Module 1: Getting to Know the *Kentucky Academic Standards for Career Studies and Financial Literacy*

Facilitator’s Guide

Spring 2020
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Module Overview:

The Getting to Know the Kentucky Academic Standards for Career Studies Module, developed by the Kentucky Department of Education, contains the materials to be used in work sessions at the district, school, or department level. These sessions are intended to support the successful transition to and implementation of the Kentucky Academic Standards (KAS) for Career Studies in classrooms across the state.

The duration, scope and sequence of the module sections may be customized to accommodate local needs and conditions. The sections are designed to provide flexibility for districts and schools and, as such, can be viewed as stand-alone lessons or within the progression of the module as written.

Materials:

The following materials are part of this module:
- Getting to Know the KAS for Career Studies Facilitator’s Guide
- Getting to Know the KAS for Career Studies slide presentation

Participants will need a copy of the KAS for Career Studies.

All materials are available on the KDE website at kystandards.org.

Goals:

The goals of the Getting to Know the KAS for Career Studies Module are for districts and schools to:
- Build a shared understanding of the KAS for Career Studies document.
- Consider how the KAS for Career Studies can support teachers in designing real-world, standards-aligned instruction and grade-level assignments.
- Experience how the changes in the KAS for Career Studies can and will be reflected in student experiences within Kentucky classrooms.
- Identify and prioritize areas where future professional learning opportunities will be needed to implement the new KAS for Career Studies.
Intended Audiences:

Participants

Module participants may include, but are not limited to, district leadership, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators and classroom teachers. In addition, districts may choose to have anyone planning to conduct observations or walkthroughs participate in this session in order to develop an understanding of the document that should be guiding the instruction witnessed in the classroom.

Facilitators

Module session facilitators may include, but are not limited to, district leaders, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators, and classroom teachers.

Using This Facilitator’s Guide

This facilitator’s guide provides suggestions for structuring each section of Module 1, recommended activities to prompt meaningful investigation of the new KAS for Career Studies and guidance on talking points to use with the provided slideshows.

As you work through Module 1, there will be activities provided to aid in developing participant knowledge and familiarity with the KAS for Career Studies. Facilitators may need to revise specific tasks in order to meet the needs of the participants or to be respectful of the time planned within the work session.

Helpful Hint

The implementation of the KAS for Career Studies will cause Kentucky educators to face changes in instructional practices amidst this transition. It is important to realize that while you are the facilitator of these work sessions, you may not have all the answers to the questions asked by participants. And that is okay.

Throughout the module, participants may have questions that will be addressed in future work sessions. When that happens, reflect on this quote from Graham Fletcher, “Every teachable moment doesn’t need to be a teachable moment in that moment.” Use these moments to encourage participants to attend future work sessions where those questions will be addressed. If participants ask questions you are not prepared to answer, offer to follow up on that during the next work session. Questions may be submitted to standards@education.ky.gov.
Planning Ahead

- Determine which stakeholders to invite as participants. In the invitation, describe how the work sessions will benefit them. Here is a sample email invitation to get you started.
- A few days before the meeting, you may want to remind participants to bring their documents to the meeting. (See below for Participant Documents Needed.)
- Reserve adequate space and equipment. Tables or desks should be set up to support small-group discussion.
- Access to the Internet for participants is helpful but may not be necessary depending on how participants plan to engage with the KAS for Career Studies.
- Consider how you might handle participants who may not attend all work sessions. It might be worthwhile to consider how those participants might access missed sections of the module between work sessions in order to feel as prepared as the other participants.

Preparation

Participant Documents Needed:

- Ask participants to plan regarding how they will feel most comfortable engaging with the KAS for Career Studies, either:
  - A device with access to the PDF bookmarked KAS for Career Studies
  - A hard copy of the KAS for Career Studies (at least one per team)

Facilitator Work Session Supplies Needed:

- Computer with Getting to Know the KAS for Career Studies slide presentation
- Technology with projection capability
- Copies of the participant handouts needed for the session.
- Parking Lot for questions - This may be a poster on which participants can write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module.
- Self-Sticking Notes (optional)
- Poster paper (optional)
- Highlighters and/or colored pens/markers (optional)
Work Session Suggestion

Building a Community

Building a community is important for any group that will work together, especially if participants have not worked together before. The concept is the same as building a safe, respectful, productive classroom climate. Incorporating community-building into each session builds trust, shows participants that they are valuable as individuals, and engages them in the learning process. It is also useful for creating a professional learning network where participants can be supported in their work. Community-building can be as simple as allowing participants to introduce themselves and their role in the school/district, developing or refining group norms, allowing for questions, and/or the sharing of answers to reflection questions or individual discovery task items that are included in the Module 1 sections. Again, time allotted for community-building will allow participants to have a voice and be engaged as active contributors and learners in the sessions.
Module 1: Getting to Know the Kentucky Academic Standards (KAS) for Career Studies

Section 1A: Revision Process Overview

<table>
<thead>
<tr>
<th>Facilitator Notes</th>
<th>Accompanying Slide(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Officially welcome the participants. Introduce yourself (if necessary).</em></td>
<td><img src="image" alt="Module 1: Section 1A Revision Process Overview" /></td>
</tr>
<tr>
<td>Explain: Module 1 is intended to introduce the new KAS for Career Studies. Most</td>
<td><img src="image" alt="Group Norms" /></td>
</tr>
<tr>
<td>recently, the document containing the standards for Career Studies was known as</td>
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</tr>
<tr>
<td>the Kentucky Academic Standards for Vocational Studies; however, in order to align</td>
<td>- Listen carefully to one another.</td>
</tr>
<tr>
<td>with the federal Every Student Succeeds Act (ESSA), the new document is known as</td>
<td>- Be open to new ideas.</td>
</tr>
<tr>
<td>the Kentucky Academic Standards for Career Studies.</td>
<td>- Be open to working outside your comfort zone.</td>
</tr>
<tr>
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<td>- Ask questions.</td>
</tr>
<tr>
<td>comfortable sharing their ideas and experiences. This slide is a starter. Take a</td>
<td>- Allow a chance for everyone to participate.</td>
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<td>moment to read the norms.” After people are finished, ask: “Would you like to</td>
<td></td>
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<tr>
<td>revise, edit or add any norms to the list?” If so, make changes on the slide; if</td>
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<tr>
<td>not, move on to your discussion of the parking lot.</td>
<td></td>
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<td>answered in future sections of the modules or in the optional weekly webinars for</td>
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<td>facilitators.</td>
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</table>
If the question is pressing and doesn’t appear to be addressed in the sections of Module 1, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to standards@education.ky.gov.

Move on by explaining: Section 1A of Module 1 provides an overview of the standards revision process as required by Senate Bill 1 (2017) and the role that classroom teachers played in the revision process. Two essential questions will be answered by the end of Section 1A. Read the questions on the slide.

Explain: The standards revision process occurs on a six-year rotation per the directive of Senate Bill 1 (2017). These six main requirements from the law guided the work. The standards writers were intentional and thoughtful in meeting the requirements of the law. For example, they took great care in communicating expectations clearly and concisely to all stakeholders, while at the same time providing supports that are intended to aid teachers in aligning their instruction to the standards.

Move on by explaining: Section 1A of Module 1 provides an overview of the standards revision process as required by Senate Bill 1 (2017) and the role that classroom teachers played in the revision process. Two essential questions will be answered by the end of Section 1A. Read the questions on the slide.

Explain: The standards revision process occurs on a six-year rotation per the directive of Senate Bill 1 (2017). These six main requirements from the law guided the work. The standards writers were intentional and thoughtful in meeting the requirements of the law. For example, they took great care in communicating expectations clearly and concisely to all stakeholders, while at the same time providing supports that are intended to aid teachers in aligning their instruction to the standards.

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| If the question is pressing and doesn’t appear to be addressed in the sections of Module 1, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to standards@education.ky.gov. Move on by explaining: Section 1A of Module 1 provides an overview of the standards revision process as required by Senate Bill 1 (2017) and the role that classroom teachers played in the revision process. Two essential questions will be answered by the end of Section 1A. Read the questions on the slide. Explain: The standards revision process occurs on a six-year rotation per the directive of Senate Bill 1 (2017). These six main requirements from the law guided the work. The standards writers were intentional and thoughtful in meeting the requirements of the law. For example, they took great care in communicating expectations clearly and concisely to all stakeholders, while at the same time providing supports that are intended to aid teachers in aligning their instruction to the standards. | Revision Process Overview Essential Questions
- Why were the standards revised?
- What was the process for the revision?

SB1 (2017) Standards Revision Requirements
The standards revision to the content standards shall:
- Focus on critical knowledge, skills, and capacities needed for success in the global economy;
- Result in fewer, but more in-depth standards to facilitate mastery learning;
- Communicate expectations more clearly and concisely to teachers, parents, students and citizens;
- Be based on evidence-based research;
- Consider international benchmarks; and
- Ensure that the standards are aligned from elementary to high school to post-secondary education so that students can be successful at each education level. |
Explain: The standards revision work was completed by two different groups. One group was responsible for the Career Studies standards. A second group was responsible for developing standards required by the KRS 158.1411 high school graduation requirement for Financial Literacy.

Both teams consisted of Kentucky educators and community partners from across the state. Over 200 Kentucky teachers and community partners applied to be on the writing teams.

Note the number of business partners (stakeholders) on the BE Advisory Panels. This was to ensure students were informed and prepared for their next transition. Also note the make-up of educators. The career studies team included teachers from kindergarten through post-secondary. Because the financial literacy team was only responsible for creating standards to meet the graduation requirement, members only consisted of high school and post-secondary educators. However, their work was used to inform the work of the career studies team to ensure alignment in the financial literacy domain K-12.

This slide describes the wide range of experience of the educators and business partners.

A list of the writing committee members is found in the Resources section of the KAS for Career Studies.
**Facilitator Notes**

Explain: The role of the Business & Education Advisory Panel (BE) for both the Career Studies and Financial Literacy writing teams was to determine the critical domain and/or corresponding strands.

The role of the Revision & Writing Committee (RWC) for both the Career Studies and Financial Literacy writing teams was to use the guidance from the BE Advisory Panel to create the individual standards.

Explain: The writers had a clear vision of the purpose, function and goals of the KAS for Career Studies document.

**NOTE:** If participants would like more information on the standards revision process, direct them to the following sites:

- [https://education.ky.gov/curriculum/standards/revision/Pages/default.aspx](https://education.ky.gov/curriculum/standards/revision/Pages/default.aspx)

**Accompanying Slide(s)**

- **Committee Roles**
  - **Business & Education Advisory Panel (BE)** determined the framework that included:
    - critical domains
    - corresponding strands
  - **Revision & Writing Committee (RWC)** used the guidance from the BE panel to create the standards

- **Writer's Vision**
  All students will graduate from high school with the knowledge and skills needed to become successful lifelong learners and productively engaged citizens. To achieve this, the team envisioned standards that:
  - allow for integration of career exploration across content areas;
  - enhance the learning of academic subjects;
  - foster development of skills essential to the workplace;
  - consider the role of personal values, interests and aptitudes in career choices; and,
  - support students' ability to manage personal and workplace resources including time, materials and finances.
Explain: Although the KAS for Career Studies is not a tested area, KRS 156:160 requires school districts to ensure student access to the standards.

In elementary and middle school, these standards are typically integrated into content areas, but may be addressed through enrichment programs and/or experiences. Some middle schools and most high schools provide credit-bearing courses to meet the standards.

Share information on the slide with the group.
<table>
<thead>
<tr>
<th>Facilitator Notes</th>
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</table>
| Share information on the slide with the group. | **The KAS for Career Studies do...**  
- establish what students should know and be able to do at the conclusion of a grade-band.  
**The KAS for Career Studies do NOT...**  
- dictate curriculum or teaching methods.  
- dictate the design of a lesson or how units should be organized. |
| Preview of upcoming content:  
- Section 1B: Understanding the Architecture  
- Section 1C: Understanding the Domains and Strands | **Coming Up**  
- Section 1B: Understanding the Architecture  
- Section 1C: Understanding the Domains and Strands |
**Facilitator Notes**

Stop here if you are only completing Module 1: Section 1A: Revision Process.

If not, continue to Module 1: Section 1B: Understanding the Architecture.

---

**Module 1: Section 1B Understanding the Architecture**

*Note: Skip this slide if presenting Section 1B immediately after Section 1A.*

**Officially welcome the participants. Introduce yourself (if necessary).**

**Explain:** Module 1 is intended to introduce the new *KAS for Career Studies*. Most recently, the document containing the standards for Career Studies was known as the *Kentucky Academic Standards for Vocational Studies*; however, in order to align with the federal Every Student Succeeds Act (ESSA), the new document is known as the *Kentucky Academic Standards for Career Studies*. 
**Facilitator Notes**

*Note: Skip this slide if presenting Section 1B immediately after Section 1A.*

Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.

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Explain: In this section, we will discover how the standards are organized.

<table>
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<tr>
<th>Accompanying Slide(s)</th>
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<tbody>
<tr>
<td><strong>Group Norms</strong></td>
</tr>
<tr>
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<tbody>
<tr>
<td><strong>Understanding the Architecture</strong></td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
</tr>
<tr>
<td>• How are the standards organized?</td>
</tr>
</tbody>
</table>
Facilitator Notes

Explain: The standards are organized into 3 domains.

- **Essential Skills** replace the previous Employability domain. The decision was made based on KRS 158:1413, Essential Workplace Ethics Instruction, which requires Essential Workplace Ethics Instruction for all students. It also includes a Communication strand that addresses Speaking and Listening skills. These were moved from the previous English Language Arts standards to the Career Studies standards.
- **Careers**
- **Financial Literacy** combines the previous Consumer Decisions and Financial Literacy standards in the previous standards. The decision was made based on KRS 158:1411, which requires Financial Literacy instruction as a high school graduation requirement beginning with the entering 9th grade class 2020-2021. The architecture of the standards is consistent K-12 to provide instructional continuity. Standards in the 9-12 grade-band meet the graduation requirement.

The standards are arranged by grade-bands:

- **Primary** – K-3
- **Intermediate** – 4-5
- **Middle** – 6-9
- **High** – 9-12

They describe what students should know and be able to do at the end of each grade-band.

<table>
<thead>
<tr>
<th>Acccompanying Slide(s)</th>
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<tbody>
<tr>
<td><strong>Domains</strong></td>
</tr>
<tr>
<td>- Essential Skills</td>
</tr>
<tr>
<td>- Replaces Employability domain</td>
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<tr>
<td>- KRS 158.1413 Essential Workplace Ethics instruction</td>
</tr>
<tr>
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<tr>
<td>- Careers</td>
</tr>
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<td>- Financial Literacy</td>
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<tr>
<td>- Combines Consumer Decisions and Financial Literacy</td>
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<tr>
<td>- KRS 158.1411 Financial Literacy high school graduation requirement</td>
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<tr>
<td>- 9-12 grade band was developed by separate committees</td>
</tr>
<tr>
<td><strong>Grade-Band Progressions</strong></td>
</tr>
<tr>
<td>- Arranged by grade-bands:</td>
</tr>
<tr>
<td>- Primary – K-3</td>
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<tr>
<td>- Intermediate – 4-5</td>
</tr>
<tr>
<td>- Middle School – 6-8</td>
</tr>
<tr>
<td>- High School – 9-12</td>
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<tr>
<td>- Describe what students should know and be able to do at the end of each grade-band.</td>
</tr>
</tbody>
</table>
### Facilitator Notes

Share the coding information on the slide.

### Accompanying Slide(s)

#### Standards Coding

<table>
<thead>
<tr>
<th>ES</th>
<th>Essential Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Careers</td>
</tr>
<tr>
<td>FL</td>
<td>Financial Literacy</td>
</tr>
</tbody>
</table>

#### Accompanying Slide(s)

**FL.M.4**

Some standards may include a substandard that would be denoted by an additional letter.  

**FL.M.6a**

Some standards may include a substandard that would be denoted by an additional letter.

---

**Explain:**

- The first letter(s) in the standard coding refers to one of the three domains.
- The second letter refers to the grade-band.
- The number refers to the standard number.

**NOTE:** The content of the standard indicated by the number differs across grade-bands e.g.,

- F.P.2 is in the Credit & Debt strand, “Explain the difference between buying and borrowing.”
- F.I.2 is in the Careers, Education & Income strand, “Identify ways people earn income (e.g., wages, salaries, tips).”
- A few standards may include a substandard that is denoted by an additional letter.
Facilitator Notes

Preview of upcoming content:
  - Section 1C: Understanding the Domains and Strands

Stop here if you are only completing Module 1: Section 1B: Understanding the Architecture.

Accompanying Slide(s)

### Coming Up

- Section 1C: Understanding the Domains and Strands

Stop here if you are completing:
Module 1: Section 1B: Understanding the Architecture only.

Continue to Section 1C: Understanding the Domains and Strands
**Section 1C: Understanding the Domains and Strands**

*Officially welcome the participants. Introduce yourself (if necessary).*

Explain: Module 1 is intended to introduce the new *KAS for Career Studies*. Most recently, the document containing the standards for Career Studies was known as the *Kentucky Academic Standards for Vocational Studies*; however, in order to align with the federal Every Student Succeeds Act (ESSA), the new document is known as the *Kentucky Academic Standards for Career Studies*.

**Note: Skip this slide if presenting Section 1C immediately after Section 1B.**

Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.

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**Group Norms**

- Assume best intentions.
- Listen carefully to one another.
- Be open to new ideas.
- Be open to working outside your comfort zone.
- Ask questions.
- Allow a chance for everyone to participate.
**Facilitator Notes**

Explain that in this section participants will explore the domains.

**Note:**
- Skip this slide if continuing from Module 1: Section 1B: Understanding the Architecture.
- If presenting this section in a new session, remind participants of the three domains.

---

**Accompanying Slide(s)**

**Understanding the Domains and Strands**

**Essential Questions**

- What are the domains and strands of the KAS for Career Studies?

**Domains**

- **Essential Skills**
  - Replaces Employability domain
  - KRS 158.1413 Essential Workplace Ethics Instruction
  - Includes Communication (Speaking & Listening)
- **Careers**
- **Financial Literacy**
  - Combines Consumer Decisions and Financial Literacy
  - KRS 158.1411 Financial Literacy high school graduation requirement
  - 9-12 grade band was developed by separate committees
Share this background information with the participants.

**KRS 158:1413, Essential Workplace Ethics Instruction, which requires Essential Workplace Ethics Instruction for all students.**

**NOTE the bulleted list that outline instructional requirements.**

<table>
<thead>
<tr>
<th>Facilitator Notes</th>
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</tr>
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<tbody>
<tr>
<td>Title slide: Essential Skills</td>
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</table>
Facilitator Notes

Explain: KRS 158:1413, Essential Workplace Ethics Instruction defines the instructional requirements.

Share definitions with the group.

Explain that the writing team used these required elements as a framework for the Essential Skills strands.

Accompanying Slide(s)

**Essential Skills Definitions**

<table>
<thead>
<tr>
<th>KR S 158:1413 Essential Workplace Ethics Instruction</th>
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</thead>
<tbody>
<tr>
<td><strong>Adaptability</strong></td>
</tr>
<tr>
<td><strong>Diligence</strong></td>
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<tr>
<td><strong>Initiative</strong></td>
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</tbody>
</table>
| **Knowledge** | - demonstrating understanding of work-related information  
- the ability to apply that understanding to a job  
- effectively explaining the concepts to colleagues in reading, writing, mathematics, science and technology as required by the job |
| **Reliability** | showing up on time, wearing appropriate attire, self-control, motivation and ethical behavior |
| **Drug free** | remaining drug-free |
| **Communication** | - working well with others, including effective communication skills  
- respect for different points of view and diversity of coworkers  
- ability to operate and collaborate  
- enthusiasm  
- ability to provide appropriate leadership to or support for colleagues |

**Essential Skills Strands**

- KRS 158.1413: Essential Workplace Ethics Instruction was used as a framework for the ES strands:
  - Adaptability
  - Diligence
  - Initiative
  - Knowledge
  - Reliability
  - Remaining drug free
  - Communication (working well with others)
  - These continue across grade-bands.
<table>
<thead>
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</table>
| Share these guidelines with participants. | Essential Skills Guidelines  
Essential Skills (ES) are a critical component of transition readiness and should:  
1. be embedded into classroom culture and practice.  
2. be integrated into curriculum across grade-levels and content areas.  
3. include ongoing explicit and implicit instruction. |
| Explain that ensuring equitable access for all students requires a deep understanding of the standards, how they connect to their content area and a plan to ensure that all standards are addressed. | PLC for Essential Skills  
The PLC for Essential Skills is a tool to guide instructional conversations. These 30-60 sessions include:  
**Part I – Standards Exploration**  
- allows teachers to discuss the meaning of each standard and instructional considerations  
**Part II – Standards Integration**  
- prompts teachers to consider how to implement the standards within their content area.  
**Part III – Standards Mapping**  
- guides teachers to determine where and when these standards are taught. |
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<tr>
<td>Title slide for Careers.</td>
<td><img src="image" alt="Slide Image" /></td>
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<td>Explain that there are three strands within the Careers domain.</td>
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**Careers Strands**

- Exploration
- Preparation
- Application

These continue across grade-bands.
Facilitator Notes

Explain that the intent and focus within the Exploration, Preparation and Application strands changes through the grade-bands.

- Discuss the progression across grade-bands.
- **Exploration Note:**
  - Primary – Students explore careers within local community.
  - Intermediate – students are introduced to the KY Career Cluster framework.
  - Middle school – Students explore skills and knowledge related to career clusters or pathways of interest as well as how to take advantage of opportunities at the high school level.
  - High school – Exploration turns to post-secondary options and how to make cost-effective decisions that lead to their personal career goals.

- **Preparation Note:**
  - Students prepare for next level of opportunities to prepare for their future goals.

- **Application Note:**
  - There is a strong connection here to Essential Skills as students apply skills that are necessary for both the classroom and workplace.

Explain that this Career Development Continuum shows a developmental approach to integrating Careers instruction from both a classroom & school and real-world perspective.

Note that middle school expectations move beyond interest surveys to providing opportunities for students to experience real-world opportunities and tasks.
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<tr>
<th>Facilitator Notes</th>
<th>Accompanying Slide(s)</th>
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| Share these guidelines with participants. | **Career Studies Guidelines**
Effective Career Studies (CS) instruction is a critical component of transition readiness and should:
1. help students understand the connection between education and future career goals.
2. be integrated across content areas through real-world connections.
3. provide opportunities for students to explore developmentally appropriate skills and tasks to identify interests and abilities.
4. advise students on multiple post-secondary pathways.
5. guide students to develop strategic Individual Learning Plans (ILP). |
| Explain that ensuring equitable access for all students requires a deep understanding of the standards, how they connect to their content area and a plan to ensure that all standards are addressed. | **PLC for Careers**
The PLC for Careers is a tool to guide instructional conversations. These 30-60 sessions include:
- **Part I – Standards Exploration**
  - allows teachers to discuss the meaning of each standard and instructional considerations.
- **Part II – Standards Integration**
  - prompts teachers to consider how to implement the standards within their content area.
- **Part III – Standards Mapping**
  - guides teachers to determine where and when these standards are taught. |
Facilitator Notes

Title slide for Financial Literacy.

Explain the Financial Literacy strands include:
- Careers, Education & Income
- Credit & Debt
- Decision Making & Money Management
- Saving & Investing
- Money & The Economy
- Insurance & Risk Management

- 9-12 grade-band meets KRS 158.1411 Financial Literacy high school graduation requirement.

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Financial Literacy Strands
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<td>The PLC Studies are a tool to guide those conversations.</td>
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| With your group, determine the next steps to continue learning. | **Next Steps**
| The PLC Studies are available at kystandards.org. | Continue learning with the PLC Studies to:
- discover the intent of each standard and consider implications for instruction.
- consider how to implement the standards within content areas.
- develop a plan to ensure student access to all standards. |