

Practical Living and Career Studies Program Review Rubric

2016-17 School Year

Kentucky Department of Education



Practical Living and Career Studies Program Review

The goal of practical living/career studies programs is to promote health and physical literacy and to provide intentional exposure to career awareness and financial literacy skills. In understanding some programs for students do not offer themselves to paper and pencil assessments, an annual self-assessment of a school's PLCS program provides an opportunity for considering how well a school is meeting the different aspects of the program and formatively analyzing areas of strength and areas for growth.

The focus of the program review is on **program improvement**. Consider the program through the lens of its four purposes. The program review is intended to:

- Improve the **quality** of teaching and learning for all students in all programs.
- Allow equitable **access** for all students to provide experiences that contribute to becoming well-rounded, productive citizens.
- Allow student **demonstration** of understanding beyond a paper-and-pencil test.
- Ensure a **school-wide natural integration** of the program skills across all contents, beyond the program area.

The Program Review Rubric, for all five programs, is divided into four standards: Curriculum and Instruction, Formative and Summative Assessment, Professional Learning and Leadership: Support and Monitoring.

Each of the standards is marked by demonstrators that help identify a strong, successful program. When reviewing a program, consider the demonstrators as the over-arching strengths of a standard within a program. The demonstrators comprise the focus of the program. Each demonstrator has a set of characteristics to assist schools in identifying the strengths and areas of growth related to that demonstrator. These specific characteristics for demonstrators assist in decision making for continuous improvement and in determining scores for the demonstrators.

Standard One: Curriculum and Instruction – Health

Demonstrator One: *Student Access – All students have equitable access to quality rigorous health instruction.*

Characteristic A: All students have equitable access to health instruction throughout the school year using an integrated approach modeled by the Whole School, Whole Community and Whole Child (WSCC) exemplar.

Characteristic B: All students have access to a health education program that regularly provides opportunities for all students to become health literate by practicing the skills embedded in the National Health Education Standards (NHES) which establish, promote and support health-enhancing behaviors for students across grade levels.

Characteristic C: All students have access to regular and consistent instructional time to receive quality (see assurances), rigorous health education that is aligned to the Kentucky Academic Standards for Practical Living.

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p style="text-align: center;">0-1 characteristic</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p style="text-align: center;">2 Characteristics: Must meet B & C</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p style="text-align: center;">3 out of 3 characteristics</p>

Demonstrator Two: <i>Aligned and Rigorous Curriculum</i> – An aligned and rigorous curriculum provides access to the Kentucky Academic Standards (KAS) for health education for all students as defined by state standards.		
Characteristic A: The school's enacted health education curriculum is aligned vertically and horizontally to the Kentucky Academic Standards (KAS) for health education.		
Characteristic B: The school's enacted health education curriculum provides <i>natural</i> , cross-curricular connections to health education.		
Characteristic C: The school's enacted health education curriculum is reviewed annually and revised as needed by utilizing resources such as the CDC's Health Education Curriculum Analysis Tool (HECAT).		
Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
The school is NOT Meeting the Expectation for the demonstrator: 0-1 characteristics	The school is Meeting the Expectation for the demonstrator: Two Characteristics: Must meet A & B	The school is Exceeding the Expectation for the demonstrator: 3 characteristics

Standard One: Curriculum and Instruction –Physical Education

Demonstrator One: *Student Access – All students have equitable access to high quality rigorous physical education program.*

Characteristic A: All students have equitable access to physical education instruction throughout the school year using an integrated approach modeled by the Whole School, Whole Community and Whole Child (WSCC) exemplar.

Characteristic B: All students have access to a physical education program that regularly provides opportunities to become physically literate by practicing the skills embedded in the National Physical Education Standards (NPES) which promote and support movement and motor-competency for students across grade levels.

Characteristic C: All students have access to a physical education program that utilizes a Comprehensive School Physical Activity Program (CSPAP) to increase the quality of the physical education instruction as well as increase physical activity opportunities throughout the school environment.

Characteristic D: All students have access to instructional time sufficient to receive quality (see assurances), rigorous physical education that is aligned to the Kentucky Academic Standards for Practical Living.

Not Meeting Expectation	Meeting Expectation	Exceeding Expectation
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-1 characteristic</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>2-3 characteristics* *Must include B & D</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>4 out of 4 characteristics</p>

Demonstrator Two: Aligned and Rigorous Curriculum – An aligned and rigorous curriculum provides access to the Kentucky Academic Standards (KAS) for physical education for all students as defined by state standards.		
Characteristic A: The school's enacted physical education curriculum is aligned vertically and horizontally to the Kentucky Academic Standards (KAS).		
Characteristic B: The school's enacted physical education curriculum provides <i>natural</i> , cross-curricular connections to physical education.		
Characteristic C: The school's enacted physical education curriculum is reviewed and revised as needed by utilizing resources such as the CDC's Physical Education Curriculum Analysis Tool (PECAT).		
Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
The school is NOT Meeting the Expectation for the demonstrator: 0-1 characteristics	The school is Meeting the Expectation for the demonstrator: Two characteristics: Must meet A & B	The school is Exceeding the Expectation for the demonstrator: 3 out of 3 characteristics

Standard One: Curriculum and Instruction – Consumerism		
Demonstrator One: <i>Student Access – All students have equitable access to high quality, rigorous consumerism instruction.</i>		
Characteristic A: All students have equitable access to a consumerism program that is rigorous, aligned to state and national standards, meets the needs of diverse learners and includes the integration of 21 st Century Skills and Knowledge.		
Characteristic B: All students have equitable access to a variety of relevant and necessary consumerism resources and materials.		
Characteristic C: All students have equitable access to instructional time sufficient to receive quality (see assurances), rigorous consumerism education.		
Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
The school is NOT Meeting the Expectation for the demonstrator: 0-1 characteristic	The school is Meeting the Expectation for the demonstrator: Two characteristics: Must meet A & B	The school is Exceeding the Expectation for the demonstrator: 3 out of 3 characteristics

Demonstrator Two: <i>Aligned and Rigorous Curriculum</i> – An aligned and rigorous curriculum provides access to Kentucky Academic Standards (KAS) for all students as defined by state standards for consumerism education.		
Characteristic A: The school's enacted curriculum is aligned vertically and horizontally to the Kentucky Academic Standards (KAS) for consumerism education.		
Characteristic B: The school's enacted curriculum provides <u>natural</u> , cross-curricular connections to consumerism education.		
Characteristic C: The school's enacted curriculum is reviewed annually and revised as needed.		
Characteristic D: Teachers have contact and collaborate with community, business and postsecondary partners to provide consumerism learning opportunities for all students.		
Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
The school is NOT Meeting the Expectation for the demonstrator: 0-1 characteristic	The school is Meeting the Expectation for the demonstrator: 2- 3 characteristics *Must include A & B	The school is Exceeding the Expectation for the demonstrator: 4 out of 4 characteristics

Standard One: Curriculum and Instruction – Career Education

Demonstrator One: Student Access – All students have equitable access to high quality, rigorous career education instruction.

Characteristic A: All students have equitable access to a career education program that is rigorous, aligned to state and national standards, meets the needs of diverse learners and includes the integration of 21st Century Skills and Knowledge.

Characteristic B: All students have equitable access to a variety of career education resources and materials that are relevant and necessary to support their needs to grow as learners.

Characteristic C: All students have equitable access to instructional time sufficient to receive quality (see assurances), rigorous career education.

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p style="text-align: center;">0-1 characteristic</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p style="text-align: center;">Must meet A & B</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p style="text-align: center;">3 out of 3 characteristics</p>

Demonstrator Two: <i>Aligned and Rigorous Curriculum – An aligned and rigorous curriculum provides access to Kentucky Academic Standards (KAS) for all students as defined by state standards for career education.</i>		
Characteristic A: The school's enacted curriculum is aligned vertically and horizontally to the Kentucky Academic Standards (KAS) for career education.		
Characteristic B: The school's enacted curriculum provides <u>natural</u> , cross-curricular connections to career education when appropriate.		
Characteristic C: The school's enacted curriculum is reviewed annually and revised as needed.		
Characteristic D: Teachers have contact and collaborate with community, business, and postsecondary partners to provide career education learning opportunities for all students.		
Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
The school is NOT Meeting the Expectation for the demonstrator: 0-1 characteristic	The school is Meeting the Expectation for the demonstrator: 2- 3 characteristics *Must include A & B	The school is Exceeding the Expectation for the demonstrator: 4 out of 4 characteristics

Demonstrator Three: ILPs – Schools comprised of grades 6-12 implement the ILP as an effective tool for career planning and continue using the tool to track a student’s progress throughout their secondary school experience. – This section is only for schools comprised of grades 6-12.

Characteristic A: ILP development for ALL students begins in 6th grade and continues throughout middle and high school, with input from students, teachers and parents.

Characteristic B: A process is in place so that parents receive information concerning the purpose and progress of the ILPs.

Characteristic C: Students and teachers use formative and summative assessment data, including benchmark performances from state assessments, to construct, revise and update the ILPs yearly.

Characteristic D: An advising program, including a formalized plan to monitor completion, is in place and includes components of the ILP.

Characteristic E: All students, at the high school level, have selected and noted in their ILP, at least 4 courses related to their career pathway and one of the state’s 16 Career Clusters. – **High School Only**

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-1 characteristic for MS</p> <p>0 – 2 characteristics for HS</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>2-3 characteristics for MS</p> <p>3-4 characteristics for HS</p> <p>*Both middle and high schools must include A & B</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>4 out of 4 characteristics for MS</p> <p>5 out of 5 characteristics for HS</p>

Standard Two: Formative and Summative Assessment - PLCS		
Demonstrator One: <i>Assessments/Expectations for Student Learning – Teachers use multiple assessment processes to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement. Teachers communicate high expectations and use common standards for student learning.</i>		
Characteristic A: PLCS teachers use on-going formative and summative assessments that are clearly aligned to the Kentucky Academic Standards for individual students and groups to authentically measure a specific concept, understanding and/or skill that leads to student growth.		
Characteristic B: PLCS teachers utilize exemplars/models to encourage students to demonstrate characteristics or rigorous work in instructional lessons/units.		
Characteristic C: PLCS teachers use and share with their students learning targets and objectives aligned to the state standards.		
Characteristic D: PLCS teachers use rubrics/scoring guides that are clearly defined; students have input on success criteria and/or rubrics when appropriate.		
Characteristic E: PLCS teachers provide meaningful and timely feedback to students.		
Characteristic F: PLCS teachers and students collaborate to set goals that are standards-based and informed by feedback and assessment.		
Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
The school is NOT Meeting the Expectation for the demonstrator: 0-3 characteristics	The school is Meeting the Expectation for the demonstrator: 4- 5 characteristics *Must include A, C & D	The school is Exceeding the Expectation for the demonstrator: 6 out of 6 characteristics

--	--	--

Standard Three: Professional Learning

Demonstrator One: Opportunity and Participation – Professional learning opportunities are planned according to the Kentucky Standards for Professional Learning. The teachers’ learning needs are kept in mind in response to data available about current teacher practice and student learning in the context of the components and indicators of effectiveness in The Framework for Teaching. In this standard, school leadership is defined as SBDM/principal/principal designee.

Characteristic A: School leadership ensures access to job-embedded and program specific (PLCS) professional learning opportunities.

Characteristic B: School leadership allocates regular and consistent time, within the school calendar, for teachers to collaborate on programmatic improvements and to exchange ideas about the PLCS program with other PLCS educators.

Characteristic C: School leadership promotes PLCS teacher choice in the selection of and participation in regular, relevant professional learning opportunities (content cadres, PLCs, workshops, etc.) to increase teacher effectiveness.

Characteristic D: School leadership participates in PLCS professional learning alongside teachers.

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-2 characteristics</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>3 characteristics*</p> <p>*Must include A, B & C</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>4 out of 4 characteristics</p>

Standard Four: Leadership: Support and Monitoring

Demonstrator: *Policies & Monitoring* – School leadership establishes and monitors implementation of policies, provides adequate resources, facilities, space and instructional time to support effective instructional programs. In this standard, school leadership is defined as SBDM/principal/principal designee.

Characteristic A: School leadership ensures protected time throughout the school year for the PLCS curriculum and concepts of the program.

Characteristic B: School leadership ensures PLCS teachers have the opportunity to participate in planning the annual school budget.

Characteristic C: School leadership ensures PLCS teachers receive equitable planning time (and travel time for itinerant teachers).

Characteristic D: School leadership ensures PLCS teachers have access to appropriate resources to implement the program.

Characteristic E: School leadership ensures that decisions related to PLCS programs are based on student needs and interests.

Characteristic F: School leadership communicates and involves the school, parents and community in making decisions about the school's PLCS programs.

Characteristic G: School leadership provides opportunities for a Coordinated School Health Committee to be utilized as a support and resource for collaboration and integration of PLCS instruction throughout the school environment. School leadership ensures a Career and Technical Education Advisory Committee (as regulated by Perkins funds) is utilized as a support and resource for collaboration and integration of PLCS instruction. **-High School Only**

Characteristic H: School leadership ensures the district wellness policy is implemented via a school-level wellness policy and reports progress annually to the district in compliance with KRS 158.856 and KRS 160.345.

Not Meeting Expectation	Meeting Expectation*	Exceeding Expectation
<p>The school is NOT Meeting the Expectation for the demonstrator:</p> <p>0-5 characteristics</p>	<p>The school is Meeting the Expectation for the demonstrator:</p> <p>6-7 characteristics*</p> <p>ES - *Must include A, B, C, D, E, & H</p> <p>MS & HS - *Must include A, B, C, D, E & G</p>	<p>The school is Exceeding the Expectation for the demonstrator:</p> <p>8 out of 8 characteristics</p>

DRAFT