance, entrepreneur, financial aid advisor) • Service Learning Projects (e.g., students completing tax documents for community and peers, entrepreneurship designed by students to raise money for service learning project) • Recognize and celebrate student businesses • School-based/class-based enterprises are in place • Student generated financial plan • Internet-based simulation with student generated work (e.g., stock market game, AAA Math, bank simulation) • Reality Store planned on school schedule

Demonstrator 8: Practicing wise consumer decisions concerning health, nutrition and care of the environment should be evident throughout the educational process.

Fully Functioning Characteristics	Examples of Evidence
a. Students have the opportunity to practice life skills, such as goal setting and decision making. b. PL/CS curriculum will provide opportunities for developing decision making skills impacting health, nutrition and the environment. c. Rights and responsibilities of the consumer are included in the curriculum. d. Responsible consumer decisions are embedded in the curriculum (e.g., wants, needs, values, comparing products/services, evaluating advertising techniques/media). e. Instruction and opportunities are provided to evaluate the importance of consumer decisions as it relates to the environment (e.g., reducing, reusing, recycling, green choices). f. Instruction and opportunities are provided to evaluate the importance of consumer decisions as it relates to nutrition and health issues. g. The curriculum includes current information on product safety and value information (e.g., recalls, ratings, consumer reports).	• Student projects relating to consumer, health, nutrition, and environmental issues • Student selected media to inform school and community members about consumer rights and responsibilities (e.g., posters, announcements, web pages, newspapers, brochures) • Students inform others about current consumer issues such as recalls (posters, announcements, school web page) • Student led school tours for outside visitors from the community • Student led assembly at school • Student presentation

Demonstrator 9: Health education provides multiple opportunities for students to acquire the knowledge, attitudes and skills required to make health-promoting decisions, achieve health literacy and adopt health-enhancing behaviors.

Fully Functioning Characteristics	Examples of Evidence
a. In middle and high school, all students shall successfully enroll and pass at least one health education course which covers all dimensions of health and wellness. b. Health education is a planned, sequential and integrated K-12 curriculum designed to meet the health and safety needs of K-12 students. c. Students can demonstrate the knowledge and skills addressed in local and state health education standards, as well as the National Standards for Health Education (e.g., goal setting, advocacy, self management, analyzing influences). d. The health education curriculum provides active learning strategies and activities that cover at least ten health education content areas (e.g., family life and human sexuality, alcohol, tobacco and other drugs, nutrition, mental and emotional health, violence prevention). e. Teachers and student representatives collaborate with community partners to participate on Coordinated School Health Committees. f. Students are provided opportunities to earn health related certificates.	• School grading system, student transcripts • Pacing guides, curriculum maps, assessment tools • Health Education Curriculum Analysis Tool (HECAT) or School Health Index (SHI) modules • Rubrics, pre-post written assessments, authentic assessments of skills, videotaping, role playing activities • Minutes of meetings, rosters of members • List of students who participate in health related programs and organizations • Records of logs of guest speakers/community resources • First aid certification, CPR certification, babysitting certification

Demonstrator 10: Physical Education includes the knowledge and skills that are essential to personal growth and development, social behavior through participation of lifetime activities with the underlying goal of preventing lifelong disease (i.e., diabetes, obesity, some cancers).	
Fully Functioning Characteristics	Examples of Evidence
a. Students demonstrate the knowledge and skills addressed in local and state physical education standards, as well as the National Standards for Physical Education. b. Curriculum includes content that provides students K-12 the knowledge, motor skills, confidence and self management that are essential to personal growth and development. c. Students will develop their own Frequency, Intensity, Type, Time (FITT) Plans and demonstrate the implementation of these plans by using the skill and health related components of fitness. d. Students will actively participate in at least fifty percent of their allotted physical education class time. e. Students will actively participate in physical activity inside and outside the school day (e.g., after school programs, intramurals, etc. to ensure that students have access to physical activities in the community as well as during the school day). f. In middle and high school, all students shall successfully enroll and pass a physical education class. g. Students are provided opportunities to earn physical education related certificates.	• Skill testing, rubric, pre and post assessments • Use of national assessment tools (e.g., CDC, NASPE, PECAT) • Fitness Testing (e.g., FITNESSGRAM®, President's Physical Fitness Challenge, Personal Best) • Development and implementation of an individual fit plan • Student exercise and activity logs (e.g., intramurals, fun runs, fitness clubs) • Grading systems and transcripts • Teacher self assessment, lesson plans including time allotments, videos, observations and teacher evaluations • Lifeguard, WSI, water and rescue training, CPR/First-Aid certification

Formative and Summative Assessment

"Formative assessment" means a process used by teachers and students during instruction to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

"Summative assessment" means an assessment given at the end of the school year, semester, or other period of time to evaluate students' performance against content standards within a unit of instruction or a course.

Demonstrator 1: Formative and summative assessments of PL/CS are systematically aligned with state and national standards across all classrooms	
Fully Functioning Characteristics	Examples of Evidence
a. Teachers use multiple methods to systematically gather data to assess student learning and develop an intervention plan to support individual student growth in PL/CS programs. b. State and national standards are used in developing formative and summative assessments. c. Implement and monitor the use of formative and summative assessments that address the needs of a diverse student population including those with special needs, English language learners (ELL) and gifted students. d. Schools will develop and utilize a plan to monitor student progress of key content components that are consistent with Kentucky Core Academic Standards for healthy and physical education. e. Schools will develop and utilize a plan to monitor student progress of key content components that are consistent with the Kentucky Core Academic Standards for career studies.	• Formative and summative assessments samples • SBDM policy & minutes • Professional Learning Communities (PLC), team agendas or minutes • Records of student performances (e.g., video, CD's, photos, exhibits) • Lesson plans document differentiation for students with special needs, ELL and gifted

Demonstrator 2: Multiple formative and summative assessments in PL/CS are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.	
Fully Functioning Characteristics	Examples of Evidence
a. The teacher uses student work, assessment data, and observations of instruction, assignments, and interactions with colleagues to reflect on and improve instructional strategies to meet the needs of individual students. b. School leadership ensures all teachers have access to data (e.g., ILP, Infinite Campus, state performance reports, EPAS, access, interest inventory, district/school data) to analyze and use for improving student learning and achievement. c. Students use problem-solving and critical thinking skills to analyze and interpret real world data and application as related to specific PL/CS content. d. Multiple assessment opportunities are provided based on individual learning styles (oral, written, performance, visual, active learning, hands-on learning, collaboration and cooperative learning, teacher/peer/self reflection) for students to demonstrate their abilities. e. Incorporates work-based learning which makes real-life applications and connections to community, society and current events. f. Students Individual Learning Plan (ILP) meets the student's academic needs based on formative and summative assessments including consultation among parents, teachers and the student.	• Minutes of program area meetings showing analysis of data • Professional development training (e.g., ILP, Infinite Campus, data analysis) • Documentation of student performances (e.g., video, CD's, photos, exhibits) • Student written or project-based, authentic assessments • Lesson plans including individual learning styles • ILP reports (e.g., intervention and gifted plan) • Documentation and evaluations of student's work based and service learning experiences

Demonstrator 3: Formative and summative PL/CS assessments foster student ownership and provide timely feedback to students and parents.	
Fully Functioning Characteristics	Examples of Evidence
a. Teachers co-develop scoring guides and rubrics with students and other teachers to create clear expectations for quality performance. b. Teacher provides adequate modeling and guides students to apply rubrics to identify improvement strategies and assess overall performance. c. Differentiated instruction is embedded throughout lesson plans, teaching strategies and assessments. d. Teacher provides consistent and timely feedback to student and parents on student's performance (e.g., grades, weekly, monthly and mid-term reports, school web sites).	• Samples of student/teacher scoring rubrics • Self/peer student assessment checklist • Samples of graded student assessment with feedback • Scoring rubrics that support both formative and summative assessments • SBDM policies as related to formative and summative assessments • School/Teacher websites showing evidence of keeping students and parents informed • Grade reports available to parents from student information system (e.g., Infinite Campus Parent Portal)

Professional Development and Support Services

Demonstrator 1: Staff engages in continuous and research based professional development designed to meet individual and program specific needs.	
Fully Functioning Characteristics	Examples of Evidence
a. Professional development will allow for continuous growth through job-embedded opportunities for implementing instructional strategies. b. Teachers have access to and participate in professional development that supports research based effective instructional strategies specific to their discipline. c. Feedback at the end of professional development sessions is used to provide follow-up and on-going training. d. School and student data is reviewed and analyzed in planning professional development needs. e. Professional development opportunities are aligned with Individual Professional Growth Plans as needed for the PL/CS programs.	• School professional development plan • Professional growth plan • Professional development evaluations and feedback • Record of data analysis by staff • Documentation of professional development participation (e.g., certificates, sign in sheets, summary data) • Mentoring or peer coaching program for staff • CSIP • Walk-through observations • Surveys from students, parents, and staff • School data analyzed in PLC (e.g., dropout, transition data, Career & Technical Education Completer Data)

Demonstrator 2: The school and/or district supports on-going professional development specific to PL/CS.	
Fully Functioning Characteristics	Examples of Evidence
a. PL/CS teachers participate in a professional learning community. b. PL/CS teachers and core subject teachers collaborate to design integrated learning opportunities. c. School professional development plan incorporates opportunities for leadership development.	• School's professional development plan • Personal Growth Plans • Minutes and membership list of professional learning committees • Cross-curricular planning • Approved travel budgets for staff to attend professional conferences or workshops • Documentation on teacher –led professional development experiences
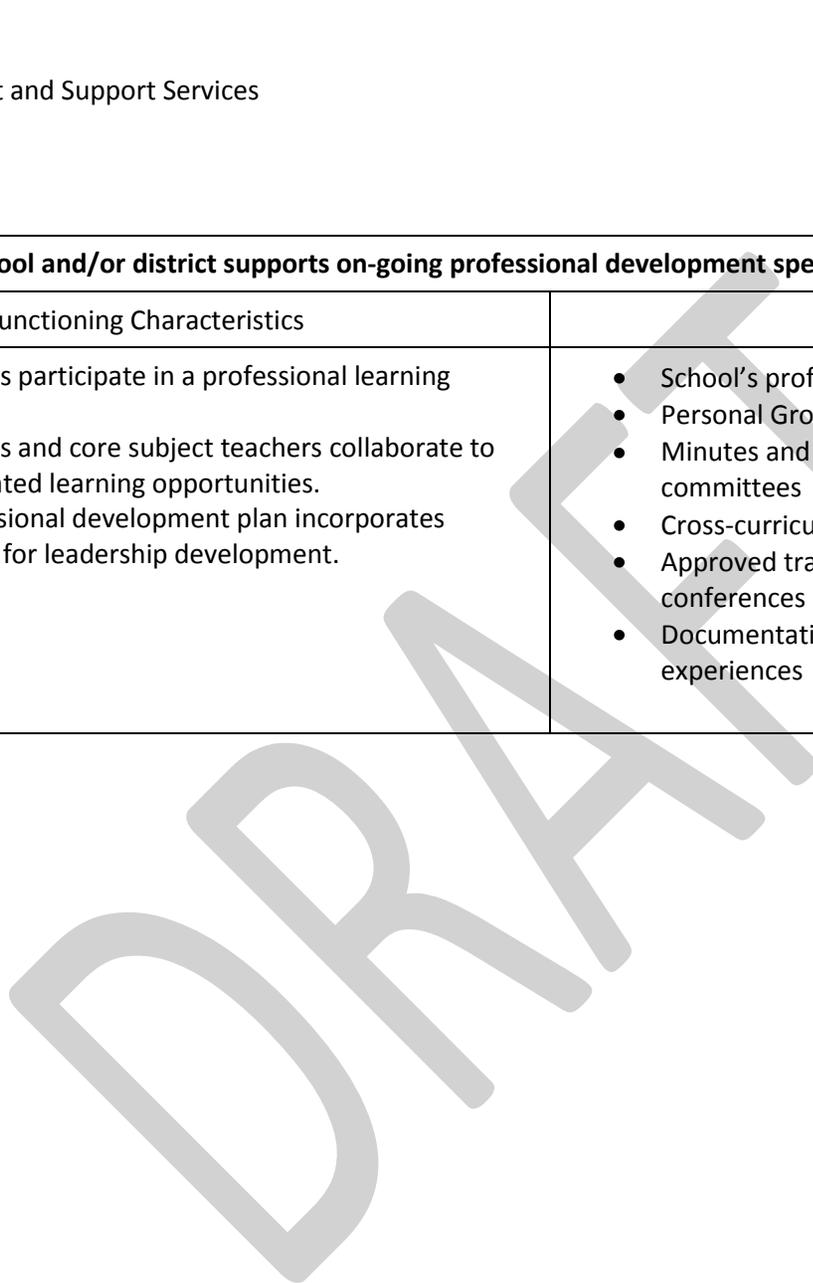
Demonstrator 3: Collaborative opportunities are provided for professional development for teachers to work with external partners.	
Fully Functioning Characteristics	Examples of Evidence
a. Time in the master schedule or a stipend is available for teachers to plan and implement collaboration among external partners (e.g., postsecondary education partners, business and industry personnel, civic/community organizations and area technology center staff). b. Professional development opportunities are provided to work with postsecondary partners in the development of articulation and dual credit agreements and also transition plans for students with special needs. c. School provides opportunities for teachers to participate in staff exchange programs with community/business partners.	• Master schedule • Documentation of intentional collaboration (e.g., collaboration plan with external partners, agendas, minutes, sign-in sheets, virtual meeting documentation) • Transition plans for students with special needs • Teacher professional development documentation • Documentation of staff exchange program (i.e., internship in program area)

Demonstrator 4: Professional Development provides staff the opportunities for integrating 21st century skills, tools and teaching strategies into their classroom.	
Fully Functioning Characteristics	Examples of Evidence
a. Professional development in PL/CS cultivates teacher's ability to identify student's learning styles, multiple intelligences, strengths and weaknesses. b. Professional development for PL/CS teachers is provided to integrate 21st century skills (e.g., problem solving, critical thinking, analyzing, and health literacy) in daily instruction. c. Professional development in technology is provided to improve skills for PL/CS teachers to enhance instruction.	• Response to Intervention training documentation • Training documentation on student learning styles and multiple intelligences • Projects and activities using technology (e.g., use of smart boards, podcasting, PowerPoint presentations, Wii, Skype) • List of professional development opportunities/participation related to 21st Century Skills (e.g., technology, health literacy, problem solving) • Professional development plans

Administrative/Leadership Support and Monitoring

Demonstrator 1: Schools Councils and administrators have developed a shared vision for insuring quality PL/CS instructional programs.	
Fully Functioning Characteristics	Examples of Evidence
a. Leadership involves representation of the school and community stakeholders in shaping and refining the vision statement. b. Leadership systematically communicates and uses the vision to guide decision-making. c. Collaborative vision addresses appropriate state requirements, national standards and 21st century skills. d. Activities and projects for each program area and grade level(s) are aligned with the vision. e. The vision demonstrates a priority for the inclusion and integration of PL/CS throughout the curriculum and throughout the student's academic experience (K-12).	• Documentation of school's vision/mission statement (e.g. school curriculum guides, web page, master schedule) • School improvement plan (CSIP) • Advisory committee meeting minutes • SBDM Council Mission/Vision AdHoc Committee minutes showing membership with PL/CS representation

Demonstrator 2: School leadership will provide adequate resources, facilities, space and instructional time to support high quality PL/CS programs.	
Fully Functioning Characteristics	Examples of Evidence
a. The PL/CS programs have ample quality materials, equipment and technology to teach the curriculum. b. PL/CS teachers are a part of the planning of the annual school budget. c. The school takes advantages of external resources that benefits PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants). d. School space meets KDE requirements in terms of adequacy to support appropriate teaching and learning. e. In high school, the school uses the Career & Technical Education and Kentucky Schools Facility Planning Manual in program planning. f. All PL/CS facilities are safe, accessible, and meet industry and classroom standards, including appropriate for class size(s). g. School leadership provides for and protects adequate instructional and planning time for PL/CS teachers. h. PL/CS teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building.	• Budgets, materials inventory, video, web pages, news articles • Record of budget committee • Documentation of industry and community partnerships • Safety logs • Room utilization charts • Facility plan • Advisory Committee minutes • Master schedule • Staffing plan • LEAD Reports/Certification • School course catalog • School ILP Administrators tool • Class load reports

Demonstrator 3: The SBDM Council and School Leadership shall establish and monitor implementation of policies concerning a school's PL/CS program.	
Fully Functioning Characteristics	Examples of Evidence
a. School councils establish policies for the allocation of staff based on the needs of students. b. In middle and high school, before approval of the master schedule, SBDM Councils should ensure use of data generated from ILP reports in determining PL/CS courses offered. c. Instruction is provided by appropriately certified teachers in specific PL/CS courses. d. Advisory Committees (e.g., Coordinated School Health committees, CTE program advisory committees) meet bi-annually to ensure quality programs and policies. e. Master schedule and curriculum (and career pathways in high school) approved by SBDM Council show a variety of offerings related to PL/CS. f. The SBDM Council has a policy for providing evidence of on-going implementation of program review for PL/CS.	• SBDM policy and minutes • Staffing plans • LEAD report/certification • Career pathways/course offering forms • ILP student interest reports • Master schedule • Advisory committee documentation (e.g., membership lists, minutes, policies, goals and objectives, accomplishments, media sources) • Wellness policy