

## PRACTICAL LIVING/CAREER STUDIES: CURRICULUM AND INSTRUCTION


<b>DEMONSTRATOR 1. STUDENT ACCESS</b>				
All students should have equitable access to high quality curriculum and instruction				
<b>NEEDS IMPROVEMENT</b>		<b>PROFICIENT/MEETS EXPECTATIONS</b>		<b>DISTINGUISHED</b>
<p><b>PL/CS (INCLUDES HEALTH, PE,CAREERS AND CONSUMERISM)</b></p> <p>a) PL/CS instruction is limited and offered to mainstream student populations. Expectations are low or not established for special populations.</p> <p>b) Advising programs are not systematically provided to students or do not draw on the components of the ILP.</p> <p>c) PL/CS interdisciplinary or advanced courses are not offered at the secondary level for academic credit.</p>		<p><b>PL/CS (INCLUDES HEALTH, PE,CAREERS AND CONSUMERISM)</b></p> <p>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.</p> <p>b) An advising program is provided and includes components of the ILP as part of the curriculum.</p> <p>c) A minimum of two PL/CS interdisciplinary and advanced courses are offered at the secondary level for academic credit.</p>		<p><b>PL/CS (INCLUDES HEALTH, PE,CAREERS AND CONSUMERISM)</b></p> <p>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).</p> <p>b) An advising program is offered and utilized by all students and includes all relevant components of the ILP as part of the curriculum.</p> <p>c) A minimum of four PL/CS interdisciplinary and advanced courses are offered at the secondary level for academic credit.</p>
<b>POINTS</b>		<b>POINTS</b>		<b>POINTS</b>
<b>Rationale:</b>	<ul style="list-style-type: none"> <li>• Attend 504 meeting, GT meetings and ILP's for students</li> <li>• Advisory Period (Schedule), ILP Training (ex. ILP)</li> <li>• Course offered Environmental Science, Advanced Masonry, Food Science, Advanced Foods</li> </ul>			
<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	<ul style="list-style-type: none"> <li>• Relevant: Working Resume and Job Application</li> </ul>			

**DEMONSTRATOR 2. Align 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

NEEDS IMPROVEMENT	PROFICIENT/MEETS EXPECTATIONS	DISTINGUISHED
<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></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><b>Health Education</b></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>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><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></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><b>Health Education</b></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>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><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></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><b>Health Education</b></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> <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) Information about healthy relationships, as related to family, peers and the workplace is neglected in the PL/CS curriculum.</p> <p><b>Physical Education</b>  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><b>Consumerism / Financial Literacy</b>  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>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</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>Physical Education</b>  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><b>Consumerism / Financial Literacy</b>  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>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>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><b>Physical Education</b>  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><b>Consumerism / Financial Literacy</b>  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> <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</p>
---	---	--

<p>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><b>Career Studies</b></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 6<sup>th</sup> grade.</p> <p>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.</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><b>Career Studies</b></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 6<sup>th</sup> grade.</p> <p>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.</p>	<p>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><b>Career Studies</b></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 6<sup>th</sup> grade and is monitored and revised to reflect student needs and interests over time.</p> <p>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.</p>
--	--	--

POINTS	POINTS	POINTS	POINTS
<p><b>Rationale:</b></p>	<ul style="list-style-type: none"> <li>• Task List, Curriculum Map</li> <li>• Healthy Lesson Rubric</li> <li>• Real World Applications: Welding Fixes Projects, FSC Catering, Greenhouse Business, Fix Broken Computers</li> <li>• Students plan their own fitness programs (repetition, sets, percentages, etc).</li> <li>• Guest Speaker in classrooms, field trips, Coop Programs</li> </ul> <p><b><u>Consumerism/Financial Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Life Skill: Unit on Consumerism and Money Skills and Personal Finance courses</li> <li>• Not all students are required to take consumerism courses</li> <li>• Consumer reports on products used in the classroom (Student Work)</li> <li>• Daily Reminders of consumer decisions; Surveys; Posters in Classroom</li> <li>• SAE Record Books</li> <li>• All students have the opportunity to enroll in financial education courses; however, not all students enroll in the courses.</li> <li>• Greenhouse Sales, Coop Jobs, Turtle Building, Scrap Metal, Video Taping/Editing Videos</li> <li>• Jr. Achievement, Farm Credit Service</li> </ul> <p><b><u>CAREER STUDIES</u></b></p> <ul style="list-style-type: none"> <li>• Career Pathway Guides</li> <li>• After Hours Event, Work based Learning (COOP Programs)</li> <li>• Agriculture Articulation Agreement</li> </ul>		
<p><b>RECOMMENDATIONS FOR IMPROVEMENTS</b></p>	<p>Incorporate social study connections in the classroom based on historical and current leaders in each study area</p> <p><b><u>Consumerism/Financial Literacy</u></b></p> <p>Create Green Projects in each Program and explain to student how they can impact their carbon foot print, Programs subscribe to consumer reports and other relevant periodicals; Taxes, Government Programs, Medical Programs and Zoning Laws should be observed; Ask Bankers to come and speak to groups about financial decision making</p> <p><b><u>CAREER STUDIES</u></b></p> <p>Increase reflection between AP students and student enrolled in career readiness classes. Increase Articulation and Duel Credit Programs</p> <p><b><u>Physical Education</u></b></p> <p>The physical education department does not have access to the PECAT (Physical Education Curriculum Analysis Tool).</p>		

	The physical education department (district wide) does not have a comprehensive based activity plan/program.
--	--

<b>DEMONSTRATOR 3. Instructional Strategies</b> All teachers should implement instructional strategies that provide quality, variety and access for all students.		
NEEDS IMPROVEMENT	PROFICIENT/MEETS EXPECTATIONS	DISTINGUISHED
<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></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>g) Students are not given an opportunity to systematically apply technical mathematics, reading and writing skills to support and demonstrate learning.</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></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 &amp; 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>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</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></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 &amp; 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> <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</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><b>Health Education</b></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><b>Physical Education</b></p> <p>a) The physical education instructional strategies rarely demonstrate teaching strategies that are consistent with national expectations as defined by NASPE.</p> <p><b>Career Studies</b></p> <p>a) The ILP is used only in the PL/CS classroom.</p>	<p>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><b>Health Education</b></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><b>Physical Education</b></p> <p>a) The physical education instructional strategies usually demonstrate teaching strategies that are consistent with national expectations as defined by NASPE.</p> <p><b>Career Studies</b></p> <p>a) The school integrates the ILP in some courses to use as a research tool for career choices.</p>	<p>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><b>Health Education</b></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><b>Physical Education</b></p> <p>a) The physical education instructional strategies always demonstrate teaching strategies that are consistent with national expectations as defined by NASPE.</p> <p><b>Career Studies</b></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>
--	---	--

POINTS	POINTS	POINTS	POINTS	POINTS	POINTS
<p><b>Rationale:</b></p>	<ul style="list-style-type: none"> <li>• Students will complete problem solving skills when baking cakes, building items in shop</li> <li>• Pictures of projects students will create with little to no direction; Students must complete task.</li> <li>• Technology being used in Information Technology Classes, Computer Technology Courses</li> <li>• Minutes from Advisory Meetings</li> <li>• Student Powerpoints, Notes, Scoring Rubrics, Photos</li> <li>• School “tip line,” advisory lesson plans and school assemblies</li> <li>• Balancing Checkbook Worksheets, Comparison Shopping</li> <li>• Coop Contracts, Pictures of Labs and Student Organizations, Minutes from meetings</li> <li>• Coop Proficiency Forms, Student lead fundraisers, Student Organization Activities and Community service activities</li> <li>• Community Service Activities, Coop, Habitat for Humanities</li> </ul> <p><u>Career Studies</u></p>				

	<ul style="list-style-type: none"> <li>• Copy of students ILP</li> </ul>
<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	<ul style="list-style-type: none"> <li>• Collaborate more with academic teachers on common subject matter <u>Career Studies</u></li> <li>• Include ILP information in Classroom Curriculum.</li> </ul>

<b>DEMONSTRATOR 4. Student Performance</b>		
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.		
<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT/MEETS EXPECTATIONS</b>	<b>DISTINGUISHED</b>
<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  a) No service learning/community service activities are available through instruction or extra/co-curricular activities</p> <p>b) Student leadership opportunities are limited.</p> <p>c) Few student organizations or clubs are available.</p> <p>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.</p> <p><b>Health Education</b>  a) Students are not provided opportunities to earn health related certificates.</p> <p><b>Physical Education</b>  a) Students are not provided opportunities to earn physical education related certificates.</p> <p>b) Students demonstrate the knowledge and skills associated with 0-2 of the National Standards for Physical Education.</p> <p><b>Career Studies</b>  a) Individual Learning Plan (ILP) is constructed with little or no collaboration among students and teachers and limited or no</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  a) One service learning/community service activity is available through all PL/CS courses and extra/co-curricular activities.</p> <p>b) All students are provided opportunities to develop leadership skills in extra-curricular/co-curricular activities.</p> <p>c) Multiple student organizations or clubs are available to encourage leadership skills development.</p> <p>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.</p> <p><b>Health Education</b>  a) Students are provided opportunities to earn health related certificates.</p> <p><b>Physical Education</b>  a) Students are provided opportunities to earn physical education related certificates.</p> <p>b) Students demonstrate the knowledge and skills associated with 3-4 of the National Standards for Physical Education.</p> <p><b>Career Studies</b>  a) Using both formative and summative assessment data as a guide, teachers and students work together to construct the</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  a) Two or more service learning/community service activities are available through all PL/CS courses and extra/co-curricular activities.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>Health Education</b>  a) Students are engaged in an intentionally designed program approach to ensure provision of health-related certificates.</p> <p><b>Physical Education</b>  a) Students are engaged in an intentionally designed program approach to ensure provision of physical education related certificates.</p> <p>b) Students demonstrate the knowledge and skills associated with 5-6 of the National Standards for Physical Education.</p> <p><b>Career Studies</b>  a) Using a variety of formative and summative assessment data</p>



<p><b>data.</b></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><b>c) ILP development begins at 6<sup>th</sup> grade for some students.</b></p>	<p>Individual Learning Plan (ILP).</p> <p><b>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.</b></p> <p><b>c) ILP development begins at 6<sup>th</sup> grade for all students.</b></p>	<p>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><b>c) ILP development, coupled with career counseling, begins at 6<sup>th</sup> grade for all students.</b></p>		
<b>POINTS</b>	<b>POINTS</b>	<b>POINTS</b>	<b>POINTS</b>	
<b>Rationale:</b>	<p>a) Unite to Read, Community Garden, Angle Tree Child  b) Club Officer List, Minutes from Meetings, Awards for Events  c) Meetings with teachers Present, Schedule of Monthly Meetings, Paying for Competition Transportation</p> <p><b><u>CAREER STUDIES</u></b>  Certificate list of students Passing KOSSA, Coop Roster</p>			
<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	<p>d) Offer incentives for students who attend events</p> <p><b><u>CAREER STUDIES</u></b>  Become Proficient at the use of ILP Data  Physical Education certificates should be offered to students who pass all required physical education courses  Physical Education National Standards need to be used in curriculum planning and alignment</p>			

**PRACTICAL LIVING/CAREER STUDIES: FORMATIVE AND SUMMATIVE ASSESSMENT**

<p><b>DEMONSTRATOR 1. Variety of Assessment</b>  Teachers should use a variety of assessment to formatively and summative monitor student progress toward standards</p>		
<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT/MEETS EXPECTATIONS</b>	<b>DISTINGUISHED</b>

<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>a) Formative and summative assessments are not linked to state standards.</p> <p>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).</p> <p>c) Formalized plans to monitor completion of ILPs are not in place.</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>a) State standards are inconsistently used in the development of formative and summative assessments.</p> <p>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).</p> <p>c) A formalized plan is in place to monitor the completion of students' ILP.</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>a) State standards are always used in the development of formative and summative assessments.</p> <p>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).</p> <p>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.</p>			
<b>POINTS</b>		<b>POINTS</b>		<b>POINTS</b>	
<b>Rationale:</b>	<p>a) We are not certain if ALL teachers know the state standards. We are uncertain that ALL teachers are consistently using both Formative and Summative assessments.</p> <p>b) Both formative and summative assessments are not ALWAYS based upon individual learning styles. Instead, teachers prepare a variety of assessments that they feel are best suitable for the content in which they teach.</p> <p>c) A formalized plan is in place to complete ILP's (advisory) but formative and summative assessments to review are not universally used.</p>				
<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	<p>a) Professional development for all teachers on state standards, and how to use both formative and summative assessments effectively in their content areas.</p> <p>b) Teachers/faculty members could distribute learning style exams to determine individual learning styles. Teachers could practice creating formal assessments based upon student preferential learning styles.</p> <p>c) Incorporate formative and summative assessments in the ILP planning process.</p>				

<b>DEMONSTRATOR 2. Expectations for Student Learning</b>		
Teachers should have common and high standards for student learning in the content area		
<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT/MEETS EXPECTATIONS</b>	<b>DISTINGUISHED</b>

<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  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>i) Teacher makes student performance information available for parents and students only at the end of each reporting period or per request.</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  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>i) Teacher provides consistent and timely feedback to student and parents on student's performance (e.g., grades, weekly, monthly and mid-term reports).</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  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> <p>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).</p>			
<b>POINTS</b>		<b>POINTS</b>		<b>POINTS</b>	
<b>Rationale:</b>		a) Through evaluating (lesson plans, KOSSA, observations, curriculum mapping) levels of Bloom's Taxonomy used within the classroom, as well as pre-practice/college preparatory exams, teachers instill high expectations on all students. b) Transcript has evidence to support. c) The majority of local, state and national assessment scores (KOSSA, etc) are below average, which provides evidence to support that students lack knowledge in PL/CS standards. d) Students are actively/physically engaged at least 75% of class time.			

	<p>e) After students complete the required physical education course, they are NOT required to take additional physical education courses. Therefore, students have limited opportunities to participate in physical activities.</p> <p>f) Transcript has evidence to support</p> <p>g) The majority of PL/CS teachers have rubrics and scoring guides created by the teacher for students to use as performance monitors.</p> <p>h) The teachers provide models and guides for students, but the majority is not adequately used to improve student performance and identify improvement strategies.</p> <p>i) Teachers are required to provide students and parents timely feedback through posting grades in Infinite Campus, advisory daily/weekly grade checks, progress reports, etc.</p>
<p><b>RECOMMENDATIONS FOR IMPROVEMENTS</b></p>	<p>a) Continue professional development on effective implementation of both formative and summative assessment in the classroom.</p> <p>b) Possibly offer more advanced physical education courses. Possibly offer incentives for taking advanced physical education courses.</p> <p>c) Teachers should be required to take part in KOSSA scoring on a bi-annual basis. Teachers should emphasize KOSSA testing and assessment skills within their classroom content and daily lessons. Implement a KOSSA study session prior to taking KOSSA exams.</p> <p>e) Administrative/School board approval to increase student physical activity during school hours.</p> <p>f) Possibly offer more advanced physical education courses. Possibly offer incentives for taking advanced physical education courses.</p> <p>g) Teachers should encourage student participation and input on rubric and scoring guide development.</p> <p>h) Teachers need to use rubrics and scoring guides as a tool to monitor student performance and indentify improvement strategies.</p> <p>i) Encourage teacher to utilize “canned” comments on Infinite Campus to identify specific strengths and weaknesses/areas of improvement for individual students. Teachers need to provide descriptive feedback on assessments (both formative and summative).</p>

<p><b>DEMONSTRATOR 3. Response to Assessment</b>  <i>Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement</i></p>		
<p><b>NEEDS IMPROVEMENT</b></p>	<p><b>PROFICIENT/MEETS EXPECTATIONS</b></p>	<p><b>DISTINGUISHED</b></p>
<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  a) The PL/CS teacher uses only summative assessment data to reflect on and improve instructional practice.</p> <p>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.</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  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.</p> <p>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.</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  a) The PL/CS teacher uses a variety of sources and regularly meets with colleagues to examine evidence, reflect on and improve instructional practice.</p> <p>b) The school provides time in the school day for teachers to analyze data with the intent of improving student learning and achievement.</p>

<p>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.</p> <p>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.</p> <p>e) No plan is in place to monitor student progress in the PL/CS disciplines.</p>	<p>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.</p> <p>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.</p> <p>e) Schools monitor student progress in all PL/CS disciplines.</p>	<p>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.</p> <p>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.</p> <p>e) Schools monitor student progress in PL/CS disciplines and provide time and resources for teachers to analyze data and adjust instruction accordingly.</p>			
<b>POINTS</b>		<b>POINTS</b>		<b>POINTS</b>	
<b>Rationale:</b>	<p>a) Teachers do not regularly meet with colleagues or other faculty members to reflect upon instructional practice.</p> <p>b) Although some of the data listed is in place/implemented, teachers and faculty members are not provided time during the school day for data analysis.</p> <p>c) Teachers do not use multiple methods to gather and assess student data; however, a “core content” school-wide intervention program is in place.</p> <p>d) Teachers monitor student success/assessments through ILP’s, IEP’s and school-wide academic and behavioral intervention</p> <p>e) Students are able to choose a career major and are guided in their decision-making to choose a course sequence to follow through completion.</p>				
<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	<p>a) Set aside PLC time to collaborate with colleagues on improving instructional practices.</p> <p>b) Set aside “common planning hours” to analyze student data with intentional means of improving student learning and achievement.</p> <p>c) Professional development on student data collection and monitoring systems. Additionally, intervention services for PL/CS students to assist in successful transitioning for school to work.</p> <p>d) Teachers should improve formative assessment implementation and monitoring among all learning groups (i.e. special needs, ELL, and gifted).</p> <p>e) PLC days used for collaboration and analysis of individual teacher instruction and curriculum alignment.</p>				

**PRACTICAL LIVING/CAREER STUDIES: PROFESSIONAL DEVELOPMENT AND SUPPORT SERVICES**

<p><b>DEMONSTRATOR 1. Planning</b> Professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning</p>		
<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT/MEETS EXPECTATIONS</b>	<b>DISTINGUISHED</b>
<p><b>PL/CS (includes Health, PE, Careers and Consumerism</b> a) Feedback at the end of professional development sessions is</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism</b> a) Feedback at the end of professional development sessions is</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism</b> a) Feedback at the end of professional development sessions is</p>

<p>gathered but rarely used in the development of follow-up training.</p> <p>b) School and student data is not a factor in planning professional development sessions.</p> <p>c) There is no alignment between Individual Professional Growth Plans and the school’s professional development offerings for PL/CS teachers.</p> <p>d) The school schedule does not accommodate PL/CS and core subject teachers collaboration.</p> <p>e) Professional development is provided, not specific to PL/CS teachers.</p> <p>f) Professional development in 21<sup>st</sup> century skills is not provided.</p> <p>g) Professional development in technology is limited.</p> <p>h) Teachers have little or no access to professional development that supports research based effective instructional strategies specific to their discipline.</p>	<p>gathered and considered in the development of follow-up training.</p> <p>b) School and student data is considered in planning professional development sessions .</p> <p>c) Professional development opportunities are aligned with Individual Professional Growth Plans as needed for the PL/CS programs.</p> <p>d) The school schedule allows for PL/CS and core subject teachers to collaborate and exchange ideas.</p> <p>e) Professional development in PL/CS is provided.</p> <p>f) Professional development is provided to integrate 21<sup>st</sup> century skills (e.g., problem solving, critical thinking, analyzing, and health literacy), not specific to PL/CS teachers.</p> <p>g) Professional development in technology is provided for teachers.</p> <p>h) Teachers have access to professional development that supports research based effective instructional strategies specific to their discipline.</p>	<p>used to develop specialized follow-up and on-going training opportunities.</p> <p>b) School and student data is reviewed and analyzed in planning professional development sessions.</p> <p>c) Professional development opportunities are always aligned with Individual Professional Growth Plans for the PL/CS programs.</p> <p>d) The school schedule allows for PL/CS and core subject teachers to collaborate, design, and reflect on integrated learning opportunities.</p> <p>e) Professional development in PL/CS cultivates teacher’s ability to identify student’s learning styles, multiple intelligences, strengths and weaknesses.</p> <p>f) Professional development for PL/CS teachers is provided to integrate 21<sup>st</sup> century skills (e.g., problem solving, critical thinking, analyzing, and health literacy) in daily instruction.</p> <p>g) Professional development in technology is provided specifically to improve skills for PL/CS teachers to enhance instruction.</p> <p>h) Teachers have access to and are provided school funds for professional development that supports research based effective instructional strategies specific to their discipline.</p>
--	---	---

POINTS		POINTS		POINTS	
<p><b>Rationale:</b></p>	<ul style="list-style-type: none"> <li>• The after school professional development schedule</li> <li>• The CTE summer conference program</li> <li>• Begin to collaborate during planning to incorporate literacy strategies</li> <li>• All provided the opportunity to go to professional development</li> <li>• Professional Development forms</li> <li>• Faculty Agenda – (Test score analysis)</li> </ul>				

<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	<ul style="list-style-type: none"> <li>Planned time to incorporate Core and PL/CS collaboration</li> <li>Provide professional development for the 21<sup>st</sup> Century Skills</li> </ul>
---	---

<b>DEMONSTRATOR 2. Participation</b> Teachers participate in program- specific professional development designed to meet their needs, PL/CS teacher participate in professional development focused on 21 <sup>st</sup> Century Skills		
<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT/MEETS EXPECTATIONS</b>	<b>DISTINGUISHED</b>
<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>            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><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>            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><b>PL/CS (includes Health, PE, Careers and Consumerism)</b>            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>

<b>POINTS</b>		<b>POINTS</b>		<b>POINTS</b>	
<b>Rationale:</b>	<ul style="list-style-type: none"> <li>• Agenda meeting minutes</li> <li>• Work logs per department</li> <li>• Continue to communicate with the parents about the use of their ILP's</li> <li>• We have PLC days and some common planning</li> <li>• Master schedule</li> <li>• Articulation and dual credit agreements are in place, but not in all areas. We also have transition plans for students with IEP's</li> </ul>				
<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	<ul style="list-style-type: none"> <li>• Parents need to become more included in the ILP process</li> <li>• Planned inclusion/ collaborations with community members</li> <li>• Recommend Cooperative teachers have coop supervision time</li> </ul>				
<b>DEMONSTRATOR 3. Teacher Leadership</b>					
Teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community.					
<b>NEEDS IMPROVEMENT</b>		<b>PROFICIENT/MEETS EXPECTATIONS</b>		<b>DISTINGUISHED</b>	
<b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  a) Job-embedded professional development opportunities are not provided for PL/CS teachers.  b) Leadership development opportunities are available to core subject area teachers.		<b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  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.		<b>PL/CS (includes Health, PE, Careers and Consumerism)</b>  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.	
<b>POINTS</b>		<b>POINTS</b>		<b>POINTS</b>	
<b>Rationale:</b>	<ul style="list-style-type: none"> <li>• CTE Summer Program</li> <li>• Professional Development opportunities throughout the school system</li> </ul>				
<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	continue to offer more Pd and learning opportunities to help teachers growth				



--	--

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

<b>DEMONSTRATOR 1. Shared Vision</b>		
<b>School councils and administrators have developed a shared vision for insuring quality PL/CS instructional programs</b>		
<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT/MEETS EXPECTATIONS</b>	<b>DISTINGUISHED</b>
<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>a) The vision statement is shaped and refined by school leadership</p> <p>b) The vision is rarely used for the purpose of decision-making</p> <p>c) The collaborative vision neglects state requirements</p> <p>d) Few program areas and grade level activities and projects are aligned with the vision.</p> <p>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).</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>a) Leadership involves representation of all departments in shaping and refining the vision statement.</p> <p>b) Leadership systematically communicates and uses the vision to guide decision-making.</p> <p>c) Collaborative vision addresses appropriate state requirements and 21st century skills.</p> <p>d) Activities and projects for most program areas and grade level(s) are aligned with the vision.</p> <p>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).</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>a) Leadership involves representation of the school and community stakeholders in shaping and refining the vision statement.</p> <p>b) Teachers and Leadership systematically communicate and use the vision to guide decision-making and allocation of resources.</p> <p>c) Collaborative vision addresses appropriate state requirements, national standards and 21st century skills.</p> <p>d) Activities and projects for all program areas and grade level(s) are aligned with the vision.</p> <p>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).</p>

POINTS	POINTS	POINTS
<b>Rationale:</b>	<ul style="list-style-type: none"> <li>• The school has a comprehensive mission statement in place.</li> <li>• It is communicated through the schools website and regularly.</li> <li>• Our mission statement directly acknowledges 21<sup>st</sup> century skills with the sentence that students need to equip themselves with the skills, knowledge, attitudes, and responsibility necessary to become productive, thoughtful, positive, and respectful members of our democratic society.</li> <li>• Programs that are offered at the CTE center are related to the needs of the community and the students. We consistently use projects and offer classes that prepare the students for life after school.</li> <li>• We have requirements for health and PE. We have three different business career options and a health career option. The students are surveyed by the guidance department to better serve their needs in regard to practical living studies</li> </ul>	
<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	<ul style="list-style-type: none"> <li>• Although the school regularly goes over the mission statement, we believe the mission statement needs to be more accessible to the community and used to base school decisions more frequently.</li> <li>• We feel the mission and vision statements could use a more direct approach and may need some revising.</li> </ul>	

<b>DEMONSTRATOR 2. TIME AND RESOURCES</b>		
School leadership will provide adequate resources, facilities, space and instructional time to support high quality PL/CS program		
<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT/MEETS EXPECTATIONS</b>	<b>DISTINGUISHED</b>
<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>a) The PL/CS programs lack quality materials, equipment and technology to teach the curriculum.</p> <p>b) School leadership and select teachers plan the annual school budget.</p> <p>c) The school does not accesses external resources that benefit PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants).</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>a) The PL/CS programs have adequate quality materials, equipment and technology to teach the curriculum.</p> <p>b) Teachers of all departments are invited to participate in planning the annual school budget.</p> <p>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).</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>a) The PL/CS programs have abundant quality materials, equipment and technology to teach the curriculum.</p> <p>b) PL/CS teachers participate and provide input for planning the annual school budget.</p> <p>c) The school frequently utilizes external resources that benefit PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants).</p>

<p>d) School space does not meet KDE adequacy requirements to support appropriate teaching and learning.</p> <p>e) In high schools, the Career &amp; Technical Education and Kentucky Schools Facility Planning Manuals are not consulted for program planning.</p> <p>f) PL/CS facilities do not meet industry and classroom standards for size, safety, accessibility.</p> <p>g) Instructional planning time for PL/CS teachers is inadequate.</p> <p>h) Student to teacher ratio is unmanageable for PL/CS courses or facilities.</p> <p>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).</p> <p>j) There are no policies in place to assess student need against staff allocation.</p> <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>d) School space meets KDE adequacy requirements to support appropriate teaching and learning.</p> <p>e) In high school, the Career &amp; Technical Education and Kentucky Schools Facility Planning Manuals are made available for use in program planning.</p> <p>f) All PL/CS facilities are safe, accessible, and meet industry and classroom standards, including appropriate for class size(s).</p> <p>g) School leadership provides adequate instructional and planning time for PL/CS teachers.</p> <p>h) PL/CS teachers are assigned manageable class loads based on course and facilities.</p> <p>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).</p> <p>j) Staff allocation is determined largely on student need.</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>d) School space exceeds KDE adequacy requirements in to support appropriate teaching and learning.</p> <p>e) In high school, the Career &amp; Technical Education and Kentucky Schools Facility Planning Manual are used in program planning.</p> <p>f) All PL/CS facilities are safe, accessible, and exceed industry and classroom standards, including appropriate for class size(s).</p> <p>g) School leadership provides for and protects adequate instructional and planning time for PL/CS teachers.</p> <p>h) PL/CS teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building.</p> <p>i) Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the PL/CS needs of students.</p> <p>j) School councils establish policies for the allocation of staff based on the needs of students.</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>
---	--	--

<b>POINTS</b>		<b>POINTS</b>		<b>POINTS</b>	
---------------	--	---------------	--	---------------	--

<b>Rationale:</b>	<ul style="list-style-type: none"> <li>• All classrooms are equipped with computers, projectors, textbooks, and related class specific software.</li> <li>• The SBDM council sets the yearly budget.</li> <li>• Each department is given the chance to plan how they will spend their allocated money.</li> <li>• Overall the teachers in practical living/vocational have sufficient classroom space.</li> <li>• Our health careers consistently use the nursing homes for learning opportunities, co-op program, student employment program; parks and recreation provide educational opportunities for the PE/Health department.</li> <li>• The addition of the new gym with the old gym gives students adequate space for health and PE classes. We have a career tech building with each instructor possessing their own classroom.</li> <li>• We have classrooms that a reasonable size to handle 20+ students and we have not had a major incident at FSHS in the past 5 years.</li> <li>• Each teacher has one planning period per day.</li> <li>• Each teacher has capped classes and the average class size at FSHS is 25.</li> </ul>
-------------------	---

	<ul style="list-style-type: none"> <li>Physical Education and Health are required classes. There are numerous electives within the consumerism and career studies for students to take.</li> <li>SBDM has a role in determining the budget and the allocation of that budget. (Needs to be addressed by Mr. Jaxon Grover)</li> <li>We have websites, one call now, e-mail, newsletters, face book, infinite campus, and channel 9.</li> </ul>
<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	<ul style="list-style-type: none"> <li>Continue to develop the systems in place; we have a great foundation that only needs to be continued more in depth.</li> <li>The budget process with yearly department allocations needs to be more inclusive.</li> </ul>

<b>DEMONSTRATOR 3. Policies and Monitoring</b>		
The SBDM Council and school leadership shall establish and monitor implementation of policies concerning a school's PL/CS		
<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT/MEETS EXPECTATIONS</b>	<b>DISTINGUISHED</b>
<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>a) In middle and high school, data from ILP reports is not a factor in determining PL/CS course offerings.</p> <p>b) The school has no system or an informal system to review PL/CS programming and policies.</p> <p>c) PL/CS course offerings are limited.</p> <p>d) The school uses an informal system for PL/CS program review.</p> <p>e) There is inconsistency between career information in the ILP and the Individualized Education Plan (IEP) for students with disabilities.</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>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.</p> <p>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.</p> <p>c) A variety of PL/CS related offerings are evidenced in the master schedule.</p> <p>d) The school uses standardized system for PL/CS program review.</p> <p>e) There is consistency between career information in the ILP and the Individualized Education Plan (IEP) for students with disabilities.</p>	<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p>f) In high school, no measures are in place to check for or prevent duplication of coursework between secondary and postsecondary levels.</p> <p>g) A school wellness policy is not developed or if one is developed it is not reviewed annually.</p> <p>h) There is limited or no connection between the district wellness policy and the local wellness policy.</p>	<p>f) In high school, measures are in place to check for and prevent duplication of coursework between the secondary and postsecondary levels.</p> <p>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<sup>th</sup> grade students into the Infinite Campus database).</p> <p>h) School is implementing the district wellness policy via a local wellness policy.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
--	---	---

<b>POINTS</b>		<b>POINTS</b>		<b>POINTS</b>	
---------------	--	---------------	--	---------------	--

<b>Rationale:</b>	<ul style="list-style-type: none"> <li>• Needs to be addressed by Mr. Jaxon Grover**</li> <li>• We have committee meeting minutes that show the schools dedication to ensuring the quality programming and policy of PL/CS.</li> <li>• We offer numerous business, health, physical education, and consumer science classes that are all documented in the master schedule.</li> <li>• There is a system in place in which unit plans and lesson plans must be completed to make sure we meet our curriculum standards.</li> <li>• We have counselors that are in constant communication with the student, the student’s families, and teachers to insure that the career information derived from the ILP is incorporated into the IEP. The ARC committee is another example of this happening at our school.</li> <li>• We give state mandated testing to monitor the progress of our students. We also have guidance counselors and student advisory teachers that monitor the IEP of each student.</li> <li>• Joey Kilburn, assistant supt., has implemented a wellness plan for the entire district incorporating both students and facility. We have focus Fridays and virgin health miles.</li> </ul>
-------------------	--

<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	<ul style="list-style-type: none"> <li>• We need to continue to make strides towards formalizing and standardizing the programs we already have in place in regards to monitoring.</li> <li>• We need to develop standards and assessments for our focus Friday curriculum.</li> </ul>
---	--

**DEMONSTRATOR 4. Principal Leadership**

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

<b>NEEDS IMPROVEMENT</b>		<b>PROFICIENT/MEETS EXPECTATIONS</b>		<b>DISTINGUISHED</b>	
<p><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></p> <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><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></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><b>PL/CS (includes Health, PE, Careers and Consumerism)</b></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>	
<b>POINTS</b>		<b>POINTS</b>		<b>POINTS</b>	
<b>Rationale:</b>	<ul style="list-style-type: none"> <li>• Rounds headed by Stoye Young, administrative walk-thru, and informal and formal evaluations.</li> <li>• The district allows the teachers PLC days and numerous PD opportunities are offered by the principle throughout the year.</li> <li>• Teachers fill out PD forms after each professional development opportunity.</li> <li>• Needs to be addressed by Mr. Jaxon</li> <li>• He leads the majority of our PD's.</li> </ul>				
<b>RECOMMENDATIONS FOR IMPROVEMENTS</b>	<ul style="list-style-type: none"> <li>• We need to continue to implement and revise our programs, which have been very informative and progressive in nature.</li> </ul>				