

Module 2: PLC STUDY for Implementing the *Kentucky Academic Standards for CAREER STUDIES*

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 sessions or within the progression of the module as written.

About This Guide

This facilitator’s guide provides suggestions for structuring each PLC study, 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 2, 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.

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, classroom teachers, instructional specialists/coaches, intervention specialists, department chairs, special educators and counselors. 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, classroom teachers, instructional specialists/coaches, intervention specialists, department chairs, special educators and counselors.

Materials:

The following materials are required for this module:

- Kentucky Academic Standards (KAS) for Career Studies
- PLC Study: Implementing the KAS for Career Studies
- PLC Study: Implementing the KAS for Career Studies Facilitator's Guide
- PLC Study: Implementing the KAS for Career Studies slide presentation
- All materials are available on the KDE website at kystandards.org.

Using These Tools

These tools are designed to guide educators as they explore the KAS for Career Studies. Built upon a Professional Learning Committee (PLC) framework, the tools guide instructional conversations for each domain. Arranged by grade-band, there are **three parts for each domain (Essential Skills, Careers, Financial Literacy)**:

- 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.

Time Requirement

Because there are 3 parts per domain, it is recommended that you allow 90 minutes for each domain. You may break these into three 30-minute sessions to accommodate schedules.

Essential Skills – 90 minutes

- Part I – Standards Exploration
- Part II – Standards Integration
- Part III – Standards Mapping

Careers – 90 minutes

- Part I – Standards Exploration
- Part II – Standards Integration
- Part III – Standards Mapping

Financial Literacy – 90 minutes

- Part I – Standards Exploration
- Part II – Standards Integration
- Part III – Standards Mapping

Planning Ahead

Determine how to facilitate the PLC sessions, either as a whole group with small breakout sessions or as part of an ongoing PLC series.

Whole-Group Facilitation

1. Determine a date for the PLC Study.
2. Reserve adequate space and equipment. Tables or desks should be set up to support small-group discussion.
3. Determine grouping of small groups, e.g., grade-level, like-content, etc.
4. 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.)
5. 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*.
6. 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.

Small-Group Facilitation

1. Determine a timeline for the PLC Study.
2. Determine grouping of small groups, e.g., grade-level, like-content, etc.
3. Ensure participants understand the timeline and have access to materials. Determine how to follow-up with the work of each group.
4. 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.)
5. Reserve adequate space and equipment. Tables or desks should be set up to support small-group discussion.
6. 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*.
7. 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 decide how they 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)
- PLC Study for each domain covered in the session(s)

Facilitator Work Session Supplies Needed:

- Computer with *PLC Study 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)

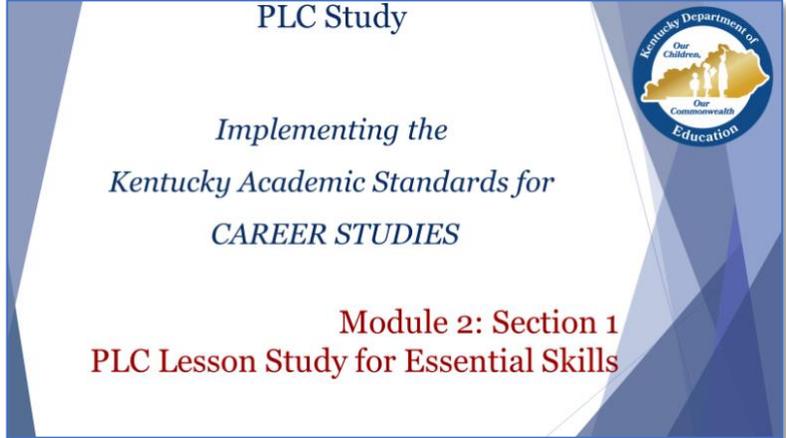
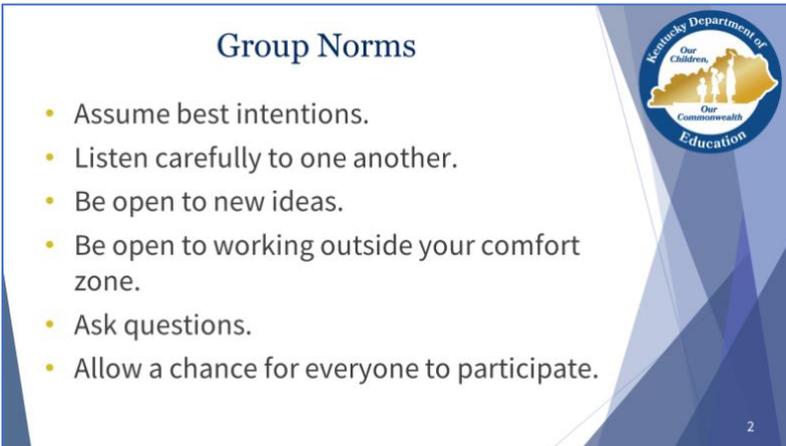
Work Session Suggestion

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 2 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 2: PLC Study for the Kentucky Academic Standards (KAS) for Career Studies

Section 1: PLC Study for Essential Skills

Facilitator Notes	Accompanying Slides
<p><i>Officially welcome the participants. Introduce yourself (if necessary).</i></p> <p>Explain: Module 2 is intended to dive deeper into the new <i>KAS for Career Studies</i> to uncover the instructional implications. 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.</p> <p>In section 1, participants will explore the Essential Skills.</p>	 <p>PLC Study</p> <p>Implementing the Kentucky Academic Standards for CAREER STUDIES</p> <p>Module 2: Section 1 PLC Lesson Study for Essential Skills</p>
<p>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.</p> <p>Explain: “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions.” Point out the location of the parking lot (a poster or digitally) for questions. Remember that you may not know all the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the optional weekly webinars for facilitators.</p>	 <p>Group Norms</p> <ul style="list-style-type: none">• 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

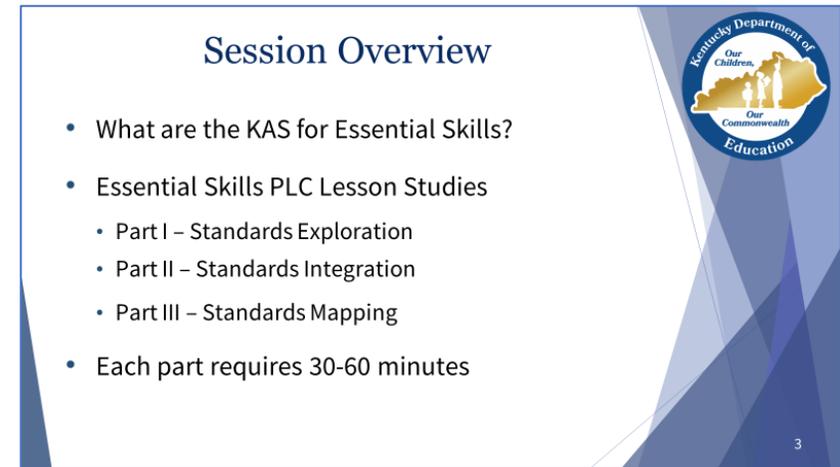
Explain: In this session we will review the KAS for Essential Skills. You will be working with your small group to explore implications for instruction.

Explain: The Essential Skills domain replaces the previous Employability Skills domain.

The slide shows **KRS 158.1413 Essential Workplace Ethics Instruction** which was used as a framework for the ES domain.

- Beginning with the 2019-2020 school year, each school district shall implement essential workplace ethics programs that promote characteristics that are critical to success in the workplace. Each student in elementary, middle and high school shall receive essential workplace ethics instruction that shall include but not limited to:
 - Adaptability
 - Diligence
 - Initiative
 - Knowledge
 - Reliability
 - Remaining drug-free
 - Communication (working well with others)

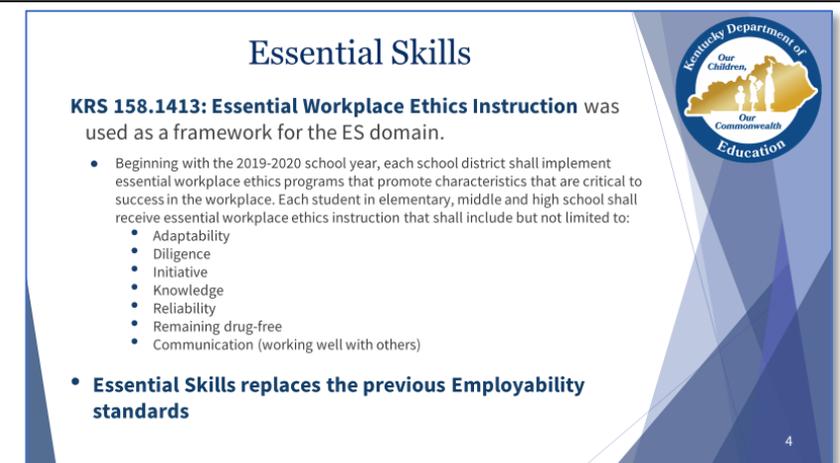
Accompanying Slides



Session Overview

- What are the KAS for Essential Skills?
- Essential Skills PLC Lesson Studies
 - Part I – Standards Exploration
 - Part II – Standards Integration
 - Part III – Standards Mapping
- Each part requires 30-60 minutes

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Essential Skills

KRS 158.1413: Essential Workplace Ethics Instruction was used as a framework for the ES domain.

- Beginning with the 2019-2020 school year, each school district shall implement essential workplace ethics programs that promote characteristics that are critical to success in the workplace. Each student in elementary, middle and high school shall receive essential workplace ethics instruction that shall include but not limited to:
 - Adaptability
 - Diligence
 - Initiative
 - Knowledge
 - Reliability
 - Remaining drug-free
 - Communication (working well with others)
- **Essential Skills replaces the previous Employability standards**

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Facilitator Notes

Explain that the table provides the definition of each skill from language of KRS 158.1413.

The writing team used these definitions and considered developmental milestones as they wrote the Essential Skills standards.

Accompanying Slides

Essential Skills Definitions

KRS 158.1413 Essential Workplace Ethics Instruction	
Adaptability	openness to learning and problem solving, an ability to embrace new ways of doing things and a capability for critical thinking
Diligence	seeing a task through to completion
Initiative	taking appropriate action when needed without waiting for direct instruction
Knowledge	<ul style="list-style-type: none">• exhibiting an understanding of work-related information• the ability to apply that understanding to a job• effectively explain 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	<ul style="list-style-type: none">• working well with others, including effective communication skills• respect for different points of view and diversity of coworkers• ability to cooperate and collaborate• enthusiasm• ability to provide appropriate leadership to or support for colleagues



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Share information on the slide with the group.

The KAS for Career Studies are...

- goals or outcome of an education program.
- statements of what students should be able to do after instruction.

The KAS for Career Studies are NOT...

- a set of instructional or assessment tasks.



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Facilitator Notes

Share information on the slide with the group.

Accompanying Slides

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.



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 that meet the standards.

Scope of the Standards

- Although not a tested area, KRS 156:160 requires school districts to ensure student access to standards through programs, services and operational performance.
- Student access may be ensured through:
 - aligned integration into other content areas
 - intentionally designed enrichment programs and/or experiences
 - stand alone courses
- Should support and guide development of a students' Individual Learning Plan (ILP)



Facilitator Notes

Explain that 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.

Accompanying Slides

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.



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Explain that this tool is designed to guide educators as they explore the KAS for Career Studies. Built upon a Professional Learning Committee (PLC) framework, these tools guide instructional conversations for each domain.

Arranged by grade-band, there are three parts for each domain:

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.

PLC Study for Essential Skills

Built upon a Professional Learning Committee (PLC) framework, these tools guide instructional conversations for each domain.

Arranged by grade-band, there are three parts for each domain:

Part I – Standards Exploration

- allows teachers to discuss the meaning of each standard and instructional considerations.

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- 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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Facilitator Notes

Facilitator Notes:

Time Required: Each part will require 30-60 minutes

Materials:

Each participant needs a copy of the:

- PLC Study for ESSENTIAL SKILLS for their grade-band
- KAS for Career Studies

Explain that in Part I they will review each standard individually to discuss the meaning and instructional considerations.

Arrange participants in grade-bands or like content areas.

Allow time for participants to review each of the standards. Follow up with whole group time for questions.

Accompanying Slides

Part I – Standards Exploration – Essential Skills



Effective Essential Skills instruction is an ongoing process that involves all content areas, including school and classroom culture.

- As a group, consider what this looks like in your content area.
- Discuss instructional techniques and/or routines that support student success.
- Are there common strategies, tools or programs to support consistent development across content areas or grade-bands?

PLC Lesson Study for Essential Skills
Intermediate Grades 4-5

Part I Standards Exploration – Essential Skills

Effective Essential Skills instruction is an ongoing process that involves all content areas, including school and classroom culture.

- As a group, consider what this looks like in your content area.
- Discuss instructional techniques and/or routines that support student success.
- Are there common strategies, tools or programs to support consistent development across content areas or grade-bands?

Standard	Instruction	Instructional Notes
ES.1	Identify ways to assess and/or create a problem.	
ES.2	Demonstrate flexibility and willingness to try new things (e.g., critical thinking, problem solving).	
ES.3	Demonstrate confidence and persistence by showing willingness to complete tasks.	
ES.4	Create and practice classroom goals.	
ES.5	Practice or work together with essential direction.	
ES.6	Use failure as a learning opportunity.	
ES.7	Practice personal responsibility.	

Facilitator Notes:

Time Required: 30-60 minutes

Materials:

Each participant needs a copy of the:

- PLC Study for ESSENTIAL SKILLS for their grade-band
- KAS for Career Studies

Explain that in Part II they will consider what a standard looks like in a specific unit, topic or standard(s) content area.

Arrange participants in grade-bands or like content areas.

Allow time for participants to review each of the standards. Follow up with whole group time for questions.

Part II – Standards Integration – Essential Skills



- As a group, consider what this looks like in a specific unit, topic or standard(s) content area.
- Identify content-specific knowledge, skill(s) or practice(s) required to be proficient in this area.
- Identify an Essential Skill to support student learning. What would explicit/implicit instruction look like for this skill?
- How would you assess this skill?

Part II – Standards Integration – ESSENTIAL SKILLS – Intermediate Grades 4-5

- As a group, consider what this looks like in a specific unit, topic or standard(s) content area.
- Identify content-specific knowledge, skill(s) or practice(s) required to be proficient in this area.
- Identify an Essential Skill to support student learning. What would explicit/implicit instruction look like for this skill?
- How would you assess this skill?

Choose a Unit, Topic or Standard(s) from your curriculum	Content-Specific Knowledge, Skill(s) and/or Practice(s)	Opportunities to Apply to ESSENTIAL SKILLS	Strategies to Assess
	Identify content-specific knowledge, skill(s) or practice(s) required to be proficient in this area.	Identify Essential Skills that explicitly and implicitly connect to the standard(s) for this unit/topic/standard(s).	Identify possible strategies or ways to assess these standards.
		Explicit	Implicit

Next Steps: What are one or two next steps to ensure that students have equitable access to ESSENTIAL SKILLS instruction within your course or grade-band?

Facilitator Notes

Facilitator Notes:

Time Required: 30-60 minutes

Materials:

Each participant needs a copy of the:

- PLC Study for ESSENTIAL SKILLS for their grade-band
- KAS for Career Studies

Explain that in Part III they will consider where each standard might be taught, e.g., in a specific content area, a stand-alone unit or as a classroom expectation.

Arrange participants in grade-bands or like content areas.

Allow time for participants to review each of the standards. Follow up with whole group time for questions.

Allow a few minutes for participants to reflect on this question. Note any questions that require follow-up.

Accompanying Slides

Part III – Standards Mapping - Essential Skills



- a. As a group, consider where each standard might be taught, e.g., in a specific content area, a stand-alone unit or as a classroom expectation.

This tool may also be used when evaluating new curriculum to identify instructional gaps.

Part III: Standards Mapping – Essential Skills

a. As a group, consider where each standard might be taught, e.g., in a specific content area, a stand-alone unit or as a classroom expectation.

Standard	ADAPTABILITY	When/Where Will This Be Taught?
ES.1	Identify ways to approach and/or solve a problem.	
ES.2	Demonstrate flexibility and willingness to try new things (e.g., critical thinking, problem solving).	

Standard	PERSISTENCE	When/Where Will This Be Taught?
ES.3	Demonstrate resilience and perseverance by showing willingness to complete tasks.	
ES.4	Create and practice short-term goals.	

Standard	INITIATIVE	When/Where Will This Be Taught?
ES.5	Practice on-task behaviors with minimal direction.	
ES.6	Use failure as a learning opportunity.	
ES.7	Practice personal responsibility.	

Standard	KNOWLEDGE	When/Where Will This Be Taught?
ES.8	Follow classroom procedures, activities and behavior in various settings.	
ES.9	Apply reading, writing and mathematics skills to authentic, real-world tasks.	

Essential Skills Next Steps



What are one or two next steps to ensure that students have equitable access to ESSENTIAL SKILLS instruction within your course or grade-band?

Facilitator Notes

Stop here if you are completing: Section1: PLC Study for Essential Skills only.

Continue to Section 2: PLC Study for Careers

Accompanying Slides



Stop here if you are completing:
Section1: PLC Study for Essential Skills **only**.



Continue to Section 2: PLC Study for Careers.

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Note upcoming sections.

Coming Up

- Section 2: PLC Study for Careers
- Section 3: PLC Study for Financial Literacy



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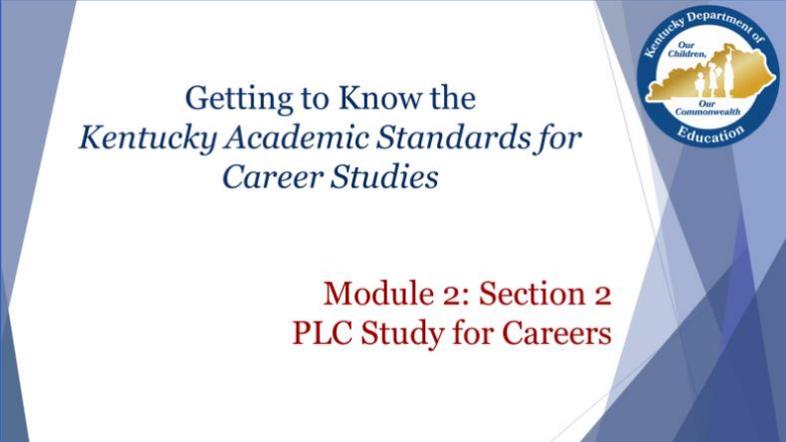
Section 2: PLC Study for Career Studies

Facilitator Notes

NOTE: *If facilitating on a different day, officially welcome the participants. Introduce yourself (if necessary).*

Explain: Module 2 is intended to dive deeper into the new *KAS for Career Studies* to uncover the instructional implications. In section 2, participants will explore the Careers domain.

Accompanying Slides



Getting to Know the
*Kentucky Academic Standards for
Career Studies*

Module 2: Section 2
PLC Study for Careers

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NOTE: *Skip this slide if continuing from Section 1.*

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.

Explain: “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions.” Point out the location of the parking lot (a poster or digitally) for questions. Remember that you may not know all the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the optional weekly webinars for facilitators.

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.

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Facilitator Notes

Explain: In this session we will review the KAS for the Careers domain. You will be working with your small group to explore implications for instruction.

Share information with the group. Invite participants to reflect and/or comment on the information.

Accompanying Slides

Session Overview

- What are the goals and guidelines for Career Studies?
- Career Studies PLC Studies
 - Part I – Standards Exploration
 - Part II – Standards Integration
 - Part III – Standards Mapping
- Each part requires 30-60 minutes



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Career Development IS:

- A lifelong process of personal discovery, gaining knowledge and refining skills
- Navigating your path through learning and work
- Evaluating options to inform decisions
- Developing resilience as you progress on your journey

Career Development IS NOT:

- Choosing "one" occupation for life
- Making "one" perfect education choice
- Finding "one" perfect job



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Facilitator Notes

Share information from the slide with participants.

Ask, “Does this differ from your previous understanding of career studies? If so, how?”

Allow 5 minutes for discussion.

Accompanying Slides

Career Studies should guide students to:

- understand their career interests, preferences and goals by exploring real-world interests.
- understand the time, effort, experience and other requirements to pursue goals.
- recognize the value of each step in the educational and experiential process.
- recognize that nearly all career paths require ongoing education and experience.
- recognize resources and individuals to assist in the planning and execution of career and personal goals.

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Explain that the Careers domain has three strands: Exploration, Preparation and Application. This chart provides a summary of how each progress across the grade-bands.

Share the information with the group.

For each of the domains, ask participants to read the summary for their grade-band.

Ask:

- “What instruction should students have had in the previous grade-band?”
- “How will the instruction in my grade-band impact student success in the next?”

Allow 5 minutes for questions or discussion.

Careers Progression Summary

	PRIMARY	INTERMEDIATE	MIDDLE	HIGH
Exploration	<ul style="list-style-type: none"> Reasons why people need to work, e.g., to meet basic needs Careers within local community 	<ul style="list-style-type: none"> Explore broader reasons why people work, e.g., contribute to society, personal satisfaction Introduction to KY Career Clusters 	<ul style="list-style-type: none"> Connection between income, values, interests and lifestyles Changing workplace Monetary and time costs of preparing for a career Skills/tasks related to the KY Career Clusters and pathways of interest Opportunities at the secondary level to earn dual/articulated credit, industry certifications, and work-based learning 	<ul style="list-style-type: none"> Post-secondary options related to chosen career cluster or pathway Options for paying for post-secondary education, including possible sources of funding (e.g., loans, scholarships, grants, military)
Preparation	<ul style="list-style-type: none"> Begin to develop necessary academic skills 	<ul style="list-style-type: none"> Continue to develop academic skills Learn to use various sources of information to evaluate jobs/careers 	<ul style="list-style-type: none"> Continue to develop academic skills Use extracurricular activities, community experience, volunteer work, etc. to develop academic, technical and/or essential skills Create and maintain an Individual Learning Plan (ILP) 	<ul style="list-style-type: none"> Use the ILP to guide secondary educational choices related to a career pathway of interest, e.g., to earn dual/articulated credit, industry certifications, and work-based learning opportunities
Application	Identify and follow agreed-upon collaborative skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.			

Facilitator Notes

Explain that Career Development requires instructional experiences in both the classroom and the real-world.

Share the information with the group. Explain that these are research-based best practices.

Ask participants to read the summary for their grade-band.

Ask:

- “What instruction/experiences should students have had in the previous grade-band?”
- “How will the instruction/experiences in my grade-band impact student success in the next?”

Allow 5 minutes for questions or discussion.

Share these instructional guidelines with participants.

Accompanying Slides



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).

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Facilitator Notes

Explain: This tool is designed to guide educators as they explore the KAS for Career Studies. Built upon a Professional Learning Committee (PLC) framework, these tools guide instructional conversations for each domain.

Arranged by grade-band, there are three parts for each domain:

- 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.
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Accompanying Slides

PLC Study for Careers

Built upon a Professional Learning Committee (PLC) framework, these tools guide instructional conversations for each domain.

Arranged by grade-band, there are three parts for each domain:

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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Facilitator Notes:

Time Required: 30-60 minutes

Materials:

Each participant needs a copy of the:

- PLC Study for CAREERS for their grade-band
- KAS for Career Studies

Explain that in Part I they will review each standard individually to discuss the meaning and instructional considerations.

Arrange participants in grade-bands or like content areas.

Allow time for participants to review each of the standards. Follow up with whole group time for questions.

Part I – Standards Exploration – Careers

Effective Career Studies instruction is an ongoing process that involves all content areas, including school and classroom culture.

- As a group, consider what this looks like in your content area.
- Discuss instructional techniques and/or routines that support student success.
- Are there common strategies, tools or programs to support consistent development across content areas or grade-bands?

PLC Lesson Study for Integrating Career Studies Standards High School Grades 9-12		
Part I: Standards Exploration – Career Studies		
Standard	COLLABORATION	INSTRUCTIONAL NOTES
C.1.A.1	Discuss career standards/standards related to career career cluster or pathway.	
C.1.A.2	Discuss ways to measure or assess student readiness, including possible sources of funding or data collection points, etc.	
Standard	PREPARATION	INSTRUCTIONAL NOTES
C.1.A.3	Discuss a variety of resources available in writing and assessing the career exploration or career plan.	
C.1.A.4	Discuss career goals, e.g., academic and technical skills, preparation for college, career readiness, etc.	
C.1.A.5	Discuss and modify the educational plan to support the career and opportunities.	

Facilitator Notes

Facilitator Notes:

Time Required: 30-60 minutes

Materials:

Each participant needs a copy of the:

- PLC Study for CAREERS for their grade-band
- KAS for Career Studies

Explain that in Part II they will consider what a standard looks like in a specific unit, topic or standard(s) content area.

Arrange participants in grade-bands or like content areas.

Allow time for participants to review each of the standards. Follow up with whole group time for questions.

Accompanying Slides

Part II – Standards Integration – Careers



- As a group, consider what this looks like in a specific unit, topic or standard(s) content area.
- Identify content-specific knowledge, skill(s) or practice(s) required to be proficient in this area.
- Identify a Career Standard to support student learning. What would explicit/implicit instruction look like for this skill?
- How would you assess this skill?

Part II – Standards Integration – CAREER STUDIES – Primary 6-8

As a group, consider what this looks like in a specific unit, topic or standard(s) content area.

- Identify content-specific knowledge, skill(s) or practice(s) required to be proficient in this area.
- Identify a Career Standard to support student learning. What would explicit/implicit instruction look like for this skill?
- How would you assess this skill?

Choose a Unit, Topic or Standard(s) from your curriculum.	Content-Specific Knowledge, Skill(s) and/or Practice(s) What content-specific knowledge, skill(s) or practice(s) are required to be proficient in this area?	Opportunities to Align to CAREER STUDIES		Integrating to Assess What are some possible strategies or areas to assess these skills?
		Explicit	Implicit	

Next Steps: What are one or two concrete next steps to make sure that content-specific skills are aligned to the CAREER STUDIES content to ensure that students get necessary instruction?

Facilitator Notes:

Time Required: 30-60 minutes

Materials:

Each participant needs a copy of the:

- PLC Study for CAREERS for their grade-band
- KAS for Career Studies

Explain that in Part III they will consider where each standard might be taught, e.g., in a specific content area, a stand-alone unit or as a classroom expectation.

Arrange participants in grade-bands or like content areas.

Allow time for participants to review each of the standards. Follow up with whole group time for questions.

Part III – Standards Mapping – Careers



- As a group, consider where each standard might be taught, e.g., in a specific content area, a stand-alone unit or as a classroom expectation.

This tool may also be used when evaluating new curriculum to identify instructional gaps.

Part III – Standards Mapping – CAREER STUDIES – Middle Grades 6-8

As a group, consider where each standard might be taught, e.g., in a specific content area, a stand-alone unit or as a classroom expectation.

	EXPLANATION	Where/When Will This Be Taught?
CMS.1	Explain how career choices impact thoughts.	
CMS.2	Explain the cost (monetary and time) of post-secondary and technical education, including possible sources of funding.	
CMS.3	Explain how links to the workforce and community are constantly changing (e.g., Worker-to-worker transfers, remote employment, job automation) from the supply and demand and technological aspects of industry.	
CMS.4	Identify resources (technology, materials, training, mentoring, career fairs, etc.) available that can be used for learning job and career information.	
CMS.5	Use information from personal inventory to apply and transfer skills within the 21st Century Skills for grade education pathway chosen at the secondary level.	

Facilitator Notes

Allow a few minutes for participants to reflect on this question. Note any questions that require follow-up.

Accompanying Slides

Careers - Next Steps

What are one or two next steps to ensure that students have equitable access to CAREERS instruction within your course or grade-band?



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Coming Up

Section 3: PLC Study for Financial Literacy

Coming Up

- Section 3: PLC Study for Financial Literacy



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Facilitator Notes

Stop here if you are completing Section 2: PLC Study for Careers only

Continue to Section 3: PLC Study for Financial Literacy

Accompanying Slides



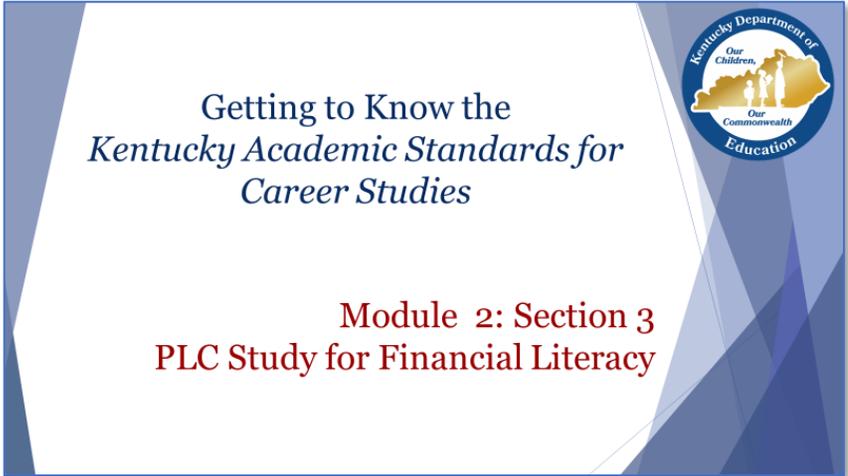
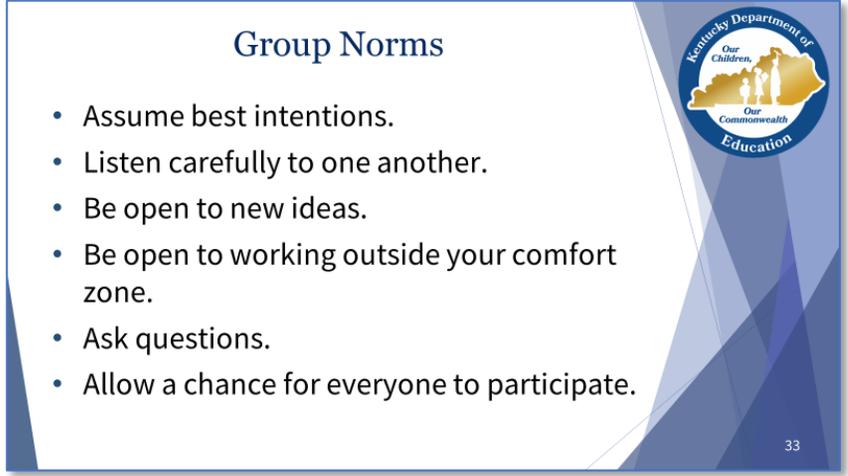
Stop here if you are completing:
Section 2: PLC Study for Careers **only**.



Continue to Section 3: PLC Study for
Financial Literacy.



Section 3: PLC Study for Financial Literacy

Facilitator Notes	Accompanying Slides
<p>Title Slide: Module 2: Section 3 PLC Study for Financial Literacy</p>	
<p>NOTE: Skip this slide if continuing from Section 2.</p> <p>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.</p> <p>Explain: “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions.” Point out the location of the parking lot (a poster or digitally) for questions. Remember that you may not know all the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the optional weekly webinars for facilitators.</p>	

Facilitator Notes

Explain: In this session we will review the KAS for the Financial Literacy domain. You will be working with your small group to explore implications for instruction

Accompanying Slides

Session Overview

- What are the KAS for Financial Literacy?
- Financial Literacy PLC Studies
 - Part I – Standards Exploration
 - Part II – Standards Integration
 - Part III – Standards Mapping
- Each part requires 30-60 minutes



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Share information from the slide with participants.

Financial Literacy Guidelines

Effective Financial Literacy (FL) instruction is a critical component of transition readiness and should be:

- Focused on the standards
- Relevant
- Learner-centered
- Connected to the real-world
- Integrated into other curricular areas
- Community-focused



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Facilitator Notes

This tool is designed to guide educators as they explore the KAS for Career Studies. Built upon a Professional Learning Committee (PLC) framework, these tools guide instructional conversations for each domain. Arranged by grade-band, there are 3 parts for each domain:

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.

Accompanying Slides

Session Overview

- What are the KAS for Financial Literacy?
- Financial Literacy PLC Studies
 - Part I – Standards Exploration
 - Part II – Standards Integration
 - Part III – Standards Mapping
- Each part requires 30-60 minutes



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Facilitator Notes:

Time Required: Each part will require 30-60 minutes

Materials:

Each participant needs a copy of the:

- PLC Study for FINANCIAL LITERACY for their grade-band
- KAS for Career Studies

Explain that in Part I they will review each standard individually to discuss the meaning and instructional considerations.

Arrange participants in grade-bands or like content areas.

Allow time for participants to review each of the standards. Follow up with whole group time for questions.

Part I – Standards Exploration – Financial Literacy

Effective Financial Literacy instruction is an ongoing process that involves all content areas.

- As a group, consider what this looks like in your content area.
- Discuss instructional techniques and/or routines that support student success.
- Are there common strategies, tools or programs to support consistent development across content areas or grade-bands?

PLC Lesson Study for Financial Literacy Middle Grades 6-8	
Part I: Standards Exploration – Financial Literacy	
Effective Financial Literacy instruction is an ongoing process that involves all content areas.	
a. As a group, consider what this looks like in your content area.	
b. Discuss instructional techniques and/or routines that support student success.	
c. Are there common strategies, tools or programs to support consistent development across content areas or grade-bands?	
Standard	CAREERS, EDUCATION & INCOME
FL.M.1	Describe and compare financial products for the future based on individual career choice and identify expectations to meet the needs of individuals and families.
FL.M.2	Explain how income can be earned (e.g., wages, commission or earned tax, interest, royalties).
FL.M.3	Explain net income (i.e., wages and salaries minus payroll deductions, state and federal tax) (FL.M.3) (1)
Standard	CREDIT & DEBT
FL.M.4	Compare a variety of credit products from which consumers can choose to borrow.
FL.M.5	Compare the costs and benefits of buying on credit that will help to make a good borrowing decision.
Standard	DECISION MAKING & MONEY MANAGEMENT
FL.M.6	Evaluate financial management resources and how they are needed to meet the goals of individuals and families. <ul style="list-style-type: none"> • Prioritizing financial goals. • Creating a budget (tracking income, expenses, fixed/variable, and savings).

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Facilitator Notes

Facilitator Notes: Time Required: 30-60 minutes

Materials:

Each participant needs a copy of the:

- PLC Study for FINANCIAL LITERACY for their grade-band
- KAS for Career Studies

Explain that in Part II they will consider what a standard looks like in a specific unit, topic or standard(s) content area.

Arrange participants in grade-bands or like content areas.

Allow time for participants to review each of the standards. Follow up with whole group time for questions.

Accompanying Slides

Part II – Standards Integration – Financial Literacy



- As a group, consider what this looks like in a specific unit, topic or standard(s) content area.
- Identify content-specific knowledge, skill(s) or practice(s) required to be proficient in this area.
- Identify a Financial Literacy standard. What would explicit/implicit instruction look like for this skill?
- How would you assess this skill?

Part II – Standards Integration – FINANCIAL LITERACY – Primary Grades K-3

a. As a group, consider what this looks like in a specific unit, topic or standard(s) content area.
 b. Identify content-specific knowledge, skill(s) or practice(s) required to be proficient in this area.
 c. Identify a related Financial Literacy standard. What would explicit/implicit instruction look like for this skill?
 d. How would you assess this skill?

Choose a Unit, Topic or Standard(s) from your curriculum.	Content-Specific Knowledge, Skill(s) and/or Practice(s) What actions, skills or practices do students need to demonstrate in order to be proficient in this standard(s) for this unit?	Opportunities to Align to FINANCIAL LITERACY		Strategies to Assess What are possible strategies or ways to assess these skills?
		Explicit	Implicit	

Next Steps: What are one or two next steps to ensure that students have equitable access to financial literacy instruction within your course or grade-band?

Facilitator Notes: Time Required: 30-60 minutes

Materials:

Each participant needs a copy of the:

- PLC Study for CAREERS for their grade-band
- KAS for Career Studies

Explain that in Part III they will consider where each standard might be taught, e.g., in a specific content area, a stand-alone unit or as a classroom expectation.

Arrange participants in grade-bands or like content areas.

Allow time for participants to review each of the standards. Follow up with whole group time for questions.

Part III – Standards Mapping – Financial Literacy



- As a group, consider where each standard might be taught, e.g., in a specific content area or a stand-alone unit.

This tool may also be used when evaluating new curriculum to identify instructional gaps.

Part III: Standards Mapping – Financial Literacy

a. As a group, consider where each standard might be taught, e.g. in a specific content area or a stand-alone unit.

Standard	CAREERS, EDUCATION & INCOME	Where/When Will This Be Taught?
FLK.1	Identify the financial needs of a career choice. a. Explain the relationship between personal financial goals and career choice. b. Evaluate the correlation between education, training and potential lifetime income. c. Compare the advantages and disadvantages of being an employee vs. being self-employed.	
FLK.2	Analyze how economic conditions can affect income and career opportunities (e.g. job outlook and cost of living).	
FLK.3	Evaluate the costs of funding sources for postsecondary education and training. a. Identify funding sources (e.g. loans, scholarships, grants, work study, military) to assist in postsecondary education opportunities and separate costs. b. Evaluate the pros and cons/benefits of Free Application for Federal Student Aid (FAFSA) completion.	
FLK.4	Analyze components of employment compensation. a. Compare compensation methods including hourly, salary and commission-based packages. b. Evaluate benefits packages and retirement plan options and how they add value to the overall compensation. c. Recognize that salaries and benefits may be negotiable.	
FLK.5	Analyze the factors that determine net income. a. Interpret paycheck stubs. b. Differentiate between gross, net and taxable income. c. Define the purpose of IRS forms (e.g., 1042, 1041 and 1099).	

Facilitator Notes

Allow a few minutes for participants to reflect on this question. Note any questions that require follow-up.

Accompanying Slides

Financial Literacy - Next Steps

What are one or two next steps to ensure that students have equitable access to FINANCIAL LITERACY instruction within your course or grade-band?



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