

KY Department of Education

KDE Program Review Guide for Practical Living/Career Studies

June 2011

PRACTICAL LIVING/CAREER STUDIES: CURRICULUM AND INSTRUCTION

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| Demonstrator 1. Student Access <i>All students should have equitable access to high quality curriculum and instruction</i> | | | | | | | |
| Sample Evidence <ul style="list-style-type: none"> Individual Learning Plan (ILP) student interest reports * Pacing guides/curriculum maps * Master schedule *Individualized Education Plan (IEP)/504 plans/Gifted Service Plan/ILP/Limited English Proficient(LEP) * Authentic student projects and activities from a broad representation of students in all four PL/CS disciplines *Lesson plans document differentiation for students with special needs, ELL and gifted/talented *School-Based Decision Making (SBDM) council curriculum policy, meeting agendas and minutes | | | | | | | |
| Needs Improvement (X 1/bullet) | | Proficient/Meets Expectations (X 2/bullet) | | | Distinguished (X 3/bullet) | | |
| <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | |
| a) PL/CS instruction is limited and offered to mainstream student populations. Expectations are low or not established for special populations. | | a) The PL/CS curriculum includes instruction for students from diverse populations (i.e., special needs, gifted/talented, ethnicity, gender, socio-economics, etc.) and maintains high quality teaching and learning. | | | a) PL/CS teachers collaborate with special needs teachers to create customized plans to address the needs of students with special needs (i.e., special populations, gifted/talented, ethnicity, gender, socio-economic, etc). | | |
| b) Advising programs are not systematically provided to students or do not draw on the components of the ILP. | | b) An advising program is provided and includes components of the ILP as part of the curriculum. | | | b) An advising program is offered and utilized by all students and includes all relevant components of the ILP as part of the curriculum. | | |
| c) PL/CS interdisciplinary or advanced courses are not offered at the secondary level for academic credit. | | c) A minimum of two PL/CS interdisciplinary and advanced courses are offered at the secondary level for academic credit. | | | c) A minimum of four PL/CS interdisciplinary and advanced courses are offered at the secondary level for academic credit. | | |
| Points | | | | | | | |
| Rationale: including a detailed list of evidence supporting judgments | | | | | | | |
| Recommendations for improvement: | | | | | | | |

Curriculum and Instruction

Demonstrator 2. Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards

Sample Evidence

- Documentation of collaborative projects (e.g. lesson plans, rubrics, assessments, and culminating events) * Pacing guides/curriculum maps * Student created videos, emails, web pages, brochures, multi-media, published work, peer checklists, and public service announcements * Rubrics, skill assessments, lesson plans showing a variety of strategies for instruction and assessment * Development and implementation of an individual FITT plan * Fitness Testing (e.g. FITNESSGRAM, President’s Physical Fitness Challenge, Personal Best) * Local school wellness policy * Lesson plans document differentiation for students with special needs, ELL and gifted/talented * Individualized Education Plan (IEP)/504 plans/Gifted Service Plan/ILP/Limited English Proficient(LEP) * Documentation of Guest Speakers * Serving Learning Projects * Classroom, club/student organization, and school wide projects * Newspaper articles and other media artifacts * Family Financial Literacy activities * Record of school-based / class-based enterprises * Professional Learning Communities (PLC) meeting notes and collaborative projects * List of advanced course offerings and related student participation data * Artifacts from Family Financial Literacy activities * Recognitions of student businesses * Artifacts from school-based/class-based enterprises * Student generated financial plans* Internet-based simulations with student generated work (e.g. stock market game, AAA Math, bank simulation) * Evidence of Reality Store activities on school schedule * Written curriculum * Physical Education Curriculum Analysis Tool (PECAT) improvement plan * Documentation of physical activity opportunity offerings * Artifacts from physical activity opportunities (e.g. pictures of parent nights, flyer for fun run) * Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs)

| Needs Improvement (X 1/bullet) | Proficient (X 2/bullet) | Distinguished (X 3/bullet) |
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| <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) PL/CS curriculum lacks attention to core knowledge, motor skills, confidence, and self-management abilities that essential to personal growth and development of all students.</p> <p>b) The PL/CS curriculum lacks opportunities for all students to develop decision-making skills impacting their own health, nutrition and environment.</p> <p>c) PL/CS curriculum lacks opportunity for all students to practice life skills such as goal-setting, critical thinking, coping, and decision-making.</p> <p>d) Studies of historical and current leaders are limited in the PL/CS curriculum.</p> <p>e) Students are exposed to few or no guest speakers in a variety of leadership positions and career fields.</p> <p><u>Health Education</u></p> <p>a) The K-12 health education curriculum is planned but not sequential and there is no evidence of integration among other content areas.</p> | <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) PL/CS curriculum develops core knowledge, motor skills, confidence, life skills, and self-management abilities that are essential to personal growth and development of all students.</p> <p>b) The PL/CS curriculum provides opportunities for all students to develop decision-making skills impacting their own health, nutrition and environment.</p> <p>c) PL/CS curriculum provides opportunity for all students to practice life skills such as goal-setting, critical thinking, problem solving, coping, accessing information and resources, and decision-making.</p> <p>d) Studies of historical and current leaders are integrated into the PL/CS curriculum.</p> <p>e) Students are routinely exposed to guest speakers in a variety of leadership positions and career fields.</p> <p><u>Health Education</u></p> <p>a) The K-12 Health education curriculum is planned, sequential and integrated to meet the health and safety needs of all students.</p> | <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) PL/CS curriculum is aligned vertically to ensure development of core knowledge, motor skills, life skills, self-efficacy, confidence, self-management abilities that are essential to personal growth and development of all students.</p> <p>b) The PL/CS curriculum provides authentic opportunities for all students to develop and practice decision-making skills impacting their own and other’s health, nutrition and environment.</p> <p>c) PL/CS curriculum provides opportunity for all students to demonstrate goal-setting, critical thinking, problem solving, coping, accessing information and resource, and decision-making in real-world settings and context.</p> <p>d) Studies of both historical and current leaders are integrated into the curriculum in a variety of subject areas.</p> <p>e) Students regularly interact with guest speakers and mentors from a variety of leadership positions and career fields beyond classroom experiences (e.g., virtual fieldtrips, mentoring programs, work-based learning, etc.).</p> <p><u>Health Education</u></p> <p>a) The K-12 Health education curriculum is sequential, integrated, vertically aligned and includes opportunities for cross-disciplinary connections to meet the health and safety needs of all students</p> |

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| <p>b) The K-12 curriculum addresses some of the local, state and national health education standards.</p> <p>c) The health education curriculum provides learning strategies and activities that cover six or fewer health education content areas (e.g. family life and human sexuality, alcohol and other drugs, tobacco, nutrition, mental and emotional health, injury and violence prevention, diseases and disorders, physical activity, personal/consumer health, community/environmental health).</p> <p>d) Information about healthy relationships, as related to family, peers and the workplace is neglected in the PL/CS curriculum.</p> | <p>b) The K-12 curriculum addresses all local, state and national health education standards appropriate to the applicable grade levels.</p> <p>c) The health education curriculum provides active learning strategies and activities of most of the National Health Education Standards, and covers most of the health education content areas.</p> <p>d) Information about healthy relationships and the life skills to interact appropriately with family, peers and the workplace, is integrated into the PL/CS curriculum.</p> | <p>b) The K-12 curriculum addresses all local, state and national health education standards appropriate to the applicable grade levels and is vertically aligned within the district</p> <p>c) The health education curriculum provides active learning strategies and activities for each of the National Health Education Standards, and covers all of the health education content areas allowing students to acquire the knowledge, attitudes and skills required to making health-promoting decisions, achieve health literacy and adopt health-enhancing behaviors.</p> <p>d) The health education curriculum includes opportunities for students to practice the life skills that influence healthy relationships, as related to family, peers, the community, and the workplace</p> |
| <p><u>Physical Education</u></p> <p>a) A physical education curriculum exists, but is not consistent with the majority of expectations delineated by the CDC’s Physical Education Curriculum Analysis Tool.</p> <p>b) Physical Education curriculum includes an introduction to Frequency, Intensity, Type, Time (FITT) Plans.</p> <p>c) All students actively participate in two components of a comprehensive school-based physical activity program (e.g., classroom physical activity breaks, recess/activity breaks, out-of-school program, intramurals, activities including parents, and community based programs, etc.).</p> | <p><u>Physical Education</u></p> <p>a) A physical education curriculum exists, with many consistencies with the expectations delineated by the CDC’s Physical Education Curriculum Analysis Tool (PECAT).</p> <p>b) Students develop and implement individual Frequency, Intensity, Type, Time (FITT) Plans using skill and health related components of fitness.</p> <p>c) All students actively participate in three components of a comprehensive school-based physical activity program (e.g., classroom physical activity breaks, recess/activity breaks, out-of-school program, intramurals, activities including parents, and community based programs, etc.).</p> | <p><u>Physical Education</u></p> <p>a) A physical education curriculum exists and achieves the “fully met” standard for the majority of CDC’s Physical Education Curriculum Analysis Tool (PECAT) expectations.</p> <p>b) Students develop and implement individual Frequency, Intensity, Type, Time (FITT) Plans using skill and health related components of fitness, and self-assess and adjust plans according to fitness goals.</p> <p>c) All students actively participate in four or more components of a comprehensive school-based physical activity program (e.g., classroom physical activity breaks, recess/activity breaks, out-of-school program, intramurals, activities including parents, and community based programs, etc.).</p> |
| <p><u>Consumerism / Financial Literacy</u></p> <p>a) Consumer rights, responsibilities, and decision-making (e.g. wants, needs, values, comparing products/services, evaluating advertising techniques/media) are neglected components of the PL/CS curriculum.</p> <p>b) Few instructional opportunities are provide for students to evaluate the impact of consumer decisions on the environment.</p> | <p><u>Consumerism / Financial Literacy</u></p> <p>a) All students learn about consumer rights, responsibilities, and decision-making (e.g. wants, needs, values, comparing products/services, evaluating advertising techniques/media).</p> <p>b) Instruction and opportunities are provided for all students to evaluate the impact of consumer decisions on the environment (e.g. reducing, reusing, recycling, green choices).</p> | <p><u>Consumerism / Financial Literacy</u></p> <p>a) As part of the PL/CS curriculum all students learn about consumer rights, responsibilities, and decision-making (e.g. wants, needs, values, comparing products/services, evaluating advertising techniques/media) with opportunities to demonstrate new learning in authentic situations.</p> <p>b) Instruction related to the impact of consumer decisions on the environment includes opportunities for student-led projects related to this content.</p> |

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| <p>c) Curriculum does not include instruction related to current information on product safety and value (e.g. recalls, ratings, consumer reports).</p> <p>d) Few instructional opportunities are provided for all students to evaluate impact of consumer decisions on nutrition and health.</p> <p>e) Problem-solving and critical thinking regarding money management, financial planning, savings, investments and consumer credit are neglected components of the financial literacy curriculum.</p> <p>f) The PL/CS curriculum does not include content related to taxes and its impact on services provided by various government agencies.</p> <p>g) Limited for no opportunities are provided for students to engage in financial decision-making or entrepreneurial experiences.</p> <p>h) Students have limited or opportunities to learn from outside experts about available resources of financial systems (e.g. guest speakers from local banks, credit unions, financial planners).</p> | <p>c) Curriculum includes current information on product safety and value (e.g. recalls, ratings, consumer reports).</p> <p>d) Instruction and opportunities are provided for all students to evaluate impact of consumer decisions on nutrition and health.</p> <p>e) All students have opportunities to learn about problem-solving and critical thinking regarding money management, financial planning, savings, investments and consumer credit.</p> <p>f) The PL/Cs curriculum includes content related to taxes and its impact on services provided by various government agencies.</p> <p>g) Students engage in financial decision-making or entrepreneurial experiences.</p> <p>h) Students have opportunities to learn from outside experts about available resources of financial systems (e.g. guest speakers from local banks, credit unions, financial planners).</p> | <p>c) Curriculum includes educating students on where to locate and how to use current information on product safety and value (e.g. recalls, ratings, consumer reports).</p> <p>d) Instruction and opportunities are provided for all students to reflect on, evaluate and educate others on the impact of consumer decisions on nutrition and health.</p> <p>e) All students have opportunities to learn about problem-solving and critical thinking regarding money management, financial planning, savings, investments and consumer credit within and beyond the PL/CS classroom.</p> <p>f) The PL/CS curriculum includes opportunities for students to apply learning in real-world settings related to taxes and its impact on services provided by various government agencies.</p> <p>g) Authentic, real-world opportunities are provided for students to engage in financial decision-making or entrepreneurial experiences.</p> <p>h) Opportunities to learn from outside experts about available resources of financial systems (e.g., guest speakers from local banks, credit unions, financial planners) are an integrated and intentionally planned component of the financial literacy curriculum.</p> |
| <p><u>Career Studies</u></p> <p>a) In high school, career pathways are implemented in 0-3 of the state's 14 identified Career Clusters.</p> <p>b) The PL/CS curriculum provides few or no connections to community, society, industry, and current events.</p> <p>c) Articulation and dual-credit agreements are not in place for career pathways.</p> <p>d) A minimal introduction to the 14 Career Clusters is provided at the elementary level.</p> <p>e) There is no formalized plan for introducing and using an ILP starting in the 6th grade.</p> | <p><u>Career Studies</u></p> <p>a) In high school, career pathways are implemented in 4-9 of the state's 14 identified Career Clusters.</p> <p>b) The PL/CS curriculum incorporates connections to community, society, industry, and current events.</p> <p>c) In high school, a limited number of articulation and dual-credit agreements are part of the career pathways.</p> <p>d) All students are introduced to the 14 Career Clusters at the elementary level.</p> <p>e) A formalized plan for introducing and using an ILP starts in the 6th grade.</p> | <p><u>Career Studies</u></p> <p>a) In high school, career pathways are implemented in 10 or more of the state's 14 identified Career Clusters.</p> <p>b) The PL/CS curriculum incorporates connections to community, society, industry, and current events with work-based learning opportunities for all students.</p> <p>c) In high school, a variety of articulation and dual-credit agreements are part of the career pathways and multiple students take advantage of these opportunities.</p> <p>d) All students are introduced to the 14 Career Clusters at the elementary level, with opportunities for in-depth exploration of one or more clusters.</p> <p>e) A formalized plan for introducing and using an ILP is started in the 6th grade and is monitored and revised to reflect student needs and interests over time.</p> |

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| f) There is no impactful system in place to assist high school students in the identification of courses related to their career major or one of the state's 14 Career Clusters. | f) All high school students select (and note in their ILP) at least 4 courses related to their career major and one of the state's 14 Career Clusters. | f) All high school students select (and note in their ILP) at least 4 courses related to their career major and one of the state's 14 Career Clusters and receive additional support and guidance to prepare for postsecondary training and/or education within this Career Cluster. | | | | | | |
| Points | | | | | | | | |
| Rationale: including a detailed list of evidence supporting judgments | | | | | | | | |
| Recommendations for improvement: | | | | | | | | |

Demonstrator 3. Instructional Strategies

All teachers should implement instructional strategies that provide quality, variety, and access for all students.

Sample Evidence

- Authentic student projects and activities from a broad representation of students in all four PL/CS disciplines * Guest speaker bios/information * Documentation of collaborative projects (e.g. lesson plans, rubrics, assessments and culminating events) * Minutes of Advisory Committee Meetings * Artifacts from classroom, student team, club, and school-wide projects * Guest speaker logs, thank you letters, photos, videos, podcasts * Artifacts of school-wide projects/themes involving a variety of school personnel and community partners * Examples of innovative use and integration of technology (lesson plans and student products) * School or teacher web pages * Student created videos, emails, web pages, brochures, multi-media, published work, peer checklists, and public service announcements * Video captured on digital tools * Artifacts of extra/co-curricular activities, publications, school web site, radio announcement, school club schedule, grade-level meeting agenda * Artifacts from school-wide programs in place to reduce conflicts and behavior issues * Presence of “take your child to work day” activities in school schedules * Systematic observation of the physical education teacher by the school administrator using the NASPE instructional strategies checklist

| Needs Improvement (X 1/bullet) | Proficient (X 2/bullet) | Distinguished (X 3/bullet) |
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| <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) The PL/CS curriculum does not intentionally address strategies and activities that promote higher order thinking, creativity and problem-solving skills.</p> <p>b) The PL/CS curriculum attends to limited intelligences and abilities (e.g., visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical/rhythmic, logical/mathematical, linguistic, and emotional).</p> <p>c) Integration of relevant technology tools (e.g., smart boards, keyboarding at elementary level, internet research, podcasting, pedometers, Wii) is limited.</p> <p>d) Beyond the PL/CS staff, there are few additional stakeholders engaged as support or resource for student career and wellness instruction.</p> <p>e) Appropriate communication skills (e.g., verbal, non-verbal, written, listening, and interview skills) and presentation techniques are taught only in PL/CS classrooms.</p> <p>f) There is minimal collaboration among Academic and PL/CS teachers to integrate core academic areas in PL/CS curriculum.</p> | <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) The PL/CS curriculum engages all students in higher order thinking, creativity and problem-solving skills.</p> <p>b) The PL/CS curriculum attends to multiple intelligences and abilities (e.g., visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical/rhythmic, logical/mathematical, linguistic, and emotional).</p> <p>c) Relevant technology tools (e.g., smart boards, keyboarding at elementary level, internet research, podcasting, pedometers, Wii) are integrated into classroom content and utilized by students and teachers.</p> <p>d) An Advisory Committee (e.g., Coordinated School Health Committee, Business & Industry Advisory Committee) is used as a support or resource for student career and wellness instruction.</p> <p>e) Appropriate communication skills (e.g., verbal, non-verbal, written, listening, and interview skills) and presentation techniques are integrated across a variety of content areas.</p> <p>f) Academic and PL/CS teachers collaborate to integrate core academic areas in PL/CS curriculum.</p> | <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) The PL/CS curriculum engages all students in higher order thinking, creativity, and problem-solving skills through authentic student products and performances.</p> <p>b) The PL/CS curriculum attends to multiple intelligences and abilities (e.g., visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical/rhythmic, logical/mathematical, linguistic, and emotional) and provides opportunities for all students to learn from one another.</p> <p>c) Relevant technology tools (e.g., smart boards, keyboarding at elementary level, internet research, podcasting, pedometers, Wii) are seamlessly integrated into classroom content and utilized by students and teachers in real world situations.</p> <p>d) Teacher and student representatives collaborate with community partners on Advisory Committees (e.g., Coordinated School Health Committee, Business & Industry Advisory Committee) as a constant resource to enhance instruction and provide services to students.</p> <p>e) Appropriate communication skills (e.g., verbal, non-verbal, written, listening, and interview skills) and presentation techniques are integrated across all content areas and used by students in a variety of real-world applications.</p> <p>f) Academic and PL/CS teachers collaborate to build interdisciplinary units of study around PL/CS and core academic ideas.</p> |

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| <p>g) Students are not given an opportunity to systematically apply technical mathematics, reading and writing skills to support and demonstrate learning.</p> <p>h) Students are rarely provided opportunities to utilize social and life skills (e.g., problem-solving, goal setting, decision-making) in a cooperative learning and/or teamwork environment.</p> <p>i) Students rarely use problem-solving and critical thinking skills to interpret and analyze data as related to specific PL/CS content.</p> <p>j) The PL/CS curriculum provides few or no connections to community, society and current events.</p> <p><u>Health Education</u></p> <p>a) Techniques and strategies to effectively resolve conflicts (e.g., bullying, stress, refusal skills and anger management) are neglected in the PL/CS curriculum.</p> <p><u>Physical Education</u></p> <p>a) The physical education instructional strategies rarely demonstrate teaching strategies that are consistent with national expectations as defined by NASPE.</p> <p><u>Career Studies</u></p> <p>a) The ILP is used only in the PL/CS classroom.</p> | <p>g) 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) to support and demonstrate learning.</p> <p>h) Students are regularly provided opportunities to utilize social and life skills (e.g., problem-solving, goal setting, decision-making) in a cooperative learning and/or teamwork environment.</p> <p>i) Students regularly use problem-solving and critical thinking skills to interpret and analyze data as related to specific PL/CS content.</p> <p>j) The PL/CS curriculum incorporates connections to community, society and current events.</p> <p><u>Health Education</u></p> <p>a) Techniques and strategies to effectively resolve conflicts (e.g., bullying, stress, refusal skills and anger management) are integrated in the PL/CS Curriculum.</p> <p><u>Physical Education</u></p> <p>a) The physical education instructional strategies usually demonstrate teaching strategies that are consistent with national expectations as defined by NASPE.</p> <p><u>Career Studies</u></p> <p>a) The school integrates the ILP in some courses to use as a research tool for career choices.</p> | <p>g) 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) and demonstrate that application through high quality and authentic evidence.</p> <p>h) Students are provided daily opportunities to utilize social and life skills (e.g., problem-solving, goal setting, decision-making) through classroom instruction, laboratory activities, work-based learning and student organizations.</p> <p>i) Students use problem-solving and critical thinking skills to create, interpret and analyze data as related to specific PL/CS content and real-world situations.</p> <p>j) The PL/CS curriculum incorporates connections to community, society and current events, with work-based learning opportunities for all high school students.</p> <p><u>Health Education</u></p> <p>a) Techniques and strategies to effectively resolve conflicts (e.g., bullying, stress, refusal skills and anger management) are integrated school wide.</p> <p><u>Physical Education</u></p> <p>a) The physical education instructional strategies always demonstrate teaching strategies that are consistent with national expectations as defined by NASPE.</p> <p><u>Career Studies</u></p> <p>a) The school integrates the ILP in some courses to use as a research tool for career choices, goal-setting and postsecondary opportunities.</p> | | | | | | |
| <p>Points</p> | | | | | | | | |
| <p>Rationale: including a detailed list of evidence supporting judgments</p> | | | | | | | | |

Curriculum and Instruction

**Recommendations
for improvement:**

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| Demonstrator 4. Student Performance <i>When all students are provided access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.</i> | | |
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| Sample Evidence • Artifacts from service learning projects * Student projects relating to consumer, health, nutrition, and environmental issues * Student generated media to inform school and community members about consumer rights, responsibilities, and issues * Number of students receiving First Aid, CPR, and babysitting certification * Number of students receiving Lifeguard, WSI, water and rescue training, CPR/First Aid certification * Student generated speeches and/or presentations for school or community groups * Industry certificates/credentials, KOSSA assessment scores * Artifacts of family/community wellness event organized and led by students * Artifacts of program activities that promote student leadership and the importance of being a leader * Newspaper articles and other media information about leadership and student organization activities * Student Career Studies Projects * Artifacts from field trips (traditional and/or virtual) * Work-based learning logs and student evaluations * Documented utilized Career Pathways using state templates (high school) * Reports from Individual Learning Plans tool * Course offering guide that reflects 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 * High school course offerings catalog including examples of career major * Student assessments of physical education knowledge and skills, i.e. motor skills, physical fitness. | | |
| Needs Improvement (X 1/bullet) | Proficient (X 2/bullet) | Distinguished(X 3/bullet) |
| <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> |
| a) No service learning/community service activities are available through instruction or extra/co-curricular activities b) Student leadership opportunities are limited. c) Few student organizations or clubs are available. d) Extra/co-curricular activities related to PL/CS curriculum are limited and few students participate in at least one extra/co-curriculum activity per year. | a) One service learning/community service activity is available through all PL/CS courses and extra/co-curricular activities. b) All students are provided opportunities to develop leadership skills in extra-curricular/co-curricular activities. c) Multiple student organizations or clubs are available to encourage leadership skills development. d) A variety of extra/co-curricular activities related to PL/CS curriculum is available and many students participate in at least one extra/co-curriculum activity per year. | a) Two or more service learning/community service activities are available through all PL/CS courses and extra/co-curricular activities. b) All students are provided opportunities to develop and be recognized for their leadership skills during classroom experiences and in extra-curricular/co-curricular activities. c) Multiple student organizations or clubs are available on a regular basis to encourage leadership skills development and are adequately supported with school resources, human and material. d) A variety of extra/co-curricular activities related to PL/CS curriculum is available and each student participates in at least one extra/co-curriculum activity per year. |
| <u>Health Education</u> a) Students are not provided opportunities to earn health related certificates. | <u>Health Education</u> a) Students are provided opportunities to earn health related certificates. | <u>Health Education</u> a) Students are engaged in an intentionally designed program approach to ensure provision of health-related certificates. |
| <u>Physical Education</u> a) Students are not provided opportunities to earn physical education related certificates. | <u>Physical Education</u> a) Students are provided opportunities to earn physical education related certificates. | <u>Physical Education</u> a) Students are engaged in an intentionally designed program approach to ensure provision of physical education related certificates. |

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| <p>b) Students demonstrate the knowledge and skills associated with 0-2 of the National Standards for Physical Education.</p> <p><u>Career Studies</u></p> <p>a) Individual Learning Plan (ILP) is constructed with little or no collaboration among students and teachers and limited or no data.</p> <p>b) In high school, a narrow scope of work-based learning opportunities (e.g., co-op, job shadowing, entrepreneurship, and internships) is provided.</p> <p>c) ILP development begins at 6th grade for some students.</p> | <p>b) Students demonstrate the knowledge and skills associated with 3-4 of the National Standards for Physical Education.</p> <p><u>Career Studies</u></p> <p>a) Using both formative and summative assessment data as a guide, teachers and students work together to construct the Individual Learning Plan (ILP).</p> <p>b) In high school, a variety of work-based learning opportunities (e.g., co-op, job shadowing, entrepreneurship, and internships) across multiple career majors are available for all students.</p> <p>c) ILP development begins at 6th grade for all students.</p> | <p>b) Students demonstrate the knowledge and skills associated with 5-6 of the National Standards for Physical Education.</p> <p><u>Career Studies</u></p> <p>a) Using a variety of formative and summative assessment data as a guide, teachers, students and parents work together to construct and to continually update the Individual Learning Plan (ILP).</p> <p>b) All high school students are provided work-based learning opportunities (e.g., co-op, job shadowing, entrepreneurship, and internships) in their chosen career major with options to earn industry certifications and/or KOSSA(KY Occupational Skills Standards Assessment) certificates.</p> <p>c) ILP development, coupled with career counseling, begins at 6th grade for all students.</p> | | | | | | |
| <p>Points</p> | | | | | | | | |
| <p>Rationale: including a detailed list of evidence supporting judgments</p> | | | | | | | | |
| <p>Recommendations for improvement:</p> | | | | | | | | |

PRACTICAL LIVING/CAREER STUDIES: FORMATIVE AND SUMMATIVE ASSESSMENT

| Demonstrator 1. Variety of Assessment | | | | | | | |
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| <i>Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards</i> | | | | | | | |
| Sample Evidence | | | | | | | |
| <ul style="list-style-type: none"> • Individual Learning Plan usage tools * Parent signature verification on annual review of Individual Learning Plans * Advising program curriculum * Pacing guides/curriculum maps * Lesson plans * Authentic assessment tools * Formal plan outlining how ILPs are implemented | | | | | | | |
| Needs Improvement (X 1/bullet) | | Proficient (X 2/bullet) | | | Distinguished (X 3/bullet) | | |
| <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | |
| a) Formative and summative assessments are not linked to state standards. b) PL/CS assessment measures do not address the variety of learning styles and abilities (oral, written, performance, visual, active learning, hands-on learning, collaboration and cooperative learning, teacher/peer/self reflection). c) Formalized plans to monitor completion of ILPs are not in place. | | a) State standards are inconsistently used in the development of formative and summative assessments. b) PL/CS assessment measures are responsive to a variety of learning styles and abilities (oral, written, performance, visual, active learning, hands-on learning, collaboration and cooperative learning, teacher/peer/self reflection). c) A formalized plan is in place to monitor the completion of students' ILP. | | | a) State standards are always used in the development of formative and summative assessments. b) PL/CS assessment measures are always based on individual learning styles (oral, written, performance, visual, active learning, hands-on learning, collaboration and cooperative learning, teacher/peer/self reflection). c) A formalized plan is in place to monitor the completion of students' ILP, using both formative and summative review to verify support of the student and reflect on overall quality of program implementation. | | |
| Points | | | | | | | |
| Rationale: including a detailed list of evidence supporting judgments | | | | | | | |
| Recommendations for improvement: | | | | | | | |

Formative and Summative Assessment

Demonstrator 2. Expectations for Student Learning

Teachers should have common and high standards for student learning in the content area.

Sample Evidence

- Authentic assessment tools * Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs) * Health Education Curriculum Analysis Tool (HECAT) * School Health Index (SHI) modules or Healthy Schools Framework documents* Number of students who participate in health related programs and organizations * Artifacts from use of national assessment tools (e.g. CDC, NASPE, PECAT) * Fitness Testing (e.g. FITNESSGRAM, President’s Physical Fitness Challenge, Personal Best) * Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs) * Scoring guides and rubrics * Documentation of student performance feedback * Alignment of National Standards for Family & Consumer Sciences *Alignment of JumpStart National Standards for K-12 Personal Finance Education

| <p align="center">Needs Improvement (X 1/bullet)</p> | <p align="center">Proficient (X 2/bullet)</p> | <p align="center">Distinguished (X 3/bullet)</p> |
|--|--|---|
| <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) The PL/CS curriculum does not include clear and/or high expectations for all students to demonstrate progress and/or achievement.</p> <p>b) There is no requirement for middle and high school students to pass a health education course.</p> <p>c) Students lack knowledge and skills addressed in local, state, and national PL/CS standards.</p> <p>d) Students are active for less than 50% of the physical education lesson time.</p> <p>e) Students have limited opportunity to actively participate in physical education and/or physical activity daily.</p> <p>f) There is no requirement for middle and high school students to pass a physical education course.</p> <p>g) The teacher does not share scoring guides or rubrics with students.</p> <p>h) The teacher guides students to apply rubrics to assess overall performance.</p> | <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) The PL/CS curriculum maintains high expectations for all students to demonstrate individual progress and achievement.</p> <p>b) Middle and high school students are required to successfully pass one health education course which covers all dimensions of health and wellness.</p> <p>c) Students can demonstrate the knowledge and skills addressed in a majority of the local, state, and national PL/CS standards.</p> <p>d) Students are active for 50-74% of the physical education lesson time.</p> <p>e) All students participate daily in physical education and/or physical activity.</p> <p>f) Middle and high school students are required to successfully pass one physical education course.</p> <p>g) To create clear expectations for quality performance, the teacher develops scoring guides and/or rubrics to share with students.</p> <p>h) The teacher provides a model and guides students to apply rubrics to assess overall performance.</p> | <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) The PL/CS curriculum maintains high expectations for all students to demonstrate individual progress and achievement, and requires both formative and summative demonstration evidence for all students.</p> <p>b) The majority of middle and high school students participate in an extended health and wellness course beyond the basic requirement.</p> <p>c) Students are assessed in mastery of skills and content in all local, state and national PL/CS standards and results are on the report card every term that the course is required.</p> <p>d) Students are active for 75% or more of the physical education lesson time.</p> <p>e) All students participate in physical education and/or physical activity during the school day and minutes of activity are reported to the SBDM for inclusion in school report cards as applicable to KRS 158.586 or 160.345.</p> <p>f) The majority of middle and high school students participate in an extended physical education course beyond the basic requirement.</p> <p>g) The teacher co-develops scoring guides and rubrics with students and other teachers to create clear expectations for quality performance.</p> <p>h) The teacher provides adequate modeling and guides students to apply rubrics to identify improvement strategies and assess overall performance.</p> |

Formative and Summative Assessment

| | | | | | | | | |
|--|--|---|--|--|--|--|--|--|
| i) Teacher makes student performance information available for parents and students only at the end of each reporting period or per request. | i) Teacher provides consistent and timely feedback to student and parents on student's performance (e.g., grades, weekly, monthly and mid-term reports). | i) Teacher provides consistent, timely, and descriptive (e.g. specific strengths and weaknesses, areas for improvement) feedback to students and parents on student's performance (e.g., grades, weekly, monthly and mid-term reports). | | | | | | |
| Points | | | | | | | | |
| Rationale: including a detailed list of evidence supporting judgments | | | | | | | | |
| Recommendations for improvement: | | | | | | | | |

Formative and Summative Assessment

Demonstrator 3. Response to Assessment

Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement

Sample Evidence

- Meeting minutes * Professional Learning Communities (PLC) documentation * Master schedule * Minutes of program area meetings showing analysis of data * SBDM policies and minutes * Observational data * Artifacts from cross-curricular planning * School data analyzed in PLC (e.g. dropout, transition data, Career & Technical Education Completer Data)

| Needs Improvement (X 1/bullet) | | Proficient (X 2/bullet) | | Distinguished (X 3/bullet) | |
|--|---|--|--|--|--|
| <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | |
| a) | The PL/CS teacher uses only summative assessment data to reflect on and improve instructional practice. | a) | The PL/CS teacher uses a variety of sources (including student work, assessment data, observations, and anecdotal evidence) to reflect on and improve instructional practice. | a) | The PL/CS teacher uses a variety of sources and regularly meets with colleagues to examine evidence, reflect on and improve instructional practice. |
| b) | School leadership maintains data records (e.g., ILP, state student information system, state performance reports, EPAS, access, interest inventory, district/school data) for teacher use upon request. | b) | School leadership ensures all teachers have access to data (e.g., ILP, Infinite Campus, state performance reports, EPAS, access, interest inventory, etc) to analyze and use for improving student learning and achievement. | b) | The school provides time in the school day for teachers to analyze data with the intent of improving student learning and achievement. |
| c) | No system is in place to assist teachers in gathering data to assess student learning and develop an intervention plan to support individual student growth in PL/CS programs. | c) | A system is in place to assist teachers in gathering data to assess student learning and develop an intervention plan to support individual student growth in PL/CS programs. | c) | 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. |
| d) | Teachers use informal means to monitor and address the needs of a diverse student population including those with special needs, English language learners (ELL) and gifted students. | d) | Teachers monitor the results of summative assessment data to address the needs of a diverse student population including those with special needs, English language learners (ELL) and gifted students. | d) | Teachers monitor the results of both formative and summative assessment data to address the needs of a diverse student population including those with special needs, English language learners (ELL) and gifted students. |
| e) | No plan is in place to monitor student progress in the PL/CS disciplines. | e) | Schools monitor student progress in all PL/CS disciplines. | e) | Schools monitor student progress in PL/CS disciplines and provide time and resources for teachers to analyze data and adjust instruction accordingly. |
| Points | | | | | |
| Rationale: including a detailed list of evidence supporting judgments | | | | | |
| Recommendations for improvement: | | | | | |

PRACTICAL LIVING/CAREER STUDIES: PROFESSIONAL DEVELOPMENT AND SUPPORT SERVICES

| Demonstrator 1. Planning <i>Professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning</i> | | |
|---|--|--|
| Sample Evidence • Evaluation forms * Professional development plan for all teachers * Professional development agendas and sign-in sheets for PL/CS teachers * Master schedule * Minutes and membership list of professional learning communities * List of professional development opportunities/participation related to 21 st Century Skills (e.g. technology, health literacy, problem solving) * Approved travel budgets for staff to attend professional conference or workshops * Individual Teacher Professional Growth Plans | | |
| Needs Improvement (X 1/bullet) | Proficient (X 2/bullet) | Distinguished (X 3/bullet) |
| <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> |
| a) Feedback at the end of professional development sessions is gathered but rarely used in the development of follow-up training. b) School and student data is not a factor in planning professional development sessions. c) There is no alignment between Individual Professional Growth Plans and the school’s professional development offerings for PL/CS teachers. d) The school schedule does not accommodate PL/CS and core subject teachers collaboration. e) Professional development is provided, not specific to PL/CS teachers. f) Professional development in 21 st century skills is not provided. g) Professional development in technology is limited. h) Teachers have little or no access to professional development that supports research based effective instructional strategies specific to their discipline. | a) Feedback at the end of professional development sessions is gathered and considered in the development of follow-up training. b) School and student data is considered in planning professional development sessions . c) Professional development opportunities are aligned with Individual Professional Growth Plans as needed for the PL/CS programs. d) The school schedule allows for PL/CS and core subject teachers to collaborate and exchange ideas. e) Professional development in PL/CS is provided. f) Professional development is provided to integrate 21st century skills (e.g., problem solving, critical thinking, analyzing, and health literacy), not specific to PL/CS teachers. g) Professional development in technology is provided for teachers. h) Teachers have access to professional development that supports research based effective instructional strategies specific to their discipline. | a) Feedback at the end of professional development sessions is used to develop specialized follow-up and on-going training opportunities. b) School and student data is reviewed and analyzed in planning professional development sessions. c) Professional development opportunities are always aligned with Individual Professional Growth Plans for the PL/CS programs. d) The school schedule allows for PL/CS and core subject teachers to collaborate, design, and reflect on integrated learning opportunities. e) Professional development in PL/CS cultivates teacher’s ability to identify student’s learning styles, multiple intelligences, strengths and weaknesses. f) 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. g) Professional development in technology is provided specifically to improve skills for PL/CS teachers to enhance instruction. h) Teachers have access to and are provided school funds for professional development that supports research based effective instructional strategies specific to their discipline. |

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| Points | | | | | | | | |
| Rationale: including a detailed list of evidence supporting judgments | | | | | | | | |
| Recommendations for improvement: | | | | | | | | |

Demonstrator 2. Participation

Teachers participate in program-specific professional development designed to meet their needs. PL/CS teachers participate in professional development focused on 21st Century Skills

Sample Evidence

- Minutes of Advisory Committee Meetings * Training agenda sign-in sheets for parents on use of ILP * Reports from ILP tool * ILP usage logs * Master schedule * Documentation of intentional collaboration (e.g. collaboration plan with external partners, agendas, minutes, sign-in sheets) * List of professional development * Opportunities/participation related to 21st Century Skills (e.g. technology, health literacy, problem solving) * Approved travel budgets for staff to attend professional conference or workshops * Minutes and membership list of professional learning communities * Course offering guide that reflects 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 * Artifacts from Response to Intervention training * Documentation of industry and community partnerships * Artifacts of mentoring or peer coaching program for staff * Documentation of staff exchange program (i.e. internship in program area)

| Needs Improvement (X 1/bullet) | Proficient (X 2/bullet) | Distinguished (X 3/bullet) |
|--|---|---|
| <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) Teacher representatives have limited interactions with community partners to participate on various Advisory Committees.</p> <p>b) The school provides training to staff regarding the use of the ILP to help students select course offerings and develop career goals.</p> <p>c) No opportunities are available for PL/CS teachers to participate in content-specific dialogue with their colleagues</p> <p>d) There are no opportunities within the master schedule for PL/CS teachers to plan and collaborate with external partners (e.g., postsecondary education partners, business and industry personnel, civic/community organizations and area technology center staff).</p> <p>e) No opportunities are available for PL/CS teachers to work with post-secondary partners</p> <p>f) There is limited or no collaboration between PL/CS teachers and community/business partners</p> | <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) Teacher representatives regularly collaborate with community partners to participate on various Advisory Committees.</p> <p>b) The school provides training to staff and communicates with parents regarding the use of the ILP to help students select course offerings and develop career goals.</p> <p>c) PL/CS teachers have opportunities to participate in content-specific professional dialogue with their colleagues</p> <p>d) Opportunities are available within the master schedule for PL/CS teachers to plan and collaborate with external partners (e.g., postsecondary education partners, business and industry personnel, civic/community organizations and area technology center staff).</p> <p>e) 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.</p> <p>f) PL/CS teachers regularly collaborate with community/business partners.</p> | <p><u>PL/CS (includes Health, PE, Careers and Consumerism)</u></p> <p>a) Teachers and student representatives collaborate with community partners to participate on various Advisory Committees.</p> <p>b) The school provides training to staff and parents regarding the use of the ILP to help students select course offerings and develop career goals.</p> <p>c) All PL/CS teachers actively participate in a content-specific and focused professional learning community.</p> <p>d) Time in the master schedule or a stipend is available for teachers to plan and collaborate with external partners (e.g., postsecondary education partners, business and industry personnel, civic/community organizations and area technology center staff).</p> <p>e) PL/CS teachers collaborate with postsecondary partners in the development of articulation and dual credit agreements and also transition plans for students with special needs.</p> <p>f) 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.</p> |

Professional Development and Support Services

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|--|--|--|--|--|--|--|--|--|
| Points | | | | | | | | |
| Rationale: including a detailed list of evidence supporting judgments | | | | | | | | |
| Recommendations for improvement: | | | | | | | | |

| Demonstrator 3. Teacher Leadership <i>Teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community</i> | | | | | | | |
|---|--|---|--|--|---|--|--|
| Sample Evidence • PD log/sign-in * Documentation of teacher-led professional development experiences * Certificate of participation * PD agenda | | | | | | | |
| Needs Improvement (X 1/bullet) | | Proficient (X 2/bullet) | | | Distinguished (X 3/bullet) | | |
| <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | |
| a) Job-embedded professional development opportunities are not provided for PL/CS teachers. b) Leadership development opportunities are available to core subject area teachers. | | a) Job-embedded professional development opportunities are provided for PL/CS teachers to encourage continuous learning and growth. b) Leadership development opportunities are available to all teachers. | | | a) PL/CS Teachers are encouraged and supported to design and lead job-embedded professional development opportunities that encourage continuous learning and growth. b) The school's professional development plan ensures leadership development among all departments. | | |
| Points | | | | | | | |
| Rationale: including a detailed list of evidence supporting judgments | | | | | | | |
| Recommendations for improvement: | | | | | | | |

PRACTICAL LIVING/CAREER STUDIES: ADMINISTRATIVE/LEADERSHIP SUPPORT AND MONITORING

| Demonstrator 1. Shared Vision | | | | | | | |
|--|--|--|--|--|---|--|--|
| <i>School councils and administrators have developed a shared vision for insuring quality PL/CS instructional programs</i> | | | | | | | |
| Sample Evidence | | | | | | | |
| • School Vision/Mission Statement * SBDM policies and minutes * Artifacts of projects and activities * Meeting minutes | | | | | | | |
| Needs Improvement (X 1/bullet) | | Proficient (X 2/bullet) | | | Distinguished (X 3/bullet) | | |
| <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | |
| a) The vision statement is shaped and refined by school leadership b) The vision is rarely used for the purpose of decision-making c) The collaborative vision neglects state requirements d) Few program areas and grade level activities and projects are aligned with the vision. e) The school's vision does not reflect a commitment to the inclusion of PL/CS throughout the curriculum and throughout the student's academic experience (K-12). | a) Leadership involves representation of all departments 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 and 21st century skills. d) Activities and projects for most program areas and grade level(s) are aligned with the vision. e) The school's vision reflects a commitment to the inclusion of PL/CS throughout the curriculum and throughout the student's academic experience (K-12). | a) Leadership involves representation of the school and community stakeholders in shaping and refining the vision statement. b) Teachers and Leadership systematically communicate and use the vision to guide decision-making and allocation of resources. c) Collaborative vision addresses appropriate state requirements, national standards and 21st century skills. d) Activities and projects for all program areas and grade level(s) are aligned with the vision. e) The school's vision explicitly demonstrates a priority for the inclusion and integration of PL/CS throughout the curriculum and throughout the student's academic experience (K-12). | | | | | |
| Points | | | | | | | |
| Rationale: including a detailed list of evidence supporting judgments | | | | | | | |
| Recommendations for improvement: | | | | | | | |

| Demonstrator 2. Time and Resources <i>School leadership will provide adequate resources, facilities, space and instructional time to support high quality PL/CS programs</i> | | |
|--|---|---|
| Sample Evidence • Safety logs * SBDM policies and minutes * Artifacts of use of technology * Master schedule * Class attendance rosters | | |
| Needs Improvement (X 1/bullet) | Proficient (X 2/bullet) | Distinguished (X 3/bullet) |
| <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> |
| a) The PL/CS programs lack quality materials, equipment and technology to teach the curriculum. b) School leadership and select teachers plan the annual school budget. c) The school does not access external resources that benefit PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants). d) School space does not meet KDE adequacy requirements to support appropriate teaching and learning. e) In high schools, the Career & Technical Education and Kentucky Schools Facility Planning Manuals are not consulted for program planning. f) PL/CS facilities do not meet industry and classroom standards for size, safety, accessibility. g) Instructional planning time for PL/CS teachers is inadequate. h) Student to teacher ratio is unmanageable for PL/CS courses or facilities. i) Time in the school schedule is not adequately allocated for all students to receive instruction in the four PL/CS disciplines (i.e., health education, physical education, consumerism, career studies). j) There are no policies in place to assess student need against staff allocation. | a) The PL/CS programs have adequate quality materials, equipment and technology to teach the curriculum. b) Teachers of all departments are invited to participate in planning the annual school budget. c) The school has access to external resources that benefit PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants). d) School space meets KDE adequacy requirements to support appropriate teaching and learning. e) In high school, the Career & Technical Education and Kentucky Schools Facility Planning Manuals are made available for use 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 adequate instructional and planning time for PL/CS teachers. h) PL/CS teachers are assigned manageable class loads based on course and facilities. i) Time in the school schedule is allocated so that all students receive instruction in all four PL/CS disciplines (i.e., health education, physical education, consumerism, career studies). j) Staff allocation is determined largely on student need. | a) The PL/CS programs have abundant quality materials, equipment and technology to teach the curriculum. b) PL/CS teachers participate and provide input for planning the annual school budget. c) The school frequently utilizes external resources that benefit PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants). d) School space exceeds KDE adequacy requirements in to support appropriate teaching and learning. e) In high school, the Career & Technical Education and Kentucky Schools Facility Planning Manual are used in program planning. f) All PL/CS facilities are safe, accessible, and exceed 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. i) Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the PL/CS needs of students. j) School councils establish policies for the allocation of staff based on the needs of students. |

Administrative/Leadership Support and Monitoring

| | | | | | | | | |
|---|--|---|--|--|--|--|--|--|
| <p>k) Instruction is not provided by appropriately certified teachers in all specific PL/CS courses.</p> <p>l) Technology and media resources are used minimally to communicate within or outside the school.</p> | <p>k) All Instruction is provided by appropriately certified teachers in all specific PL/CS courses.</p> <p>l) Technology and media resources are used to communicate with students and parents.</p> | <p>k) Instruction is provided by appropriately highly qualified and certified teachers in all specific PL/CS courses.</p> <p>l) Technology and media resources are regularly used to communicate within the school, to parents, to students and to the community.</p> | | | | | | |
| <p>Points</p> | | | | | | | | |
| <p>Rationale: including a detailed list of evidence supporting judgments</p> | | | | | | | | |
| <p>Recommendations for improvement:</p> | | | | | | | | |

| Demonstrator 3. Policies and Monitoring <i>The SBDM Council and school leadership shall establish and monitor implementation of policies concerning a school's PL/CS program</i> | | |
|--|---|--|
| Sample Evidence • Master schedule * ILP reports * Minutes from Advisory Committee Meetings * SBDM minutes * Career pathways/course offering forms * Wellness policy * Documentation of BMI data * Student, Parent, and Staff surveys | | |
| Needs Improvement (X 1/bullet) | Proficient (X 2/bullet) | Distinguished (X 3/bullet) |
| <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> |
| a) In middle and high school, data from ILP reports is not a factor in determining PL/CS course offerings. b) The school has no system or an informal system to review PL/CS programming and policies. c) PL/CS course offerings are limited. d) The school uses an informal system for PL/CS program review. e) There is inconsistency between career information in the ILP and the Individualized Education Plan (IEP) for students with disabilities. f) In high school, no measures are in place to check for or prevent duplication of coursework between secondary and postsecondary levels. g) A school wellness policy is not developed or if one is developed it is not reviewed annually. | a) In middle and high school, before SBDM councils approve the master schedule, data from ILP reports is analyzed to best determine PL/CS course offerings. b) Advisory Committees (e.g., Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PL/CS programming and policies. c) A variety of PL/CS related offerings are evidenced in the master schedule. d) The school uses standardized system for PL/CS program review. e) There is consistency between career information in the ILP and the Individualized Education Plan (IEP) for students with disabilities. f) In high school, measures are in place to check for and prevent duplication of coursework between the secondary and postsecondary levels. g) A school wellness policy is developed, reviewed annually and is included in the CSIP (and where applicable includes BMI percentile reporting from the physical exam form for Kindergarten and 6 th grade students into the Infinite Campus database). | a) In middle and high school, before SBDM councils approve the master schedule, data from ILP reports is analyzed and discussed with PL/CS teachers to best determine PL/CS course offerings. b) Advisory Committees (e.g., Coordinated School Health committees, CTE program advisory committees) meet at least quarterly throughout the school year to ensure quality PL/CS programming and policies. c) The master schedule and curriculum (and career pathways in high school) are approved by SBDM Council to ensure a variety of offerings related to PL/CS. d) The SBDM Council has a policy for on-going PL/CS program review throughout the school year that fully utilizes community and parental involvement. e) ILPs and IEPs for individual students are regularly compared to ensure ongoing consistency, and updated to meet the changing needs and interests of the student. f) 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. g) A school wellness policy is in place that is reviewed and updated annually and also addresses the BMI percentile of all students and intervention strategies for improvement that are included in the CSIP. |

Administrative/Leadership Support and Monitoring

| | | | | | | | | |
|--|---|--|--|--|--|--|--|--|
| h) There is limited or no connection between the district wellness policy and the local wellness policy. | h) School is implementing the district wellness policy via a local wellness policy. | h) School is implementing the district wellness policy via a local wellness policy and a systematic plan is in place for the SBDM to provide feedback to the district regarding progress annually. | | | | | | |
| Points | | | | | | | | |
| Rationale: including a detailed list of evidence supporting judgments | | | | | | | | |
| Recommendations for improvement: | | | | | | | | |

| Demonstrator 4. Principal Leadership | | | | | | | |
|---|--|---|--|--|---|--|--|
| <i>Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and actions</i> | | | | | | | |
| Sample Evidence | | | | | | | |
| <ul style="list-style-type: none"> Professional development action plan * Observational data * Student, Parent, and Staff surveys * Meeting minutes * Approved travel budgets for staff to attend professional conferences or workshops * Master schedule * Minutes and membership list of professional learning communities * Minutes of Advisory Committee Meetings | | | | | | | |
| Needs Improvement (X 1/bullet) | | Proficient (X 2/bullet) | | | Distinguished (X 3/bullet) | | |
| <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | | <u>PL/CS (includes Health, PE, Careers and Consumerism)</u> | | |
| <p>a) The principal individually evaluates and reflects on the impact of the PL/CS instructional practices of the school to inform the professional development action plan, or evaluation and reflection is generally limited.</p> <p>b) Time and resources allocated to implementation of the professional development action plan is limited or inequitable.</p> <p>c) The principal does not initiate professional learning among staff through collaboration and self-reflection.</p> <p>d) The principal does not participate or support various PL/CS Advisory Committees.</p> <p>e) The principal does not participate fully in professional learning regarding the school's PL/CS Program.</p> | | <p>a) The principal enlists teacher leaders to collaborate, evaluate and reflect on the impact of the PL/CS instructional practices of the school to inform instructional decisions.</p> <p>b) The principal allocates equitable time and resources to implement the professional development action plan.</p> <p>c) The principal initiates professional learning among staff through collaboration and self-reflection.</p> <p>d) The principal supports various PL/CS Advisory Committees.</p> <p>e) The principal participates fully in professional learning regarding the school's PL/CS program.</p> | | | <p>a) The principal and staff collaboratively evaluate and reflect on the impact of the PL/CS instructional practices of the school to inform the professional development action plan.</p> <p>b) The principal meets with teacher leaders when planning for allocation of equitable time and resources needed to implement the professional development action plan.</p> <p>c) The principal models professional learning among staff through collaboration and shared self-reflection.</p> <p>d) The principal actively participates in various PL/CS Advisory Committees.</p> <p>e) The principal participates fully in and leads professional learning community activities regarding the school's PL/CS program.</p> | | |
| Points | | | | | | | |
| Rationale: including a detailed list of evidence supporting judgments | | | | | | | |
| Recommendations for improvement: | | | | | | | |